**Вариант 5**

1. **Терминология по теме «Strategic Human Resources Management»**

**1.Соотнесите слова, данные ниже, с подходящими определениями.**

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| 1. staffing | a) suitability for a position |
| 2. cornerstone | b) a combination of resources or funds for some common purpose |
| 3. acquisition | c) equal to a requirement |
| 4. deployment | d) reduction to a lower rank |
| 5. aptitude | e) rating an individual performance with a view to promote or a pay increase |
| 6. pool | f) distribution of forces in accordance with plan |
| 7. adequate | g) getting as one’s own |
| 8. demotion | h) the basic or main part |
| 9. appraisal | i) the choice of specific people to fill positions |

1. **Основы профессионально-ориентированного перевода по теме «Strategic Human Resources Management»**

**2. Переведите текст, используя лексические и грамматические трансформации:**

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| Трансформации необходимы, **чтобы соблюсти «правильность» языковых норм в языке перевода, и чтобы речь переводчика воспринималась как «грамотная речь»**.  **Лексическая трансформация** — отклонение **при переводе** от словарных соответствий, которое заключается в замене отдельных **лексических** единиц исходного языка на **лексические** единицы переводного языка, не являющиеся их эквивалентами.  Лексические трансформации можно разделить на следующие группы: Лексическая замена, или подстановка одного слова вместо другого. Часто возникает из-за различных семантических структур слов исходного языка и языка перевода.  Наиболее распространенными видами лексических трансформаций являются **транскрипция, транслитерация и калькирование**  Под грамматическими трансформациями понимают вид переводческих преобразований, заключающихся в замене в процессе **перевода грамматических** форм и структур единиц исходного языка (ИЯ) формально неэквивалентными формами и структурами языка **перевода** (ПЯ) **при** сохранении смыслового соответствия между ними.  **Грамматические трансформации**: **дословный перевод (или синтаксическое уподобление), грамматические замены (замены членов предложения, форм слова, частей речи) и членение предложения**; - комплексные (или лексико-семантические) трансформации: экспликация (описательный перевод), антонимический перевод и компенсация. |

**Implementation of Human Resources Management Strategies**

Strategies are expressed in an abstract form, so they should be converted to the program with clearly defined objectives and realistic goals, but the implementation of strategies through concrete actions is not an easy process. The term “strategic management of human resources” has devalued among practitioners, as it has come to mean generalized ideas about the policy in the sphere of human resources, describe some short-term plan, such as increasing of the percentage of university graduates retention. It should be stressed that the strategies of human resources are not just programs, policies and plans regarding issues related to human resources, which the personnel department considers important. Private initiatives do not constitute a strategic plan.

The problem of strategic human resource management lies in the fact that the strategic intentions are very often not realized in practice. Some authors suggest that this is an influence of the following factors: − the tendency of workers of multidisciplinary organizations accept only those initiatives that they perceive within their particular field of activity; − the tendency of workers with the high record of service to remain faithful to the status quo; − complex or controversial initiatives that cannot be understood by employees or they will be perceived differently, especially in large multi- organizations; − it is more difficult to achieve adoption of unusual initiatives; − employees will perceive a hostile initiative, if, as they believe these initiatives are contrary to the peculiarities of this organization, for example, redundancy with the availability of such units of corporate culture as “job for life”; − mismatch between corporate strategies and values; − confidence to senior management; − bureaucracy that leads to inertia [11].

Let us consider some obstacles that hinder the implementation of HR-strategies and ways to overcome them. The obstacles encountered in the implementation of HR-strategies when attempting to implement strategic initiatives are often associated with the lack of understanding of the strategic needs of the organization, resulting in the fact that strategic initiatives appear to be inappropriate or even falling productivity. This problem is exacerbated, if not assessed environmental and cultural factors influencing the nature of the strategy. Poorly designed initiative due to the poor analysis of the best practical solutions do not meet the requirements of the organization, and therefore do not work.

The implementation is also difficult, if the organization follows one initiative, without considering its impact on other practical steps in the field of human resources and trying to apply a consistent holistic approach. It is difficult to achieve anything, if all those concerned by the new initiatives, and especially senior executives, do not take them. A major obstacle is reluctance of managers to perceive the new initiatives as their own or develop the skills they need to perform their role in their implementation.

