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**Автономная некоммерческая организация высшего образования
« Институт социальных наук»**

УТВЕРЖДАЮ: _____

Ректор АНОВО ИСН

А.О.Бианкина

«15» марта 2022 г.

Рабочая программа дисциплины

Иностранный язык

Специальность: 5.2.6 «Менеджмент»

Москва

Рабочая программа дисциплины «Иностранный язык» составлена в соответствии с Федеральными государственными требованиями к структуре программ подготовки научных и научно-педагогических кадров в аспирантуре, условиям их реализации, срокам освоения этих программ с учетом различных форм обучения, образовательных технологий и особенностей отдельных категорий аспирантов, утвержденными приказом Министерства образования и науки Российской Федерации от 20 октября 2021 г. № 951.

1. Цели и задачи изучения дисциплины

Цель курса - формирование и совершенствование профессионально ориентированной межкультурной коммуникативной компетенции аспирантов (соискателей) в сфере системного анализа, управления и обработки, развитие языковых навыков и речевых умений на основе межкультурного подхода; обучение самостоятельному применению этих знаний в научной и профессиональной деятельности, в том числе при осуществлении письменного перевода документов информатики и вычислительной техники с иностранного языка на русский, а также для использования иностранного языка как средства профессионального общения в научной сфере.

2. Место дисциплины в структуре программы аспирантуры

Дисциплина «Иностранный язык» относится к Образовательному компоненту «Дисциплины (модули)» программы аспирантуры по специальности 5.2.6 «Менеджмент».

3. Требования к результатам освоения дисциплины

В результате изучения дисциплины «Иностранный язык» аспирант должен:

Знать:

- особенности представления результатов научной деятельности в устной и письменной форме при работе в российских и международных исследовательских коллективах;
- деловую и профессиональную лексику иностранного языка в объеме, необходимом для чтения и перевода иноязычных текстов профессиональной направленности;
- общую, деловую лексику иностранного языка, необходимую для ведения деловой дискуссии, презентации;
- тонкости и нюансы правил речевого этикета, характерных для общения на иностранном языке;

Уметь:

- принимать активное участие в дискуссиях на иностранном языке;
- извлекать необходимую информацию из устных и письменных источников на иностранном языке;
- свободно читать и переводить аутентичные не адаптированные статьи по направлению исследования;
- следовать нормам, принятым в научном общении при работе в российских и международных исследовательских коллективах с целью решения научных и научно-образовательных задач;

Владеть:

- навыками анализа основных мировоззренческих и методологических проблем, в т.ч. междисциплинарного характера, возникающих при работе по решению научных и научно-образовательных задач в российских или международных исследовательских коллективах;
- навыками понимания лекций по общим вопросам;
- навыками чтения и нахождения информации в текстах по широкому профилю специальности;
- основными навыками письма, необходимыми для ведения переписки, реферирования, аннотирования и составления резюме;

4. Объем и вид учебной работы

Дисциплина предполагает изучение 1 раздела, 4 тем. Общая трудоемкость дисциплины составляет 5 зачетных единиц (180 часов).

№	Форма обучения	Курс	Общая трудоемкость		В том числе контактная работа с преподавателем			Сам. работа	Промеж. аттестация
			В з.е.	В часах	всего	лекции	Практ. занятия		
1	Очная	1 курс	5	180	48	4	44	96	36

Распределение учебного времени по темам и видам учебных занятий

п/п	Наименование разделов, тем учебных занятий	Всего часов	Контактная работа с преподавателем			Самост. работа	Промеж. аттест.
			Всего	лекции	практ. занят.		
1	Последипломное образование. Аспирантские исследования. Написание кандидатской диссертации.	36	12	4	8	24	
2	Методы исследования. Использование компьютерных технологий в исследованиях. Презентация исследования.	36	12	-	12	24	
3	Научные конференции. Научные статьи.	36	12	-	12	24	
4	Гранты для аспирантов. Поиск работы для аспирантов.	36	12	-	12	24	
5	Реферат, зачет, экзамен	36					36
Итого		180	48	4	44	96	36

5. Содержание дисциплины

5.1. Содержание раздела и дидактической единицы

Тема 1. Последипломное образование. Аспирантские исследования. Написание кандидатской диссертации.

