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HUMAN RESOURCES MANAGEMENT

Учебно-методическая разработка
по развитию иноязычной компетенции (английский язык)
для студентов 2-го курса
направления 080400 Управление персоналом

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Разработка ставит своей целью обучить студентов читать литературу по специальности и осуществлять коммуникацию на профессиональные темы.

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PART ONE
UNIT ONE
HUMAN RESOURCES MANAGEMENT

Exercise 1. Read the following words, paying attention to their pronunciation.

- [i:] previous, colleagues, a feedback, a weakness, a technique, an employee
[ə:] concerned, a firm, personal, a personnel, to work, an excursion
[æ] planning activities, value, a feedback, an aspect, a candidate, an applicant
[o:] a course, resources, a force, reward, former, forecast, subordinate
[u:] June, to choose, through, improve, cruise, to include, to recruit
[kw] acquisition, to acquaint, highly-qualified, quite, adequate, headquarters

Exercise 2. Look at the common suffixes. Use the suffixes to make new words from the words in the table.

- tion To dictate, to eliminate, to consider, to select, to apply, to evaluate
–ance To ensure, to acquaint, to maintain
–ee To employ, to address, to interview, to pay, to train
–able Comfort, to wash, to read, to recognize, to count, to eat, to negotiate
–ful use, help, care, hope
–ous danger, an industry, an ambition, fame
–en damp, ripe, hard, sharp, straight, loose, threat, wide
–is(z)e popular, a context, an emphasis, familiar, general, sympathy

Exercise 3. Here are some words that you will come across in the texts of the unit. Study them carefully.

verbs		nouns	
acquaint	ознакомить	acquisition	приобретение
eliminate	ликвидировать	appraisal	оценка
ensure	обеспечивать	benefit	льгота
forecast	прогнозировать	development	развитие
go through	ознакомиться	evaluation	оценка
hire	нанимать	feedback	обратная связь
improve	улучшать	maintenance	удержание, сохранение
list	перечислять	planning	плановые
provide	предоставлять	activities	мероприятия
reward	награждать	promotion	повышение по службе
verify	удостоверять	reward	вознаграждение
adjectives and participles		subordinate	подчиненный
appropriate	подходящий	weakness	здесь: недостаток
concerned	связанный с (чем-л.)	well-being	благополучие
(with)			
former	прежний		
previous	предыдущий		

Exercise 4. Read the general definition of human resources management (HRM) and translate it.

Human resources management is a set of planning activities. They include the acquisition, maintenance, and development of an organization's human resources. In general, human resources planning consists of forecasting the human resources that the firm will need in the future.

Acquisition includes planning that leads to hiring new personnel.

Maintenance of human resources consists of motivating employees to remain within the firm and to work effectively. Motivation includes following aspects:

rewarding an employee through monetary payments;

providing benefits and promotions to insure an employee's well-being.

Development aspect of HRM is concerned with improving employee's skills and capabilities. Employee training and development programs enhance the ability of employee to contribute to the firm.

Exercise 5. Answer the following questions about the text.

1. What is human resources management (HRM)?
2. What does HRM planning consist of?
3. What activities does it include?
4. What is acquisition?
5. Which HRM aspect deals with employee motivation?
6. Which HRM aspect deals with employee training?

Exercise 6. Complete the sentences with the information from the text.

1. Human resources management is
2. ... includes the ... , ... , and ... of an organization's human resources.
3. Human resources ... consists of ... the human resources that ... will need in
4. ... includes planning that leads to hiring new
5. ... consists of motivating employees to remain within the firm and
6. ... is concerned with improving employee's

Exercise 7. Read the following text and translate it. Which aspect of HRM does it speak about?

Candidates for open positions can be recruited from within or outside the firm. In the selection process applications, resumes, interviews and references may be used to obtain information about candidates.

1. Employment applications. Everyone who applies for a job (an applicant) must submit an application. An employment application is useful in collecting factual information on a candidate's education, work experience, and personal history. The data obtained from application are usually used for two purposes: to identify candidates who are worthy of further scrutiny and to familiarize interviewers with

applicant's backgrounds. A typical employment application represents a special form to be filled in.

2. Resumes. Many job candidates submit resumes to employers, and some firms require them. A resume is a short summary of the candidate's background and qualifications. It includes a description of the type of job the applicant is seeking. A resume may be submitted along with curriculum vitae (CV).

3. Interviews. The employment interview is the most widely used selection technique. Job candidates are usually interviewed by at least one member of the HRM staff and by the person for whom they will be working. Interviews provide an opportunity for the firm and the applicant to learn more about each other. Interviewers can ask different questions to learn something about the candidate's attitude to the job and motivation.

Very often interviewers ask different questions of different candidates, so that it becomes impossible to compare applicants' qualifications. Some of these problems can be solved by the use of structural interviews. A structural interview is an interview in which an interviewer asks a prepared set of questions.

4. References. A job candidate is generally asked to indicate the names of references – people who can verify background information and provide personal evaluation of the candidate. Personal evaluations obtained from references may not be of much value because they list only the references who say well about them. However, references are often contacted to verify such information as previous job responsibilities and the reason an applicant decided to leave a former job.

5. Orientation. All the information collected during the selection process is then used to select the most appropriate candidates for the job. Newly hired employees should go through a firm's orientation program. Orientation is the process acquainting new employees with the organization.

6. Feedback. Feedback is talking of a manager to subordinates to let them know how well they are doing and how they can work better in the future. In other words, it is performance appraisal. These appraisals may be positive or negative. Feedback must help eliminate job-related weaknesses. For good job employees get rewards such as pay raises or promotions.

Exercise 8. Complete the sentences with the information from the text.

1. An applicant who applies for a job must submit an
2. A resume is a short ... of the candidate's ... and qualification.
3. In Britain a resume is often referred to as a
4. An interview provides an opportunity for the firm to ... more about an applicant.
5. Applicants list only the ... who say good things about them.
6. Orientation is the process of new employees with
7. Performance appraisal is used to provide employees with

Exercise 9. Select the number (1 – 7) of the paragraph which speaks about:

1. the information on how good or useful your work is;

2. a letter to a new employer written by somebody who knows you, giving information about your character and abilities;
3. a formal meeting at which you are asked questions to see if you are suitable for a particular job;
4. a formal request for a job, permission to do something;
5. a thing that you are given because you have worked hard.