1. **Аннотирование и реферирование по теме «Strategic Human Resources Management»**

**3. Cоставьте аннотация текста.**

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| **Аннотация должна отражать следующие моменты научного исследования:**   1. Тема и цель статьи. 2. Постановка проблемы. 3. Методология исследования. 4. Результаты и выводы исследования.   Текст можно оформить одним абзацем или несколькими абзацами с подзаголовками. На каждый из подпунктов отводится 2-3 предложения, состоящих из 10-20 слов для оптимального восприятия читателем. Речевые стандарты для составления аннотации Статья (работа) опубликована (помещена, напечатана...) в журнале (газете...)  Монография вышла в свет в издательстве...  Статья посвящена вопросу (теме, проблеме...)  Статья представляет собой обобщение (обзор, изложение, анализ, описание...) (чего?)  Автор ставит (освещает) следующие проблемы... / останавливается на следующих проблемах... / касается следующих вопросов....  В статье рассматривается (затрагивается, обобщается ) (что?)  говорится (о чем?)  дается оценка (анализ, обобщение) (чего?) представлена точка зрения (на что?) затронут вопрос (о чем?)  Статья адресована (предназначена) (кому?) / может быть использована (кем?) / представляет интерес (для кого?) |

**Classification of Human Resources Management Strategies**

There are three strategic options for human resources: investment strategies, promotion strategies and engagement strategies.

This strategies typology was proposed by American researchers L. Dyer and John Holder (tab. 2.1). It takes into account different goals, means and strategies used by most companies. The authors define this strategy as “decisions to achieve important goals in the selection, development and management of personnel and primary means to achieve these objectives” .

The key objectives of the organization according to the authors’ point of view are: – maximizing employees’ contribution to work; – optimization of placing of personnel; – development of competence of personnel; – forming dedication to the mutual activity. The employees’ contribution to work is associated with the expectations of employees from the company. What is at issue is innovation, flexibility in the management, efficiency, and creating an atmosphere of creativity.

The objectives related to the successful placing of personnel are primarily concentrated on the creation of an effective team taking into account nationality, age and sex of employees, as well as their level of skills and competence. The strategic vision of staff is also of a particular importance here (especially its promotion and further development). The objectives of competence growth of staff are associated with the level of current and future knowledge of employees, their skills and abilities that determine the level of competence of the work force which is required to achieve the current and strategic objectives of the organization. Finally dedication means the degree of employee’s “attachment” to the organization – from the usual “attachment” to complete identification with the organization (where an employee says: “I am a Sony man”).

To achieve these key objectives organizations use the funds that are embodied in the seven key areas of human resource management: – training and development of staff; – management and control of the work performed; – the relationship between staff; – relationships with unions; – relationships with government officials; – system of rewards and remuneration; – system of work organization.

Investment strategies.

This is the strategy adopted by the organization the business strategy of which considers product differentiation rather than cost leadership as priority. The efforts of these organizations are aimed at unwinding its brands, improving the quality or functionality of products. These organizations rely on controlled flexibility and adaptability of employees, resulting in a wide spread of staff qualification which is a typical feature of such companies. A clear system of centralized decision-making and complexity of the business hierarchy is typical for this strategy. Functions imposed on employees are extremely broad and not clearly defined. The practice of labor remuneration is a mix of fixed and variable components, aimed at encouraging creativity and dedication, as well as the maintenance and preservation of valuable knowledge and experience. At the same time staff initiative is limited to high level policy control and widespread system of accountability. Promotion strategy is most frequently used by firms operating in highly competitive environment. Such firms are characterized by the tactics of a clear focus on the current cost, maintaining of a minimal number of personnel and ensuring such conditions in which the process of turning raw materials into product is secured from various kinds of disruptions caused by employees.

These organizations are focused on the maximum contribution to the work performed by employees in order to minimize the costs of recruitment, selection and staff development, narrowly delineating and turning the work into routine in order to reduce the level of necessary skills and understanding of their place in the manufacturing process. Such firms seek to build a clear association between the efforts being made in the working process and wages. Engagement strategy is typical for organizations with mixed business strategy, focused both on cost leadership and innovation. For such organizations it is typical to have a decentralized management structure, aimed at obtaining maximum effect from the embedded resources and which is able at the same time to react quickly to the actions of competitors and changes in market demand. To maintain a high level of innovativeness companies adhering to this strategy pay great attention to the structuring of business functions, clear control and remuneration system. Important objectives in this strategy are to increase the dedication and competence of personnel, which is achieved by staffing the organization with a large proportion of highly qualified personnel with high level of training and knowledge of the latest technologies. The structuring of functions conferred on employees is designed to provide the greatest ingenuity, commitment and autonomy which play an important role to motivate the creative, competent staff. The problem associated with maximizing the staff contribution to work is achieved by building a clear link between results and rewards. An important form of remuneration is ongoing staff development, its involvement into production management and even self-government and self-control as higher forms of trust from the leadership of the organization.