Научно-ориентированная иноязычная коммуникация в профессиональной сфере с учетом отраслевой специализации. Лексико-грамматические и стилистические особенности жанров научного стиля изложения в устной и письменной разновидностях

Основная литература [1-3]
Дополнительная литература [1-4]

Тема 2. Методы исследования. Использование компьютерных технологий в исследованиях. Презентация исследования.

ИКТ в иноязычной научно-исследовательской деятельности специалиста, коммуникация в профессиональной сфере. Иноязычная терминология в профессиональной сфере.

Основная литература [1-3]
Дополнительная литература [1-4]

Тема 3. Научные конференции. Научные статьи.

Профессионально ориентированный перевод коммуникаций в профессиональной сфере с учетом отраслевой специализации. Речевые стратегии и тактики устного и письменного представления информации по теме научного исследования в конкретной отрасли профессиональной коммуникации.

Основная литература [1-3]
Дополнительная литература [1-4]

Тема 4. Гранты для аспирантов. Поиск работы для аспирантов.

Использование иноязычных инфокоммуникационных ресурсов сети для работы с профессиональными документами.

Основная литература [1-3]
Дополнительная литература [1-4]

6. Фонд оценочных средств для проведения промежуточной аттестации аспирантов по дисциплине.

Форма аттестации: зачет, экзамен.

Содержание зачета:

1. Чтение и перевод со словарем на русский язык оригинального текста по специальности.
2. Изложение на иностранном языке содержания оригинального текста.

По результатам преподаватель выставляет обучающемуся оценку «зачтено» или «не зачтено», руководствуясь следующими критериями:

Оценка	Характеристики ответа обучающегося
Зачтено	<ul style="list-style-type: none">- знает систему понятий, категорий учебной дисциплины;- твердо усвоил программный материал, грамотно и по существу излагает его, опираясь на знания основной литературы;- не допускает существенных неточностей;- увязывает усвоенные знания с профессиональной деятельностью;- делает выводы и обобщения.
Не зачтено	<ul style="list-style-type: none">- не знает основных категорий и понятий учебной дисциплины;- не изучил большую часть программного материала;- допускает существенные ошибки и неточности при рассмотрении

	учебных вопросов; - испытывает трудности в практическом применении знаний; - не умеет делать выводы и обобщения
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Содержание экзамена:

1. Чтение и перевод со словарем на русский язык оригинального текста по специальности.
2. Обсуждение на иностранном языке содержания оригинального текста.
3. Реферат на английском языке темы, связанной со специальностью и научной работой аспиранта.

По результатам экзамена преподаватель выставляет обучающемуся оценку, руководствуясь следующими критериями:

Оценка	Характеристики ответа студента
Отлично	- аспирант глубоко и всесторонне усвоил учебный материал, не совершает грамматических ошибок; - словарный запас усвоен в полном объеме; - аспирант в состоянии обсуждать изученные статьи и обобщать материал
Хорошо	- аспирант твердо усвоил учебный материал, но совершает незначительные грамматические и лексические ошибки; - аспирант в состоянии обсуждать изученные статьи
Удовлетворительно	- аспирант усвоил учебный материал не в полном объеме, совершает существенные грамматические и лексические ошибки; - обсуждает изученные статьи с трудом.
Неудовлетворительно	- аспирант не усвоил значительной части пройденного учебного материала; - совершает большое количество грамматических ошибок, словарный запас беден - аспирант не в состоянии обсуждать изученные статьи

Тексты к зачету и экзамену приложены в Приложении 1.