Exercise 10. Find in the texts of the unit the following English words and phrases and give their Russian equivalents.

Acquisition; maintenance; monetary payment; performance; performance appraisal; subordinate; pay raise; promotion; selection process; resume; reference; curriculum vitae; employment application; feedback; employment interview; applicant; member of HRM staff; structural interview; prepared set of questions; candidate's background and qualifications; interviewer; forecast; enhance; obtain information; apply for a job; submit an application; seek a job; provide an opportunity; verify information; hire employees; communicate the results; get rewards; recruit.

Exercise 11. Find in the texts of the unit the English equivalents of the following Russian words and phrases.

Управление человеческими ресурсами; новый персонал; приобретение; собеседование (при найме на работу); обращаться по поводу работы; открытая вакансия (должность); денежная плата; оценка выполненной работы; благосостояние работника; получать вознаграждения; повышение зарплаты; продвижение по службе; процесс отбора; претендент; краткая автобиография (резюме); представить резюме; подчиненный; поручитель (лицо, дающее рекомендацию); биографические данные; обратная связь; интервьюер (лицо, проводящее собеседование); подготовленный ряд вопросов; удостоверить информацию; нанимать работника.

Exercise 12. A CV (curriculum vitae, Latin; a résumé in American English) is a piece of paper written by someone who is applying for a job, giving basic information about his / her life.

Here is an example of a CV, written in the style used in the UK. Answer these questions: What kind of position do you think this person would be suitable for? Whose CV do you think it is?

Name:	???
Date of birth:	14th November 1948
Nationality:	British
Marital status:	Married for the second time. Two sons by the first wife.

Professional

experience:	1976 – Voluntary charity work 1971-76 – Royal Navy
Education:	1970 Graduated in archeology, anthropology and history (Cantab) 1966 Geelong Grammar School, Australia 1961-1966 Gordonstoun School, Scotland
Languages spoken:	English, French, Welsh
Publications:	<i>The Old Man of Lochnagar</i> (a children's story) <i>A Vision of Britain</i> (an essay on architecture)
Leisure activities:	Polo, sketching, fox hunting, gardening, travelling

Some of the headings used in the example CV would need to be used by any candidate applying for any job, and some are appropriate only for some people and/or some jobs. Which headings are appropriate in all circumstances and which only in some situations? Can you think of any other headings which might be useful in a CV? Is it better for a CV to be long or short?

Exercise 13. Read the CV writing tips which will help you clarify your experience, achievements, skills, education, and other background information.

CV Writing Tips

Step One: Focus. Decide what type of job you are applying for and then write it. You should name the position you want.

Step Two: Education. List any education or training you have got. If you are a recent college or university graduate and have little experience, then your education section should be placed at the top of your CV. Show your secondary school education and activities on a CV if you are under 20 and have no education or training beyond secondary school. Continuing education shows that you care about life-long learning and self-development, so think about any relevant training since your formal education was completed.

Step Three: Your Jobs. Starting with your present position, list the title of every job you have held along with the name of the company, the city / town, and the years you worked there.

Step Four: Job Descriptions. Under each job, make a list of your duties. Never use personal pronouns (I, my, me). Instead of saying, "I planned, organised, and directed..." you should say, "Planned, organised, and directed...". It is important to use nouns or short phrases that describe your experience and education like: C++, UNIX, network, project management, etc, well-known company names and universities.

Step Five: Relevant Qualifications. At the bottom of your CV, think about anything else that might qualify you for your job objective. This includes licenses, certificates, and sometimes even interests and hobbies if they are truly relevant. For instance, stating in your CV that you play tennis or are a gymnast would be appropriate if you want a job in sports marketing.

Step Six: Profile. Last but not least, write four or five sentences that give an overview of your qualifications. This profile, or qualifications summary, should be placed at the beginning of your CV. You can include some of your personal qualities or special skills. Here is a sample profile section for a computer systems technician:

Experienced systems / network technician with significant communications and technical control experience;

Focused and hard working;

Effective team player with outstanding communication and interpersonal skills.

Exercise 14. Write your own CV, following the tips given in Exercise 2 and the CV example in Exercises 1. **Remember:** Illegible writing and long letters won't get you an interview (Caroline Turner)

Exercise 15. Here is a letter of application for a job. Read it carefully paying attention to the conventions of the formal letter style: How do you begin the letter? How do you end the letter? Where do you put your name? Are there any contractions? What have you noticed about the punctuation?

3333 Imperial Way
K-10004 Freetown
Brighton

13 May 20__

European Holiday Office
ACME Atlantic Ltd
45 Pentonville Road
London EC2 4AC

Dear Sir or Madam,

I am writing to apply for the *post / job* of Social Events Organizer which was advertised in last week's edition of Summer Jobs.

I am *now / currently* studying French and Italian at London University, so I speak both languages well.

I feel I would be *suitable / right* for this position because I have good organizational skills, and I greatly enjoy going out and meeting new people. I have lived in London all my life so I know many of the places that young students would enjoy.

I have experience of this kind of work. Last summer I *was employed by / worked for* Imperial Hotels as a Tour Organizer, and I arranged excursions to places of interest in and around London. I also worked for London Life last Christmas, which involved taking *groups of / some* American tourists around the capital.

My course finishes in the middle of June, so I *would be available for work / can start working* at any time during July and August.

Please do not hesitate to contact me if you *need / require* any *further / more* information. I look forward to hearing from you.

Yours faithfully,

/signature/

Jean Muster

Exercise 16. Imagine you see the following advertisement and decide to apply. Write a letter of application for the job.

We are looking for Summer Camp Hosts to help teach and entertain children aged 10-12 at our Summer Camp in August.

If you are good with children, keen on sports and other outdoor activities, and have a lively and outgoing personality, then we'd like to hear from you. We offer good rates of pay and free accommodation.

**Reply to
Sumer Camp Travel,
18, Kings Rd
Birmingham**

Follow these instructions when you write your letter of application.

1. Write in a formal style. Avoid informal language.
2. Cover the three qualities they ask for (good with children, sports, personality), explaining clearly why you think you have these qualities. Use your imagination here. Don't be afraid to exaggerate a little.
3. Use some of the phrases from the letter in Exercise 5.
4. Be sure to tell them something about your present situation and when you could begin working.
5. Arrange your letter in clear paragraphs.
6. Don't write more than 180 words.

