И.А. Иващенко

ENGLISH
FOR PUBLIC ADMINISTRATION

АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ СФЕРЫ ГОСУДАРСТВЕННОГО
И МУНИЦИПАЛЬНОГО УПРАВЛЕНИЯ

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Пособие составлено на основе аутентичных текстов из Интернета, что помогает развить навыки владения английским языком, а также ознакомиться с организацией и работой госслужбы европейских стран и США. Каждая глава включает кроме текстов и заданий по специальности, деловой английский с учетом особенностей будущей профессии, благодаря чему можно научиться отвечать на телефонные звонки, составлять презентацию, вести переговоры, собрания и писать официальные письма.

Для студентов вузов, обучающихся по специальности «Государственное и муниципальное управление», владеющих языком на уровне Intermediate (средний).

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От автора

Книга «English for Public Administration» является учебным пособием для государственных служащих, а также для студентов специальных учебных заведений, владеющих языком на уровне Intermediate (средний).

Данное учебное пособие составлено на основе аутентичных текстов, взятых из Интернета, что дает возможность не только совершенствовать навыки владения английским языком, а также узнать много полезной информации об организации и работе государственной службы европейских стран и США, сделать сравнительный анализ эффективности работы государственных служащих зарубежных стран и России.

Структура книги предполагает овладение всеми основными видами речевой деятельности: чтения, письма, говорения и понимания на слух.

Материал каждой главы направлен на поэтапное освоение темы и включает:

- список слов;

- основной текст раздела с лексико-грамматическими упражнениями, направленными на тренеровку и закрепление материала, условно-речевыми и речевыми упражнениями;

- тексты на развитие навыков различных видов чтения, содержащие интересный материал по теме главы.

Каждая глава включает кроме текстов по специальности, деловой английский с учетом особенностей будущей профессии. Эта часть содержит комментарии, лексико-грамматические, ролевые игры и другие виды творческих заданий для развития навыков устной и письменной речи, благодаря чему можно научиться отвечать на телефонные звонки, составлять презентацию, вести переговоры, собрания и писать официальные письма.

Unit 1

BASIC DEFINITIONS
IN PUBLIC ADMINISTRATION

Word List

empirical	эмпирический, практический
legitimate	законный, легитимный, легальный
violence	жестокость, насилие, применение силы
entity	объект, организация
legal	правовой, юридический, законный
dominion (over)	власть
to impose	облагать, налагать
armed forces	вооруженные силы
civil service (Am) public service (Br)	государственная служба (объединяет всех правительственных чиновников, не являющихся военнослужащими)
court	суд
to enforce	проводить в жизнь, придавать законную силу
to rule	управлять, руководить, править, господствовать
to exert control (over)	осуществлять надзор (над чем-либо)
autocracy [ɔ:'tɔkrəsi]	абсолютизм, автократия, самовластие, самодержавие
bureaucracy [bjuə'rɔkrəsi]	бюрократия, бюрократизм
oligarchy ['ɔliga:ki]	олигархия
sovereignty ['sɔvr(ə)nti]	суверенитет, суверенное государство, верховная власть

anarchy ['ænəki]	анархия, безвластие
censorship	цензура (государственный надзор за печатью и средствами массовой информации)
social welfare	социальное обеспечение
command economy	централизованно управляемая экономика, административно-командная система
deity ['deiiti]	божество, бог
to claim	требовать, предъявлять требования, заявлять свои права на что-либо
laissez-faire [leisei'fɛə]	невмешательство
shop	должность, служба, занятие
post	должность, положение
benefit	выгода, польза, прибыль, преимущество
to come into use	входить в употребление, начинать использование
to spread	распространять(ся)
endeavor [in'devə]	попытка, старание, стремление
public administration	государственное администрирование; управление на государственном и местном уровне
to encompass	заключать, охватывать, выполнять, осуществлять
to poll [pəul]	голосовать
grassroots	низовой, из низов
fundraising	сбор денежных средств для благотворительных, политических или иных организаций, а также для осуществления частного или общественного проекта
public good	общественное благо

BASIC DEFINITIONS IN PUBLIC ADMINISTRATION

The word *state* has both an empirical and a juridical sense, i.e., entities can be states either *de facto* or *de jure* or both.

Empirically (or *de facto*), an entity is a state if, as in Max Weber's influential definition, it is that organization that has a monopoly on legitimate violence over a specific territory. Such an entity imposes its own *legal order* over a territory, even if it is not legally recognized as a state by other states. It may include the armed forces, civil service or state bureaucracy, courts, and police.

Juridically (or *de jure*), an entity is a state in international law if it is recognized as such by other states, even if it does not actually have a monopoly on the legitimate use of force over a territory.

A **government** is a body that has the people to make and the rulers to enforce rules and laws within a civil, corporate, religious, academic, or other organization or group. In its broadest sense, "to govern" means to rule over or supervise, whether over a state, a set group of people, or a collection of people.

Sovereignty is the ability of a government to exert control over its territory free from outside influence. One commentator highlights the difficulty of precisely defining sovereignty, but describes it as possessing meanings including "absolute, unlimited control or power," "a symbol of political legitimacy," "self-determined national independence," and "constitutional order."

Governments are often classified according to the number of people who hold political power.

- In autocracies, one individual holds all the power. This category includes absolute monarchies as well as dictatorships.

- In oligarchies, political power is held by a small group of people who share the same interests.

- Democracies are governments where the people as a whole hold the power. It may be exercised by them (direct democracy), or through representatives chosen by them (representative democracy).

- Anarchy is a lack of government or imposed rule.

Governments concern themselves with regulating and administering many areas of human activity, such as trade, education, or med-

icine. Governments also employ different methods to maintain the established order, such as secrecy, censorship, police and military forces (particularly under despotism) making agreements with other states, and maintaining support within the state. Typical methods of maintaining support and legitimacy include providing the infrastructure for administration, justice, transport, communication, social welfare, etc.; claiming support from deities; providing benefits to elites; providing shops for important posts within the state; limiting the power of the state through laws and constitutions; and appealing to nationalism. The modern standard unit of territory is a country. In addition to the meaning used above, the word state can refer either to a government or to its territory. Within a territory, subnational entities may have local governments which do not have the full power of a national government (for example, they will generally lack the authority to declare war or carry out diplomacy).

Different political ideologies hold different ideas on what the government should or should not do. One political spectrum related to the role of government is that of personal freedom, from authoritarianism to liberalism to libertarianism. Economic policy can range from a command economy to laissez-faire, with most countries using some form of mixed economy with various degrees of government involvement.

The word "BUREAUCRACY" stems from the word "bureau," used from the early 18th century in Western Europe not just to refer to a writing desk, but to an office, i.e. a workplace, where officials worked. The original French meaning of the word *bureau* was the baize used to cover desks. The term bureaucracy came into use shortly before the French Revolution of 1789, and from there rapidly spread to other countries. The Greek suffix—*kratia* or-*kratos* means "power" or "rule." Bureaucracy thus basically means office power or office rule, the rule of the officialdom.

There is a traditional controversy about bureaucracy, namely the perversion of means and ends so that means become ends in themselves, and the greater good is lost sight of; as a corollary, the substitution of *sectional* interests for the *general* interest. The suggestion here is that, left uncontrolled, the bureaucracy will become increasingly self-serving and, rather than serving society.

Public administration can be broadly described as the study and implementation of policy. As a moral endeavor, public administration

is linked to pursuing the public good through the creation of civil society and social justice. The adjective "public" often denotes "government", though it increasingly encompasses non-governmental organizations such as those of civil society or any entity and its management not specifically acting in self-interest.

The term "public administration" sometimes is taken to refer to bureaucracy (as in the federal administration in the USA). Although often used negatively as a term of abuse, bureaucracy is needed to perform day-to-day functions of government. Public administration and bureaucracy are, in a sense, the same thing.

Political management is a broad category encompassing a number of activities in professional politics. The field includes campaign management, advertisement creation/purchasing, grassroots politics, strategic research, issue advocacy, lobbying, fundraising, and polling. Some consider political management to be an applied form of political science.

Public management is a perspective on government and non-profit administration which contends that public and private-sector management are alike in most important ways. As such, there are management tools to be taught to bureaucrats—whether public or private—and those are applied to maximizing [government] efficiency and effectiveness. This is often contrasted with the study of public administration, which emphasizes the public good as well as social and cultural drivers of government that many contend make it inherently different from managing in the private sector.

EXERCISES

1. **Translate the words and their derivatives.**

   To officiate—office—officer—official—officialese—officialdom

   To implement—implementation

   To legitimize—legitimist—legitimacy—legitimization—legitimate

   To administer—administration—administrator—administrative

   To pervert—perversion—perversity—perverseness—perverse

2. **Find the synonyms to the words from list A in list B.**

   A: legal, to rule, to keep, cruelty, misuse, dominion, entity, empirical, shop, endeavor, to encompass, to enforce

B: to govern, power, to put into effect, organization, post, to include, juridical, practicable, try, to maintain, violence, abuse

3. **Give the Russian equivalents to the following English word-combinations and phrases from the text.**

   Influential definition; monopoly on legitimate violence over a specific territory; rules and laws; free from outside influence; making agreements; to declare war; government involvement; the rule of the officialdom; the perversion of means and ends; day-today functions

4. **Translate the sentences paying attention to different meanings of the word "way."**

   1) She's come a long way in her studies.

   2) They paused at the top of stairs, doubtful as to which way to go next.

   3) He had his own way in the end.

   4) I'll find a way to do it.

   5) She smiled in a friendly way.

   6) They are alike in most important ways.

   7) He is in a terrible way.

   8) Unemployment is way above the official figure.

   9) Way to go, Mary! You've done a great job!

   10) If you speak standard English anywhere round our way, people tend to view you with suspicion.

5. **Find in the text one sentence including the Absolute Participial Construction and translate it (paragraph 8).**

6. **Find in the text one sentence including the Infinitive as an attribute and translate it (the last paragraph).**

7. **Find in the text the sentences with "that" and "those" and translate them (paragraphs 8, 14).**

8. **Find in the text the English for.**

   a. все люди

   b. вооруженные силы

c.   просить помощи у богов

d.   вводить ответственные должности

e.   административно-территориальная единица

f.   поддерживать дипломатические отношения

g.   групповые интересы

h.   пропагандистско-агитационная деятельность

i.   социально-культурные рычаги управления

9. **Match up the following half- sentences.**

1) In autocracies one individual   office power.

2) In oligarchies political power is   a lack of government.

3) Democracies are   governments where peo-
                                            ple as a whole hold the
                                            power.

4) Anarchy is   holds all the power.

5) A government is   of a government to exert
                                            control over its territory.

6) Sovereignty is the ability   held by a small group of
                                            people who share the same
                                            interests.

7) Bureaucracy means   a body intended to en-
                                            force rules and laws within
                                            different groups.

10. **Answer the questions.**

1) What is a state?

2) What is a government?

3) How are governments classified as?

4) What methods do governments employ to maintain the estab-
     lished order?

5) What methods are designed to maintain support and legiti-
     macy?

6) What is bureaucracy?

7) Why is it necessary to control the bureaucracy?

8) How can public administration be described?

9) What activities is public management involved in?

10) What is public management?

11. Sum up the contents of the text.

12. Read text 2 and headline it.

Text 2

The history of the state in the West usually begins with classical antiquity. During that period, the state took a variety of forms, none of them very much like the modern state. There were monarchies whose power (like that of the Egyptian Pharaoh) was based on the religious function of the king and his control of a centralized army.

Perhaps the most important political innovations of classical antiquity came from the Greek city-states and the Roman Republic. The Greek city-states before the 4th century granted citizenship rights to their free population, and in Athens these rights were combined with a directly democratic form of government that was to have a long afterlife in political thought and history.

In contrast, Rome developed from a monarchy into a republic, governed by a senate dominated by the Roman aristocracy. The Roman political system contributed to the development of law, constitutionalism and to the distinction between the private and the public spheres.

The story of the development of the specifically modern state in the West typically begins with the dissolution of the western Roman empire. The state-system of feudal Europe was an unstable configuration of suzerains and anointed kings. A monarch, formally at the head of a hierarchy of sovereigns, was not an absolute power who could rule at will; instead, relations between lords and monarchs were mediated by varying degrees of mutual dependence, which was ensured by the absence of a centralized system of taxation. This reality ensured that each ruler needed to obtain the "consent" of each estate in the realm.

The formalization of the struggles over taxation between the monarch and other elements of society (especially the nobility and the cities) gave rise to what is now called the state of Estates, characterized by parliaments in which key social groups negotiated with the

king about legal and economic matters. Beginning in the 15th century, this centralizing process gives rise to the absolutist state.

The rise of the "modern state" as a public power constituting the supreme political authority within a defined territory is associated with western Europe's gradual institutional development beginning in earnest in the late 15th century, culminating in the rise of absolutism and capitalism.

As Europe's dynastic states—England under the Tudors, Spain under the Hapsburgs, and France under the Bourbons—embarked on a variety of programs designed to increase centralized political and economic control, they increasingly exhibited many of the institutional features that characterize the "modern state." This centralization of power involved the delineation of political boundaries, as European monarchs gradually defeated or co-opted other sources of power, such as the Church and lesser nobility. In place of the fragmented system of feudal rule, with its often indistinct territorial claims, large, unitary states with extensive control over definite territories emerged. This process gave rise to the highly centralized and increasingly bureaucratic forms of absolute monarchical rule of the 17th and 18th centuries, when the principal features of the contemporary state system took form, including the introduction of a standing army, a central taxation system, diplomatic relations with permanent embassies, and the development of state economic policy—mercantilism.

N o t e s:

dissolution	—	распад
suzerain ['su:zərein]	—	сюзерен
anointed kings	—	миропомазанные короли
sovereign ['sɔvrin]	—	монарх, правитель
taxation	—	налогообложение
consent	—	согласие, разрешение
realm	—	государство, королевство
the state of Estates	—	сословное государство
to embark	—	начинать
to co-opt	—	кооптировать
nobility	—	аристократия
standing army	—	регулярная армия
embassy	—	посольство

13. Complete the table and speak on the development of the state.

Periods of time	Governments	Features
1. Classical antiquities		religious function of the king and his control of a centralized army
	...(the Greek city-states)	
	...	
2.	Monarchy	
3. The 15th century	...	
4.	Bureaurocratic forms of absolute monarchy	

14. Look through the text. Open the brackets putting the verbs in the active or passive forms.

Max Weber has probably been one of the most influential users of the word in its social science sense. He is well-known for his study of bureaucratization of society.

Weber (to describe) the ideal type bureaucracy in positive terms, considering it to be a more rational and efficient form of organization than the alternatives that preceded it, which he (to characterize) as *charismatic domination* and *traditional domination*. According to his terminology, bureaucracy is part of legal domination. However, he also (to emphasize) that bureaucracy becomes inefficient when a decision must be adopted to an individual case.

According to Weber, the attributes of modern bureaucracy (to include) its impersonality, concentration of the means of administration, a leveling effect on social and economic differences and implementation of a system of authority that is practically indestructible.

A bureaucratic organization (to govern) by the following seven principles:

1) official business (to conduct) on a continuous basis;

2) official business (to conduct) with strict accordance to the following rules:

a) the duty of each official to do certain types of work (to delimit) in terms of impersonal criteria,

b) the official (to give) the authority necessary to carry out his assigned functions,

c) the means of coercion at his disposal (to limit) and conditions of their use strictly (to define);

3) every official's responsibilities and authority are part of a vertical hierarchy of authority, with respective rights of supervision and appeal;

4) officials (not to own) the resources necessary for the performance of their assigned functions but are accountable for their use of these resources;

5) official and private business and income (to separate);

6) offices cannot (to appropriate) by their incumbents (inherited, sold, etc.);

7) official business (to conduct) on the basis of written documents.

A bureaucratic official:

- is personally free and appointed to his position on the basis of conduct;

- (to exercise) the authority delegated to him in accordance with impersonal rules, and his loyalty (to enlist) on behalf of the faithful execution of his official duties;

- appointment and job placement are dependent upon his technical qualifications;

- administrative work is a full-time occupation;

- work (to reward) by a regular salary and prospects of advancement in a lifetime career.

An official must exercise his judgment and his skills, but his duty is to place these at the service of a higher authority; ultimately he is responsible only for the impartial execution of assigned tasks and must sacrifice his personal judgment if it runs counter to his official duties.

N o t e s :

to precede	—	предшествовать
domination	—	власть
indestructible	—	нерушимый
to delimit	—	определять границы, разграничивать
coercion	—	принуждение, применение силы
incumbent	—	должностное лицо
to run counter	—	противоречить

15. **Discuss in groups the principles of a bureaucratic organization and features of an official worked out by Weber. Say if you agree or disagree with them and explain your point of view.**

16. **Render into English.**

Государство — это политическая целостность, созданная национальной и многонациональной общностью людей на определенной территории, где с помощью политической элиты, монополизирующей власть, поддерживается юридический порядок, включая законное право на применение силы.

Признаками государства являются: публичная власть, располагающая специальным аппаратом управления и принуждения (армия, полиция, суд); территория, на которую распространяется юрисдикция данного государства (право производить суд); система права.

Государственное управление — это система принятия политических и административных решений, которые проводятся в жизнь с помощью административно-государственного аппарата.

Американские политологи Ф. Нигро и Л. Нигро дают определение государственному администрированию: «Государственное администрирование означает скоординированные групповые действия в государственных делах:

1) связанные с тремя сферами власти — законодательной, исполнительной, судебной — и их взаимодействием;

2) имеющие важное значение в формировании государственной политики и являющиеся частью политического процесса;

3) значительно отличающиеся от администрирования в частном секторе;

4) тесно связанные с многочисленными частными группами и индивидами, работающими в различных компаниях и общинах».

It's interesting to know

● **Read and render into English (Russian).**

Maximilian Weber

Maximilian Carl Emil Weber (April 21, 1864-June 14, 1920) was a German political economist and sociologist who is considered one of the founders of the modern study of sociology and public administration. He began his career at the University of Berlin, and later worked at Freiburg University, University of Heidelberg, University of Vienna, and University of Munich. He was influential in contemporary German politics, being an advisor to Germany's negotiators at the Treaty of Versailles and to the commission charged with drafting the Weimar Constitution.

His major works deal with rationalization in sociology of religion and government, but he also contributed much in the field of eco-

nomics. His most famous work is his essay *The Protestant Ethic and the Spirit of Capitalism*, which began his work in the sociology of religion. In this work, Weber argued that religion was one of the non-exclusive reasons for the different ways the cultures of the Occident and the Orient have developed, and stressed importance of particular characteristics of ascetic Protestantism which led to the development of capitalism, bureaucracy and the rational-legal state in the West. In another major work, *Politics as a Vocation*, Weber defined the state as an entity which claims a monopoly on the legitimate use of physical force, a definition that became pivotal to the study of modern Western political science. His most known contributions are often referred to as the 'Weber Thesis'.

Business English
TALKING ON THE PHONE

GRAMMAR

It's important to be polite when talking to someone in a business context.

One can show politeness by:

a) Using "please," "thank you," "thanks"

b) Using "would" or "could"

c) Making the sentence long.

Take the following sentences:

Take a message for him.

Please, take a message for him.

Will you take a message for him?

Would you take a message for him?

Would you mind taking a message for him?

Can you take a message for him?

Could you take a message for him?

Could you possibly take a message for him?

Might I trouble you for taking a message for him?

I wonder if you could take a message for him.

I wondered if you could take a message for him.

I was wondering if you could take a message for him.

The first sentence is the imperative form. If you were speaking to a very good friend, then you might use this direct command. Because you know the other person very well, it would be appropriate to be direct. Politeness can be expressed by choosing appropriate grammar. The effect of the Past Tense (sentence 11) is to make the request indirect, and therefore more polite. The Past Progressive form (the last sentence) is used when we ask someone to do some considerable or risky work.

1. **Fill in the blanks, indicating whether each of the following sentences is somewhat polite (S), quite polite (Q), or very polite (V). Notice the indirect phrasing of the most polite requests. For example:**

Could you pass the butter? <u>S</u>

Would you please pass the butter? <u>Q</u>

Might I trouble you to pass the butter? <u>V</u>

1. Could you help me? ____

2. Would you like some help? ____

3. Might I be of assistance? ____

4. Could you come with us? ____

5. Might I trouble you for accompanying us? ____

6. Would you like to come with us? ____

7. Could I have your opinion on this? ____

8. Would you please tell me what you think? ____

9. Might I know your feelings on the matter? ____

2. **Look at the situations below. In each case you need to ask someone to do something for you. What do you say? The first one is already done for you.**

1.	You've lost your calculator. Ask a colleague to lend you his.
	Could you lend me your calculator, please? I've lost mine.
2.	You want your secretary to type a letter for you.
	_____
3.	You want somebody in your department to finish writing a report for you by Friday.
	_____
4.	You can't meet Pat Hoskins tomorrow because you've suddenly got to go to Paris on business. Ask a colleague to meet Pat Hoskins instead.
	_____
5.	You want your friend to get you a coffee.
	_____
6.	You can't attend the meeting tomorrow because you have a doctor's appointment. Ask your boss to postpone the meeting.
	_____
7.	You want to leave work early because you have some important things to do.
	_____
8.	You have to go to the hotel but you don't know how to get there. You ask a passer-by.
	_____

3. Study the words which are often used when making telephone calls.

To hold on/to hang on—to wait

To hang up/to ring off—to put the telephone down

To ring up—to make a phone call

To pick up the phone (to pick the phone up)—to answer a call when the phone rings

To put someone through—to connect somebody's call to another telephone

To get through—to contact on the telephone the person you want to talk to

To call someone back—to return a phone call

4. **Read and act out dialogues.**

1

Michelle: Hello, you've reached the marketing department. How can I help?