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

а) основная литература:

- 1) Гарагуля С.И. Английский язык для аспирантов и соискателей ученой степени. Гум. Издательский центр Владос, Москва, 2015
- 2) Н.В. Евдокимова. Английский язык для IT-специалистов. – Ростов-на-Дону: «Феникс», 2014
- 3) В.Н. Вичугов, Т.И.Краснова Английский язык для специалистов в области интернет-технологий.: Учебное пособие. – Томск: Томский политехнический университет, 2012

б) дополнительная литература: (5-8 наименований)

- 1) О.А. Кашелкина, М.А. Круглова, А.А.Макарова, Л.Б.Саратовская. Computational Thinking. Компьютерное мышление. Учебно-методическое пособие. – М.: «АРГАМАК-МЕДИА», 2014.
- 2) V.Evans, J.Dooley, E.Pontelli. Software Engineering. Express Publishing, 2014
- 3) Хромова Т.И. Обучение чтению, аннотированию и реферированию научной литературы на английском языке и подготовке презентаций: учебное пособие/ Хромова Т.И., Корякина М.В.— Электрон. текстовые данные.— М.: Московский государственный технический университет имени Н.Э. Баумана, 2014
- 4) О. В. Иванова, И. Н. Мороз. Gadgets and Entertainments. Учебное пособие, КИС «Вектор» ID 14597, 2013

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

1. электронные издания, размещенные в электронной библиотеке КИС «РосНОУ:
2. компьютерные программы, видеопособия, видеолекции:
3. Интернет-ресурсы:
 - a. www.multitrans.ru
 - b. www.merriam-webster.com
 - c. <http://www.online-translator.com/>
 - d. <http://www.promt.ru/>
 - e. <https://translate.google.ru/>
 - f. <http://translate.yandex.ru/>
 - g. <http://lingvo.yandex.ru/>
 - h. <http://www.lingvo-online.ru/>
 - i. <http://slovari.yandex.ru/>

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

При изучении учебной дисциплины предполагается применение современных информационных технологий. Комплект программного обеспечения для их использования включает в себя:

пакеты офисного программного обеспечения Microsoft Office (Word, Excel, PowerPoint), OpenOffice;

веб-браузер (Google Chrome, Mozilla Firefox, Internet Explorer др.);

электронную библиотечную систему IPRBooks;

систему размещения в сети «Интернет» и проверки на наличие заимствований курсовых, научных и выпускных квалификационных работ «Антиплагиат.ВУЗ.РФ».

Для доступа к учебному плану и результатам освоения дисциплины, формирования Портфолио обучающегося используется Личный кабинет студента (он-лайн доступ через сеть Интернет <http://lk.gosnou.ru>). Для обеспечения доступа обучающихся во внеучебное время к электронным образовательным ресурсам учебной дисциплины, а также для студентов, обучающихся с применением дистанционных образовательных технологий, используется портал электронного обучения на базе СДО Moodle

Для проведения лекций используется лекционная аудитория, оборудованная экраном, компьютером и проектором, позволяющим осуществлять демонстрацию презентаций.

Для проведения семинарских занятий используется учебная аудитория, оборудованная компьютером, проектором.

Занятия с инвалидами по зрению, слуху, с нарушениями опорно-двигательного аппарата проводятся в специально оборудованных аудиториях по их просьбе, выраженной в письменной форме.

10. Обучение инвалидов и лиц с ограниченными возможностями здоровья

Изучение учебной дисциплины обучающимися с ограниченными возможностями здоровья осуществляется в соответствии с Приказом Министерства образования и науки РФ от 9 ноября 2015 г. № 1309 «Об утверждении Порядка обеспечения условий доступности для инвалидов объектов и предоставляемых услуг в сфере образования, а также оказания им при этом необходимой помощи», «Методическими рекомендациями по организации образовательного процесса для обучения инвалидов и лиц с ограниченными возможностями здоровья в образовательных организациях высшего образования, в том числе оснащённости образовательного процесса», утвержденными Министерством образования и науки РФ от 08.04.2014г. № АК-44/05вн, «Положением об организации обучения аспирантов – инвалидов и лиц с ограниченными возможностями здоровья», утвержденным приказом ректора от 6 ноября 2015 года № 60/о, «Положением о центре инклюзивного образования и психологической помощи» АНО ВО «Российский новый университет» от 20 мая 2016 года № 187/о.

Предоставление специальных технических средств обучения коллективного и индивидуального пользования, подбор и разработка учебных материалов для обучающихся с ограниченными возможностями здоровья производится преподавателями с учетом их индивидуальных психофизиологических особенностей и специфики приема-передачи учебной информации.

С обучающимися по индивидуальному плану и индивидуальному графику проводятся индивидуальные занятия и консультации.