Exercise 17. Study the formal letter writing conventions once again and put the following parts of the formal letter in the correct order. Which type of formal letter do you think it belongs to?

☐ Yours truly

☐ City College

14 Mountain View, WA 9999

☐ Would you please send me a copy of World Wide Dictionary, unabridged second edition, 1982? I am inclosing a money order for \$37.50 to cover cost and handling. If this amount is not correct, please let me know.

☐ Dear Ms Smith,

☐ September 15, 1997

☐ Miss R.J. Smith

- ☐ Blackstone Book Agency
Sixth and Riverside Avenue
Olympia, WA 9999
- ☐ Josephina Black
Principal

Exercise 18. Here is an envelope. Study it carefully and match the information under numbers with its meaning.

(1) Jackson Brothers
2520 Visita Avenue
(2) Olympia, WA 28561
(3) USA

John Wilson
(4) 4 New High Street
(5) Oxford, OX37AQ
(6) England

- ☐ the country the letter comes from
- ☐ the addressee's house number
- ☐ the sender
- ☐ the country in the mailing address
- ☐ the town in the mailing address
- ☐ the town the letter comes from

Exercise 19. Imagine that you are applying for a job. Translate the questions of an interviewer and try to find proper answers to them. Remember the tips from Exercise 13.

Interviewer Tell me please in short about your work, your professional experience and your marital status (семейное положение).

You

Interviewer Why are you interested in joining our company?

You

Interviewer Why do you feel qualified for this job?

You

Interviewer Don't you think you are too young for this job?

You

Interviewer Which is more important to you: status or money?

You

Interviewer What is your objective and what are your long-range goals?

You

Interviewer What worries you about the job you are doing now?

You

Interviewer What do you find rewarding about your present job?

You
Interviewer Why do you want to leave your present job?
You
Interviewer How would you rate your present boss?
You
Interviewer Describe your ideal boss.
You
Interviewer What do you do in your spare time?
You
Interviewer Are you an ambitious person?
You
Interviewer What are your principal interests and how do you benefit from them?
You
Interviewer Why should we choose you?
You

Exercise 20. Translate the following sentences into English.

1. Людские ресурсы являются самыми важными ресурсами организации.
2. Управление ресурсами представляет собой ряд плановых мероприятий.
3. Каждый, кто обращается по поводу работы, должен представить заявление.
4. Некоторые фирмы требуют краткую трудовую автобиографию.
5. Собеседование дает возможность фирме больше узнать о претенденте.
6. Обратная связь должна помочь ликвидировать связанные с работой недостатки.
7. За хорошую работу работники получают вознаграждение, например, повышение зарплаты или продвижение по службе.

UNIT TWO MAINTENANCE

Exercise 1. Read the following words, paying attention to the pronunciation.

- [iə] here, an era, an idea, a career, ideal, an area
 [ʌ] to cut, some, Douglas, thus, other, to overcome, upper, to rediscover
 [ju:] new, you, an interview, to assume, to produce, human, enthusiastic
 [ŋ] to sing, a thing, to think, to belong, outstanding, clothing, strength
 [dʒ] a job, a majority, a soldier, general, a manager, to suggest, to arrange
 [gz] to exist, exorbitant, an exam, exactly, an example, to encourage

Exercise 2. Complete the following table. The first two examples have been done for you.

	action	person	thing
1.	apply	<u>applicant</u>	<u>application</u>
2.	_____	assistant	_____
3.	_____	_____	translation
4.	_____	adviser	_____
5.	_____	_____	invention
6.	_____	interviewer / interviewee	_____
7.	_____	lover	_____
8.	criticize	_____	_____
9.	use	_____	_____
10.	_____	employer	_____
11.	_____	_____	speech
12.	discover	_____	_____

Exercise 3. Here are some words that you will come across in the texts of the unit. Study them carefully.

verbs		verbs	
accomplish	осуществлять	represent	представлять
achieve	достигать	require	требовать
assume	предполагать	satisfy	удовлетворять
behave	вести себя	seek	стремиться
bribe	подкупать	soldier	разг. увиливать от
come in play	зд. вступать в		работы, «сачковать»
	действие	supervise	надзирать
do away	уничтожать,		(за кем-либо)
with	отменять	take into	принимать во
exceed	превышать	account	внимание
fulfill	осуществлять,		
	выполнять	adjectives and participles	
give rise (to)	вызывать, порождать	bygone	прошлый
reason	зд. доказывать	certain	определённый

nouns		adjectives and participles	
appreciation	высокая оценка; признательность	committed	committed
attempt	попытка	diverse	разнообразный
award	награда, премия	exorbitant	непомерный
bauble	игрушка, безделушка	outstanding	выдающийся
belonging	принадлежность	piece-rate	сдельный
comeback	возвращение (к власти, популярности и т. п.)	(attr.)	
dedication	преданность	sophisticated	сложный, усложненный
endeavor	попытка; предприятие	tied	связанный
esteem	уважение	adverb	
honors	похвалы, почести	closely	зд. тщательно
love and affection	зд. любовь и дружба	nouns	
loyalty	верность	output	производительность, выработка
majority	большинство	purpose	намерение, цель
means	средства	recognition	признание
merit	(pl) достоинство	seniority	трудовой стаж
needs ladder	лестница потребностей	shelter	кров, убежище; жильё
		variety (of)	ряд

Exercise 4. Read the following text and translate it.

Motivation is the personal internal “force” that causes people to work to achieve organizational goals and by doing it to satisfy their personal needs.

When we say that a job motivates employees, we mean that it activates this force within employees to behave in a particular way. When it seems that employees work only to achieve the general goals of the organization, they behave in this way only to achieve their own purposes to satisfy their needs.

The task of a manager is to create possibilities for the employees to satisfy their needs to the full extent as a reward for their work and skills.

Exercise 5. Answer the following questions about the text.

1. What is motivation?
2. What do we mean when we say that a job motivates employees?
3. What purposes do employees achieve when it seems that they work only to achieve the general goals of the organization?
4. What is the task of a manager?