Male: Yes, can I speak to Rosalind Wilson, please?

Michelle: Who's calling please?

Male: It's Richard Davies here.

Michelle: Certainly. Please, hold on and I'll put you through.

Male: Thank you.

2

Michelle: Hello, marketing. How can I help?

Male: Could I speak to Jason Roberts, please?

Michelle: Certainly. Who shall I say is calling?

Male: My name's Mike Andrews.

Michelle: Just a second—I'll see if he's in.Hello, Jason, I've got Mike Andrews on the phone for you ... OK, I'll put him through. Hang on a moment, I'm just putting you through.

3

Claire: Hello, finance department.

Female: Hello, can I speak to Adrian Hopwood, please?

Claire: I'm afraid he's in a meeting at the moment.Can I help?

Female: No, I need to talk to Mr Hopwood, I think. What time will he be out of the meeting?

Claire: In about an hour.Can you call back later?

Female: Okay, I'll do that.

Claire: Or can I take a message?

Female: Actually, would you mind?Could you tell him that Jennifer McAndrews called and that I'm in the office all day if he could call me back.

Claire: Can I take your number, please?
Female: Yes, it's 5556872.
Claire: 5556872. Okay, I'll make sure he gets the message.
Female: Thanks very much for your help, bye!
Claire: Goodbye!

5. **Complete the phrases using some words given.**

   1) **He's not in his office at the moment.**

      _____ _____ _____ _____ _____?

      take / can / your / message / I / a / please

   2) **She'll be back in the office this afternoon.**

      _____ _____ _____ _____ _____?

      later / call / can / back / you / soon / message

   3) **Can I speak to June Wilkinson, please?**

      _____ _____ _____ _____ _____ _____.

      meeting / afraid / I'm / she's / a / in / at / on

   4) **Could you ask him to ring me back, please? My number is 020 7558 4567.**

      _____, _____ _____ _____ _____ _____
      _____ _____.

      message / I'll / sure / make / OK / gets / he / the / an / on

6. **Choose the one correct answer**

   1) When you telephone a company, the person answering the phone may ask you a question. Which is the correct question?

      A   Who's calling please?

      B   Who calls?

      C   Who is it?

      D   Who called?

   2) Which phrase means the same as 'hang on a moment?'

      A   Just a second.

      B   I'll put you on.

      C   Go ahead.

      D   I'm ready.

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3) Choose the correct word: "Please, … and I'll put you through."

    A   stop

    B   stay

    C   talk

    D   hold

4) What is the expression used to connect two people on the telephone?

    A   I'm sending you through.

    B   I'm putting you through.

    C   I'm calling you through.

    D   I'm talking you through.

Unit 2

SEPARATION OF POWERS

Word List

to coin	выдумывать
enlightenment [en'lait(ə)nmənt]	просвещение
judiciary [ʤu:'diʃ(ə)ri]	судебная власть; законный, судебный
the court of law	суд, действующий по нормам статутного и общего права
to mingle	смешивать(ся); общаться с кем-л., собираться
restraint	ограничение, стеснение, сдерживание; лишение свободы
to induce	заставлять, побуждать, склонять, убеждать; вызывать стимулировать, приводить; делать вывод
checks and balances	принцип взаимозависимости и взаимоограничения трех ветвей государственной власти
to enact	предписывать, определять, устанавливать; вводить закон; постановлять
to ratify	ратифицировать, одобрять, скреплять подписью
to veto ['vitəu]	налагать вето
to promulgate ["prɔm(ə)lgeit]	объявлять, провозглашать; опубликовывать; пропагандировать, распространять

to grant pardons	по(миловать); оставлять без наказания
to nullify ['nʌlifai]	аннулировать, отменять
to compel	заставлять, вынуждать, принуждать
testimony ['testiməni]	свидетельские показания; доказательство, довод, свидетельство
petitioner [pi'tiʃnə]	проситель, податель петиции; истец
immune [i'mju:n]	в безопасности, защищенный, огражденный; пользующийся неприкосновенностью
threshold ['θreʃhəuld]	порог; преддверие, начало, отправной пункт
convicted criminals	преступники, отбывающие наказание
abuse	злоупотребление, неправильное употребление
pending legislation	законодательство на рассмотрении, законопроект
election	выборы, избрание

Text 1

SEPARATION OF POWERS

Separation of powers, or "Trias Politica" — a term coined by French political Enlightenment thinker Baron de Montesquieu, is a model for the governance of democratic states. Montesquieu described division of political power between an executive, a legislature, and a judiciary. He based this model on the British constitutional system, in which he perceived a separation of powers between king, Parliament, and the courts of law. Subsequent writers have noted that this was misleading, since Great Britain had a very closely connected legislature and executive, with further links to the judiciary (though combined with judicial independence). But in Montesquieu's time, the political

connection between Britain's Parliament and the king's Ministry was not as close as it would later become.

All democracies exist with an *absolute* separation of powers or an *absolute* lack of separation of powers. Nonetheless, some systems are clearly founded on the principle of separation of powers, while others are clearly based on a mingling of powers.

Each branch is able to place specified restraints on the powers exerted by the other branches. The US system refers to the branches as "branches of government," while some systems use "government" to describe the executive.

To prevent one branch from becoming supreme, and to induce the branches to cooperate, governance systems employing a separation of powers typically are created with a system of "**checks and balances**," a term which, like separation of powers itself, is generally credited to Montesquieu. Checks and balances refers to the various procedural rules that allow one branch to limit another, such as the authority of the president to veto legislation passed by Congress, or the power of Congress to alter the composition and jurisdiction of the federal courts.

Legislative	Executive	Judicial
1. writes and enacts laws;	1. sometimes may veto laws;	1. determines which laws apply to any given case;
2. enacts taxes, authorizes borrowing, and sets the budget;	2. may refuse to enforce certain laws (risking impeachment by the legislature);	2. determines whether a law is unconstitutional;
3. usually has sole power to declare war;	3. may refuse to spend money allocated for certain purposes;	3. has sole power to interpret the law and to apply it to particular disputes;
4. may start investigations, especially against the executive branch;	4. wages war (has operational command of the military);	4. may nullify laws that conflict with a more important law or constitution;
5. often appoints the heads of the executive branch;	5. makes decrees or declarations (for example, declaring a state of emergency) and promulgates	5. determines the disposition of prisoners;
		6. has power to compel testimony and the production of evidence;

Legislative	Executive	Judicial
6. sometimes appoints judges. 7. ratifies treaties.	lawful regulations and executive orders; 6. often appoints judges; 7. sometimes has power to grant pardons to convicted criminals.	7. enforces uniform policies in a top-down fashion via the appeals process, but gives discretion in individual cases to low-level judges (the amount of discretion depends upon the standard of review, determined by the type of case in question.); 8. may rule only in cases of an actual dispute brought between actual petitioners; 9. polices its own members; 10. is frequently immune to arbitrary dismissal by other branches.

The theoretical independence of the executive and legislative branches is partly maintained by the fact that they are separately elected and are held directly accountable to the public. There are also judicial prohibitions against certain types of interference in each others' affairs. Judicial independence is maintained by life appointments of judges, with voluntary retirement, and a high threshold for removal by the legislature. In recent years, there have been accusations that the power to interpret the law is being misused (judicial activism) by some judges in the US.

The legal mechanisms constraining the powers of the three branches depend a great deal on the sentiment of the people. The system of checks and balances is also self-reinforcing. Potential abuse of power may be deterred, and the legitimacy and sustainability of any power grab is hindered by the ability of the other two branches to

take corrective action; though they still must actually do so, therefore accountability is not automatic. This is intended to reduce opportunities for tyranny.

The press has been described as a "fourth power" because of its considerable influence over public opinion (which in turn affects the outcome of elections), as well as its indirect influence in the branches of government by, for example, its support or criticism of pending legislation or policy changes. It has never, however, been a formal branch of government; nor have political philosophers suggested that it become one.

EXERCISES

1. **Look through the list of the words in the box and make sure you know their meaning. Using the word-building elements make derivatives of the following words.**

to separate	to retire	sustainable	procedure
to connect	to impeach	direct	active
to compose	to appoint	part	critic
to prohibit	accountable	constitution	form

nouns				adjectives	adverbs
-tion	-ty	-ment	-ism	-al	-ly
разделение состав запрет связь	устойчивость ответственность	импичмент назначение увольнение	критицизм активизм официальный	конституционный процессуальный	частично, отчасти прямо, непосредственно

2. **Find the synonyms to the words from list A in list B.**

   A: to coin, to hinder, to perceive, intervention, to mingle, discretion, to restrain, emergency, to exert, dispute, to induce, to alter, to veto, to credit

   B: to cause, to exercise, to limit, to mix, to distinguish, to devise, to attribute, to prohibit, debate, to change, urgent situation, freedom of choice, interference, to prevent

3. **Give the Russian equivalents to the following English word-combinations and phrases from the text.**

   judicial prohibitions, a "fourth power," the amount of discretion, a formal branch of government, life appointments of judges, procedural rules, potential abuse of power, to alter the composition and jurisdiction of the federal courts, self-reinforcing

4. **Translate the sentences paying attention to different meanings of the word "fashion."**

   1) She behaved in a strange fashion.

   2) Big hats are not longer in fashion.

   3) My brother was a man of fashion.

   4) The website present substantial information about a city in an orderly fashion including its attractions, activities, restaurants and other destination services.

   5) He was assigned to write a thrice-weekly "Queens Diary" column after the fashion of the "Long Island Diary" columns by Leslie Hanscom.

   6) Sara never went to school, but her father saw to her education after a fashion of his own.

5. **Find in the text the equivalent of the Modal Verb and translate the sentence including it (paragraph 3).**

6. **Find in the text sentences including the Infinitive and translate it (paragraph 4).**

7. **Find in the text sentences including the Passive Voice and translate them (paragraph 6).**

8. **Find in the text the English phrases corresponding to their Russian equivalents.**

   французский политический деятель эпохи просвещения; вводить определенные ограничения; препятствовать превосходству одной ветви власти над другими; приводить в исполнение определенные законы; определяет, не противоречит ли закон конституции; вводить налоги; исключительное право; начать расследование; объявлять чрезвычайное положение; указы президента; представление доказательств; сверху вниз; дело на рассмотрении; предоставлять возмож-

ность в отдельных случаях самостоятельно выносить реше-
ния судьям низшей инстанции; апелляционное судопроиз-
водство; самовольный роспуск; незаконное присвоение вла-
сти

9. **According to text are the following sentences true or false? If they are true, say why.**

   1) Political power is divided into an executive and a legislature.
   2) All democracies exist with an absolute separation of powers or an absolute lack of separation of powers.
   3) Each branch can't place specified restraints on the powers exerted by the other branches.
   4) A separation of powers is created with a system of "checks and balances."
   5) "Checks and balances" refers to the rules that allow branches to exert powers.
   6) The press is considered to be a "fourth power."

10. **Answer the questions.**

    1) What are the functions of the executive/legislature/judiciary?
    2) How is the independence of the executive and legislative branches maintained?
    3) How is judicial independence maintained?
    4) What does the legal mechanisms constraining the powers of the three branches depend on?
    5) What is the legitimacy and sustainability of any power grab hindered by?
    6) Why is the press described as a "fourth power"?

11. **Speak on separation of powers.**

12. a) Fill each gap with a suitable word from the box.
    b) Look through text 2 and say what the main difference between separation of powers and fusion of powers is.

democratic	is called	described	selected
branch	election	independent	elected
accountable	independent	controls	exists
characteristic			

Text 2

SEPARATION OF POWERS
VS. FUSION OF POWERS

In organizing a democratic system of governance, there ... a continuum between what ... "Presidential government" and "Parliamentary government." "Separation of powers" is a feature more inherent to presidential systems, whereas "Fusion of powers" is ... of parliamentary systems. There also exist "mixed systems," which fall somewhere near the midpoint of the continuum, most notably France's (current) Fifth Republic.

With fusion of powers, one ... (invariably the elected legislature) is supreme, and the other branches are subservient to it. In a separation of powers, each branch is largely (although not necessarily entirely) ... of the other branches. By *independent,* political scientists mean that each branch is either ... independently of the other branches, or at least is not dependent upon the other branches for its continued existence.

Accordingly, in a fusion of powers system—the best-known is that of the United Kingdom, which was first ... as such by Walter Bagehot—the legislature is ... by the people, and then this legislature "creates" the executive. As Professor Cheryl Saunders writes, "...the intermixture of institutions [in the UK] is such that it is almost impossible to describe it as a separation of powers." In a separation of powers, the person or persons (executive branches can have multiple members) of the executive are not selected by the legislature, but by some other means (direct popular ..., electoral college selection, etc.) In a parliamentary system, when the term of the legislature ends, so too may the tenure of the executive selected by that legislature. In a "presidential" system, the executive's term may or may not coincide with the legislature's, but again, his selection is technically ... of the legislature. However, when the executive's party ... the legislature, there may sometimes develop an effective "fusion of powers" in favor of the executive. Such situations may thwart the constitutional goal or normal popular perception that the legislature is the more ... branch or the one "closer to the people," reducing it to a virtual "consultative assembly," politically or procedurally unable, or unwilling, to hold the executive ... in the event of blatant"

N o t e s:

inherent	—	неотъемлемый, присущий, свойственный
supreme	—	главный
subservient	—	подчиненный, зависимый
electoral college	—	коллегия выборщиков (избираемая в штатах для выборов президента и вице-президента)
term/tenure	—	срок
to coincide	—	совпадать
to thwart	—	противоречить
blatant	—	вопиющий, ужасный

13. Look through text 3 and say what ideas of text 1 it develops.

Text 3

VARIOUS MODELS AROUND THE WORLD

Constitutions with a high degree of separation of powers are found worldwide. The UK system is distinguished by a particular entwining of powers. India's democratic system also offers a clear separation of power under Lok Sabha (lower house of parliament), Rajya Sabha (upper house of Parliament), and the President of India, who overlooks independent governing branches such as the Election commission and the Judiciary. Under the Indian constitution, just as in the British system, the Prime Minister is a head of the governing party and functions through a selected group of ministers. In Italy the powers are completely separated, even if Council of Ministers need the vote of confidence from both chambers of Parliament, that's however formed by a wide number of members (almost 1,000).

Countries with little separation of power include New Zealand and Canada. Canada makes limited use of separation of powers in practice, although in theory it distinguishes between branches of government.

Complete separation-of-powers systems are almost always presidential, although theoretically this need not be the case. There are a few historical exceptions, such as the Directoire system of revolutionary France. Switzerland offers an example of non-Presidential separation of powers today: It is run by a seven-man executive branch, the

Federal Council. However, some might argue that Switzerland does not have a strong separation of powers system, as the Federal Council is appointed by parliament (but not dependent on parliament), and the judiciary has no power of review.

Worldwide there are not only the three supreme powers. After eight years of social conflict, the question of who would lead Costa Rica and which transformationist model the State would use was decided by who killed the president. A constituent assembly followed and drew up a new constitution, approved in 1949. This document was an edit of the constitution of 1871, as the constituent assembly rejected more radical corporativist ideas proposed by the ruling junta. It established the three supreme powers as the **legislature**, **executive**, and **judicial** branches, but also created two other autonomous state organs that have equivalent power but not equivalent rank. The first is the Supreme Elections Tribunal (**electoral** branch) which controls elections and makes unique, unappealable decisions on their outcomes.

The second is the office of the Comptroller General (**auditory** branch), an autonomous and independent organ nominally subordinate to the unicameral legislative assembly. All budgets of ministries and municipalities must pass through this agency, including the execution of budget items such as contracting for routine operations. The Comptroller also provides financial vigilance over government offices and office holders, and routinely brings actions to remove mayors for malfeasance, firmly establishing this organization as the fifth branch of the Republic.

The European Union has four branches.

The five institutions of the European Union are:

- European Commission — **executive**
- European Parliament and Council of the European Union — **legislative**
- European Court of Justice — **judicial**
- European Court of Auditors — **auditory**

N o t e s:

entwining of powers	—	объединение властей
lower house	—	нижняя палата
vote of confidence	—	вотум доверия

Directoire	—	директория
Federal Council	—	Федеральный совет
power of review	—	право пересмотра
junta	—	хунта
Supreme Elections Tribunal	—	Верховный суд по разбору ходатайств о расследовании действительности выборов
unappealable	—	окончательный, неподлежащий обжалованию
Comptroller General	—	Генеральный контролер (Глава генерального отчетно-ревизионного управления)
auditory branch	—	аудиторская (ревизионная) ветвь власти
vigilance	—	бдительность
European Court of Justice	—	Суд Европейского сообщества (ЕС)
European Court of Auditors	—	Счетная палата ЕС
malfeasance	—	должностное преступление

14. **Answer the questions.**

1) What is the UK system distinguished by?

2) What is the democratic system in India characterized by?

3) What powers are there in Italy?

4) What countries are with little separation of powers?

5) What country offers an example of non-Presidential separation of powers?

6) What branches are there in Costa Rica?

7) How many branches does the European Union include?

15. **Render into English.**

Разделение властей сегодня является общепризнанной нормой функционирования демократического государства. Отсутствие монополии на власть любого политического института — непременное условие развития демократии. В современных демократических государствах три ветви власти представлены следующим образом: законодательная власть, исполнительная власть, судебная власть.

Высшим законодательным органом выступает парламент, который, как правило, состоит из двух палат: нижней и верхней. Нижняя палата формируется посредством прямых выборов, а верхняя формируется в различных странах по-разному.

Исполнительная ветвь государственной власти имеет более сложную структуру, это самая многочисленная по составу ветвь государственного управления. В России в органах исполнительной власти насчитывается около 500 тыс. человек.

Взаимодействие законодательной и исполнительной власти является весьма сложной проблемой. Исполнительная власть — президент (или премьер-министр) и правительство — обязаны в той или иной мере согласовывать свои действия с законодательными институтами, отчитываться перед ними. В президентских республиках глава государства может наложить запрет на любой законодательный документ или требовать его доработки. В то же время парламент имеет право отменить какие-то решения правительства или президента.

Основным гарантом соблюдения законности в деятельности законодательной и исполнительной властей является судебная власть. Во многих странах надзор за соблюдением конституции возложен на Верховный суд.

It's interesting to know

● **Read and render into English (Russian).**

**Charles de Secondat, Baron de la Brede et de Montesquieu
(1689—1755)**

Charles Louis de Secondat was born in Bordeaux, France, in 1689 to a wealthy family. Despite his family's wealth, de Decondat was placed in the care of a poor family during his childhood. He later went to college and studied science and history, eventually becoming a lawyer in the local government. De Secondat's father died in 1713 and he was placed under the care of his uncle, Baron de Montesquieu. The Baron died in 1716 and left de Secondat his fortune, his office as president of the Bordeaux Parliament, and his title of Baron de Montesquieu. Later he was a member of the Bordeaux and French Academies of Science and studied the laws and customs and governments of the countries of Europe. He gained fame in 1721 with his *Persian Letters,* which criticized the lifestyle and liberties of the wealthy French as well as the church. However, Montesquieu's book *On the Spirit of Laws,* published in 1748, was his most famous work. It outlined his ideas on how government would best work.

Montesquieu believed that all things were made up of rules or laws that never changed. He set out to study these laws scientifically with the hope that knowledge of the laws of government would reduce the problems of society and improve human life. According to Montesquieu, there were three types of government: a monarchy (ruled by a king or queen), a republic (ruled by an elected leader), and a despotism (ruled by a dictator). Montesquieu believed that a government that was elected by the people was the best form of government. He did, however, believe that the success of a democracy—a government in which the people have the power—depended upon maintaining the right balance of power.

Montesquieu argued that the best government would be one in which power was balanced among three groups of officials. He thought England - which divided power between the king (who enforced laws), Parliament (which made laws), and the judges of the English courts (who interpreted laws)—was a good model of this. Montesquieu called the idea of dividing government power into three branches the "separation of powers." He thought it most important to create separate branches of government with equal but different powers.