Приложение 1. Тексты к зачету и экзамену

Текст 1 к зачету:

Nowadays, the theory and practice of corporate risk management are not adaptive enough to a dynamic market. Thus, the global nature of the information changes in the global economy is of particular interest. Taking into account the development of information technologies, these days, continuous corporate improvement is a must. Theoretical foundations of the company's information resources management in a turbulent environment demonstrate immaturity in many ways. It is mainly driven by the absence of systematic research on the application of the managing of information within corporate risk management. Companies require not only the principles of establishing but also specific actions applicable to various markets and types of companies to improve the effectiveness of the information resources and corporate risk management. The theoretical unification of corporate strategies based on these actions leads to managerial interaction with information resources, information products, the information field, etc. However, in today's theoretical context, there is no single position on the functional boundaries and universal definitions of the objects mentioned above.

The recognition of information as a resource is a topic of scientific debates in the economic literature. According to Connell (1981), information is not a resource; its value is subjective and does not depend on external factors. In contrast to this view, Gupta, Tan, Ee & Phang (2018) concluded that information should be treated as a resource that must be managed: it has value, cost and properties that can be managed to improve its quality.

The second topic of scientific debates is the scope of information when classifying it as information resources. Bowen (2009) and Berestova (2016) reduce the nature of information resources to the concept of documents. The documentary approach is based on the fact that information becomes a resource only when it is materialized and circulates in the information space independently of its primary source. Therefore, the transfer of intangible information requires a tangible medium. We agree with the authors that a document is an important information resource. At the same time, documents can be material and digital. However, we believe that this approach limits the understanding of information resources, since it narrows the sources of information. The researchers Gurdev (2013) and Ganaie & Rather (2015) propose a broader approach to the interpretation of "information resources". The concept includes all forms information (documented and undocumented information). In fact, information resources are extremely diverse. Therefore, a generalized approach allows consideration of a wide range of tangible mediums (video content, oral expert advice, etc.) as a source of information.

Текст 2 к зачету:

The lack of local research makes it challenging to see the big picture of what is really happening in the development of management accounting across countries. Accordingly, it is difficult to reconcile local developments given the tactics that have been suggested by various reports on best practices, which are produced by professional bodies, such as The Chartered Institute of Management Accountants, The Association of Chartered Certified Accountants, Institute of Management Accountants and alike.

It is suggested that the extent of discussion of the evolutionary and contingent nature of management accounting in various publications could be much broader (Hopwood, 1977) and that conducting regional studies contributes to the understanding of related processes (Shields, 1998). Russia presents a particularly interesting geographical scope for studies of the development of management accounting because it sets the tone in the post-Soviet region due to the relative power of its economy and supporting infrastructure (e.g. education, consulting industry etc.) in comparison to other countries of the former Soviet block. Thus, Russia is a prime starting point for understanding both Russian and the wider dynamics of the region.

Management accounting in Russia is still an emerging concept (Lebedev, 2014), which has come a long way from its widely held understanding somewhat equivalent to “shadow accountancy” in the 90s to “management reporting systems” or vague assumption of the process of “identification, measurement, collection, analysis, preparation, interpretation, transmission and reception of information necessary for the management of the organization to carry out its functions” (Sheremet, 2002). It follows its own specific way. On one hand, Russia is adopting western-style business practices, commercial, legal and accounting systems, as well as approaches to management and strategy, and formal management accounting controls. However, while western-based control practices are being integrated into routines of Russian firms, the application of contemporary practices continues to be limited by many firms. On the other hand, many Russian business practices run counter to internationally accepted ways of doing business. Often these business practices rely on informal relationships and act in the environment of excess, favoritism, non-transparency, and abuses of power (Chenhall, Kallunki, & Silvola, 2011). This leads to distortion of tools and practices and their departure from what they were initially intended to serve for; often with an opportunistic and voluntaristic redefinition of many generally accepted concepts and approaches.

The article seeks to answer the research question: “How did the management accounting concept evolve and develop in Russia during the post-Soviet era?” This research focuses on the contextual change and related management challenges that cause a transformation of the management accounting agenda and tools in use.