Exercise 6. Fill in the blanks with the words and phrases from the box.

want to say	internal	certain	prize	opportunities	say
aims	full	meet	job	only	general
					abilities

1. **Motivation** is the _____ “force” that causes people to work to achieve organizational goals and by doing it to _____ their personal needs.
2. When we _____ that a job motivate employees, we _____ that it activates this force within employees to behave in a _____ way.
3. When it seems that employees work _____ to achieve the _____ goals of the organization, they behave in this way only to achieve their own _____ to satisfy their needs.
4. The _____ of a manager is to create _____ for the employees to satisfy their needs to the _____ extent as a _____ for their work and _____.

Exercise 7. Read the following text. Four sentences have been removed from it. From the sentences below (A – D) choose the one which fits the appropriate gap (1 – 4).

1. _____ . Taken together, these models of motivation present a good “guide book” for managers. We consider only some of them.

One of the first approaches to employees’ motivation was Frederick Taylor’s scientific theory. Taylor believed that employees work only for money and that they must be closely supervised and managed. He reasoned that the pay should be tied to output because workers “soldiered” or worked slowly. He said that the more person produced, the more he or she should be paid. This gave the rise to the piece-rate system under which employees are paid a certain amount for each unit of output they produce. 2. _____ .

Douglas McGregor labeled this view Theory X and then described an alternative view called Theory Y which was based on the idea that employees can be motivated to behave as responsible members of an organization when it is clear to them that accomplishing the organizational goals will bring them personal rewards. This leads to the dedication and loyalty to the firm that are in evidence at the Japanese firms with the common desire to do the job well.

3. _____ . People will work towards goals to which they are committed.

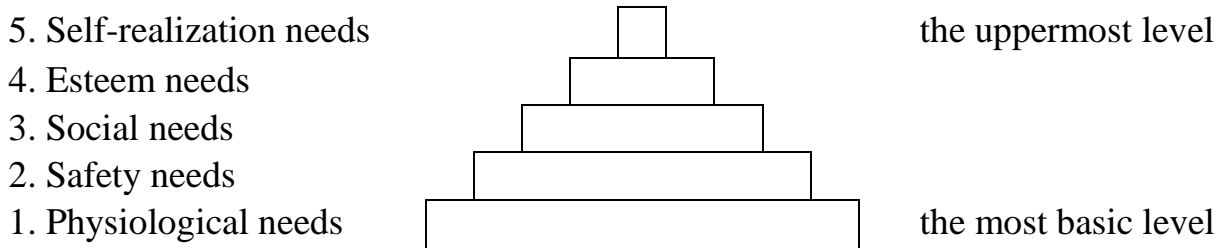
McGregor maintained that this theory (Theory Y) was much more effective as a guide for managers. However human motivation is a complex and dynamic process to which there is no simple key. 4. _____ .

- A** This theory didn’t take into account social processes in the workplace.
B There are some scientific theories of motivation.

- C** A variety of factors must be considered in any attempt to increase motivation.
- D** Dedication and satisfaction of employees' needs can thus increase the productivity.

Exercise 8. Read the following text and translate it.

Abraham Maslow, an American psychologist, advanced a theory of hierarchy of needs. Maslow assumed that people seek to satisfy a variety of needs. He assumed that they can be arranged according to their importance in a sequence known as Maslow's hierarchy of needs or Maslow's pyramid of needs:



At the most basic level are **physiological needs**, the things we require to survive. These needs include food and water, clothing, shelter, and sleep. In employment context, these needs are usually satisfied by adequate wages.

At the next level are **safety needs**, things we require for physical and emotional security. Safety needs may be satisfied through job security, health insurance, pension plans, and safe working conditions.

Next are the **social needs** human requirements for love and affection and sense of belonging. To an extent, these needs can be satisfied through work environment and the informal organization. But social relationships beyond the workplace – with family and friends, for example – are needed too.

At the level of **esteem needs**, we require respect and recognition (the esteem of others), as well as a sense of our own accomplishment and worth (self-esteem). These needs may be satisfied through personal accomplishment, promotion to more responsible jobs, various honors and awards, and other forms of recognition.

At the most upper level are **self-realization needs**, the needs of people to increase all their human potentials and capabilities. These are the most difficult needs to satisfy, and the means of satisfying them vary with the individual. For some people, learning a new skill, starting a new career, or becoming “the best” at some endeavor may be the way to satisfy self-realization needs.

Maslow suggested that people work to satisfy their physiological needs first, then their safety needs, and so on up the “needs ladder”. In general, they are motivated by the needs at the lowest (most important) level that remain unsatisfied. However, needs at one level do not have to be completely satisfied before the needs at the next – higher level come into play. If the majority of a person's physiological and safety needs are satisfied, that person will be motivated by social needs. As needs at one level are satisfied, people try to satisfy needs at the next level.

Exercise 9. Re-read the text and say if the following statements are:

true

false

of no information in the text.

1. As the American psychologist Abraham Maslow puts it, people's needs can be arranged in a sequence according to their importance.
2. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-realization at the top.
3. A person who doesn't have food, love, esteem, or safety would consider the greatest of his / her needs to be safety.
4. The need for belonging can often overcome the physiological and security needs.
5. Most people have a need for a stable self-respect and self-esteem.
6. The need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom is higher than the respect of others, the need for status, recognition, fame, prestige, and attention.
7. One individual may have the strong desire to become an ideal parent, in another the need of self-realization may be expressed athletically, and in another it may be expressed in painting, pictures, or inventions.
8. Maslow acknowledges that many different levels of motivation can't be going on in a person all at once.

Exercise 10. Choose the right ending.

1. Food and water, clothing, shelter, and sleep are the things that
 - A** we require to survive, and are at the second level of Maslow's pyramid of needs.
 - B** we require for physical and emotional security, and are at the most basic level of Maslow's pyramid of needs.
 - C** we require to survive, and are at the most basic level of Maslow's pyramid of needs.
2. The needs of the third level are
 - A** human requirements for one's human potentials and capabilities.
 - B** human requirements for respect and recognition.
 - C** human requirements for love and affection and sense of belonging.
3. At the most upper level are the needs that are
 - A** the most difficult needs to satisfy.
 - B** the needs of a sense of one's own accomplishment and worth.
 - C** all require the same means of satisfying.
4. Maslow suggested that in general people are motivated by the needs
 - A** of every new level when the needs of the previous one are completely

satisfied.