Despite Montesquieu's belief in the principles of ademocracy, he did not feel that all people were equal. Montesquieu approved of slavery. He also thought that women were weaker than men and that they had to obey the commands of their husband. However, he also felt that women did have the ability to govern. Montesquieu argued that

women were too weak to be in control at home, but that there calmness and gentleness would be helpful qualities in making decisions in government.

B u s i n e s s   E n g l i s h

TALKING ON THE PHONE

GRAMMAR

Modal Verbs of probability

MUST and CAN'T

(*are opposites*)

> — It's my opinion and I'm nearly 100% sure.
> — It's logically necessary.

> That must be Florence. She said she'd call now.
> Должно быть, (скорее всего) это Флоренс. Она сказала, что будет звонить в это время.

> Pierre can't be working! He's sick.
> Не может быть, что Пьер работает! Он болеет.

COULD and MIGHT

(*are similar to each other*)

> There is a much weaker probability << 100%.

(*Maybe or Perhaps*)

> That could be Laurence. She told me she'd call sometime today.
> Вероятно, это Лоренс. Она сказала, что сегодня позвонит.

> Mary might be eating at the restaurant tonight.
> Возможно, Мэри сегодня вечером будет ужинать в ресторане.

Now, here are these same Modal Verbs expressing probability in the Past:

Must have + Participle II / Can't have + Participle II

(*Strong Probability*)

> It must have been a very difficult time for you.
> Должно быть, у тебя были трудные времена.

> He can't have driven in France. He's scared of the autoroute.
> Не может быть, что он поехал во Францию на машине. Он боится дороги.

Could have + Participle II / Might have + Participle II

(*Weak Probability*)

> They could have seen each other yesterday.
> Возможно, они вчера встречались.

> He might have tried to contact you at home.
> Он, вероятно, устал общаться с тобой дома.

> Don't worry. It might not have been very important.
> Не волнуйся. Возможно, это было не так уж и важно.

N o t e:

The negative "*could not* have + Participle II" is used when talking about the past does not mean "perhaps not." It is a negative deduction (i.e. not possibility but fact!)

They couldn't have seen each other yesterday. (They were in different towns.)

Они не могли бы **вчера встретиться**. (Они были **в разных городах**.)

1. **Mix and match the sentences.**

   1. They've got four houses. **A.** That can't be true!
   2. You're driving too fast. **B.** She can't be over 30.
   3. She looks so young. **C.** They must be good friends.
   4. They're always together. **D.** She might be ill.
   5. She's gone very pale. **E.** They must be rich.
   6. He said he earned over a million. **F.** You could have an accident.

2. **Fill in the gaps with one of the Modal Verbs of probability (can't, might or must) in appropriate form.**

   Example:

   I'm sure Anry likes animals very much.

   Amy must like animals very much.
   She always had them around her.

   1) She doesn't like children very much.

   She ... like children very much. She doesn't want any.

   2) I'm sure James is a famous actor.

   James ... be a famous actor. He's often on the television and has won an award.

3) Perhaps she has a farm.

She ... have a farm. She likes the countryside very much.

4) I'm sure she didn't work very hard at school.

She ... worked very hard at school. She had to leave.

5) Perhaps James has won an Oscar.

James ... won Oscar. He's won several awards.

6) I'm sure she had a lot of friends when she was young.

She ... had a lot of friends when she was young. Her father said a lot of people came to their house.

7) He probably didn't want her to marry Gerald.

He ... wanted her to marry Gerald. He tried to break them up.

8. He probably wanted her to marry someone famous.

He ... wanted her to marry someone famous. He's a bit of snob.

9) I'm sure they're not very close to each other.

They ... be very close to each other. They don't see each other very often.

10) Perhaps she gets on better with her mother.

She ... get on better with her mother. She doesn't seem to like her father very much.

3. Fill the gaps with one of the Modal Verbs of probability (can't have or must have). Use the word in brackets.

1) He looks very tired. He ... (to work) very hard.

2) He was standing right next to you. You ... (to see) him.

3) He was here a moment ago. He... (to go) far.

4) I can't find my glasses. I ... (to leave) them somewhere.

5) She ran straight in front of the car. She ... (to see) it coming.

6) He went to Siberia on holiday. It ... (to be) very cold.

7) She knew everything about his plans. She ... (to listen) to our conversation.

8) I don't understand how the accident happened. The driver ... (to see) the red light.

4. Read and act out the dialogues.

Study the words!

to dial — набирать номер, звонить

to look in — заглянуть к кому-л.

diary — ежедневник

fortnight — две недели

1

Male: Hello, this is the press office.

Michelle: Rachel Allsop, please.

Male: I'm sorry; you must have the wrong number. There's no one of that name here.

Michelle: Oh. Can I check the number I've got.... Is that not 5568790?

Male: No, it's 5558790.

Michelle: Oh sorry about that. I must have dialed the wrong number.

Male: No problem! Bye!

2

Male: Hello, press office, can I help you?

Ruth: Hello. Paul Richards, please.

Male: I'm sorry, you've got the wrong number, but he does work here. I'll try and put you through. In future his direct number is 5558770.

Ruth: Did I not dial that?

Male: No, you rang 5558790.

Ruth: Oh, sorry to have troubled you.

Male: No problem. Hang on a moment and I'll put you through to Paul's extension.

Ruth: Thanks.

3

Michelle: Mr. Hibberd's office!

Peter: Hello, can I speak to Brian Hibberd, please?

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Michelle: I'm afraid he's in a meeting until lunchtime. Can I take a message?

Peter: Well, I'd like to arrange an appointment to see him, please. It's Peter Jefferson here.

Michelle: Could you hold on for a minute, Mr Jefferson. I'll just look in the diary. So when's convenient for you?

Peter: Some time next week if possible. I gather he's away the following week.

Michelle: Yes, that's right, he's on holiday for a fortnight.

Peter: Well, I need to see him before he goes away. So would next Wednesday be Okay?

Michelle: Wednesday ... let me see ... he's out of the office all morning. But he's free in the afternoon, after about three.

Peter: Three o'clock is difficult. But I could make it after four.

Michelle: So shall we say 4.15 next Wednesday, in Mr. Hibberd's office?

Peter: Yes, that sounds fine. Thanks very much.

Michelle: Okay, then. Bye.

5. **Choose the correct word.**

1) You _____ have the wrong number.

   A should

   B would

   C must

   D can

2) His _____ number is 998922.

   A straight

   B direct

   C certain

   D sure

3) I'm _____ to have troubled you.

   A upset

   B apologize

C sorry

D sad

4) I'm sorry, you've _____ the wrong number.

    A got

    B had

    C have

    D put

6) I'd like to _____ an appointment.

    A arrange

    B have

    C do

    D save

7) I could _____ it after four.

    A take

    B fake

    C get

    D make

8) Let's meet next Wednesday... shall we _____ 4.15?

    A arrange

    B say

    C suggest

    D see

9) Would next _____ be OK?

    A day

    B morning

    C week

    D afternoon

Unit 3

SYSTEMS OF GOVERNMENT

Word List

to bind together	объединять(ся); связывать вместе
authority	власть; полномочие; авторитет
national government	центральное, национальное правительство
to favor	помогать, поддерживать, оказывать помощь, способствовать
sub-national state	субъект Федерации
to strive	стараться, бороться, прилагать усилия
to infringe	нарушать; преступать (закон, обязательство, клятву); посягать (на чьи-л. права и т.д.)
to enshrine	надежно хранить, лелеять
due process	надлежащая правовая процедура
minority group	группа меньшинства
judicial review	судебное ограничение; судебный надзор
to overrule	господствовать, властвовать; одержать победу; отклонять, отказывать, отменять
arbitrary	произвольный, случайный; деспотичный
treaty	договор
issue	спорный вопрос, проблема
currency	валюта
to resemble	иметь сходство
Pan-European	Общеевропейский
to cancel	отменять

SYSTEMS OF GOVERNMENT

Political **federalism** is a political philosophy in which a *group* of members is bound together with a governing representative head. The term *federalism* is also used to describe a system of government in which sovereignty is constitutionally divided between a central governing authority and constituent political units (like states or provinces). Federalism is the system in which the power to govern is shared between the national & state governments, creating what is often called a federation. Proponents are often called federalists.

In parts of Europe, "federalist" is often used to describe those who favor a stronger federal government (or European Union government) and weaker provincial governments. The same is historically true in the United States, with those who generally favor a confederation, or weaker federal government and stronger state governments, being called "anti-federalists." In federal nations of Europe (such as Germany, Austria and Switzerland), the term "strong federalism" means subnational states having more power than the national government, in contrast with a centralist system. In Canada, federalism means opposition to sovereigntist movements (usually that of Quebec).

The state or regional governments strive to cooperate with all the nations. The old statement of this position can be found in *The Federalist*, that argued that federalism helps enshrine the principle of due process, limiting arbitrary action by the state. First, federalism can limit government power to infringe rights, since it creates the possibility that a legislature wishing to restrict liberties will lack the constitutional power, while the level of government that possesses the power lacks the desire. Second, the legalistic decision-making processes of federal systems limit the speed with which governments can act.

The capacity of a federal system to protect civil liberties has been disputed. Often there is confusion between the rights of individuals with those of states. In Australia, for example, some of the major intergovernmental conflicts in recent decades have been the direct result of federal intervention to secure the rights of minority groups, and required limitations on the powers of state governments. It is also essential to avoid confusion between the constraints set by judicial review, the power of the courts to overrule the legislature and the executive, and federalism itself.

A **confederation** is an association of sovereign states or communities, usually created by treaty but often later adopting a common constitution. Confederations tend to be established for dealing with critical issues, such as defense, foreign affairs, foreign trade, and a common currency, with the central government being required to provide support for all members. A confederation, in modern political terms, is usually limited to a permanent union of sovereign states for common action in relation to other states.

The nature of the relationship between the entities constituting a confederation varies considerably. Likewise, the relationship between the member states and the central government, and the distribution of powers among them, is highly variable. Some looser confederations are similar to international organizations, while tighter confederations may resemble federations.

In a non-political context, confederation is used to describe a type of organization which consolidates authority from other semi-autonomous bodies. Examples include sports confederations or confederations of Pan-European trades unions.

The noun **confederation** refers to the process of (or the event of) confederating; i.e., establishing a confederation (or by extension a federation). In Canada—now a relatively decentralized federation compared to more centralized federations like the United States—"Confederation" generally refers to the British North America Act, 1867 which initially united three colonies of British North America (Province of Canada, Province of New Brunswick and Province of Nova Scotia), and to the subsequent incorporation of other colonies and territories. Despite this use of the word "confederation," Canada is a federal state.

In politics, **unitarisation** is a process of uniting a political entity which consists of smaller regions, either by canceling the regions completely or by transferring their power to the central government. Politics which favors this process is called **unitarism**. Opposite process is called regionalization.

A unitary state usually has a unicameral legislature. Furthermore, the smaller regions within a unitary state do not have a contract (constitution) with the larger, more centralized government. Thus, the smaller regions government and powers are not "protected" by being entrenched in the constitution. Regionalization and notarization are often confused with, respectively, decentralization and centralization.

EXERCISES

1. Translate the words and their derivatives.

to federate—federate—federalist—federalism—federal—federation—federative—confederate—confederacy- confederation

to confuse—confusion

to constitute—constituent—constitution—constitutional—constitutionalism—constitutionalist—constitutive

to loose—loose

to consolidate—consolidation

to authorize—authority—authorization—authoritative—authoritarian

2. Find the synonyms to the words from list A in list B.

A: power, treaty, unit, body, to enshrine, to dominate, similar, to protect, capacity, legalistic, to favor, to cancel, nature, to infringe

B: authority, like, character, to secure, agreement, to break, to support, faculty, to annul, legal, entity, organ, to preserve, to overrule

3. Make up word-combinations and translate them into Russian.

foreign	currency
constitutional	trade
intergovernmental	organizations
political	regions
small	units
international	bodies
common	power
national	affairs
federal	issues
critical	governments

4. Translate the sentences paying attention to the meanings of the word "unit."

1) The pound is the monetary unit of the U.K.

2) The modern standard unit of territory is a country.

3) Food freezers are inexpensive to run using about 2 units of electricity per week.

4) The unit of ancient society was the family.

5. Find in the text the sentences including the Absolute Participial Construction and translate them (paragraph 2,5).

6. Find in the text the English phrases corresponding to their Russian equivalents:

Политическая доктрина, ряд субъектов; центральный орган представительной власти; политические единицы; органы власти штатов; местные органы управления; централизованная система власти; права меньшинств; полномочия органов управления штатов; характер отношений; менее централизованные конфедерации; более централизованные конфедерации; профсоюзы; полностью упраздняя регионы

7. Agree or disagree using the following clichés.

I agree with you.   I disagree with you.
I'm with you here.   That's not true at all.
I'm of the same opinion.   I wouldn't say that.

1) Federalism is the system in which the power to govern is shared between the national & state governments.

2) In parts of Europe, "federalist" is often used to describe those who favor a weaker federal government and stronger provincial governments.

3) Federalism doesn't limit government power to infringe rights.

4) Federalism is intended to enshrine the principle of due process, limiting arbitrary action by the state.

5) The legalistic decision-making processes of federal systems increase the speed with which governments can act.

6) A confederation is an association of non-autonomous states or communities, usually created by agreement without adopting a common constitution.

7) Confederations are established for dealing with critical issues, such as defense, foreign affairs, foreign trade, and a common currency.

8) A confederation is usually limited to a temporal union of sovereign states for common action in relation to other states.

9) The nature of the relationship between the entities constituting a confederation is uniform.

10) In a non-political context, confederation is used to describe a type of organization which consolidates authority from other semi-autonomous bodies.

11) There are three types of confederations.

12) Unitarisation is a process of uniting a political entity which consists of smaller regions, either by canceling the regions completely or by transferring their power to the central government.

13) A unitary state usually has a bicameral legislature.

14) Regionalization and unitarisation are often confused with, respectively, decentralization and centralization.

8. Act as an interpreter, translate the dialogue from Russian into English and from English into Russian.

— I wondered what systems of government there are.

— Компаративные исследования систем государственного управления в разных странах обнаруживают множество различий в формах организации и деятельности, центральных и местных органах управления. Существуют три основных типа государственного управления: унитарное, федеральное и конфедерация.

— Please could you list the features of a federation?

— Федеральное государство состоит их нескольких субъектов, обладающих определенной политической самостоятельностью и образующих единое политическое сообщество. Можно выделить несколько наиболее существенных признаков федерализма. Во-первых, субъекты федерации имеют значительную политическую жизнь, обладают правом учредительной власти, т.е. имеют собственные конституции, самостоятельную правовую и судебную системы. Во-вторых, разделение полномочий между центром и субъектами федераций осуществляются в рамках союзной конституции. Субъекты федерации могут быть упразднены или изменены центральной властью на законном основании.

— Tell me, please, what a unitary state is characterized by.

— Унитарная система предоставляет входящим в нее состав территориям очень мало автономии, основное управление осуществляется из столицы.

— Объясните, пожалуйста, чем отличаются конфедерации от федерации?

— The difference in meaning between a *confederation* and a *federation* had evolved in usage over time. Prior to the US Civil War, the terms were largely synonymous, but differing political views with regard to the nature of political unions, especially as applied to the US Constitution (which up to that time was considered both a Federal and a Confederated Union), caused each of the terms to subsequently embody one of the two rival and opposing theories of state's rights. Currently, a confederation is considered a state or entity similar in pyramidal structure to a federation but with a weaker central government. A confederation may also consist of member states which, while temporarily pooling sovereignty in certain areas, are considered entirely sovereign and retain the right of unilateral secession. A confederation is sometimes a loose alliance but in other cases the distinction between a federation and a confederation may be ambiguous. In contrast to a federation, a member state may participate in more than one confederation.

9. **Act out:**

You are a professor giving a lecture on systems of government. Answer the students' questions on the subject.

10. **Sum up the contents of the text.**

11. **a) Supply the prepositions.**

   b) Fill in the table below according to the information of the text and speak on the system of government in the USA.

Text 2

FEDERATION

The United States is the world's oldest surviving federation, a representative democracy with a government regulated by a system ... checks and balances defined by the United States Constitution. The

Constitution replaced the Articles of Confederation, which were in effect ... 1781 to 1789. However, it is "not a simple representative democracy, but a constitutional republic in which majority rule is tempered ... minority rights protected by law." Citizens are usually subject ... three levels of government, federal, state, and local; the local government's duties may themselves be split ... county, metropolitan, and municipal governments. Officials ...all levels are either elected by voters in a secret ballot or appointed by other elected officials. Executive and legislative offices are decided by a plurality vote of citizens ... district. Federal and state judicial and cabinet officials are typically nominated by the executive branch and approved by the legislature, although some state judges are elected by popular vote.

The federal government is comprised ... three branches:

- Legislative: The bicameral Congress, made ... of the Senate and the House of Representatives makes federal law, declares war, approves treaties, has the power of the purse, and has the rarely used power of impeachment, by which it can remove sitting members of the government.

- Executive: The president is the commander-in-chief of the military, can veto bills, and appoints the Cabinet and other officers, who administer and enforce federal laws and policies.

- Judiciary: The Supreme Court and lower federal courts, whose judges are appointed by the president ... Senate approval, interpret laws and can overturn laws they deem unconstitutional.

The United States Constitution is the supreme legal document in the American system, and serves as a social contract ... the people of the United States, regulating their affairs ... representatives chosen by and drawn from the people. All laws and procedures of both state and federal governments are subject ... review, and any law ruled in violation of the Constitution by the judicial branch is overturned. The Constitution can be amended by two methods, both of which require the approval ... three-fourths of the states. The Constitution has been amended twenty-seven times, including the 1791 Bill of Rights, which guarantees freedom of speech, religion, and the press; the right to keep and bear

arms; the right to a fair trial; and property rights. However, the extent ... which these rights are protected and universal in practice is heavily debated. The Constitution vaguely guarantees ... every State "a Republican Form of Government." The Constitution also defines presidential term limits and Congress's size. The House of Representatives has 435 members, each representing a congressional district ... a two-year term. House seats are apportioned among the states by population every tenth year. As of the 2000 census, seven states have the minimum ... one representative, while California, the most populous state, has fifty-three. Each state has two senators, elected ... -large to six-year terms; one third of Senate seats are up ... election every second year.

N o t e s :

representative democracy	—	представительная демократия
to temper	—	заставлять подчиниться
county	—	округ (административно-территориальная единица США)
metropolitan	—	относящийся к столице или большому городу
municipal governments	—	органы муниципального управления
secret ballot	—	тайное голосование
plurality vote	—	большинство голосов
popular vote	—	голоса избирателей
the power of the purse	—	власть кошелька (исторически сложившееся и закрепленное в Конституции США право палаты представителей контролировать расходование государственных средств исполнительными органами власти)
commander-in-chief of the military	—	верховный главнокомандующий всеми военными силами государства
to overturn	—	отменять
to amend	—	вносить изменения, поправки
fair trial	—	судебное разбирательство с соблюдением процессуальных гарантий

	Composition		Functions
Legislature	The Senate	...	1
	...	435	... 5
Executive	...		1. the commander-in-chief of the military ... 3.
Judiciary	...	...	1. to interpret laws 2. to overturn laws they deem unconstitutional

12. a) Open the brackets putting the verbs in the correct active or passive form.

b) Fill in the table below according to the information of the text and speak on the system of government in New Zealand.

Text 3

UNITARY STATE

New Zealand is a constitutional monarchy with a parliamentary democracy. Under the Royal Titles Act (1953), Queen Elizabeth II is Queen of New Zealand and (to represent) as head of state by the Governor-General, currently Anand Satyanand.

The New Zealand Parliament has only one chamber, the House of Representatives, which usually (to seat) 120 Members of Parliament. Parliamentary general elections (to hold) every three years under a form of proportional representation called Mixed Member Proportional. The 2005 General Election (to create) an "overhang" of one extra seat, occupied by the Mвori Party, due to that party winning more seats in electorates than the number of seats its proportion of the party vote would have given it.

There is no written constitution; the *Constitution Act 1986* is the principal formal statement of New Zealand's constitutional structure. The Governor-General has the power to appoint and dismiss Prime Ministers and to dissolve Parliament. The Governor-General also (to chair) the Executive Council, which is a formal committee consisting of all ministers of the Crown. Members of the Executive Council (to require) to be Members of Parliament, and most are also in Cabinet.

Cabinet is the most senior policy-making body and (to lead) by the Prime Minister, who is also, by convention, the Parliamentary leader of the governing party or coalition.

The current Prime Minister is Helen Clark, the leader of the Labour Party.

The highest court in New Zealand is the Supreme Court of New Zealand. This (to establish) in 2004 following the passage of the Supreme Court Act 2003, which also (to abolish) the option to appeal to the Privy Council in London. The current Chief Justice is Dame Sian Elias. New Zealand's judiciary also includes the High Court, which deals with serious criminal offences and civil matters; the Court of Appeal; and subordinate courts.