Текст 3 к зачету:

Nowadays the effective functioning of the quality management system (QMS) of an enterprise should include ensuring the quality of its process management as well. In accordance with the new version of ISO 9000:2015 enterprises that have implemented and developed their QMS should define, evaluate and improve the processes necessary for its effective operating, in particular personnel processes. At the same time, human resources are given special significance compared to the rest of the enterprise's resources.

The availability of a large range of tools and technologies to design correct QMS personnel processes demonstrates the continuing interest of researchers and experts to this issue. However, the majority of enterprises having implemented QMS have not received the expected results, including in improving product quality. This fact is explained, in particular, by the formal approach to human resources that do not take into account their specificity, and by insufficient development of personnel processes, which does not allow to control them effectively. In this regard, there is a need to rethink the methodological approaches to human resource management in the enterprise's QMS.

Analysis of scientific references in this subject area has allowed us to come to the conclusion that, personnel processes are characterized by the following, in particular:

- the absence in the scientific community of an unambiguous understanding of human resources nature (the personnel is considered as a resource, valuable asset, product), which complicates the work on structuring and describing personnel processes;

- the substitution of the essence of the process with a functional approach to the development and management of personnel activities, which leads to ambiguity in determining the object, level, results, etc. of this management activity;

- limited practical use of tools to justify the optimal structure of personnel processes, balancing the significance of the processes in the management structure and the costs of their implementation;

- development of personnel risk management mainly in the context of eliminating threats resulted from personnel activities, which does not allow the organization to make maximum use of opportunities created by human resources;

- the lack of models to manage personnel risk and opportunities, which reduces the reliability of the research results;

- describing indicators of results and efficiency of personnel processes through the formal characteristics of human resources and the lack of their relationship with the quality of labor and products.

According to the analysis of publications, the improvement of personnel processes in the QMS is relevant, as it allows to reduce the level of uncertainty in personnel management, to improve the quality of work and employee satisfaction.

Текст 4 к зачету:

The management of complex organizational systems to which construction companies can be attributed is based on the application of principles and methods for achieving goals that presuppose the co-operation of executive activity based on the realization of managerial functions. To achieve the goals of management, it is also necessary to develop general patterns of implementation of management activities that contribute to the formation of sustainable decision-making schemes.

The development of a management system in accordance with the requirements of the international standard ISO 9001: 2015 series focused on the production of quality products that meets the requirements of consumers is the key to the competitiveness of the enterprise.

There are three most common management approaches: process, system and situational.

In the process approach, management functions are considered not as autonomous, but as organically interrelated and forming in their totality a single management process. At the same time, the management process is considered as a chronologically ordered and cyclically organized system of management functions. Management functions can be grouped into four main categories: planning, organization, motivation and control. Consequently, the main condition for successful management is not only the efficiency of managerial functions, but also their correct co-organization in a single process.

The system approach assumes the perception of an organization as a single integral structure consisting of interconnected parts that include qualitatively heterogeneous components (equipment, technology and people). At the same time, it is necessary to take into account that any, even private, managerial influence on any component of the system directly or indirectly affects the achievement of management objectives. Any organization as a system has its own internal laws that must be considered when making management decisions. The system approach forms a new understanding of the organization as a socio-technical system, the management of which should be based on making management decisions based on a comprehensive assessment of the dependency of the system components.

The situational approach also develops one of the main theses of the system approach, supplementing it with the statement that any organization is an open system that is in constant interaction with the external environment (informational, energy, material). Consequently, the main reasons for internal laws should be sought in the external situation in which it actually functions. Under the situation understand the specific system of circumstances and conditions that most strongly affect the organization at a given time.

For the most successful achievement of the objectives of the organization in a variety of life situations, the manager needs a synthesis of heterogeneous knowledge, as well as the ability to choose the best methods and methods of management.

Текст 5 к зачету:

According to the author's opinion, the hypotheses, put forward in this paper, permit to have a new look on the model of management from the point of view of theory and its practical implementation within the organization. The solution of these issues facilitates the acceptance of the management science. The main goal, set by the author of the research, is to provide prerequisites for systematizing and generalizing his works in the field of the perspective management hypotheses. Considering the rapidly changing economic situation, the author tries to evaluate the influence of the contemporary management theories on the possibilities of the developing management science and to reveal the positive qualitative changes in the area of new management products.