B at the lowest level that remain unsatisfied.

C of self-realization level.

5. If the majority of a person's physiological needs are satisfied, that person will be motivated by

A social needs.

B safety needs.

C esteem needs.

Exercise 11. Read the three texts of the unit again, find in them the following English words and phrases and give their Russian equivalents.

Internal force; satisfy personal needs; possibility; reward; scientific theory; guide book; price-rate system; unit of output; dedication and loyalty; hierarchy of needs; variety of needs; sequence; psychological needs; esteem needs; social needs; safety needs; self-realization needs; adequate wages; physical and emotional security; job security; health insurance; sense of belonging; respect and recognition; self-esteem; personal accomplishment; promotion; honours and rewards; endeavor; majority; achieve goals; behave; create; consider; supervise; advance a theory; arrange needs; satisfy needs; grow and develop; learn; represent; motivate.

Exercise 12. Read the three texts of the unit again and find in them the English equivalents of the following Russian words and phrases.

Личная внутренняя сила; личные потребности; достижение общих целей; их собственные задачи; задача менеджера; возможность; награда; мастерство; научная теория; модели мотивации; мотивация работников; научный менеджмент; сдельная система; единица продукции; ответственные члены организации; преданность и верность; удовлетворение; признание; самоуважение; физическая безопасность; безопасность работы; страхование на случай болезни; потребности в самореализации; потребности в безопасности; физиологические потребности; ряд потребностей; иерархия потребностей; почести и награды; выдвигать теорию; удовлетворять потребности; достигать цели; расти и развиваться; мотивировать; надзирать; вести себя; создавать; выживать; предполагать; осуществлять (*выполнять*); вызывать (*порождать*).

Exercise 13. Translate the following sentences into English.

1. Мотивация – это внутренняя сила, побуждающая людей работать для достижения организационных целей, тем самым удовлетворяя собственные потребности.

2. Фредерик Тейлор полагал, что служащие работают только за деньги, и доказывал, что зарплата должна быть связана с производительностью; теория Тейлора породила сдельную систему.

3. Теория Дугласа МакГрегора основывалась на концепции, что работники могут вести себя как ответственные члены организации, когда им ясно, что осуществление организационных целей принесет им личные выгоды.
4. Абрахам Маслоу предполагал, что люди стремятся осуществить пять основных потребностей.

Exercise 14. Read the following text and translate it.

Is the gold-plated carriage clock making a comeback? Having spent the 1980s inventing ever more sophisticated forms of performance-related pay (PRP), businesses are rediscovering the merits of a rather older way of motivating people: performance-related gifts (PRGs). Firms as diverse as Marlow Industries, an American manufacturer of thermoelectric coolers, the Automobile Association, a British club which helps motorists whose cars break down, and Barclays, a British bank, are using presents – from Caribbean cruises to colour televisions, from wrist watches to balloon trips, from coupons for \$25-150 or a gift certificate to tickets to the big game – to reward outstanding work. This is a bit of surprise to management theorists who used to dismiss PRGs as relics of a bygone era of exorbitant tax rates and corporate paternalism. Why should British managers waste their time thinking up gifts when a decade of tax reforms has done away with the need to bribe employees with company cars and subsidized lunches? Why should American firms bother with baubles when flexible pay systems are supposed to reward good performance? In countries such as Japan, where top tax rates exceed 90 % and promotion depends on seniority, companies might have to show their appreciation with foreign holidays and golf-club memberships; in a growing number of Western countries, companies could surely just pay people what they are worth.

In fact, paying people what they are worth is not always enough.

Exercise 15. Answer the following questions about the text.

1. What are PRGs?
2. Make a list of all the PRGs mentioned in the article. Could you continue this list?
3. What is PRP?
4. Why are people not so enthusiastic as they used to be about PRP? Can PRP be considered expensive (salaries tend to flex up, not down)? Or is it clumsy (in many areas, people cannot agree on how to define good performance)? Or is it demoralizing (the winners are encouraged only briefly, while the losers fall into a permanent sulk)?
5. What are the advantages of PRGs over PRP?
6. Have you – or has anyone you know – ever received a PRG? What was it? How would you feel if you were offered one?
7. Which of the gifts mentioned in the article would you (a) like, (b) not like to be offered?

Exercise 16. You will read the first part of the interview with Mr. Ranjan Sarkar, who is the Assistant HR manager in GlaxoSmithkline, India. He speaks about the job of HR manager. **Before reading, work in pairs, write questions about what information you would like to learn. Read the interview, and see if your questions are answered.**

I = Interviewer S = Mr. Ranjan Sarkar

I How is personnel management different from HRM?

S HRM is more focused on talent management. HRM is a business function, with a goal of effective handling of its talent as a main focus. Personnel Management is rather more focused on managing people and their jobs. PM is more of a system that is followed for handling and managing people with profitability as a main concern. HRM develops and motivates people to attain their goals rather than company's goals and in this manner becomes more profitable.

I What are the qualities and profiles of a good HR manager?

S The qualities of a HR manager are as follows: First, he should have EMPATHY. Second, LEADERSHIP skills are a must. Third, there should be INSIGHT of each job and related situation. The CONCERN for the employees is necessary. Finally, a HR manager must have PERSUASIVENESS. The profiles of a HR manager are as follows: He must have attended at least one LEADERSHIP camp. Second, he must have effective SOCIAL knowledge, and, third, MBA in human resources management. MBA from XLRI, TISS and form IIM (L) is an added advantage.

I What is the most important aspect of HRM?

S The most important aspect of HR is aligning the people's policy to the business objectives. It is very important for a HRM to see to it that he is creating an effective environment that increases employee's morale and interest. After all, in HRM employees are considered as the customers of the organization.

I What are the points that are looked while employing people?

S Employing is not a line type of a function that can be done by following a basic procedure. It has various aspects such as: What does company want? What are the situations in which company needs people? Why does the company need them? For how long does it want to get engaged with them? What are the qualifications needed for the application of the job? Is training needed or not? What are the personal qualities of the applicant? What is his job profile? What about the faith of the applicant towards organization and his own interests? The above points are a necessity while recruiting peoples

I How is your personal experience as a HR manager?