N o t e s:

the Governor-General	—	генерал-губернатор
overhang	—	перевес
to abolish	—	аннулировать, отменять
to appeal	—	подавать апелляционную жалобу
the Privy Council	—	Тайный совет (юридически основной орган государственного управления был создан в средние века и являлся совещательным органом при монархе; в настоящее время утратил свое назначение, выполняет номинальные функции и служит, главным образом, для придания юридической силы «королевским указам в совете»)
the Court of Appeal	—	Апелляционный суд

	Composition
Legislature	... (120 members)
Executive	... represented by ... ... (the most senior policy-making body)
Judiciary	1. ... (the highest court) 2. ... 3. ... 4. ...

13. Look through text 3 and say what the main difference between confederation and federation is.

Text 3

CONFEDERATION

Switzerland is considered by many to be the most democratic country in the world. It is also one of the world's most successful nations in economic terms. The Swiss people have the highest per-capita incomes in the world, and Switzerland is consistently rated among the top ten nations in terms of quality of life.

The key to Swiss success is not to be found in natural resources (which are in extremely short supply); nor does it lie in the temperament of its 6.4 million people, who are essentially no different from the Germans, Italians and French in the remainder of Europe. It lies rather in Switzerland's political institutions, which ensure that ordinary citizens are involved in political decision-making, and that no one interest group is able to benefit unduly at the expense of another.

Switzerland is small — about one quarter the size of the US State of Ohio — and it is divided into 26 areas called cantons. The cantons are comprised of approximately 3000 communes.

The matters of common interest include foreign policy, national defense, federal railways and the mint. All other issues — education, labor, economic and welfare policies and so on — are determined by the governments of the cantons and communes. Each canton has its own parliament and constitution and they differ substantially from one another. The communes, which vary in size from a few hundred to more than a million people, also have their own legislative and executive councils. The cantonal and communal governments are elected by the citizens resident in their areas of jurisdiction.

A central or federal government links the cantons into one unified country, but this central government controls only those affairs which are of interest to all the cantons. The Swiss Government consists of the seven members of the Federal Council who are elected by the United Federal Assembly (the Parliament) for a four-year mandate. The President of the Swiss Confederation is elected for one year and is regarded as Primus inter pares, or first among equals, for this period. She leads the meetings of the Federal Council and undertakes special representational duties. In 2007 this office is held by Micheline Calmy-Rey.

The national parliament consists of two houses: the popular house, which is elected by proportional representation under a system of free lists which allows all shades of political opinion to be expressed; and the Council of States, which has two representatives from each canton and one from each half-canton, is elected in most cases by a simple majority.

Four political parties dominate the central government. None has a clear majority in either house and they are all represented in the cabinet (the national executive). Instead of the adversarial system common to many democracies, Swiss political groups have to work together to achieve consensus. A different president is elected by members of the central government every year.

The federal government's jurisdiction is limited to those areas specified in the constitution. Once approved by both houses, new legislation is also subject to approval by the people in an optional referendum. The citizens have a six-month period during which a referendum can be called by any individual or group able to obtain 50,000 signatures on a petition. If the proposed legislation is rejected by a simple majority vote, it falls away.

N o t e s:

per-capita income	—	доход на душу населения
unduly	—	чрезмерно
canton	—	кантон
commune	—	коммуна
mint	—	выпуск денег
the United Federal Assembly	—	Объединенная Федеральная Ассамблея
the popular house	—	Национальный совет
the Council of States	—	Совет кантонов

**14. Answer the questions:**

1) Where can the key to Swiss success be found?
2) How many cantons (communes) is Switzerland divided into?
3) What issues are determined by cantons(communes)?
4) What are cantons (communes) governed by?

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5) What affairs does the central government control?

6) How many members does the Swiss Government consist of?

7) How many years is the President of Swiss Confederation elected for?

8) What does the national parliament consist of?

9) What is new legislation subject to?

10) When does the proposed legislation fall away?

It's interesting to know

● **Read and render into English (Russian).**
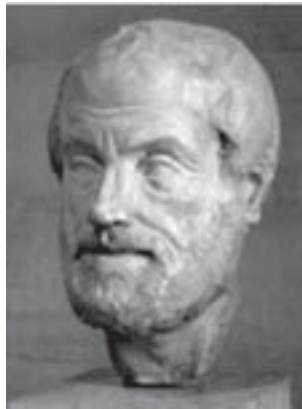
Aristotle

In his book *Politics*, the Greek philosopher Aristotle asserted that man is, by nature, a political animal. He argued that ethics and politics are closely linked, and that a truly ethical life can only be lived by someone who participates in politics.

Like Plato, Aristotle identified a number of different forms of government, and argued that each "correct" form of government may devolve into a "deviant" form of government, in which its institutions were corrupted. According to Aristotle, kingship, with one ruler, devolves into tyranny; aristocracy, with a small group of rulers, devolves into oligarchy; and polity, with collective rule by many citizens, de-

volves into democracy. In this sense, Aristotle does not use the word "democracy" in its modern sense, carrying positive connotations, but in its literal sense of rule by the demos, or common people.

Business English

RESERVATION

GRAMMAR

Present forms for the Future

We use the Present Continuous to talk about things that we have already arranged to do in the future.

- I've bought my ticket. I'm leaving on Wednesday.
- We're seeing David at 5 and then I'm having dinner with Simon.
- She's picking me up at the station.
- The bosses are giving everyone an end of year bonus.

In many situations when we talk about future plans we can use either the Present Continuous or the 'going to' future. However, when we use the Present Continuous, there is more of a suggestion that an arrangement has already been made.

- I'm going to see him./I'm seeing him.
- I'm going to do it./I'm doing it.

We use the Present Simple to talk about events in the future which are "timetabled." We can also use the Present Continuous to talk about these.

- My plane leaves at 6 in the morning.
- The shop opens at 9.30.
- The sun rises a minute earlier tomorrow.
- My plane is leaving at 8.30.
- The shop is closing at 7.00.
- The sun is rising at 6.32 tomorrow.

1. Mix and match and translate the sentences.

1. I've bought my plane ticket.   a. a couple of week.

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2. We've signed the contract.   b. Monday morning.

3. I'm sorry, I'm busy tonight.   c. week.

4. I have to lose weight.   d. I'm flying tomorrow.

5. He said he'd find out   e. I'm going to go on a diet.
   the price for me.

6. I don't do very well in my   f. He's going to call me
   exams.   back with it.

7. The new shop opens next   g. get there?

8. I leave at ten on   h. I'm having dinner at
                                      Gerry's.

9. The course starts in   i. We're moving on the
                                      30th.

10. What time do we   j. I'm going to work hard
                                      in future.

2. Fill in the gaps from the box.

are you going to 're dinning out do we arrive	gets I'm meeting starts	are you going to I'm taking 's going to

1) I'm sorry. I can't. ... Ted at 5.

2) ... buy the car you saw yesterday?

3) What time ...?

4) We ...with some friends this evening. Come and join us.

5) ... Ann to the theatre later but I'll be back at 8.

6) Fred ... next week on Tuesday.

7) It ... rain. Let's go inside.

8) What ... do when you you've arrived in Moscow?

9) He... back next week.

3. Put the verb into the most suitable form, Present Continuous or Present Simple.

1) We ... (go) to the theatre tomorrow. Would you like to join us?

2) The plane (land) at 6 pm.

3) Ann, is that true that you (go) on a three-day trip next week?

4) The meeting (begin) at 4 pm.

5) I wonder what you (do) on Wednesday.

6) The lessons (start) at 8 am.

The First Conditional

The First Conditional is used to talk about future events that are likely to happen.

- If Sue comes, it'll be lots of fun.
- If you lend me some money, I'll pay you back tomorrow.
- If they say they want it, we'll have to give it to them.
- If we take the car, it'll be difficult to park.

The "if" clause can be used with different present forms.

- If I go to London again, I'll go on the London Eye.
- If she hasn't heard the news yet, I'll tell her.

The "future clause" can also contain other Modal Verbs such as "can" and "must," "should."

- If you have never been to Paris, you must go.
- If he comes, you can get a lift home with him.
- If he doesn't know yet, you should tell him.

4. Open the brackets putting the verb into the correct form.

1) You'll get there plenty of time if you (not/hurry) up.

2) They (not/come) if the weather (be) really bad.

3) If I (find) your watch, I'll get it back to you.

4) If we get this deal, we (make) a lot of money.

5) If he (say) no, I (have) to say yes.

6) If she (not/come), we (not/invite) her.

7) You (be) late if you (take) the 5.30 train.

8) If he (ask) me to do it, I (be) furious.

9) If we (take) the car, it (be) difficult to find a parking place.

10) You must visit the museum if you (to come) to Paris.

11) When I (to read) a book, you can take it.

5. **Read and act out the dialogues.**

Study the words:

to enquire	— спрашивать о чем-л.
tax	— налог
to book	— бронировать
to qualify for	— получить право на (что-либо)
discount rate	— скидка
to confirm	— подтверждать
provisionally	— предварительно, условно

1

Dolores: Hello! Dolores speaking...

Tim: Ah yes, hello. I'd like to enquire about flights to Hong Kong from Kennedy Airport in New York, please. I'm off to a conference at the end of the month — Thursday 22nd until Tuesday 27th. Could you tell me about the flight availability and prices?

Dolores: Certainly. Do you want to go economy, business or first class?

Tim: Well, I'd like to go first class, but unfortunately I'll have to go economy — company rules, you see.

Dolores: Yes, sure, I understand. How many of you will be traveling?

Tim: Ah, it's just me.

Dolores: Okay, so that's one seat ... economy ... New York — Kennedy to Hong Kong Airport.

Tim: And how much will that be?

Dolores: Let me see ... to qualify for the discount rate, you need to stay over a Saturday, which you are doing ... Yes, that'll be $830.

Tim: Right, and does that include airport tax?
Dolores: No, tax is another $70 on top of that.
Tim: Okay. Can I book that, then?
Dolores: Certainly.

2

Dolores: Can I help you with anything else?
Tim: Yes, I'd like to book a hotel room too, for the full five
         nights. Could you check if the Regency Hotel has any
         rooms free?
Dolores: Yes, they do.
Tim: And is there a discount rate for conference delegates?
Dolores: Yes, there is. I think it's 10% but I can check that for you.
Tim: Okay, do you mind if I book it provisionally for now
         and I'll call you back later to confirm? I just need to
         check one or two details.
Dolores: That's fine, sir. Can I help you with anything else?
Tim: No, that's all for now. As I said, I'll call you back.

6. Choose the right variant.

1. I'd like to _____ about flights.

   A find

   B enquire

   C question you

   D tell me

2. Tax is $50 on _____ of that.

   A plus

   B end

   C bottom

   D top

3. I'd like to book a hotel room _____.

   A proficiently

   B provisionally

   C professionally

   D prescriptively

4. I'll call you back later to _____.

    A   speak

    B   assure

    C   confirm

    D   certify

7. Complete the phrases using the words given.

1) Could you tell me about the flight availability and prices?

_____?

Do / business / you / economy / want / to / first / go / class / or

2) Does that include airport tax?

_____.

No / that / another / of / tax / is / top / $70 / on

3) Could you check if

_____.?

free / the / any rooms / hotel / has

4) Do you mind if

_____?

I / for / book / provisionally / now / it

5) And is there a discount rate for conference delegates?

_____ .

10% / It's / that / but / I / you / check / for / can

Unit 4

CIVIL SERVICE

Word List

devastating [ˈdevəsteitiŋ]	огромный, поразительный, уничтожающий
unchallenged [ʌnˈtʃælindʒd]	не вызывающий возражения
merit	заслуга
non-partisan [nɔnpatiˈzæn]	внепартийный, беспартийный; беспристрастный
probity [ˈprəubiti]	честность, неподкупность
propriety	соблюдение норм поведения и морали
framework	структура, строение; рамки
to codify	систематизировать
ethos [ˈiθɔs]	характер, преобладающая черта, дух
to underpin	поддерживать, подкреплять
implicit	подразумевающий, имплицитный, скрытый
explicit	ясный, точный, подробный
assumption	предположение
diligent [ˈdilidʒ(ə)nt]	прилежный, старательный, исполнительный
advancement	продвижение
gifted	способный, талантливый
amateur [ˈæmət(ə)ː]	непрофессионал, любитель
to call for	нуждаться, требоваться
to herald	уведомлять, извещать, объявлять

incarnation [inka:'neiʃ(ə)n]	воплощение, олицетворение
landmark	веха, поворотный пункт, ориентир
to take shape	формироваться
hierarchy ['haiəra:ki]	иерархия
grade	ранг
cross-cutting	комплексный
to tackle	пытаться найти решение каких-л. вопросов
senior	вышестоящий, главный, стоящий выше рангом
agenda [ə'dʒændə]	план мероприятий, программа работы; повестка дня на собрании
to set out	излагать
devolution	передача или переход (прав, власти, обязанностей, имущества и т.п.)
delegation	делегирование, передача полномочий, функций
aspiration	сильное желание, стремление
to challenge	ставить под вопрос, оспаривать, призывать к рассмотрению
red tape	волокита, бюрократизм
incentive	поощрения (материальные)
reward [ri'wɔ:d]	премия, вознаграждения
to empower	давать (официальное) разрешение; помогать, оказывать поддержку; уполномочивать
Cabinet Secretary	секретарь кабинета (государственный служащий высокого ранга, Великобритания)
joined up	непредвзятый; с широким видением проблемы
core	основной, центральный
competence ['kɔmpitəns]	способность, данные, знания

CIVIL SERVICE

Text 1

In the UK, the term "civil service" describes those working for the central organs of government—an analogy in Russia would be Federal Ministries, Committees and agencies. It includes 300,000 staff working in local and regional offices of those organizations, but excludes, for example, local government workers, the health service, fire service, police, etc.

The UK Civil Service has a long tradition, dating back to the reforms that followed from a devastating critique of Civil Service practices published in 1854. Since then, a number of guiding principles have remained unchanged (if not, perhaps, unchallenged) to this day. These include:

- fair and open competition for jobs on the basis of merit;
- a largely career-based, "permanent" civil service giving honest, impartial and non-political (i.e. non-partisan) advice to the Government of whatever party happens to be in power;
- high standards of probity and propriety in all professional activities.

Secondly, there are also some key features of the British State that have shaped the face of the Civil Service.

- The UK has long been a unitary state with power residing centrally in the Westminster Parliament. This remains true, although there is now some limited devolution to regional jurisdictions (the Scottish Parliament, National Assembly for Wales and Northern Ireland Assembly).
- The "first past the post" electoral system means that two main parties dominate politics, with the party in government being usually able to develop and push through its own programs, including administrative reform.
- There is no codified, written constitution and a minimal framework of administrative law — most of the (significant) transformation of the Civil Service in the 1980s was achieved without recourse to law, and by Ministers and civil servants acting within their existing powers.

- The UK has a strong civil society and private sector—This opened up the possibility of privatization of State resources in a way which is not always a valid or realistic option for countries with less developed, non-State sectors.

For the first 30 years after World War II, the UK Civil Service grew considerably in numbers but changed little in culture. In its rather cozy and protected world, the service continued to be monolithic, with a prevailing ethos that—with the exception of some specialist services—all functions could be organized in more-or-less the same way. There was a general understanding about what the "rules" were, underpinned by an implicit assumption that civil servants, by definition, acted in the public interest and not in their own private, personal interests.

For most, the civil service offered a career for life. For the hard working and diligent, advancement came (eventually). The primary function of most senior grades was to provide policy advice to Ministers, and this was still seen as a civil service monopoly.

By the 1960s, however, there was widespread concern about Britain's changing place in the world and the uncompetitiveness of its economy. In 1968 the Fulton Report addressed this perceived skills deficit, seeking to replace the more intuitive judgments of the so-called "gifted amateur" with harder managerial and technical skills. The report called for:

- more professional Civil Service, challenging the role of the gifted amateur;
- modern a managerial skills;
- senior levels more open to talent from the lower ranks and from the outside.

Heralded as radical at the time, the Fulton Report ultimately failed to remodel the civil service in any significant way. It did, however, disturb the status quo and left institutional landmarks in the shape of a new Civil Service Department to handle pay and improved personnel management, and the first incarnation of the Civil Service College.

The concept of "New Public Management" began to take shape. The impact on the Civil Service was stark. In the period from 1976 to 1999:

- The number of civil servants reduced by 40% — from 751,000 (working in monolithic departments, with their main focus on policy advice to Ministers) to 460,000. 78% of these worked in 138 new Executive Agencies and equivalents, managed by "contract" with their Departments and focusing on service delivery;

- The old uniform departmental hierarchies—with 15 general grades from permanent secretary (the highest) to clerical assistant (the lowest)—had been abandoned. A new Senior Civil Service was formed from the top 5 grades and career-managed from the centre. All other pay and grading was decentralized to Departments and agencies, and the central Civil Service Department had been abolished.

- Many services had been privatized altogether (for example IT).

In efficiency and cost reduction terms, the reforms were a success, but there were some critical weaknesses. In particular:

- Reforms concentrated on management issues but neglected policy advice.

- The strong focus on efficiency and targets for individual organizations meant that "cross-cutting" policy issues were harder to tackle.

Since taking power in 1997, the New Labour government has built on the previous government's management reforms, not abandoned them. The new government's policy for the future civil service was first set out in a policy "White Paper"—Modernizing Government (March 1999). The paper had three aims:

- Ensure policy making is more joined up and strategic. This has involved strengthening the strategic capability at the centre of government.

- Make public service users the focus, by matching services more closely to people's lives. This has focused on arranging the delivery of services in ways that make sense to the citizen, rather than being driven by the division of departmental responsibilities, and making full use of information technology advances.

- Deliver high quality and efficient public services. Departments now sign up to Public Service Agreements (PSAs). These 3-year, published agreements set out in detail the outcomes people

can expect from departmental expenditure, and explicit performance and productivity targets for each program.

The Civil Service senior management board, led by the Cabinet Secretary, set out their own program of reform measures. This included stronger leadership; improved business planning; better performance management; new targets for increasing the number of women and ethnic minority staff in the Senior Civil Service; and more openness to people and ideas, with more senior posts being openly advertised, and more interchange between civil servants and other sectors. Since the re-election of the Labour Government in June 2001, modernization has moved up. The Prime Minister put improvement of public services at the top of the political agenda, and saw the election result as "an instruction to deliver." He set out 4 principles of public service reform:

- It is the Government's job to set national standards designed to ensure that citizens have the right to high quality services wherever they live.

- These standards can only be delivered effectively by devolution and delegation to the front line, emphasizing local solutions to meet local needs.

- More flexibility is required to respond to customer aspirations. This means challenging restrictive practices and reducing red tape; more flexible incentives and rewards for good performance; strong leadership and management; and high quality training and development.

- Public services need to offer expanding choice for the customer.

UK Civil Servants must be experts not only in the traditional skills of policy formulation and briefing, but also in managing successful implementation of those policies (project and program management are now core competencies for the Senior Civil Service), and in working with colleagues across government.

EXERCISES

1. Read the words paying attention to the sounds.

[?] — diligent, unchallenged, management, regional, jurisdiction, change, general, agenda, agency, arranging, gear;

[g] — delegation, agreement, government, program, target, good, colleague, organ, organization, guide;

[k] — codify, constitution, recourse, include, politics, sector, realistic, culture, continue, career, incarnation, public, contract, clerical;

[s] — civil, service, face, centrally, agency, policy, replace, con<u>c</u>ern, office, police, practi<u>c</u>e, advice.

2. **Read and translate the words and their derivatives.**

to devastate—devastation—devastating

to incarnate—incarnate—incarnation

to delegate—delegation—delegate

to devolve—devolution

partisan—non-partisan—partisanship

diligence—diligent

to challenge—challenge—challenger—challenging—unchallenged

3. **Match up the words on the left with their definitions on the right.**

1)	agenda	a)	the set of attitudes and benefits that are typical of an organization, or a group of people;
2)	amateur	b)	with an impressive natural ability;
3)	grade	c)	the rank of a person;
4)	gifted	d)	someone who doesn't do something very well;
5)	hierarchy	e)	a list of things that people will discuss at a meeting;
6)	ethos	f)	a major event or achievement that marks progress possible;
7)	landmark	g)	a system for organizing people according to their status in a society, organization or other group;

4. **Find the synonyms to the words from list A in list B.**

   A: to authorize, main, to tackle, to state, to dispute, cross-cutting, competence, to systematize, incentive, devolution, personification, implicit, aspiration, progression, to herald.

B: reward, desire, to empower, core, ability, to challenge, to announce, advancement, to grapple (with), to set out, complex, to codify, delegation, incarnation, hidden.

5. **Give the Russian equivalents to the following English word-combinations and phrases from the text.**

on the basis of merit; a largely career—based civil service; high standards of probity and propriety in all professional activities; push through its own programs; a minimal framework of administrative law; public services; a strong civil society; to be organized in more-or-less the same way; to offer a career for life; to disturb the status quo; some critical weaknesses; the New Labor Government; to make sense to the citizen; ethnic minority staff

6. **Read and translate the sentences paying attention to "fail to V."**

Remember!