1. **Просмотровое чтение аутентичных текстов по теме «Main points of Strategic Human Resources Management»**

**4. Прочитайте текст и переведите на русский язык часть текста, выделенного курсивом.**

**Текст «The Big Three Management Styles»**

Management literature describes numerous management styles, including assertive, autocratic, coaching, country club, directing, delegating, laissez-faire, participatory, supportive, task-oriented and team based. Are there that many styles? I believe there are three basic styles-directing, discussing and delegating, the 3-Ds of Management Style.

**DIRECTING STYLE**

Managers using this style tell people what to do, how to do it and when to have it completed. They assign roles and responsibilities, set standards and define expectations.

**Communicating** – The manager speaks, employees listen and react. Managers provide detailed instructions so employees know exactly what to do. The ability to communicate in a clear, concise and complete fashion is critical. The only feedback managers ask for is, “Do you understand what needs to be done?”

**Goal-Setting** – “Your goal is to sell 15 cars per month.” The manager establishes short-term goals. When goals are specific and time bounded, employees are clear on what is expected of them. Goals and deadlines often motivate people.

**Decision-Making** – “I want you to stop what you are currently doing and help Sue set up the room for the seminar.” The manager makes most if not all decisions. When problems arise the manager evaluates options, makes decisions and directs employees as to what actions to take.

**Monitoring Performance and Providing Feedback** – Managers establish specific control points to monitor performance. “Get back to me at 11:00 a.m. to brief me on what you have48 accomplished.” Managers provide frequent feedback including specific instructions on how to improve performance.

**DISCUSSING STYLE**

Managers using this style take time to discuss relevant business issues. What happens in a good discussion? People present ideas, ask questions, listen, provide feedback, challenge certain assumptions and coach as needed. It is important to make sure ideas are fully discussed and debated. Managers often perform the role of facilitator, making sure the discussion stays on track and everyone has a chance to contribute.

**Communicating** – Two-way communication is the norm. “Let’s go around the table and give everyone a chance to discuss their ideas.” Managers spend as much time asking questions and listening as they do talking and sharing their ideas. The right question focuses the discussion and draws out people’s ideas.

**Goal-Setting** – “Ingrid, what do you think our sales target should be for the fourth quarter?” After adequate discussion, goals are then established. Utilizing a participatory style generally helps to increase employees’ commitment to achieve their goals.

**Decision-Making** – “We have a problem with the amount of inventory we are currently carrying. What action do you think we should take? Decisions are made collaboratively. Both manager and employee play an active role in defining problems, evaluating options, and making decisions.

**Monitoring Performance and Providing Feedback** – The manager and employee monitor performance and discuss what actions need to be taken. This works best when both parties are open and make adjustments as needed.

**DELEGATING STYLE**

Managers using this style usually explain or get agreement on what has to be accomplished and when it must be completed. The how-to-do-it part of the equation is left up to the employee. Responsibility and authority are given to employees to get the job done.

**Communicating** – Regarding what has to be accomplished, communications may be one-way: “I want you to deliver a 15-minute presentation program at Tuesday’s meeting.” In other situations, it may be two-way: “Let’s discuss what needs to be accomplished in the marketing brochure you are designing.” Additional communication takes place to review what has been accomplished and obstacles preventing progress.

***Goal-Setting – As stated above, specific goals may be established by the manager or may evolve after a discussion between manager and employee. Failures in delegation can often be traced back to a lack of understanding of the desired output or deliverable. “I thought you only wanted recommendations, not an***

***implementation plan.”***

***Decision-Making – “Barbara, that is your decision to make.” Decisions as to how the task will be accomplished are left to the employee. Employees have the power to take appropriate actions to achieve the desired goals. Managers must avoid “reverse delegation” when employees try to give back decisions that they***

***should be making.***

**Monitoring Performance and Providing Feedback** – “I want a weekly update on plan accomplishments.” Managers decide how much monitoring is necessary. The amount of monitoring depends on the priority of the task and the person doing it. Providing feedback is the responsibility of the employee. Keeping the manager informed, especially when the plan is off track, is critical.