The offered methods of generating the ideas via the peculiar ways of mental activity, elaborated by the author, give possibility to synthesize ideas and to make suppositions.

Modality of managing the generation of the resultant ideas via multidimensional organization structures is based on perfection of mental activity in terms of obtaining the obvious results. The required obviousness is admitted by the fact of transforming the generated idea into the final product. The point is that the efficiency of ideas implementation at the strategic level in management is 2-10%. It happens due to the bulkiness, inconvenience and complexity of management systems. For instance, the 10-step successive chain of costs management requires the millions of combinations. Insignificant improvement in one part leads to substantial loss. Moreover, the field of management does not provide the unified concept of unified subject.

The author proposes the issue of studying the procedures of efficient ideas generation. There is also an attempt to systematize an experience accumulated in the area of efficient organization of mental activity. Life experience becomes the basis for the formation of advanced thinking, allowing responding with proactive actions and determining the missing steps in the chain, rather than focusing on handling with a large number of operations. In fact, it allows creating a new reality and the ability to generate and implement new ideas. Then it is necessary to appeal to the laws of epistemology, dealing with decoding the conditions of transforming the living matter, consisting of ordinary atoms and molecules, in matter minded. As a result, the accumulated experience is analyzed from a theoretical point of view, and the preconditions for the development of procedure of comprehension, synthesis and creation are formed on this basis.

The approach, offered by the author, is strictly applied, since it allows not only finding the reserves of increasing the personal controllability, but also generating unexpected solutions in the process of brainstorming, negotiations, in the situations of searching the hidden benefits, etc. These factors provide opportunity to create innovative products taking into account the justified needs.

Текст 1 к экзамену:

This study analyzes human resource management in commercial banks in Jordan. Commercial banks provide financial services to the general public and business, ensuring economic and social stability and sustainable growth of the economy; however, commercial banks are not restricted to native banking services. The commercial banking system has gone through several transformations in the last several decades. There have been dramatic regulatory changes, considerable advances in information and banking technologies, the extensive dominance and acceptance of the market economy by less open economies, and the increase and integration of global financial markets and markets and institutions have created new opportunities and challenges for commercial banking institutions. While these transformations have provided an expanded opportunity set for banks, they have intensified the competitive pressure in the global banking arena as well.

Commercial banks in Jordan contribute to enhancing the formation of capital and investment and play a significant role in influencing the economy. The commercial banks in Jordan play a decisive role in the growth and development of the country. They are the pillar of economic activity as well as key providers to the national economy as they play a leading role in improving economic growth in the country. Low-interest rates will encourage investment and jointly commercial banks contribute to the implementation of the financial policy that is controlled by the Central Bank of Jordan (CBJ). By increasing the quantity of cash in circulation through the supply of credit or by reducing interest rates, commercial banks directly impact economic development.

Commercial banks suffer from several challenges that threaten their capabilities and competitiveness, particularly since the beginning of the monetary crisis that the worldwide economy was exposed to. This has negatively impacted several commercial banks in terms of their monetary performance such as weak portfolio, poor investment, low liquidity, among others. The poor performance of the inner and external operations of these banks in terms of meeting the wants of consumers. The commercial banks have not been able to avoid risks and protect investments from the customers and shareholders. Further, operational, credit, and liquidity risks suggested having an impact on bank performance in Jordan.

Therefore, commercial banks have rethought the way they are doing business. The foremost need for commercial banks is to predict changes and confront these challenges, develop its internal settings, and adapt to the external settings. Therefore, there is an increasing need for human resources who have distinct capabilities and high skills that competitors are unable to imitate. Human resource management (HRM) has emerged mainly in recognition of the fact that human resources need to be managed strategically for the firm to enjoy a sustainable competitive advantage over the competition.