Глагол с инфинитивом может иметь значение неспособности совершить действие: I fail to understand. — Я не могу понять.

Этот глагол может служить показателем отрицания: He failed to do his job. — Он не сделал своей работы.

1) The Fulton report failed to remodel the civil service in any significant way.

2) They failed to reduce the number of civil servants.

3) A new Civil Service Department fails to handle pay and improve personnel management.

4) The Civil Service failed to be transformed.

5) He fails to understand that the primary function of most senior grades is to provide policy advice to Ministers.

7. **Find in the text sentences including the Absolute Participial Construction and translate them.**

8. **Find the sentences including the verbs in the Passive Voice and translate them (paragraph 5).**

9. **Find the sentence including the Subjective Infinitive Construction and translate it (paragraph 2).**

10. **Find in the text the English phrases corresponding to their Russian equivalents.**

центральный аппарат правительства; служащие местных органов власти; формировать государственную службу; сфера полномочий регионов; система выборов «первого, которого считают выбранным» (система выборов, при которой побеждает кандидат, набравший наибольшее количество голосов); действующие в рамках существующих полномочий; решения, основанные в большей степени на интуиции; органы исполнительной власти; прежние единые ведомственные иерархии; делопроизводитель; государственная служба для служащих, занимающих высшие государственные должности; назначать на должности и увольнять; «Белая книга» (правительственный информационный документ); соглашения о государственных услугах; лучший контроль эффективности; передача полномочий сверху вниз (от центра в регионы); нарушение свободы конкуренции; более гибкая система материального поощрения за хорошую работу

11. **Answer the questions.**

1) What does the term "civil service" describe in the UK?
2) What do the guiding principles of the Civil Service include?
3) What are the key features of the British State?
4) What was the UK Civil Service characterized by for the first 30 years after the World War II?
5) What did the Fulton Report call for?
6) When did the concept of "New Public Management" begin to take shape?
7) How was the UK Civil Service reformed in the period from 1976 to 1999?
8) Why weren't the reforms a success?
9) What was the White Paper published in 1999 aimed at?
10) What did the program of reform measures set out by the Civil Service senior management involve?
11) What were the principles of public service reform set out by the Prime Minister after the re-election of the Labor Government in June 2001?

12. **Speak on the UK Civil Service.**

13. **a) Look through text 2 and headline it.**

    b) Give an annotation of the text.

Text 2

In the 1990s a new system of ranks has been developed in Russia which directs the further development of civil servants' competencies and defines the principles for promotion. This presents an attempt by the Head of State to secure the commitment and obedience of civil servants. The objective is that recruitment to the system of ranks be made at an early age and that retirement should be at the age of 60, or at 65, in the cases of the most senior posts. Enhancement or personal competence is reflected in the system as promotion. Moreover, the enhancement of competence is also seen in the prior for remuneration. Official posts are divided into five classes to which it is intended to open promotion prospects through continuing education. In practice this system does not yet function to the intended extent. However, the education for top management is efficient.

The Russian civil service can be defined through five characteristics. First, the post may be located within the legislative, executive or judicial institutions. Second, the post may be under the federation, a region or province, or a district, or then under the structures of local government. Third, posts are divided into three categories. Category A includes those posts to which appointment is made by the State organs. Category B includes those posts to which appointment is made by the institutions of category A. Category C includes those posts to which appointment is made by the office or institution which has created the post.

Classification of the civil servants

No	The basis for the classification	The main groups of civil servants
1	Branches of the State	The civil servants for legislative, executive, judicial powers
2	Level of the State power	The civil servants for the federal, regional, district, and local organs
3	Civil service categories	(1) substitutes for category A (category B) (2) career servants (category C)

No	The basis for the classification	The main groups of civil servants
4	Categories of posts	The civil servants of higher (5th), principal (4th), chief (3the), senior (2nd) and junior (1st)
5	Hierarchy of ranks	The civil servants of: (1) full state advisors; (2) State advisors; (3) advisors of the RF; (4) advisors of the State civil service; (5) experts in the civil service.

The fourth principle for the division indicates the stage of the civil servant's career. The posts are junior, senior, chief, principal, and higher. A junior post can be attained without working experience. Appointment of individuals to posts at the senior level is possible for career officials without experience of civil service if they have accumulated significant experience in the service of other employers in their own fields. The three top classes require experience both in the individual's own field and of civil service. Promotion is made only after experience has been gained and not less frequently than at three to five-year intervals.

The fifth principle for appointment to posts is connected to the title of the incumbent and these are conferred on five levels. The system has certain connection to the system of ranks introduced in 1722 by Peter I. The disadvantage of the system is co-ordination problems in the function of administration, venal characters, inability to change, and difficulty in making development reach the entire administration.

N o t e s:

promotion — продвижение по службе

obedience — подчинение

remuneration — оплата

full state advisors — действительные государственные советники РФ

State advisors — государственные советники РФ

advisors of the RF — советники РФ

advisors of the State civil service	—	советники государственной службы
experts in the civil service	—	референты государственной службы
venal	—	коррумпированный

14. **a) Fill each gap with a suitable word from the box.**

b) Look through Text 3 and say whether the text is interesting or not for you. Explain why.

the selection	rules	the basis
Congress	use	cities
order	instituted	officials
beginning	reform	merit

Text 3

A BRIEF HISTORY OF CIVIL SERVICE

The first ... of examinations to select civil ... was in China during the Han dynasty (206 B.C.E.—220 C.E.). In the west, ... of civil administrators based on ... did not begin until the rise of national states replaced the feudal ... . In the mid-17th century, Prussia ... a civil service on a competitive basis. Similar reforms followed in France, where they became ... for the Napoleonic reforms at the ... of the 19th century. In the English-speaking world, competitive civil service ... came even later.

In the United States, the first Civil Service Commission was established by ... in 1871, but it only lasted a few years. The first civil service ... association was formed in New York City in 1877, and in 1883 New York City and Brooklyn became the first ... in the nation to adopt civil service regulations. The national civil service movement was inspired by the New York examples, and the 1883 Pendleton Act reestablished a federal Civil Service Commission, and this one lasted.

N o t e:

the Pendleton Act	— закон Пендлтона. Огайский сенатор Дж. Пендлтон установил основы кадровой политики государственных ведомств, сформулировал требования, предъявляемые к претендентам на занятие вакансий в государственной службе, ввел систему замещения части федеральных должностей на основе конкурсных экзаменов

15. **Render into English.**

Институт современной государственной службы в Великобритании сложился в 1970-е гг. В этот период в стране были проведены крупные административные реформы. Комитет возглавил Фултон. Он представил правительству доклад, в котором содержалось 158 рекомендаций. Все они были приняты правительством. Фултон предложил новую модель государственной службы — менеджеральную.

Первым этапом реформы стала отмена системы классов. Вместо этого были созданы три основные группы чиновников. К первой группе относятся старшие политические и административные руководители. Вторая группа называется административная, а третья группа объединяет научно-профессиональных работников и технических специалистов.

Менеджеральная модель государственной службы предполагает вовлеченность административного аппарата в процесс выработки и принятия политических решений. В соответствии с рекомендациями Фултона в министерствах появились отделы по планированию политики.

It's interesting to know

- **Read and render into English (Russian).**

George H. Pendleton

The **Pendleton Civil Service Reform Act** is an 1883 United States federal law that established the United States Civil Service Commission, which placed most federal employees on the merit system and marked the end of the so-called "spoils system." Drafted during the Chester A. Arthur administration, the Pendleton Act served as a response to President James Garfield's assassination by a disappointed office seeker. The Act was passed into law on January 16, 1883. The Act was sponsored by Senator George H. Pendleton, Democrat of Ohio, and written by Dorman Bridgeman Eaton, a staunch opponent of the patronage system who was later first chairman of the United States Civil Service Commission. The most famous commissioner was Theodore Roosevelt (1889-1895).

The law only applied to federal jobs: not to the state and local jobs that were the basis for political machines. At first it covered very few jobs but there was a ratchet provision whereby outgoing presidents could lock in their own appointees by converting their jobs to civil service. After a series of party reversals at the presidential level (1884, 1888, 1892, 1896), the result was that most federal jobs were under civil service. One result was more expertise and less politics. An unintended result was the shift of the parties to reliance on funding from business, since they could no longer depend on patronage hopefuls.

B u s i n e s s   E n g l i s h
PRESENTATION

I. Introduction

1. *Opening Statements*

First of all, I'd like to thank you all for coming here today.

My name is X and I am the (your position) at (your company).

I'd briefly like to take you through today's presentation.

First, we're going to ...

After that, we'll be taking a look at ...

Once we've identified our challenges we will be able to ...

Finally, I'll outline what ...

2. *Asking for Questions*

Please feel free to interrupt me with any questions you may have during the presentation.

I'd like to ask you to keep any questions you may have for the end of the presentation.

3. *Presenting the Current Situation*

I'd like to begin by outlining our present situation.

As you know ...

You may not know that ...

II. Presentation

1. *Moving Forward*

Let's take a look at some of the implications of this.

Taking into consideration what we have said about X, we can see that Y ...

The main reason for these actions is ...

We have to keep in mind that ... when we consider ...

As a result of X, Y will ...

2. *Using Visual Aids*

As you can see from this graph representing ...

Let me use a graphic to explain this.

The graphic shows that ...

As you can see (in the picture) ...

In the next / following picture, you can see ...

Here is another picture.

The next picture shows how ...

Let the pictures speak for themselves.

I think the picture perfectly shows how / that ...

Now, here you can see ...

3. *Mentioning Problems*

Obviously, this has led to some problems with ...

Unfortunately, this means that ...

As a direct result of X, we are having problems with Y...

This also causes...

4. *Listing Options* (Always provide examples of evidence to prove your point.)

There are a number of alternatives in this case. We can ...

If we had ..., we would ...

Had we ..., we could have ... Do we need to X or Y?

I think we can clearly see that we can either ... or ...

We have been considering ...

What if we...

5. *Proposing a Solution*

The solution to X is ...

I suggest we ...

Based on ... the answer is to ...

If we keep in mind that ..., Y is the best solution to our problem.

So, how does this all relate to X?

How long will this take to implement?

How much is this all going to cost?

III. Finishing the Presentation

1. *Summarizing*

We've discussed many points today. Let me quickly summarize the principal points:

I'd like to quickly go over the main points of today's topic:

Before we end, let me briefly recap what we have discussed here today.

2. *Finishing the Presentation*

Thank you all very much for taking the time to listen to this presentation. Now, if you have any questions, I'd be happy to answer them.

I think that's about it. I'd like to thank you all for coming in today.

1. **Study the information below. Prepare a short presentation of three to five minutes.**

1

Family Services Project

The Family Services Project (FSP) was originally established as a pilot project in late 1998 as a result of a recommendation included in the report of the Commission on the Family "Strengthening Families for Life."

The overall objective of the FSP is to provide a high quality information service on the range of supports available to families from state agencies and the community & voluntary sector with a particular emphasis on the agencies and services available locally. Within the project, an enhanced program of support is available to a small group of customers with complex needs, for instance very young lone mothers, other parents rearing children without the support of a partner and dependent spouses on Social Welfare payments in households with children and carers.

It is hoped that the additional support involving individual attention, customized information and enhanced access to services which would assist the family will increase the capacity of those in the most difficult circumstances to improve their self-esteem and personal situations through the training, developmental and educational opportunities made available. Examples of activities funded under the Program side include parenting projects for very young lone parents, support programs for families of disabled persons and family support for travelers.

2

The Department of Social Welfare provides welfare programs and services to the women in need and distress, the handicapped persons, neglected street children, social security for the aged and destitute through the network of residential care homes and non-institutional services. Besides this the Department also provides avenues of self employment to women, children, and handicapped and creates awareness amongst general public regarding the welfare measures of the Department.

Functions of Social Welfare Department

The Department is extending its services in the form of functions which revolve around the management aspects, i.e., Treatment, Prevention, and Rehabilitation through the implementation of the social Legislations pertaining to the welfare of children, women, beggars, probationers and prisoners, licensing of women's and children's institutions and provision, management and maintenance of statutory and non statutory institutions/services, for the welfare of the people.

The Department is extending services by providing financial assistance for aids and appliances, scholarships, pension to the needy, physically and socially deprived people of Delhi. The Department is also providing financial assistance to the Voluntary Organizations of Delhi engaged in Social welfare activities in the fields of children, women, handicapped and drug de-addiction for recurring and non-recurring expenditure to make them gradually self sufficient in their finances.

N o t e s:

beggar	—	неимущий
probationer	—	условно осужденный (преступник)
drug de-addiction	—	склонность к наркотикам
non-recurring	—	разовый

3

National Social Assistance Program (NSAP) in Manipur

The National Social Assistance Program (NSAP) is a 100% centrally sponsored scheme andwas launched in Manipur also from 15th August. The objective of the program is to provide benefits to poor households in case of old age, death of the breadwinner and maternity and to ensure minimum national standard, in addition to the benefits that provides or might provide in future by State.

The schemes are directly implemented by DRDA through District Social welfare officer. The NSAP will include the three benefits as its components as given below.

Components of the scheme (NSAP)

National Old Pension Scheme (NOAPS)

National Family Benefit Scheme (NFBS)

National Maternity Benefit Scheme (NMBS)

National Old Pension Scheme (NSAP)

Under this Scheme, an amount of Rs. 75 is given to the destitute old age person (male or female) of the age of 65 years or above in the form of old age Pension. The total number of beneficiaries who are benefited under this scheme is **35,061** in Manipur.

National Family Benefit Scheme (NFBS)

The scheme provides assistance ofan amount of Rs. 10,000/- as family benefits to surviving member of the household when the primary breadwinner (male or female) is dead. Under this scheme 599 families have been benefited during the year 2001-2002.

National Maternity Benefit Scheme (NMBS)

The scheme provides lump sum cash assistance of an amount Rs. 500/- to pregnant women who are below poverty line. This assistance is provided only for the first two live birth and the age of the woman must be 19 years or above. In Manipur 5635 women have been benefited during the year 2001-2002.

N o t e s:

maternity	—	материнство
benefits	—	пособия
breadwinner	—	кормилец
rs.	—	rupee (индийские рупии)
beneficiary	—	лицо, получающее пенсию
lump sum	—	единовременно получаемая сумма

2. Now make your presentation in groups. After each presentation discuss the questions.

1) Was the presentation interesting?

2) Did the presentation have a logical structure—a beginning, middle and end?

3) Did you know when the presenter was moving from one part of the talk to another?

4) Was there a summary or a conclusion?

Unit 5

STRATEGIC MANAGEMENT

Word List

buzzword	модное словечко
ambiguous [æm'bigjuəs]	двусмысленный, неясный, неоднозначный
consciousness ['kɔnʃəsnəs]	самосознание, сознание
interrelationship	взаимоотношение, взаимосвязь
framework of reference	критерий, точка зрения
to be about	касаться, иметь отношение
retention	удержание, сохранение; способность удерживать, сохранять
in leaps and bounds	очень быстро и стремительно
incrementally	постепенно увеличивающийся
to equate	равнять, уравнивать, считать равным
gradualism ['grædjuəliz(ə)m]	стратегия постепенного, поэтапного достижения желаемого результата
to envision	представлять, воображать что-л., предвидеть
to assign	назначать, определять, устанавливать
to manifest	проявлять(ся), обнаруживать(ся)
solely ['səuli]	единственно, исключительно, только
aforementioned [ə'fɔ:menʃ(ə)nd]	вышесказанный, вышеупомянутый
to underscore	подчеркивать, акцентировать
to delimit	определять границы, размежевывать, разграничивать
to discard	отказываться от прежних взглядов

emergent	появляющийся; последовательный, являющийся результатом чего-л.
interplay	взаимодействие
to bear	иметь, обладать
stakeholder	организатор совместного дела
overview	общее представление, впечатление в общих чертах; обзор
to come into being	возникать
cohesive [kəu'hiziv]	связанный, сплоченный, образующий единое целое

Text 1

STRATEGIC MANAGEMENT

To understand and shape strategic management in the public context, one should define the term "strategy." The word "strategy" is used today in many various contexts and has largely become a buzzword used to mean all kinds of things. In managerial practice, use of the term "strategy" is ambiguous and often used concretely in one of the following five meanings:

- as a plan, a description of a means to an objective;
- as a move or tactic, especially where competition with others is concerned;
- as a pattern, something that can be recognized in an organizetion's decisions or actions;
- as a position, an organization's place in its environment;
- as a perspective, how an organization's collective consciousness views the outside world.

A strategy reflects an understanding of the essential interrelationship between action, environment, and results and is suitable for guiding the various decision makers and harmonizing their actions. In doing so, a strategy remains in a certain sense abstract. It does not address individual actions or concrete instructions for action. It provides a framework of reference for actions or decisions.

Strategic management is about the success-oriented shaping of an organization's long-term development: formulating and implementing a strategy. Furthermore, it is necessary to understand how results are achieved, the possible opportunities and risks inside and outside an organization, and the proper response to them. The challenge consists of acquiring the information needed to answer these questions, formulate the strategy, and adjust it as well as communicate it and find support for it within the organization as a whole.

In the modern understanding of the word, strategic management is marked by the following features:

- planned evolution
- specific mental attitude
- strategic thinking and action as a conscious response
- collective learning process
- the creation and retention of potential for success.

Planned evolution takes into account the recognition that decisions and changes in organizations seldom proceed in leaps and bounds, but often evolve incrementally. Planned evolution is not to be equated with planning but is to be understood as a middle way between pure planning and uncoordinated gradualism.

At the heart of strategic management is the way an administration's development is thought out and correspondingly dealt with. Strategic management should manifest itself in a specific mental attitude.

Strategic thinking and action require a conscious analysis of the administration's intended development and the measures envisioned. For this, a minimum of liability and concrete results is necessary. In administration, this should be considered in the context of different and partially contradictory logics of action, for example, between politicians and senior managers. In strategic development, these logics of action are made transparent. Strategic thinking and the conscious analysis of strategy at the same time assign senior managers the task of analyzing the objectives and contribution of the administrative structure. In the process, certain tensions towards traditional understandings of leadership in public administration can emerge if it is assumed that these questions are to be addressed not at the management level but solely within the framework of politics and the legislative process.

Strategic management as a collective learning process means that a learning process is systematically initiated and its results integrated into everyday administrative activity. From this emerges understanding for a continuous process in which ideas are developed, tested, and, on the basis of experience, revised, discarded, developed further, etc. Ultimately, strategic management aims to retain the success achieved within the administration.

The aforementioned features of strategic management and the selected description of strategic management—the shaping of the long-term and success-oriented development of administrative organizations—underscore the fact that managing strategic change represents the core of strategic management. If strategies are understood not only as plans but also as patterns, the basic processes of change are not only consciously shaped, but also contain emergent elements. As a result, strategic change cannot be completely controlled, but it can be considerably influenced.

The conception of strategic management involves integrating various basic elements of the strategic development process. The elements to be examined and included in an integrated conception process are contents, actors, processes, and instruments. The basic elements of conception are briefly described below.

Contents

What is the object of strategic development?

Processes

How are strategies implemented?

Actors

Who participates in strategic development?

Instruments

How is strategic development supported?

In contents, distinctions are often made between strategic issues, objectives, and strategies. These are interrelated but different content components. Strategic issues serve to determine emphasis and delimit the purpose of strategic action. Objectives provide reference and — in a rational understanding of management — set a standard for evaluating success. The strategies already discussed represent the core content of strategic management (as plan, as pattern, etc.). The interplay and

interaction among these three content components can vary according to the conception of strategic management.

Actors are the active, participant organizations, groups, individuals in the strategic development process. At the same time, actors are as a rule the senior managers within the administration, politicians, administration employees, and other stakeholders. The most important actors in strategic management are the senior managers in the administration. They bear the main responsibility for strategic processes and contents as well as for the application and integration of instruments. Moreover, where strategic management public administration is concerned, the role of political actors is of great importance.

This overview of the process addresses the question how strategies are developed or how strategy develops. In strategic processes, distinctions are typically made between the phases of strategic development or formulation, implementation, and evaluation. Even if these phases are often represented in ideal form as a control circuit, cohesive control systems or cyclically performing strategic processes cannot be assumed in reality. The consideration of processes is important for understanding evidence and functionality of other elements of conception, for they provide insight, for example into how certain strategies or goals come into being or how instruments are applied and developed.

For the different tasks and challenges that are to be affected within the framework of strategic management, a number of instruments have emerged and become established.

Distinctions can be made between instruments for analysis (e.g. SWOT analysis, portfolio analysis, evaluations), for conception (e.g. mission, vision, planning, goals, indicators), and implementation (e.g., performance and target agreements, budgeting, monitoring).