**5. Укажите, какие утверждения соответствуют Вашему стилю управления.**

1. It is up to employees to keep the manager up to date on progress.

2. Managers encourage staff to put forward their ideas.

3. Managers set strict time limit.

4. Managers and employees decide together what needs to be achieved.

5. Decisions are made by managers and staff.

6. Employees get precise instructions.

7. Managers do not want employees to avoid making decisions which employees should make.

8. Managers have tight control of employees’ movements and work schedules.

9. When employees are given tasks, they decide how to complete them.

**6. Соотнесите словосочетания из группы 1 с сочетаниями группы 2. Проверьте свои ответы с помощью текста.**

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| Группа 1 | | Группа 2 | |
| 1) establish | a) feedback | 1) present | a) action |
| 2) monitor | b) goals | 2) achieve | b) employees |
| 3) provide | c) decisions | 3) direct | c) ideas |
| 4) set | d) performance | 4) take | d) performance |
| 5) make | e) roles | 5) improve | e) goals |
| 6) assign | f) standards |  |  |

**7. Составьте словосочетания из предложенных глаголов и существительных. Выделите «лишний» глагол.**

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| № | **Глаголы** | **Сущ-ные** | **1 словосочетание** | **2 словосочетание** |
| 1 | check / assess / look | performance |  |  |
| 2 | make / achieve / establish | goals |  |  |
| 3 | reach / do / implement | decisions |  |  |
| 4 | meet / set / get | standards |  |  |
| 5 | establish / assign / make | roles |  |  |
| 6 | reach / deliver / achieve | goals |  |  |
| 7 | come up with / make /present | ideas |  |  |
| 8 | achieve / direct / guide | employees |  |  |

**V. Научные контакты:**

**Тема «Creating an Effective Poster Presentation»**

**8. Составьте словосочетания, описывающие основные положения макета доклада в форме постера.**

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| 1. to convey | A. of the major result |
| 2. to be | B. the experimental approach |
| 3. absolute | C. in the context |
| 4. to place your issue | D. a novel hypothesis |
| 5. to pitch | E. statistical analyses |
| 6. to describe | F. hypothesis |
| 7. to mention | G. minimum |
| 8. to address | H. supporting charts |
| 9. to give | I. engaging figure legends |
| 10. to refer to | J. the relevance of your findings |
| 11. to provide | K. for specific contributions |
| 12. to remind | L. catchy |
| 13. to state | M. experimental equipment and procedure |
| 14. to thank smb | N. a more personal tone |

**9. Вставьте пропущенные слова и словосочетания:**

***Supplements, engage colleagues, researchers’ network, foster collaborations, share findings, support the data, a communication tool, visual displays of data, noteworthy, to disseminate research findings***

**What is a poster presentation?**

Poster presentations are an excellent way for researchers to (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and display their work. The researcher is typically available to give a short presentation and answer any questions, while the poster serves as a visual aid and (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Preparation of an effective poster is critical to the poster presentation's success. The purpose of the poster is to serve as a summary and an advertisement of the work that (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the researcher's presentation.

The poster could be thought of as an illustrated version of the abstract with

(4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and small blocks of text that explain the project and (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

An effective poster can (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, start conversations, help (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and help (8) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. During a poster presentation session, the audience will be looking for a clear snapshot of the project so a good poster is focused on single message, uses graphics and images to tell the story, and is well-organized and sequenced. An ineffective poster often has a main point that is hard to find, text that is too small, poor graphics, poor organization and other problems. The research and the results will only appear to be as interesting and (9) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the quality of the poster.

Therefore, while posters can be an important way (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they must be prepared correctly.

**10. Распределите действия председателя конференции по трём колонкам:**

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| **Before the session** | **During the session** | **Time management** |
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1. No paper is to start ahead of the scheduled time. In the event that a paper is cancelled, the time is either to be used for additional discussion or the session shortened to.

2. Verify whether the presenters are the first authors of the abstracts, so you announce the right persons. 3. Read the abstracts of the presentations in advance

4. Adhere STRICTLY to the scheduled times in the printed program

5. Be certain that the entire audience can hear the speaker. Interrupt the speaker and ask him/her to speak louder, if necessary.

6. Be prepared to ask a question for each presentation, in case none emerge from the audience.

7. Check whether all presenters are present.

8. Start the session on time.

9. Arrive at the appointed room at least 10 minutes before the session starts. 10. Familiarize yourself on how to work the microphone, pointer, time cards and overhead lights, whichever is available.

11. Manage the session and control the timing of each presentation to maintain the overall schedule of the papers.

12. At the start of the session, briefly introduce yourself and explain the timing system to the audience, and as often during the session as you think necessary

13. Briefly introduce each speaker.