S HRM has helped me to understand people in a better manner. The complexity of human can be well managed with the help of HRM. HRM is a tool to develop good relationship with every one and in the course of time acquire leadership qualities. In short, HRM makes oneself realize how people can really be an asset to an organization.

UNIT THREE TRAINING AND DEVELOPMENT

Exercise 1. Read the following words, paying attention to the pronunciation.

An individual, focused, crucially important issues, to hold, payoffs, knowledge, to view, coaching, mentoring, to magnify, a factor, an innovation, to constantly develop, ongoing development, to keep up with, a one-day seminar, a week-long workshop, externally, internally, diverse opportunities.

Exercise 2. Look at the common prefixes. Use the prefixes to make new words from the words in the table.

<i>un-</i>	to pack, tidy, fair, employed, kind, happy, expensive, important
<i>im-</i>	polite, modest, perfect, mobile, mortal, patient
<i>in-</i>	efficiency, correct, appropriate, attentive, exact, significant, sane
<i>il-</i>	legal, literate, logical, liberal,
<i>ir-</i>	relevant, responsible, replaceable
<i>dis-</i>	to agree, to like, to appear, an advantage, to connect, loyal, to arm
<i>non-</i>	sense, fiction, a smoker, stop, renewable, a standard, native, vegetarian

Exercise 3. Read the text and the words in capital letters below it. Change the form of each word so that it fits the numbered space. An example is given (0).

The question “What makes a manager (0) successful?” often comes up. First of all, a manager needs the right kind of (1) _____ support. In other words, a good manager requires the (2) _____ of a good secretary. A good secretary needs to have the right kind of (3) _____ skills. These include the (4) _____ to use modern technology, such as computers. There are (5) _____ skills that are just important. More and more managers need secretaries who can speak several foreign languages (6) _____. Success or failure in international (7) _____ can depend on this. This (8) _____ is often stressed in job advertisements today. Many (9) _____ are rejected because the candidates lack such skills.

- | | |
|---------------|--------------|
| 0. SUCCESS | 5. ADDITION |
| 1. PROFESSION | 6. FLUENT |
| 2. ASSIST | 7. NEGOTIATE |
| 3. SECRETARY | 8. REQUIRE |
| 4. ABLE | 9. APPLY |

Exercise 4. Here are some words that you will come across in the texts of the unit. Study them carefully.

adjectives and participles		adjectives and participles	
aimed	имеющий целью	focused	сосредоточенный
crucial	решающий	upon	(на чем-л.)
enduring	длящийся	separate	отдельный, особый

	verbs		nouns
coach	тренировать	confidence	уверенность
command	внушать	core	суть
deliver	доставлять; осуществлять	flexibility	гибкость
determine	определять, устанавливать	gap	расхождение
encompass	заключать, охватывать	incentive	побудительный мотив
keep up with	не отставать	pace	скорость, темп
lure	приманивать; завлекать	retention	удерживание, сохранение
magnify	увеличивать		
range	выстраивать(ся) в ряд; колебаться в известных пределах		

Exercise 5. Read the following text and translate it.

In human resource management, **training and development** (T&D) is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings.

T&D encompasses three separate, although interrelated, main activities: training, education, and development:

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

The right employee training, development and education, at the right time, provides big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution.

How training needs are determined, how training is viewed by employees, and how training is delivered become critically important issues. Training trends and methods for gaining knowledge, other than traditional classroom training, such as coaching and mentoring, take center stage.

Options for employee training and development are magnifying due to these factors:

- technological innovations,
- employee retention strategies,

- the need for organizations to constantly develop their employees' ability to keep up with the pace of change.

So, sending an employee off for training at a one-day seminar or a week-long workshop is only one of many options that exist now.

When you think about education, training, and development, options exist externally, internally, and online. Choices range from seminars to book clubs to mentoring programs.

Training is crucial to the ongoing development of the people you employ and their retention and success. Be creative to provide diverse opportunities for training.

Exercise 6. Answer the following questions about the text.

1. What is training and development in the field of human resource management?
2. What are the three main activities that T&D encompasses?
3. What and when provides big payoffs for the employer? How do they represent themselves?
4. What are the critically important issues of T&D?
5. What training trends and methods for gaining knowledge take center stage?
6. Which options of education, training, and development exist?

Exercise 7. Complete the sentences with the information from the text.

1. In human resource management, training and development (T&D) is the field which is concerned with ... activity aimed at ... the performance of individuals and groups in
2. ... focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
3. ... is both focused upon, and evaluated against, the job that an individual currently holds.
4. ... focuses upon the activities that the organization employing the individual may partake in the future, and is almost impossible to evaluate.
5. The ... employee training, development and education, at the ... time, provides big ... for the employer in increased ... , ... , ... , and
6. How training needs are ... , how training is ... by ... , and how training is ... become critically important issues.
7. Such training trends as coaching and mentoring, are known as ... training.
8. ... , ... , and ... are the factors due to which options for employee training and development are magnifying.
9. So, ... is only one of many options that exist now.
10. Choices of ... range from ... to ... to

Exercise 8. Find in the text the following English words and phrases and give their Russian equivalents.

Training and development; organizational activity; bettering the performance; organizational settings; focused on; evaluated against; to hold a job; almost impossible; big payoffs; increased productivity; contribution; critically important issues; training trends and methods; to take center stage; due to; a one-day seminar; a

week-long workshop; to range from ... to ...; mentoring programs; ongoing development; be creative; diverse opportunities.

Exercise 9. Find in the text the English equivalents of the following Russian words and phrases.

Имеющий целью; улучшение; различные, но взаимосвязанные; в настоящее время; занимать позицию; почти невозможно оценить; обеспечивать; определяться; рассматриваться служащими; получение знаний; увеличиваться; возрастая; постоянно; скорость изменений; однодневный; недельный; существовать; творческий.

Exercise 10. Look at the following list of employee education, training, and development options. Divide the options into two groups: External Education, Training, and Development (Ext) and Internal Education, Training, and Development (Int).

1. _____ seminars, workshops, and classes coming in every imaginable variety, both in-person and online;
2. _____ training customized to your organization provided at Onsite seminars and classes;
3. _____ training opportunities offered at Professional association seminars, meetings, and conferences;
4. _____ field trips to other companies and organizations;
5. _____ formal mentoring programs;
6. _____ the opportunity to share knowledge given to employees by Coaching;
7. _____ classes provided by Colleges and universities, and occasionally, local adult education, community colleges or technical schools. evening and weekend MBA and business programs reached out to adult learners by Universities;
8. _____ a Book Club formed at work.