N o t e:

SWOT analysis —	единый анализ возможностей, опасностей, сильных и слабых сторон деятельности организации, т.е. анализ четырех полей

EXERCISES

1. **Find the words in the text for the following transcription (the number of the paragraph is given in the bracket). Practice the pronunciation.**

[strə'tidʒik] (1)	['tə:m] (3)	[ə'fɔ:menʃ(ə)nd] (9)
['bʌzwə:d] (1)	[sə'ksəs] (4)	[i'mə:dʒ(ə)nt] (9)
[æm'bigjuəs] (1)	['grædjuəliz(ə)m] (5)	[pa:'ticipənt] (12)
[i'senʃ(ə)l](2)	[ri'kwaiə](7)	[bɛə] (12)
[in'vaiər(ə)nmənt](2)	[kɔntrə'dikt(ə)ri] (7)	[kəu'hiziv] (13)

2. Read and translate the words and their derivatives.

strategy—strategic—strategist

retention—retentive—retentiveness

increment—incrementally

to contradict—contradiction—contradictory

conscious—consciousness

to integrate—integration—integrated

to participate—participant—participation

partial—partially

cycle—cyclic—cycling—cyclist

3. Make up word-combinations and translate them.

to be equated	with	contexts
to be used	in	planning
to proceed	for	strategy
to be suitable	at	the management level
to find support	about	leaps and bounds
to be addressed		action
to be		the success — oriented shaping

4. Match up the words on the left with their definitions on the right.

1) strategy   a) the belief in or the policy of advancing toward a goal by gradual, often slow stages;

2) evolution   b) a stylish or trendy word or phrase;

3) gradualism   c) an elaborate and systematic plan of action;

4) buzzword   d) a process in which something passes by degrees to a different stage (especially a more advanced or mature stage);

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5) interplay   e) a basis for comparison;

6) stakeholder   f) the effect that two or more things have on each other;

7) framework of reference   g) a person or group that has an investment, share, or interest in something, as a business or industry;

5. Find the synonyms to the words from list A in list B.

A: buzzword, ambiguous, retention, to be about, to envision, to assign, to manifest, solely, to underscore, to delimit, to discard, interplay, to bear, cohesive, overview

B: to reject, to reveal, catchphrase, impression, preservation, vague, interaction, to have, to draw up the boundaries, to appoint, to relate, to underline, only, to imagine, unified

6. Give the Russian equivalents to the following English word-combinations and phrases from the text.

a means to an objective; an organization's collective consciousness; long-term development; specific mental attitude; at the heart of strategic management; certain tensions towards traditional understandings; to provide reference; the aforementioned features of strategic management; cohesive control system.

7. Read and translate the sentences paying attention to "bear."

1) The servants were bearing the food to the guests.

2) He bears himself well.

3) The document bears your signature.

4) This plank won't bear her weight.

5) Senior manager must bear responsibility for strategic processes.

6) He couldn't bear the pain.

7) The ship bore him to Italy.

8) Students bore a part in the conference.

9) She was born in 1919.

8. Find in the text the sentence including the Infinitive as an attribute and translate it. (10)

9. **Find in the text sentences including the equivalents of the Modal Verbs and translate them. (5, 7, 14)**

10. **Answer the questions.**
   1) What does the word "strategy" mean?
   2) What is strategic management?
   3) What features is strategic management marked by?
   4) What does planned evolution take into account?
   5) Where should strategic management manifest itself?
   6) What do strategic thinking and action require?
   7) In what context should strategic thinking and action be considered in administration?
   8) What does strategic management as a collective learning process mean?
   9) What represents the core of strategic management?

11. **Complete the dialogue and act it out.**

Tell me, please, what the basic elements of the conception of strategic management are.	As far as I know they are ....
I wonder what distinctions are made in contents.	To my mind they are often made between .... Strategic issues serve to ... and ... . Objectives provide ... and set ... . The strategies represent ... .
Who participates in strategic development?	In my opinion actors are ... . The most important actors in strategic management are ...in the administration. Moreover,... are of great importance.
I'd like to know what the phases of strategic processes are.	They are ... .
It's interesting to know why it is important to consider strategic processes.	They provide insight into how.... .
How are instruments classified as?	There are instruments for ... .

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12. **Sum up the contents of the text.**

13. a) **Look through text 2 and 3 and headline them.**

    b) **Complete the table below and compare strategic management in the public sector in these countries.**

Text 2

In Great Britain, strategic management issues have played a role in the reforms of the last 20 years and have most recently been reinforced and reorganized within the framework of the Modernizing Government reform program, in particular by two core elements, the Joined-Up Government program (JUG) and Public Service Agreements (PSA) regime. They are aimed at creating issue-oriented coordination.

In 1998, the PSA system was introduced, with the PSAs representing "a clear commitment to the public on what they can expect for their money and each agreement setting out explicitly which minister is accountable for delivery of targets underpinning that commitment."

JUG pursues the goal of improving government capabilities for taking on strategic, cross-cutting issues.

The strategic process was more amended than re-shaped by the PSA system and is being adapted to an existing multi-tiered system. Strategic objectives, priorities, and strategy itself are examined and handled in various locations within the core executive, in the staffs and offices of the prime minister, the cabinet offices, etc., whereby individual offices are ascribed various powers of authority within the administration.

With the introduction of the PSAs, the core executive, above all the Treasury, was given new management and coordination tools to carry out the role of strategic management. As a whole, the PSAs show the government's priorities for administrative action and expenditures. The range of PSAs under the Treasury's aegis has to fit into this system of setting strategic priorities. The most different mechanisms for coordination and integration may exist, but the variety of actors, and above all the diverse relations among subordinates, means certain tensions should be assumed. PSA agreements are concluded between ministries and the Treasury for the departments and—according to JUG thinking—individual cross-cutting issues. Under JUG, combined, joint budgets and executive committees or employee exchanges are also envisioned for cross-cutting issues. Every PSA explains the outcomes and goals of the department or cross-cutting executive com-

mittee and how they are to be measured. PSAs are concluded for three years, based on a three-year allocation of resources, and published.

The PSA system was initiated to reduce fragmentation and to introduce a government-wide performance system for the administration as a whole. A complex monitoring system was then put in place in which reports are filed quarterly or more often if necessary. Performance in achieving goals is the subject of special meetings of the prime minister with his ministers.

Results achieved are taken into account in the next round of resource allocation. The PSA system was intended to provide incentives for politicians and civil servants within the strategic process to act in the spirit of the priorities defined by the core executive. Ministers are thus responsible for achieving the goals of their organizational units.

The core executive's ambition to increase its manageability and management influence in providing public services as well as handling cross-cutting issues was also pursued by expanding management and coordination resources in the core executive. The establishment of numerous units around the prime minister and the cabinet office is a prominent example.

Great Britain's approach can be called a very complex system of strategic management that is led by a professional, central coordinating structure and is supported and tailored to the context of a central government context with strong leadership role for the prime minister. The arrangement and implementation looks very comprehensive and effective, although it bears considering that essential difficulties in implementation exist here as well, and that the current situation is the result of a radical (compared with other countries) but rather long and steady period of change. Difficulties in implementation, questions of delegating responsibility, and potential for developing effective ways to coordinate decisions and provide services arise in Great Britain as in other countries, especially when it comes to managing overlapping issues.

N o t e s:

to amend	— исправлять, совершенствовать, улучшать
aegis	— эгида, поддержка, руководство
subordinate	— подчиненный
cross-cutting issues	— вопросы, для решения которых нужны скоординированные действия

cabinet office	— секретариат кабинета министров
to overlap	— частично совпадать

Text 3

The recent efforts aimed at applying strategic management in the U.S. federal government are closely tied to the Government Performance and Results Act (GPRA). This law was passed by Congress in 1993 with Clinton Administration support. The GPRA aims to create a stronger connection between financial resources and results and institutionalized strategic planning as well as a result-oriented planning and reporting system in the departments and agencies. Due to the emphasis on planning, this approach is called in this presentation "result-oriented planning."

The goal of GPRA is to boost the efficiency and effectiveness of federal programs and the federal government. To this end, a uniform orientation towards results is to be established, and administrative units are responsible for defined results. The GPRA prerequisites are based on elements of the traditional planning process. They forgo specifying goals for departments and agencies; instead, they refer to the incorporation of stakeholders, including employees as well as Congress and its commissions. All departments and agencies are obliged to carry out rolling strategic five-year planning, which is to be updated every three years. In addition, comprehensive mission statements for the administrative offices are to be drafted, performance and outcome goals and their indicators drawn up, and stakeholders included in the planning process. Alongside mid-term strategic planning, the GPRA also foresees annual performance plans, which, since fiscal year 1999, are submitted to Congress together with the budget. Annual performance reports should compare actual performance achieved with performance goals set for that fiscal year. A detailed explanation and a plan containing measures must be drawn up for objectives that were not achieved.

The planning documents show the integration of objectives and financial resources. Planning documents and performance reports are submitted to Congress together with the budget and allow the results of the programs achieved by the administrative offices to be influenced and monitored.

Moreover, the Gore's approach of setting and focusing on outcomes and results stands in a somewhat tense relationship with the mostly rather regulatory, distributive and coordinating tasks of the federal government. There, actual services—key elements for achieving outcomes—are often provided by the states or a third party. The

interconnection of planning, management and budgeting may have been the GPRA's intent, but this quite rarely finds expression in the actual decision-making process in Congress.

The GPRA's inherent potential is judged to be largely positive. The strengthening and improvement of strategic planning and management was observed in individual departments and agencies. The analysis, definition and measurement of outcomes and results to be achieved were also strengthened in individual organizations and programs. An increasing orientation towards results within the government has been detected. In this respect, the GRPA created the basis for orientation towards outcomes and results.

The focus of the U.S. approach is on strengthening internal planning in the agencies and departments. Where desired, the system can be used to connect outcome goals and concrete strategies sensibly and make that connection manageable. At the same time, it must be stressed that the application in individual agencies varies strongly and ranges from the minimal fulfillment of legal requirements to the active use of effective strategic management processes. No administration-wide commitment to strategic planning has been achieved.

N o t e s:

to boost	—	повышать
prerequisite	—	предпосылка
rolling	—	текущий
to draft	—	писать черновик, делать прикидку
to draw up	—	составлять

Country	Initiative	Concept	Main contents	Key instruments	Core processes
	... ...	...	Strategic issues Performance targets ...	contracts	Monitoring ...
	...	...	Outcome targets ...	Strategic plans Mission statements ...	...

14. **Render into English.**

Стратегический государственный менеджмент должен решать три задачи: устанавливать цели на несколько лет вперед; разрабатывать меры по их достижению; изыскивать соответствующие организационные ресурсы. Другими словами, государственный менеджмент призван найти сочетание ресурсов и методов государственного администрирования, а также возможностей и рисков, исходящих из окружающей среды, действующих в настоящем и будущем, при которых государство способно достигать основных целей. По мнению экспертов, стратегический менеджмент должен: четко определять перспективы и цели; содержать все основные проблемы организации государственного управления; создавать рамки для более детального планирования и принятия текущих решений; придавать государственному администрированию внутреннее единство; заставлять высшее руководство мобилизовать государственные структуры для активной работы.

Стратегические цели — это те ключевые результаты, к которым государственный менеджмент должен стремиться на протяжении длительного времени (5—10 лет). Необходимо подчеркнуть, что для достижения результатов важно развивать новые формы, постоянно работать над улучшением качества работы, повышать эффективность информационной деятельности, устраивать кампании по приему новых членов. При этом продвижение к цели должно находиться под постоянным контролем, а итоги работы необходимо подводить хотя бы раз в год.

Word List

to be enamored of [i'næmd]	быть в восторге, очарованным; нравится
precursor [pri(:)'kə:sə]	вестник, предвестник
marker	признак, показатель, сигнал
accomplishment [ə'kɔmpliʃmənt]	достижение, успех

particularity [pəticju'læriti]	особенность, специфика, характерная черта
to entail	влечь за собой, вызывать
rather than	а не
standing	репутация, положение, статус
to contend	спорить; соперничать, соревноваться; дискутировать, полемизировать
cutback	сокращение, снижение
familiar	хорошо знакомый
cost-effectiveness	прибыльность, рентабельность
fairness ['fɛənəs]	законность
feasibility	осуществимость, выполнимость
to pertain	относиться; принадлежать
to elapse	проходить, истекать (о времени)
deadline	предельный срок окончания какой-либо работы
procurement [prə'kjuəmənt]	поставка, снабжение
vendor	продавец, торговец
to suppress	сдерживать
to constrain	сдерживать, удерживать, заключать в какие-л. пределы
thicket	чаща, заросли

Text 4

DECISION-MAKING
IN PUBLIC ADMINISTRATION

Public management scholars "discovered" decision-making decades ago and have been sufficiently enamored of the topic as to suggest decision- making as a central focus for public administration theory and research. The attractions of decision-making are clear enough.

In organizations, decisions are the markers for action and the precursors to accomplishment or to failure. Failure, in turn, signals the need for new decisions.

The decision—making literature has given considerable attention to the particularities of political and technical decisions, though often without direct comparison between the two. Political decisions entail more external actors and involve higher levels of conflict and a tendency to focus on ends rather than means. Technical decisions which involve higher degrees of economic rationality, technique and modeling are likely to be more important, and participants'roles are mitigated by their specialization and technical standing. Decisions are classified according to content as either technical or political.

Sometimes technical decisions can become highly politicized. Even more troublesome, a great many public sector decisions are "political decisions," it is only the degree and type of politics that varies.

One should focus on cutback decisions and on information technology and services decisions because they, more than most, seem to capture the political-technical distinction. In one sense, resource and budget cutback decisions are invariably political, if we mean by "political" being determined by contending external political authorities. Since almost no public agency decides voluntarily to cut its budget, such decisions are, by some definitions, necessarily political.

Cutback decisions are never "technical," at least in any commonly used sense of that term. Such decisions may employ technical approaches to decision-making but the content itself is not technical. Moreover, there is no such thing as a pure type technical or a pure type political decision, but cutback and IT decision content provide an acceptable construction of "political" and "technical" decision.

There are four familiar decision criteria-cost-effectiveness, fairness, technical feasibility, and usefulness. Political decisions (cutbacks) tend to be based on the criteria of cost-effectiveness and fairness; technical decisions (IT) tend to be based on the criteria of cost-effectiveness, technical feasibility and usefulness.

Under the category decision time there are four factors related to time. In the first place decision time required pertains to the amount of time elapsed from the point at which an issue appeared on the agenda to the time the decision was made. The extent to which the decision is viewed is considered as permanent and the extent to which

decision is perceived as stable over time versus variable. Finally, the number of interruptions in the decision-making process is considered.

Regarding the time required to make decisions cutback decisions take less time than most major decisions, simply because the motivation generally comes from a higher authority, either a legislative mandate or an executive superior. In most cases requirements for cutbacks are also accompanied by a deadline for making it.

IT decisions take more time than most important decisions. In the first place, IT decisions often involve procurement and often procurement challenges. When multiple vendors are involved decisions often take longer. Just as important, IT often plays in integrating role or, even when that is not the case, creates multiple dependences. For this reason as well IT decisions take longer.

So, political decisions (cutbacks) tend to require less time, are more likely to be viewed as temporary and less likely to be stable. Cutback decisions experience fewer interruptions. Technical decisions (IT) tend to require more time, are more likely to be stable and are no more or less likely than other decision types to be perceived as permanent. Information technology decisions experience more interruptions.

In considering decision participation, one should examine the number of participants inside the agency, the number outside, the total number, and the percentage of external participants. Cutback decisions have a higher number of internal participants, a higher number of external participants and, therefore, a higher number of total participants. This expectancy of higher levels of participation relates to the idea that cutback decisions generally affect most aspects of agency operations and often directly affect clients. Since cutback decisions generally come from political superiors, one expects that this factor, too, add to the number of participants. Likewise, cutback decisions have a higher percentage of external participants.

The situation is quite different with IT decisions. The greater technical expertise is required for IT decisions to suppress the number of participants, both internal and external. However, compared to most decision types, IT decisions have a higher percentage of external participants because of the important role of vendors and end users, as well as procurement officers.

Long recognized as a major concern in decision-making, information quality is generally viewed as more central a concern in technical

issues than in decisions because political decisions often entail agendas that do not relate directly to the decision task at hand. Information quality is lower with cutback decisions not only because of the likelihood of multiple agendas but also because decisions are heavily constrained, sometimes with many decision elements mandated.

By contrast, information quality is higher in IT decision because the degree of satisfaction with decision outcomes is generally highly dependent on the quality of information.

When we speak of red tape in this context, we are concerned with the amount of red tape experienced in the decision process rather than the red tape entailed in the implementation of the decision. Cutback decisions experience relatively little red tape in decision-making because relatively few standard procedures or controls are entailed in such decisions and, thus, there are fewer opportunities for red tape (if we define red tape as "rules, regulations, and procedures that have compliance costs but do not achieve organizational goals"). IT decisions entail relatively high levels of red tape because they are more standard decisions, made within a thicket of procurement rules and procedures.

EXERCISES

15. Read and translate the words and their derivatives.

to mark—marker—marked

familiar—familiarity—familiarization—to familiarize

to contend—contender

particular—particularity—to particularize—particularly

fair—fairness—fairly—fairish

to procure—procurement—procurer—procuress

to accomplish—accomplishment—accomplished

16. Make up word-combinations and translate them.

technical	literature
political	actor
cutback	quality
acceptable	authority
external	decision

public	agency
decision-making	approach
information	construction

17. A. Match up the words on the left with their definitions on the right.

1)	standing	a)	keep under control; keep in check;
2)	to pertain	b)	the act of getting possession of something;
3)	to suppress	c)	social or financial or professional status or reputation;
4)	feasibility	d)	have to do with or be relevant to;
5)	cutback	e)	someone who promotes or exchanges goods or services for money;
6)	vendor	f)	the quality of being doable;
7)	procurement	g)	a reduction in quantity or rate;

B. Choose the correct word from A to fit into each sentence. Change the verb form if necessary.

1) ... decisions are of great importance.

2) The greater technical expertise is required for IT decisions ...the number of participants.

3) IT decisions have a higher percentage of external participants because of the important role of ... officers.

4) Technical decisions tend to be based on the criteria of cost-effectiveness, technical ... and usefulness.

5) When multiple ...are involved, decisions often take longer.

6) He has the ...to take over the leadership of the party.

7) Decision time required ... to the amount of time elapsed from the point at which an issue appeared on the agenda to the time the decision was made.

18. Find in the text the English phrases corresponding to their Russian equivalents.

сосредоточиться на целях, а не средствах; большое количество решений, принимаемых в государственном секторе; чи-

сто техническое или чисто политическое решение; представлять наглядный пример политического или технического решения; время, необходимое для принятия решения; либо по поручению законодательной власти либо органа исполнительной власти высшей инстанции; снабженцы; результаты решений; издержкисоблюдения (издержки соблюдения законодательства, издержки соблюдения норм и правил)

19. **Find the sentences including the Subjective Infinitive Construction and translate them.**

20. **Answer the questions.**

1) Why does decision-making attract public management scholars?

2) How are decisions classified as?

3) What are political/technical decisions characterized by?

4) Why are resource and cutback decisions called political ones?

5) Which decisions are called technical ones?

6) What are the decision criteria?

7) What criteria are political/technical decisions based on?

8) What factors are related to time?

9) How much time do cutback/IT decisions require? Why?

10) What are the criteriaof decision partici pation?

11) What are cutback/IT decisions characterized by in considering decision partici pation?

12) What is recognized as a major concern in decision-making?

13) Is information quality lower with cutback decisions or IT decisions? Why?

14) How much red tape do cutback/IT decisions experience? Why?

21. **Sum up the contents of the text.**

22. a) **Fill in each gap with a suitable word from the box.**

b) **Look through Text 5 and say what is the main difference between decision-making practices in a public sector and a private sector organization.**

market	private	compares
match	stresses	calls for
favor	cognitive	controversial
support	practices	are derived

Text 5

Public and ... sector decision making is studied with an experiment. The study ... decision making in a tax-supported general purpose governmental agency with that done by a business firm selling to a ..., using a simulation to capture differences in the preferences and ... of mid-level managers working in the two sectors. The simulation ... participating managers to assess the risk and prospect of adopting budgets tailored to ... each sector. A cognitive culture that ... analysis, speculation, bargaining, or networking is employed to fashion a budget appropriate for a public and a private sector organization, each with a ... and a noncontroversial budget amount. The literature on public/private differences was consulted to make predictions, suggesting that public sector managers would ... bargaining and networking and private sector managers would favor analysis and speculation. The cognitive style literature suggests that managers favor budgets constructed with an approach that is consistent with their preferred ... style and see less risk in the choice, except in a public setting where risk would be unaffected. The study finds that private sector managers are more apt to ... budget decisions made with analysis and less likely to support them when bargaining is applied. Public sector managers are less likely to support budget decisions backed by analysis and more likely to support those that ... from bargaining with agency people.

23. **a) Supply the prepositions where necessary.**

    b) Write down some questions about the text.