Текст 2 к экзамену:

High-involvement work processes (HIWPs) foster high levels of autonomy in employees' individual jobs and/or high levels of their involvement in decision-making about how their work team or work unit is organised. They are widely seen as offering benefits to three sets of stakeholders: to organisations in terms of fostering such outcomes as quality and innovation, to employees in terms of greater self-determination and more fulfilling work, and to societies through greater deployment and development of human capabilities. However, the high-involvement model is far from widespread, and it would be a mistake to imagine that we can stimulate more of it by simply 'turning up the volume' on its virtues. The purpose of this article is twofold: first, to highlight what we have learnt about the high-involvement model, including the factors that affect its adoption, and second, to discuss the tensions that challenge its genuine and sustained implementation in a firm. We begin by setting the scene, emphasising key points about the meaning, evolution, intellectual underpinning and research examination of the high-involvement model. This leads into a section that discusses the contextual factors that enable and constrain its uptake. Our final section recognises that a decision to adopt the model does not equate to a successful implementation of it. It reviews what we know about the tensions that affect the quality and sustainability of particular implementations, including how these are evolving in our complex and unstable environment.

In terms of setting the scene, it helps to contrast the high-involvement model with another commonplace term: that of 'high-performance work systems' (HPWSs). Following MacDuffie (1995), writers using both terms have tended to underline the value to organisations of constructing a reinforcing 'bundle' or system of practices to achieve positive synergies in how work and people are managed. In Appelbaum et al.'s (2000) framework, this means aligning improvements in employee empowerment, such as self-managing teams, with greater investments in employee skills and motivational incentives. In the high-involvement literature, it makes sense to talk of high-involvement work systems (HIWSs) when high-involvement work processes are reinforced in these complementary ways.

However, definitional issues have dogged the notion of HPWSs from the outset with writers regularly observing that 'little consensus exists among researchers regarding the specific practices to be included in the configuration of high-performance human resource practices'. It would be wise to stop lamenting this and to accept that the problem is inevitable because managers choose from a diverse set of human resource (HR) policies and practices, along with other means at their disposal, to shape performance across the different contexts they face. As researchers in strategic human resource management (HRM), our first task is to identify which models of HRM they use in which contexts and why. The notion of a high-involvement model of managing work and people is one of these, which managers adopt in some contexts or for some employees and not in other contexts or not for other employees

Текст 3 к экзамену:

Our approach to this review was inspired by Sanders and De Cieri's (2021) review of 189 articles addressing the research field of international and comparative HRM, published in Human Resource Management over 60 years, which identified several trends. First, international and comparative HRM articles published in Human Resource Management increased over the decades and empirical studies became the dominant form in recent years. Second, they found growing diversity of the scholars writing in the international and comparative HRM field, with an increasing number of female (first) authors as well as more authors affiliated with non-US universities in more recent years. Exploring the similarities and differences between the three research streams, Sanders and De Cieri found that there are connections and conversations between the three research streams, particularly with regard to shared theoretical frameworks and the use of similar methodologies, particularly the use of subjective measures. While their review provides an important building block for the present review, it did not offer an Asia-Pacific perspective.

Looking within each of the research streams, we note that there have been valuable contributions made by previous reviews of literature focused on the HRM in MNEs research stream, and reviews of CHRM literature, although these have been global in their scope rather than focused on the Asia-Pacific region. Much more attention has been paid to the CHRM research stream within the Asia-Pacific region, with several reviews that have 'explored the question of whether the changes taking place in Asian HRM were leading to a convergence towards what may be termed the 'Western HRM' model'. The consensus seems to be that while there is evidence of convergence of HR practices across countries, there continues to be considerable divergence of HRM practices.

In this review, we focus on the Asia-Pacific region, a context where changes have created challenges and opportunities across all industries and for employers and individuals. Our review offers an analysis and evaluation of the ways in which international and comparative HRM has been studied and managed in the Asia-Pacific region. While there have been reviews of the HRM field, reviews of I/CHRM research, and reviews of issues such as leadership in the Asia-Pacific, to date we lack a review of the international and comparative HRM research in the Asia-Pacific region. We argue that such a review is important to build understanding of the cross-national and comparative HRM issues that are specific to this region.

The following questions guide our review: 1) What are the characteristics of the articles? 2) What topics have been studied? 3) Which theories have been applied in this literature? 4) Where (in which countries) have empirical studies been conducted? and 5) What methods have been used in empirical studies?