Exercise 11. Here are some other training initiatives. What do you think they suggest?

<i>apprenticeship</i>	<i>internship</i>	<i>job rotation</i>
<i>new skills programmes</i>	<i>mentoring</i>	

Exercise 12. Imagine the board of a corporation is brainstorming on the topic of facilitating continuous learning and regular training of their employees. Imagine you are part of the board. Look at the following part of a conversation and join it. Write down possible solutions to the problem. Use ideas from Exercises 10 and 11. Follow the course of the conversation!

- A** So, now let us think of what our organization can do to facilitate continuous learning and regular training of our employees.
- B** I really think that ...
- C** Yes, very interesting indeed. So first of all we shall create a learning

environment and communicate the expectation for learning.

- A
 D Oh, I quite agree with you, that also can be quite useful! And what if we offer work-time support for learning, that is, make online learning and reading part of every employee's day?
 B I like your suggestion. Another option, I guess, is to
 C Well, I don't know. I think it is a bad decision and will be a complete waste of money.
 A What do you mean? It's supposed to sound really good.
 C Yeah, well, I'm sure it does, but ...
 B So you're saying there'll be no improvement?
 C That's right. And also I seriously doubt that ... is the number one activity for those wishing to learn more.
 A OK, we'll think about that. What else? We might provide a professional library. What would you say?
 C Oh, great idea! So simple and so obvious!
 B And I think enabling flexible schedules is also a good idea, isn't it? The employees will be able to attend classes.
 A That's a thought.
 D You know, we should also go to the tutoring program and ask for help there.
 C You mean, apply for membership of the professional association?
 D Yeah? Get some advice there. They know what they're talking about, they'd tell us where to study, how to prepare, all of that.
 C But doesn't it cost money?
 D Of course it does. We'll have to register and pay a membership fee. Do you think we should also pay conference attendance annually for employees?
 B I think it will be useful.
 A OK then, which ideas shall we accept? Let's just make notes of their good point again. Let's take a learning environment first.

Exercise 13. Here are five passages from the Training Journal articles and seven headlines below. Match the articles (1 – 5) with their headings (A – F).

1. The leadership expert was best known for his book “The 7 Habits of Highly Effective People” which was named as one of the most influential management books by *Time* and *Forbes* magazines.

Kevin Vaughan-Smith, managing director of Franklin Covey UK, said: “Stephen R. Covey has left an enduring legacy to the world of learning and development. Millions continue to be influenced by his pioneering work based on powerful but simple principles that all individuals can relate to and apply in order to work and live more effectively.”

2. “Leaders should first be experts in the core business of their organisations, whether they are bankers, hospital administrators, restaurateurs or technology innovators. Being a capable general manager alone is not sufficient,” said co-author of the study, Dr Amanda Goodall of Cass Business School.

The report claims that former drivers – and ‘expert leaders’ in general – make better managers because of their deeply ingrained technical knowledge, which helps them to formulate more effective tactics and intuitive strategies. It also suggest that “expert leaders” command greater credibility among teammates, having worked on the floor themselves. Their reputation and track record can also help in luring other talented personnel to join them.

3. Joanne Meredith, head of human resources at The Ritz, has praised Acua’s programme and said that it has led to employees being promoted within the hotel.

“We introduced the management development programme to ensure that our managers were equipped with the best leadership as well as practical skills,” she said. “Our employees are vital in delivering levels of service that is synonymous with The Ritz London and we recognise the importance of developing our managers to ensure they are as effective with their teams as they are with their guests. The programme has been extremely successful in improving both confidence and ability, and has resulted in employees being promoted within the hotel.”

4. Rival McDonald’s introduced a two-year foundation degree with Manchester Metropolitan University in 2010 but the KFC scheme is understood to be the first bespoke honours qualification in the private sector.

James Watts, vice-president HR at KFC UK and Ireland, said: “We’re committed to investing in the training and development of our people, not just to enhance their skills but to help them to progress in their careers. We believe that the degree gives us the chance to reward some of our best performers who perhaps didn’t get to go to university the first time round. The flexibility of the course means that our employees can still earn money as a restaurant manager while obtaining a respected and meaningful qualification.”

5. Paul Davis, managing director of Perspective, said: “This financial support from the Government comes at a welcome time as the UK continues to struggle with an uncertain and unstable economy, yet the skills’ gap in the nation continues to widen. Although, from what I can see in the education industry and within the private sector, there is real willing to help young people get the training and education they need and deserve, there is limited resource and budget to help dedicate both time and salary – until now. Initiatives such of these are of paramount importance to help rebuild our fragile economy. They also give young people the incentive and confidence they need to build successful future careers.”

- A** An individual with years of experience on the floor rather than general managers
- B** Government’s Youth Contract will help 55,000 young people into employment
- C** Fast food chain has launched the first corporate degree
- D** The Association for Coaching celebrates its 10th anniversary
- E** A university qualification as part of the hotel’s commitment to staff development
- F** The work of business leader has and continues to influence millions

Exercise 14. Look at the following extract from the formal letter. It has 3 lay-out mistakes. Find and correct them.

Blundell Road 17
 Cromer
 London FDE 5463LP
 UK

13 February 20__

Peter Roach
 Clifton Hotel
 2nd Avenue
 New York LE T157896

Exercise 15. You will read the final part of the interview with Mr. Ranjan Sarkar, Asst. HR manager in GlaxoSmithkline, India. Can you suppose before reading, what the topics of this part of conversation are?

I = Interviewer S = Mr. Ranjan Sarkar

I What do you think is the most effective motivator of employees?

S HRM gives importance to human relations and thus motivation is also based on the same grounds, thus we at GlaxoSmithkline believe in motivating employees by giving them the perfect job profile which suits them and from which they can get their job satisfaction. Though HR gives less importance to money, still in India money is a high influencer and motivator of the employees. So, we make sure that we offer a right mix of motivators because each individual gets motivated by different means. For example, some employee gets a great boost even if you just pat on his back. While other feels good if he gets some monetary benefit. The company always makes sure that the policies that are framed by the company are kept transparent and the employees are aware of it. Such activities act as an effective motivator.