    Public administrators have long wrestled ... the problem of bringing professional policy knowledge or technical expertise to bear ... decision making ... a contentious policy arena. A common solution addresses political conflict ... developing institutions that buffer decision making ... the regular influence of elected official. This article compares the effects of politically buffered decision making relative ... politically influenced decision making by drawing ... case studies of county efforts to site and develop landfills and incinerators in New York State. Some of these counties created a special district gov-

ernment known as a "public authority" ... an effort to remove ... the "politics from decision making." Others used their regular line agencies. The cases show that the public authority sitting processes were less likely to accommodate political concerns and more likely to focus ... research-based policy or technical criteria. However, this professional focuses ... then made them vulnerable to political conflict and likely contributed to the high failure rate of the public authority projects. In contrast, the more successful line agency processes, influenced by elected officials' political concerns, tended to arbitrage away political conflict ... the expense of professional or technical considerations—but these processes were more likely to succeed. One case provides a possible middle ground. Rather than arbitraging away points of conflict, the administrators aggressively pushed decision making back ... the political process, making elected officials choose the policy options. This process required elected official leadership, education, and commitment and resulted ... decisions that were professionally and technically informed as well as resilient to political conflict.

N o t e s:

to wrestle	—	биться над чем-л.
contentious	—	дискуссионный, спорный
landfill	—	мусорная свалка
incinerators	—	мусоросжигательная печь
siting	—	выбор участка
vulnerable	—	уязвимый, ранимый
resilient	—	эластичный, упругий

It's interesting to know

- **Read and render into English(Russian).**

Public choice theory is often referenced when discussing how individual political decision-making results in policy that conflicts with the overall desires of the general public. For example, many special interest and pork barrel projects are not the desire of the overall democracy. However, it makes sense for politicians to support these projects. It may benefit them psychologically as they feel powerful and

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important. It can also benefit them financially as it may open the door to future wealth as lobbyists (after they retire). The project may be of interest to the politician's local constituency, increasing district votes or campaign contributions.

The main questions are: (1) how to hire competent and trustworthy individuals to whom day-to-day decision-making can be delegated and (2) how to set up an effective system of oversight and sanctions for such individuals. To answer these questions, it is necessary to assess the effects of creating different loci of power and decision-making within a government; to examine voting and the various means of selecting candidates and choosing winners in elections; to assess various behavioral rules that might be established to influence the behavior of elected and appointed government officials; and to evaluate alternative constitutional and legal rights that could be reserved for citizens, especially rights relating to citizen oversight and the avoidance of harm due to the coercive power of government agents.

Of some interest has been the discovery that a general collective preference function cannot be derived from even seemingly mild conditions. This is often called Arrow's impossibility theorem. The theorem, an economic generalization of the voting paradox, suggests that voters have no reason to expect that, short of dictatorship, even the best rules for making collective decisions will lead to the kind of consistency attributed to individual choice.

Of special concern has been logrolling and other negotiations carried out by legislators in exercising their law-making powers. Important factors in such legislative decisions are political parties and pressure groups. Accordingly, Public Choicers have studied these institutions extensively. The study of how legislatures make decisions and how various constitutional rules can constrain legislative decisions is a major sub-field in Public Choice.

Another major sub-field is the study of bureaucracy. The usual model depicts the top bureaucrats as being chosen by the chief executive and legislature, depending on whether the democratic system is presidential or parliamentary. The typical image of a bureau chief is a person on a fixed salary who is concerned with pleasing those who appointed him. The latter have the power to hire and fire him more or less at will. The bulk of the bureaucrats, however, are civil servants whose jobs and pay are protected by a civil service system against major changes by their appointed bureau chiefs. This image is often compared with that of a business owner whose profit varies with the

success of production and sales, who aims to maximize profit, and who can hire and fire employees at will.

A field that is closely related to public choice is "rent-seeking." This field combines the study of a market economy with that of government. Thus, one might regard it as a "new political economy." Its basic thesis is that when both a market economy and government are present, government agents are a source of numerous special market privileges. Both the government agents and self-interested market participants seek these privileges in order to partake in the monopoly rent that they provide. When such privileges are granted, they reduce the efficiency of the economic system.

N o t e s :

pork barrel	—	«бочка с салом», кормушка, казенный пирог субсидий из федерального бюджета
it makes sense	—	зд. вполне логично
constituency	—	электорат, избиратели
oversight	—	контроль, надзор
loci	—	мн. от locus (место, месторасположение)
coercive	—	насильственный, принудительный
short of	—	исключая
logrolling	—	взаимные услуги в политике
to fire	—	увольнять
to partake	—	принимать участие
rent-seeking	—	поиск ренты

B u s i n e s s   E n g l i s h
RUNNING A MEETING

GRAMMAR

Making suggestions

Question opener	+ Subject	+ Infinitive without "to"
Why don't	I you we they	buy...? go...? meet...?

Why doesn't	he/she
Shall	I
	we

Question opener		**+ Infinitive without "to"**
I, you,	should	say...
he, she, we	could	arrange...
		talk...
Let's		eat...
Why not		get...

N o t e:

Perhaps and *maybe* can both be used before 'could' and 'should' if you want to sound more polite.

Examples:

Perhaps we could phone them.

Maybe we should have a big party.

1. **Choose the right variant.**

    1) Hi Lee! Let's _____ to the beach tomorrow.

        a) going

        b) go

        c) to go

    2) No, Let's _____ to the beach tomorrow. It's going to be too cold, Sam.

        a) not to go

        b) go

        c) not go

    3) Then why ____ go to the movies?

        a) don't we

        b) doesn't we

        c) we go

4) Good idea Sam! _____ invite Mark to go with us!

   a) Why let's go

   b) Let's

   c) Why doesn't she

5) Hi Mark. We're going to the movies tomorrow. Why _____ come with us?

   a) don't we

   b) doesn't he

   c) don't you

6) The movies? No, I don't want to go to the movies. _____ to a baseball game.

   a) Let's go

   b) Let's to go

   c) Let's going

7) A baseball game sounds fun! Hey Mark, since you live near the baseball stadium, why _____ pick up the tickets for us? We'll pay you back tomorrow.

   a) don't you

   b) doesn't she

   c) let's

8) Well, Okay, but you have to pay me back. Why ____ get tickets as close to the players as possible?

   a) don't they

   b) don't we

   c) doesn't she

9) Near the players? No, that's too expensive. _____ buy expensive tickets. We can sit farther away. It's cheaper.

   a) Let's not

   b) Let's

   c) Why not

10) I agree with Lee. _____ sit in cheaper seats at the baseball game.

a) Let's not

b) Why don't we

c) Let's

2. **Put the words in the correct order.**

   1) Why / advertising / campaign / ? / plan / don't / a / new / we

   2) big / a / discount. / offer / could / customers / new / We

   3) about / recruiting / new / some / How / staff / ?

   4) language / think / idea. / I / great / training / a / is / free / providing

   5) in / advertising / sure / about / newspaper. / I'm / not / the / local

3. **With a partner, practice making suggestions in the following situations:**

   1) Warn your partner against doing something.

   2) Suggest that your partner change his/her plans.

   3) Help your partner make up his/her mind.

   4) Suggest doing an activity together.

   Sample conversation:

   A: Why don't you give Daphne a call?

   B: Good idea. I haven't seen her for a while.

   A: Maybe you should ask her out.

   B: Hmmm. I'll think about it. That's a good idea.

   Thanks for the advice.

RUNNING A MEETING

The following phrases are used to conduct a meeting. These phrases are useful if you are called on to conduct a meeting.

Opening

Good morning / afternoon, everyone.

If we are all here, let's get started / start the meeting / start.

Welcoming and introducing

Please join me in welcoming (name of participant)

We're pleased to welcome (name of participant)

I'd like to extend a warm welcome to (name of participant)

It's a pleasure to welcome (name of participant)

I'd like to introduce (name of participant)

Stating the principal objectives

We're here today to ...

I'd like to make sure that we ...

Our main aim today is to ...

I've called this meeting in order to ...

Giving apologies for someone who is absent

I'm afraid.., (name of participant) can't be with us today. She is in...

Unfortunately, (name of participant) ... will not be with us to day because he ...

I have received apologies for absence from (name of participant), who is in (place).

Dealing with recent developments

Jack, can you tell us how the XYZ project is progressing?

Jack, how is the XYZ project coming along?

John, have you completed the report on the new accounting package?

Has everyone received a copy of the Tate Foundation report on current marketing trends?

Moving forward

So, if there is nothing else we need to discuss, let's move on to today's agenda.

Shall we get down to business?

Is there Any Other Business?

If there are no further developments, I'd like to move on to today's topic.

Introducing the agenda

Have you all received a copy of the agenda?

There are X items on the agenda. First, ... second, ... third, ... lastly, ...

Shall we take the points in this order?

If you don't mind, I'd like to go in order today.

Skip item 1 and move on to item 3

Perhaps we could take item 2 last.

Allocating roles (secretary, participants)

(name of participant) has agreed to take the minutes.

(name of participant), would you mind taking the minutes?

(name of participant) has kindly agreed to give us a report on ...

(name of participant) will lead point 1, (name of participant) point 2, and (name of participant) point 3.

(name of participant), would you mind taking notes today?

Agreeing on the ground rules for the meeting (contributions, timing, decision-making, etc.)

We will first hear a short report on each point first, followed by a discussion of ...

I suggest we go round the table first.

Let's make sure we finish by ...

I'd suggest we ...

There will be five minutes for each item.

We'll have to keep each item to 15 minutes. Otherwise we'll never get through.

Introducing the first item on the agenda

So, let's start with ...

Why don't we start with...

So, the first item on the agenda is

Pete, would you like to kick off?

Shall we start with ...

(name of participant), would you like to introduce this item?

Closing an item

I think that takes care of the first item.

Shall we leave that item?

Why don't we move on to...

If nobody has anything else to add, lets ...

Next item

Let's move onto the next item

Now that we've discussed X, let's now ...

The next item on today's agenda is...

Now we come to the question of.

Giving control to the next participant

I'd like to hand over to (name of participant), who is going to lead the next point.

Next, (name of participant) is going to take us through ...

Now, I'd like to introduce (name of participant) who is going to...

Summarizing

Before we close today's meeting, let me just summarize the main points.

Let me quickly go over today's main points.

To sum up,

OK, why don't we quickly summarize what we've done today.

In brief, ...

Shall I go over the main points?

Finishing up

Right, it looks as though we've covered the main items.

If there are no other comments, I'd like to wrap this meeting up.

Let's bring this to a close for today.

Is there any other business?

Suggesting and agreeing on time, date and place for the next meeting

Can we set the date for the next meeting, please?

So, the next meeting will be on ... (day), the ... (date) of ... (month) at ...

Let's next meet on ... (day), the . . . (date) of.. . (month) at ... What about the following Wednesday? How is that?

Closing the meeting

The meeting is finished, we'll see each other next ...

The meeting is closed.

I declare the meeting closed.

4. **Study the information below and act a role-play "Meeting of the National Capital Planning Commission."**

<div align="center">

Commission Meeting Agenda

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The agenda is as follows:

    1)   The Yards at Southeast Federal Center.

    2) White House Area Transportation Study Informational Presentation.

1) The Yards at Southeast Federal Center

    Preliminary plans for 35 percent of the streetscape and landscape design of the former Southeast Federal Center, recently renamed The Yards, was submitted. Four parcels: E1, K, M, and D (composed of D1 and D2), as well as streetscape and landscape design and infrastructure development plans for the entire site were reviewed.

    The Commission approved the 35-percent-completed design plans for the infrastructure and street design at The Yards as well as the development plans for the four parcels listed above. The Commission found the plans consistent with the approved revised Master Plan for the site.

    The Commission also recommended that the massing and scale of the new building on Parcel D1 be refined and further articulated as the design is developed so the building more clearly acknowledges and complements the scale of the adjacent historic brick wall along M Street and its sentry tower.

2) White House Area Transportation Study Informational Presentation

    The Federal Highway Administration (FHWA) briefed the Commission on the status of the White House Area Transportation Study. The study is examining traffic problems in the imme-

diate vicinity of the White House. The goal is to alleviate congestion due to street closures and identify the impacts of street closures and traffic restrictions.

The study will identify six potential alternatives to current traffic patterns, examine potential impacts of the alternatives, and provide long-range goals to improve the traffic congestion. The Commission expects a final report in December.

Unit 6

NEGOTIATING

Word List

to negotiate	вести переговоры, договариваться (с кем-л. — with), обсуждать
disputant [dis'pju:t(ə)nt]	участник дебатов, прений; дискутирующий, принимающий участие в полемике
bipartisan [baipa:ti'zæn]	двухпартийный
to give in *syn.* to comply (with)	уступать, соглашаться
to break off	внезапно прекращать, прерывать
to interlock	соединять(ся)
interdependence	взаимная зависимость
adjustment	приспособление, регулирование, урегулирование, уточнение, корректировка, поправка (исправление)
to reach a settlement	достигать соглашение
to reject	отклонять, отвергать
to concede	уступать право, отказываться от права, передавать право
to result in	приводить к чему-л.
mediocre [midi'əukə]	посредственный, заурядный, средний
to foster	поощрять, побуждать, стимулировать
to yield to	уступать чему-л.; следовать чему-л.

adversary [ˈædvəs(ə)ri]	противник, враг, антагонист
to dig in	настаивать на своем, упорно придерживаться первоначальной позиции
to make threats	угрожать
bottom line	практический результат, итог

Text 1

NEGOTIATING

Negotiating skills are especially crucial because no problems can be solved by one political party alone, even if the president's party should win a majority in both houses of Congress. Solutions require ideological flexibility and a degree of bipartisan cooperation.

In simplest terms, negotiation is a discussion between two or more disputants who are trying to work out a solution to their problem. This interpersonal or inter-group process can occur at a personal level, as well as at a corporate or international (diplomatic) level. Negotiations typically take place because the parties wish to create something new that neither could do on his or her own, or to resolve a problem or dispute between them. The parties acknowledge that there is some conflict of interest between them and think they can use some form of influence to get a better deal, rather than simply taking what the other side will voluntarily give them. They prefer to search for agreement rather than fight openly, give in, or break off contact.

When parties negotiate, they usually expect give-and-take. While they have interlocking goals that they cannot accomplish independently, they usually do not want or need exactly the same thing. This interdependence can be either win-lose or win-win in nature, and the type of negotiation that is appropriate will vary accordingly. The disputants will either attempt to force the other side to comply with their demands, to modify the opposing position and move toward compromise, or to invent a solution that meets the objectives of all sides. The nature of their interdependence will have a major impact on the nature of their relationship, the way negotiations are conducted, and the outcomes of these negotiations.

Mutual adjustment is one of the key causes of the changes that occur during a negotiation. Both parties know that they can influence the other's outcomes and that the other side can influence theirs. The effective negotiator attempts to understand how people will adjust and readjust their positions during negotiations, based on what the other party does and is expected to do. The parties have to exchange information and make an effort to influence each other. As negotiations evolve, each side proposes changes to the other party's position and makes changes to its own. This process of give-and-take and making concessions is necessary if a settlement is to be reached. If one party makes several proposals that are rejected, and the other party makes no alternate proposal, the first party may break off negotiations. Parties typically will not want to concede too much if they do not sense that those with whom they are negotiating are willing to compromise.

There are several approaches to negotiation: positional bargaining, which is competitive, and interest-based bargaining or principled negotiation, which is primarily cooperative.

Approaches are divided into competitive and cooperative ones. The most important factors that determine whether an individual will approach a conflict cooperatively or competitively are the nature of the dispute and the goals each side seeks to achieve. Often the two sides' goals are linked together, or interdependent. The parties' interaction will be shaped by whether this interdependence is positive or negative. Goals with positive interdependence are tied together in such a way that the chance of one side attaining its' goal is increased by the other side's attaining its goal. Positively interdependent goals normally result in cooperative approaches to negotiation, because any participant is able to "attain his goal if, and only if, the others with whom he is linked can attain their goals. On the other hand, negative interdependence means the chance of one side attaining its goal is decreased by the other's success. Negatively interdependent goals force competitive situations, because the only way for one side to achieve its goals and "win" is for the other side to "lose."

Negotiations typically involve "creating" and "claiming" value. First, the negotiators work cooperatively to create value (that is, "enlarge the pie,") but then they must use competitive processes to claim value (that is, "divide up the pie").

However, a tension exists between creating and claiming value. This is because the competitive strategies used to claim value tend to undermine cooperation, while a cooperative approach makes one vul-

nerable to competitive bargaining tactics. The tension that exists between cooperation and competition in negotiation is known as "The Negotiator's Dilemma:"

- If both sides cooperate, they will both have good outcomes.
- If one cooperates and the other competes, the cooperator will get a terrible outcome and the competitor will get a great outcome.
- If both compete, they will both have mediocre outcomes.
- In the face of uncertainty about what strategy the other side will adopt, each side's best choice is to compete.
- However, if they both compete, both sides end up worse off.

In real life, parties can communicate and commit themselves to a cooperative approach. They can also adopt norms of fair and cooperative behavior and focus on their future relationship. This fosters acooperative approach between both parties and helps them to find joint gains.

Negotiation styles are classified as soft, hard and principled. Soft negotiators are aimed to come to an agreement. They are soft on people and problems, make concessions, trust others, change positions easily, make offers, disclose bottom line, accept one sided loss, search for acceptable answer, insist on agreement try to avoid contest of wills and yield to pressure.

Hard adversaries are anxious for victory. They always demand concessions, besides they are hard on problem and people, distrust others, dig in, make threats, mislead, demand one sided gain, search for one answer you will accept, insist on their position, try to win context of wills and apply pressure.

Principled problem solvers are wise people aimed at outcome. As a rule they separate people from a problem, are soft on people, hard on problems. These negotiators proceed independent of trust, focus on interests not positions, explore interests, avoid having bottom line, invent options for mutual gain, develop multiple options, insist on objective criteria, try to reach result based on standards and yield to principle not pressure.

EXERCISES

1. **Find the words in the text for the following transcription (the number of the paragraph is given in the brackets). Practice the pronunciation.**

['cru:ʃ(ə)l] (1)	['mju:tʃuəl] (4)	['tenʃ(ə)n](8)
[nigəuʃi'eiʃ(ə)n] (2)	[ə'dʒʌst] (4)	[kən'seʃ(ə)n] (10)
[ək'nɔlidʒ] (2)	[ə'prəu:tʃ] (5)	[ək'sept] (10)
[ə'kɔmpliʃ] (3)	[kəm'petitiv] (6)	['ji:ld] (10)
[ə'prəupriit] (3)	['vʌlnərəbl] (8)	['æŋkʃəs] (11)

2. Translate the words and their derivatives.

to adjust—to readjust—adjustment—adjustable

to negotiate—negotiation—negotiator—negotiable

to bargain—bargainer—bargaining

to cooperate—cooperation—cooperatively—cooperative—cooperator

to depend—dependable—dependent—interdependent—interdependence

to dispute—disputant—disputation—disputable

concession—concessive

3. Match up the words on the left with their definitions on the right.

1) disputant   a) someone who offers opposition;

2) bottom line   b) maintain opinion stubbornly:to stick to an established position, e.g. in an argument, and fight stubbornly to maintain it;

3) mediocre   c) a person who disputes; who is good at or enjoys controversy;

4) adjustment   d) poor to middling in quality;

5) to foster   e) the last line in an audit; the line that shows profit or loss;

6) adversary   f) the act of making something different;

7) to dig in   g) help develop, help grow;

4. Find the synonyms to the words from list A in list B.

A: to comply (with), bottom line, mediocre, to make threats, adversary, to foster, to reject, to interlock, to break off, to concede, negotiating

B: middling, to promote, to link, bargaining, to give in, to intimidate, to refuse, to stop, challenger, to give up, outcome

5. **Read and translate the sentences paying attention to the meanings of "yield."**

   1) This farm yields enough fruit to meet all our needs.
   2) A trust fund yields ten percent interest annually.
   3) That investment will yield a handsome return.
   4) They yielded the fort to the enemy.
   5) He yielded himself to temptation.
   6) He yields the floor to the senator from Ohio.
   7) The play yielded only one good laugh.
   8) Don't yield to their outrageous demands.
   9) He was unwilling to yield his rights.
   10) The sea yielded up its treasures.
   11) He yielded the point.

6. **Translate the sentences paying attention to "to be + Infinitive."**

   Remember! a) to be + Infinitive имеет значение долженствования

   b) в условном предложении эта структура часто имеет значение цели и переводится «если мы хотим, чтобы», «для того, чтобы»

   1) This process of give-and-take and making concessions is necessary if a settlement is to be reached.
   2) Negotiation is to take place at 5 pm.
   3) If negotiation is to be a success, parties should attempt to move toward a compromise.
   4) The conference is to be held next month.
   5) If one party doesn't break off negotiations, the other party makes alternate proposals.
   6) If they get a better deal, they should search for agreement rather than fight openly.