Текст 4 к экзамену:

Nowadays, Human Resource Management (HRM) – as the sophisticated process of managing people belonging to entities in a structured, constant and thorough manner, is fast becoming a key instrument in the 21st-century organizational landscape, while Strategic Human Resource Management (SHRM) – as the complex practice and sustainable process of attracting, developing, rewarding and retaining employees for the benefit of individuals, companies and society, emphasizes the role played by both human capital and intellectual capital as drivers for performance management.

To begin with, human resources represent one of the entities' main resources having the powerful capacity to increase their value over time, unlike other enterprises' resources which may be used in some cases physically and in other cases morally. Additionally, as organizations develop over time, it should be pointed out that they have to deal with a number of essential activities and tasks strongly related with HRM. Thus, among these particular activities and tasks can be mentioned the following components: firstly, managers will need to create a complex organizational plan capable to attract and to retain people possessing the exact skills the organization's need; secondly, the implementation of the plan will involve several significant steps, among which can be stressed recruiting, selecting, integrating, training, rewarding, and evaluating the employees' performances in order to check on a continuous bases wheatear the organizational objectives are achieved.

In the new global economy, the management of human resources takes into consideration all the activities oriented towards ensuring, developing, motivating and maintaining human resources within the organization focusing on the methods needed, on the one hand, in order to achieve with maximum efficiency the entities' objectives and, on the other hand, in order to satisfy the needs of the employees. A primary concern for specialists these days is closely related with the organizations' development and growth processes: in this context, entities worldwide have to deal more and more with a larger and more complex number of essential aspects of HRM. Likewise, another significant concern for specialists these days is closely related with the organizations' managerial processes and structures: in this context, managers worldwide have to deal more and more with the challenges derived from the need to thoroughly create and constantly adapt a plan capable to attract and retain people with the precise skills needed by their organizations. Investigating the implementation of the entities' managerial plan as well as the entities' activities considered components of human resources management: (a) involves recruiting, selecting, integrating, training, rewarding the organizations employees, and, in the same time (European Commission, 2018b), (b) choosing the most appropriate benefits and permanently evaluating the performances in order to check if the organizational objectives are achieved.

Текст 5 к экзамену:

There is a substantial body of literature since the early 1980s on HRM. Our definition of HRM is the following based on Boselie (2014): HRM involves management decisions related to policies and practices that together shape the employment relationship and are aimed at achieving certain goals. These goals concern performance goals which have been defined and measured in multiple ways. Using the Harvard model of HRM, Beer, Boselie, and Brewster (2015) bundle these goals into a multidimensional performance construct. Performance is not only regarded as organizational effectiveness (that reflects financial performance indicators and productivity measures for instance), but also as creating employee well-being (reflected in satisfied and healthy employees) and societal well-being (e.g. an organization's impact on society).

Delery and Doty (1996) make a distinction between three modes of strategic HRM theorizing – universalistic (best practices), contingency and configurational – highlighting the best practice versus best-fit proposition in HRM research. The best practice approaches (universalistic) build on the notion of one-size-fits-all in HRM. The best-fit approaches (contingency and configurational) are more sophisticated emphasizing that the internal and external organizational context affects HRM choices, HRM outcomes and the relationship between HRM and outcomes. The complexity of public sector organizations, both internally and externally, requires a best-fit approach in which context matters.

In a literature review of 104 empirical articles on the added value of HRM Boselie, Dietz, and Boon (2005) focused on journal articles that used a 'multiple HRM-style practices' operationalization of HRM. In contrast to for example psychological approaches to employment relationships like OB in which the focus is mainly on single HR practices such as recruitment, HRM is considered a bundle or system of practices that shape the employment relationships in and around organizations. A bundle or system of human resource practices draws on notions of high-commitment HR systems, high-performance work systems and high-involvement work systems existing of coherent and consistent sets of practices like selective recruitment and selection, socialization, training and development, performance appraisal and pay, employee autonomy, teamwork and job design (Boxall and Purcell 2016; Luu 2018). Internal- or horizontal fit suggests that the alignment of individual HR practices within a bundle or system strengthens organizational performance. The HR system approaches are generally applied in HRM research in private and public sector organizations. One of the most popular theories in contemporary HRM research is the AMO theory.