I What are some of the limitations of HR?

S The only limitation with HR is that you cannot judge a person accurately.

I What qualities do you look for in an employee while selection of an employee?

S The qualities that are looked for while employing people are as follows: integrity; flexibility; initiative; foresight; understanding; empathy.

I What do you do to keep in touch with the recent HR developments?

S The Company has its own library and also research works conducted by GlaxoSmithkline, which gathers lot of information. The company also appoints consultants to help us in our HR activities. And lastly the Internet is one of the biggest sources of information that helps the HR managers to keep in touch with the recent trends of HRM.

I What do you do for development of employees?

S Development of employees is done through their regular training and making

their concepts more perfect. Mentoring the employees develops a great enthusiasm in employees and in this way they also learn new and better ways of doing their job.

- I** What qualities does a B.M.S student need to become a successful HRM?
- S** For a BMS student to become a HRM, he should have high persuasiveness towards the attainment of the goals in his life. If he decides to become a HRM, he should put his all efforts and zeal to get his goal, i. e. to become a HRM.
- I** What are the recent trends in HRM?
- S** Recent trends have made HRM to become more focused on bottom line of the organization. The introduction of IT has made all the employees work more efficiently with lightening speed. HRM considers people as not only assets but as their profits. GlaxoSmithkline considers its employees as its customers and its customers as its employees. Thus GlaxoSmithkline is a Family that is working together for a “Disease Free And A Healthy Universe”.

PART TWO

The Famous Scientist

Exercise 1. Read the following text and translate it.

Frederick Winslow Taylor (1856-1915) was an American mechanical engineer who later became a management consultant who specialized in industry efficiency and worker productivity. Through his research, Taylor developed a methodology which he called “Scientific Management”.

Taylor’s underlying belief behind scientific management was that employee and employer prosperity was rooted in the increase in worker productivity. He attributed lack of productivity, and thus prosperity, to one cause – soldiering.

The three primary causes that Taylor attributed to soldiering were:

1. The worker misconception that working faster would put people out of work.
2. The ignorance of employers, which makes it much easier for employees to abuse the system.
3. The fact that most jobs are taught to employees by other people who have done the job or work in the same department. This usually leaves the original process distorted leaving out important steps or adding unnecessary ones.

Taylor’s scientific management consisted of four principles:

1. Develop a specific science for each job;
2. Select men and train instead of having them train themselves;
3. Supervise to make sure that the work is being done according to the science of the job;
4. Managers should take a larger portion of the work.

To sum up, scientific management tries to increase productivity by increasing efficiency and wages of the workers. It finds out the best method for performing each job. It selects employees by using scientific selection procedures. It provides scientific training and development to the employees. It believes in having a close co-operation between management and employees. It uses division of labour. It tries to produce maximum output by fixing performance standards for each job and by having a differential piece-rate system for payment of wages.

Certainly, Taylor’s approach is but one among many, and has been severely criticized by some management theorists. However, on Taylor’s “scientific management” rests the tremendous surge of affluence in the first years after its implementation which has lifted the working masses in the developed countries well above any level recorded before, even for the well-to-do. Taylor laid only first foundations, but not much has been added to them since – even though he has been dead for almost a hundred years.

Exercise 2. Re-read the text and say if the following statements are:

true

false

of no information in the text.

1. Taylor was an American mechanical engineer who sought to improve industrial efficiency.
2. Taylor observed that workers did as little work as possible.
3. Taylor's scientific management consisted of three principles.
4. One of the principles says that managers scientifically select, train, and develop each employee rather than passively leaving them to train themselves.
5. According to Taylor, workers were incapable of understanding what they were doing.
6. Taylor states that management must understand the processes and how long each job should take.
7. Management should be responsible for selecting the right people for each job and overseeing their training.
8. Now, nearly 100 years later, soldiering is still a problem in modern business.
9. Taylor introduced the concept of "Mental Revolution".
10. Taylor's findings were published in 1911 in the "Principles of Scientific Management".

My Specialty

Exercise 1. Read the following text. Is it about your specialty, human resources management.

Let me introduce myself. My name is _____ and I am a second-year student of Tver State Technical University. I study at the Faculty of Management and Social Communications, and am taking my Bachelor course in Human Resources Management.

Today, businesses and organizations rely on three major resources: physical resources (materials and equipment); financial resources (cash, credit, and debt); and human resources (employees). HRM is a tool used to try to make optimum use of human resources, to foster individual development, and to comply with government mandates. Larger organizations typically have a HRM department and heavily rely on highly-qualified, well-motivated and initiative people who work there and help their company attain its goals and be competitive. No wonder that, according to the recent investigations, human resources and related jobs are in the top six highest salaries in Russia.

HRM departments focus on the following three general functions or activities: planning, implementation, and evaluation of employees, and involve themselves in three primary activities: acquisition, maintenance, and development. So human resources managers hire workers most likely to help a company attain its goals; structure labor relations; and train workers to perform their tasks in accordance with company strategy.

At TSTU we study many general and specialized subjects, and receive knowledge and skills required to work in human resources at the manager or supervisor level. We learn about managing human resource services, workforce planning, performance management systems, recruitment and selection, remuneration, termination, and industrial relations. Most subjects combine theory with practical content to keep us in touch with real-world working experiences.

Our department also has the Centre of Student Initiative operating which offers students free additional educational courses on foreign languages, business communication, psychological training, and other disciplines useful for future human resources managers.

After graduation we will be given the degree of Bachelor of Human Resources Management and will be able to seek a management career in human resources in various kinds of organizations and enterprises.

Exercise 2. Answer the questions.

1. What is your specialty?
2. What degree will you get on graduation?
3. What is the subject of human resources management connected with?
4. Where is the subject of human resources management taught?
5. What are the three major resources businesses and organizations rely on today?
6. What are physical resources? financial resources? human resources?
7. What is HRM used for?
8. Why do larger organizations typically have a HRM department?
9. What do HRM departments focus on?
10. What do human resources managers do?
11. What subjects do you study at TSTU?
12. What knowledge and skills do you get while studying?
13. What is the Centre of Student Initiative?
14. Where can human resources managers work?

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