7. **Find the sentences including the equivalents of the Modal Verbs and translate them.**

8. **Find the Conditionals and translate them.**

9. **Find in the text the English for:**

   умение вести переговоры; получить больше; прекратить общение; выполнить самостоятельно; или с победителями и побежденными или беспроигрышный; конфронтационный подход; подход, основанный на принципах сотрудничества и поддержки; созидание стоимости; «увеличить пирог»; притязание стоимости; заявить права на стоимость; мешать сотрудничеству; следовать нормам честного поведения, основанного на принципах сотрудничества и поддержки; избегать столкновение интересов; они неуступчивы и бессердечны к людям; пытаться выиграть по всем позициям; отказываться от принципа оказания давления

10. **Match up the following half-sentences.**

1) Negotiation is	the chance of one side attaining its goal is increased by the other side's attaining its goal.
2) Win-win interdependence is one	the chance of one side attaining its' goal is decreased by the other's success.
3) Win-lose interdependence is one	a discussion between two or more disputants who are trying to work out a solution to their problem.
4) "Creating" value means	"dividing up the pie."
5) "Claiming" value means	"enlarging the pie."
6) Positively interdependent goals are tied together in a such a way that	when the disputants attempt to force the other side to comply with their demands, to modify the opposing position and move toward compromise.
7) Negatively interdependent goals are tied together in a such a way that	when the disputants invent a solution that meets the objectives of all sides.

11. Answer the questions.

    1) Why do negotiations take place?

    2) What is one of the key causes of the changes that occur during negotiations? Why?

    3) What are approaches to negotiation divided into?

    4) What is cooperative/competitive approach characterized by?

    5) What is a tension between cooperation and competition in negotiation?

    6) How are negotiation styles classified as?

    7) What are the features of soft/hard/principled negotiators?

12. Sum up the contents of the text.

13. a) There are some types of negotiators. Match the types of negotiators with their definitions.

b) Which type is the most/least effective negotiator? Why?

1) the aggressive

    a) listens to the other side but doesn't answer immediately; appears to give it considerable thought with long silences; hopes the silence will get the other side to reveal information you need;

2) the long pauser

    b) meets all proposals with searching questions that will imply the opponents haven't done their homework; challenges any answers in a confronting manner and asks the opposition to explain further what they mean;

3) the mocking negotiator

    c) opener negotiator unsettles the other side by making cutting remarks about their previous performance, unreasonabless, or anything that can imply the opponent is worth little;

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4) the interrogator   d) produces dissension among opposition so they have to pay more attention to their own internal disagreements rather than the disagreements with the opposition; allies with one member of the team and tries to play him or her off against the other members of the team;

5) the "act dumb" negotiator   e) mocks and sneers your opposition's proposals to get the other side so upset that they will say something they may regret later;

6) divide and conquer   f) pretends to be particularly dense and by doing so exasperates the opposition in hopes that at least one member of the opposing team will reveal information as he tries to find increasingly simple ways to describe proposals with each proposal. being elaborated and amplified so anyone can understand it.

N o t e s:

to mock/to sneer	— насмехаться, высмеивать
dissension	— раздор, разногласие
to exasperate	— бесить, приводить в ярость
dense	— тупой, глупый

14. **a)** **Look through text 2 and say which idea of the previous text it develops.**

    b) **Comment on the following phrases:** depersonalize the conflict—separate the issues from the people; mirror the other's views ; sweeten the offer

c) **What negotiation techniques were known/unknown for you?**

d) **What negotiation techniques do you usually use in everyday life? Why?**

Text 2

There are many advantages to trying to shift a win/lose situation to a win/win. Yet we will be in situations where the other person either doesn't wish to reach a "win-win" or doesn't realize it is in his or her best interest to achieve a collaborative solution. In these situations it is necessary for us to open lines of communication, and try to increase trust and cooperativeness.

Sometimes conflicts escalate, the atmosphere becomes charged with anger, frustration, resentment, mistrust, hostility, and a sense of futility. Communication channels close down or are used to criticize and blame the other. We focus on our next assault. The original issues become blurred and ill-defined and new issues are added as the conflict becomes personalized. Even if one side is willing to make concessions often hostility prevents agreements. In such a conflict, perceived differences become magnified, each side gets locked into their initial positions and each side resorts to lies, threats, distortions, and other attempts to force the other party to comply with demands.

It is not easy to shift this situation to a win-win but the following lists some techniques that you might use:

- reduce tension through humor, let the other "vent," acknowledge the other's views, listen actively, make a small concession as a signal of good faith

- increase the accuracy of communication; listen hard in the middle of conflict; rephrase the other's comments to make sure you hear them; mirror the other's views

- control issues: search for ways to slice the large issue into smaller pieces; depersonalize the conflict—separate the issues from the people

- establish commonalities: since conflict tends to magnify perceived differences and minimize similarities, look for greater common goals (we are in this together); find a common enemy; focus on what you have in common

- focus less on your position and more on a clear understanding of the other's needs and figure out ways to move toward them

- make a "yesable" proposal; refine their demand; reformulate; repackage; sweeten the offer; emphasize the positives
- Find legitimate or objective criteria to evaluate the solution.

15. a) Look through text 3 and state its main idea.

b) Is the information of this text useful for you? Why?

c) What is the resistance point? Why is it necessary to find out it?

Text 3

In this situation, strategy is different than in integrative bargaining. In this mode, one seeks to gain advantage through concealing information, misleading, or using manipulative actions. Of course, these methods have serious potential for negative consequences. Yet even in this type of negotiation, both sides must feel that at the end the outcome was the best that they could achieve and that it is worth accepting and supporting.

Most critical in this mode is to set one's own opening target and resistance points and to learn what the other's starting points, target points, and resistance points are. Typically, the resistance point (the point beyond which a party will not go) is usually unknown until late in negotiation and is often jealously concealed by the other party. This is what you need to find out.

The range between resistance points is typically the bargaining range; if this number is negative, successful negotiation is usually impossible. For example, if you are willing to pay up to $3,000 and the seller is willing to go as low as $2800, there is a $200 positive spread or bargaining range if the negotiators are skillful enough to figure it out. The goal of a competitive bargaining situation is to get the final settlement to be as close to the other party's resistance point as possible. The basic techniques open to the negotiator to accomplish this include:

- influence the other person's belief in what is possible
- learn as much as possible about the other person's position especially with regard to resistance points
- try to convince the other to change his/her mind about their ability to achieve their own goals
- promote your own objectives as desirable, necessary, ethical, or even inevitable.

N o t e s:

mode   —   метод, методика, способ

to conceal   —   скрывать, прятать, маскировать

jealously   —   завистливо, ревностно

16. Look through text 4 and say if it is ethical to "lie or bluff" in negotiations.

Text 4

The answer to this question depends on one's values, one's culture, and the situation. What might be acceptable in poker would probably not be acceptable in most business situations. What might be acceptable in Cairo might not be acceptable in Boston. Different cultures and different situations contain inherent "rules" about the degree to which bluffing or misrepresentation is deemed acceptable.

In poker and in general negotiations one is not expected to reveal strength or intentions prematurely. But discretion in making claims and statements should not be confused with misrepresentation. In general, in our culture, our "rules" forbid and should penalize outright lying, false claims, bribing an opponent, stealing secrets, or threatening an opponent. While there may be a fine line between legitimate and illegitimate withholding of facts, there is a line and again we are distinguishing between the careful planning of when and how to reveal facts vs. outright lying.

Bluffing, while it may be ethical, does entail risk. The bluffer who is called loses credibility and it can get out of hand. Also remember, that most negotiations are carried out with people with whom you will have a continuing relationship. Again, while our culture supports and encourages those who are careful about how and when to disclose facts, our culture does not condone outright lying.

An old British Diplomat Service manual stated the following and it still might be useful.

Nothing may be said which is not true, but it is as unnecessary as it is sometimes undesirable to say everything relevant which is true; and the facts given may arrange in any convenient order. The perfect reply to an embarrassing question is one that is brief, appears to answer the question completely (if challenged it can be proved to be accurate in every word), gives no opening for awkward follow-up questions, and discloses really nothing.

Skilled negotiators develop techniques to do this. A favorite one is to answer a question with a question to deflect the first question.

17. Render into English.

Представителям государственной администрации на самых разных уровнях приходится вступать в переговоры с политиками, группами лоббирования, представителями деловых кругов. Практика ведения переговоров имеет множество тактических приемов достижения консенсуса в процессе принятия решений. Однако часто был использован конфронтационный подход, основанный на жестком торге. Он напоминает военные действия. Приемы, которые здесь используют, более сродни военной тактике, чем политике взаимных уступок. Достижение политического консенсуса с помощью торга ориентировано на некую игру, предполагающую манипулирование поведением партнера. Оказание давления, нажим, обвинения — все эти приемы относятся к жесткому торгу. Их смысл — во что бы то ни стало добиться уступок партнера.

Конфронтационный подход предполагает, что при достижении консенсуса не будет полностью выигравших и проигравших: каждый из участников несет определенные потери и имеет преимущества. При этом обе стороны действуют так, чтобы при минимальных затратах "отвоевать" у партнера как можно больше. С этой целью они пытаются найти слабые места в позиции друг друга.

Word List

cross cultural	межкультурный
inconsequential	неважный, незначительный, не имеющий отношение к делу
sincerity	искренность, откровенность
insult	оскорбление, обида
connotation	скрытый смысл, подтекст; то, что подразумевается
to rely on	полагаться

fall-back	отступление
fuzziness	размытость, нечеткость
closure	завершение, закрытие, прекращение; итог
open-endedness	незавершенность
to endure	длиться, продолжаться, тянуться
intact	нетронутый, неповрежденный, целый
kinship	родство
lineage ['liniidʒ]	клан, род
to defer	подчиняться, уступать, считаться с мнением
to invoke	вызывать духов; заклинать, просить
to bewitch	заколдовывать, околдовывать
to curse	причинять страдания, изводить, мучить
resentment	чувство обиды, негодование, возмущение
entangled	запутанный, сложный, переплетенный
literal	дословный, буквальный
rupture	разрыв
holistic	холицистический, глобальный, единый
credential	мандат, рекомендация; диплом об образовании

Test 5

CROSS CULTURAL NEGOTIATIONS

Cross cultural negotiation is one of many specialized areas within the wider field of cross cultural communications. There is an argument that proposes that culture is inconsequential to cross cultural negotiation. It maintains that as long as a proposal is financially attractive it will succeed. However, this is a naпve way of approaching international business.

Cross cultural negotiation is about more than just how foreigners close deals. It involves looking at all factors that can influence the proceedings.

Eye Contact: In the US, UK and much of northern Europe, strong, direct eye contact conveys confidence and sincerity. In South America it is a sign of trustworthiness. However, in some cultures such as the Japanese, prolonged eye contact is considered rude and is generally avoided.

Personal Space & Touch: In Europe and North America, business people will usually leave a certain amount of distance between themselves when interacting. Touching only takes place between friends. In South America or the Middle East, business people are tactile and like to get up close. In Japan or China, it is not uncommon for people to leave a gap of four feet when conversing. Touching only takes place between close friends and family members.

Time: Western societies are very 'clock conscious'. Time is money and punctuality is crucial. This is also the case in countries such as Japan or China where being late would be taken as an insult. However, in South America, southern Europe and the Middle East, being on time for a meeting does not carry the same sense of urgency.

Meeting & Greeting: most international business people meet with a handshake. In some countries this is not appropriate between genders. Some may view a weak handshake as sign of weakness whereas others would perceive a firm handshake as aggressive.

Gift-Giving: In Japan and China gift-giving is an integral part of business protocol; however, in the US or UK it has negative connotations.

Doing or saying the wrong thing at the wrong time, poor communication and cross cultural misunderstandings can all have harmful consequences.

There are three interconnected aspects that need to be considered before entering into cross cultural negotiation.

The Basis of the Relationship: in much of Europe and North America, business is contractual in nature. Personal relationships are seen as unhealthy as they can cloud objectivity and lead to complications. In South America and much of Asia, business is personal. Partnerships will only be made with those they know, trust and feel comfortable with. It is therefore necessary to invest in relationship building before conducting business.

Information at Negotiations: Western business culture places emphasis on clearly presented and rationally argued business proposals using statistics and facts. Other business cultures rely on similar in-

formation but with differences. For example, visual and oral communicators such as the South Americans may prefer information presented through speech or using maps, graphs and charts.

Negotiation Styles: the way in which we approach negotiation differs across cultures.

U.S. negotiators tend to rely on individualist values, imagining self and other as autonomous, independent, and self-reliant. This does not mean that they don't consult, but the tendency to see self as separate rather than as a member of a web or network means that more independent initiative may be taken. Looking through the eyes of the Japanese negotiator who wrote "Negotiating with Americans," American negotiators tend to:

- be competitive in their approach to negotiations, including coming to the table with a fall-back position but beginning with an unrealistic offer;

- be energetic, confident, and persistent; they enjoy arguing their positions, and see things universally — i.e., they like to talk about broad applications of ideas;

- concentrate on one problem at a time;

- focus on areas of disagreement, not areas of commonality or agreement;

- like closure and certainty rather than open-endedness or fuzziness.

Many African nations have indigenous systems of conflict resolution that have endured into the present, sometimes quite intact and sometimes fragmented by rapid social change. These systems rely on particular approaches to negotiation that respect kinship ties and elder roles, and the structures of local society generally. In Nigeria, for example, people are organized in extended families, village, lineage, and lineage groups. A belief in the continuing ability of ancestors to affect people's lives maintains social control, and makes the need to have formal laws or regulations minimal. Negotiation happens within social networks, following prescribed roles. Women in conflict with husbands, for example, are to defer and apologize, preparing a ritual meal to symbolize the restoration of harmony.

To ensure that progress or an agreement in a negotiation is preserved, parties must promise not to invoke the power of ancestors to

bewitch or curse the other in the future. The aim of any process, formal or informal, is to affect a positive outcome without a "residue of bitterness or resentment." Elders have substantial power, and when they intervene in a conflict or a negotiation, their words are respected.

In other African contexts, a range of indigenous processes exist in which relationships and hierarchies tend to be emphasized.

There is a great deal written about Japanese approaches to negotiation, and collisions between American and Japanese approaches are legendary. The following values tend to influence Japanese communication: focus on group goals, interdependence, and a hierarchical orientation. In negotiations, these values manifest themselves in awareness of group needs and goals, and deference to those of higher status. Japanese negotiators are known for their politeness, their emphasis on establishing relationships, and their indirect use of power. Japanese concern with face and face-saving is one reason that politeness is so important and confrontation is avoided. They tend to use found to disclose considerably less about themselves and their goals than French or American counterparts.

Japanese negotiators tend to put less emphasis on the literal meanings of words used in negotiation and more emphasis on the relationships established before negotiating begins. They are also less likely than their U.S. counterparts to make procedural suggestions.

European styles of negotiation vary according to region, nationality, language spoken, and many other contextual factors. One study found the French to be very aggressive negotiators, using threats, warnings, and interruptions to achieve their goals. German and British negotiators were rated as moderately aggressive in the same study.

Role expectations influence negotiation in Latin American contexts. Responsibility to others is generally considered more important than schedules and task accomplishment. Their negotiation approach relates to the polychronic orientation to time and patterns of high-context communication and communitarianism, described earlier. Lederach reports that a common term for conflict in Central America is *enredo*, meaning "entangled" or "caught in a net." He explains that *enredo* signifies the way conflict is part of an intimate net of relations in Guatemala and elsewhere in Central America. Thus, negotiation is done within networks, relationships are emphasized, and open ruptures are avoided.

In Central America, people think about and respond to conflict holistically. Lederach contrasts his natural (American) inclination to "make a list, to break [a] story down into parts such as issues and concerns" with his Central American experience, where people tended to respond to requests for naming issues to be negotiated with "yet another story." They preferred a storied, holistic approach to conflict and negotiation, rather than a linear, analytical one. When Central Americans needed help with negotiations, they tended to look to insider partials rather than outsider neutrals, preferring the trust and confidence of established relationships and cultural insight to other credentials or expertise. They referred to the concept of *confianza* to explain this preference. *Confianza* means "trustworthiness," that "they know us" and "we know them" and they will "keep our confidences," power in muted, indirect ways consistent with their preference for harmony and calm.

Even as different approaches to negotiation across national cultures are identified, change is constant. International business culture tends to privilege Western approaches to negotiation, centered in problem-solving and linear communication, as do many settings. As Western norms are balanced with Eastern and Southern values, and local traditions are balanced with regional

EXERCISES

18. Read paying attention to the sounds.

[ʃ] — financially, specializes, rationally, social, crucial, credential

[ə:] — curse, converse, defer, concern, prefer

[ʒ] — visual, closure

[ʤ] — procedural, regional, legendary, Japanese, indigenous

[tʃ] — culture, rapture, touch, speech, bewitch, contextual

19. Match the words in column A with those in column B.

A	B
1) tactile	a) надежность
2) self-reliant	b) вежливость
3) confident	c) полихроничный

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4) persistent   d) тактильный

5) indigenous   e) уверенный

6) politeness   f) настойчивый

7) polychronic   g) местный

8) bitterness   h) злоба

9) trustworthness   i) самоуверенный

NB: This word isn't especially new — examples occur from the early nineties at least — but it has only recently begun to appear more widely, usually in reference to the stress suffered by office workers trying to cope with too many things at once. That has led to buzz phrases such as *time poor*, *acceleration disorder*, *hurry sickness*, and *compression tiredness*. If you're a *polychronic* personality, you work happily with many things happening at one time, in a non-linear and emotional way that lets you change your plans at a moment's notice without distress and without worrying about deadlines. It's the opposite of the personality type that human-resource experts say works best in the modern workplace, one that's termed *monochronic*: time-driven, working in a linear and orderly way, intent on getting one job completed before starting the next. Both words contain the suffix *chronic* that comes from the Greek *khronos*, "time"; *monochronic* has another meaning dating from the 1840s that denotes events happening at one period of time.

20. Match up the words on the left with their definitions on the right.

1) to invoke   a) a document or certificate proving a person's identity or qualifications;

2) to defer   b) state of relatedness or connection by blood or marriage or adoption;

3) to bewitch   c) make unclear or uncertain;

4) credential   d) evoke or call forth, with or as if by magic;

5) kinship   e) termination of operations;

6) closure   f) submit or yield to another's wish or opinion;

7) to cloud   g) cast a spell over someone or something; put a hex on someone or something;

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21. **Find the synonyms to the words from list A in list B.**

A: self-reliant, holistic, connotation, rupture, inconsequential, insult, intact, fuzziness, sincerity, to curse, literal, resentment

B: breach, offence, to afflict, verbal, abuse, uncertainty, entire, frankness, confident, irrelevant, global, implication

22. **Find in the text the English for:**

Скандинавские страны; прямой, открытый взгляд; пристальный взгляд; Ближний Восток; очень серьезно относиться ко времени; приходить вовремя на встречу совсем необязательно; бизнес основан на личных взаимоотношениях; мешать объективному восприятию; уделять внимание установлению личностных взаимоотношений; собеседники, предпочитающие визуальный или устный способ передачи информации; садиться за стол переговоров, готовые уступить; система социальных взаимоотношений между людьми; модели коммуникации, в которой придают большое значение контексту (отношениям между людьми и ситуацией); использовать все средства, чтобы намного меньше рассказать о себе и своих целях; вносить предложения по порядку ведения переговоров; вопросы, которые могут обсуждаться одновременно; глобальный подход; обращаться к своим, а не к посторонним.

23. **Say whether it is true or false.**

1) Strong, direct eye contact conveys confidence and sincerity in all countries.

2) In Europe and North America people are tactile and like to get up close.

3) In Japan or China, it is common for people to leave a gap of four feet when conversing.

4) Only Western societies are very 'clock conscious'.

5) In South America, southern Europe and the Middle East it is common for business people not to come on time for a meeting.

6) Most international business people meet with a handshake.

7) In all countries gift-giving is an integral part of business protocol.

8) In much of Europe and North America, business is personal.

9) In South America and much of Asia, business is contractual.

10) All business cultures place emphasis on clearly presented and rationally argued business proposals using statistics and facts.

24. Answer the questions.

1) What are the differences between U.S. and Japanese negotiators?

2) What is the negotiation approach in African nations characterized by?

3) According to what factors do European styles of negotiation vary?

4) What country are the most aggressive negotiators from?

5) How is negotiation done in Central America?

6) What does holistic approach to negotiation imply?

25. Comment on the cross cultural negotiations.

26. a) Fill each gap with a suitable word from the box.

    b) Look through Text 6 and say if the text is interesting or not for you. Explain why.

standing	cultural	face-saving
confronting	conflict	involve
come out	mediation	partici pants
problem-solving	disturb	maintaining
insider	cross-cultural	criticism
face	control	preserving

Text 6

Another important ... variable relates to face and face-saving. Face is important across cultures, yet the dynamics of face and ... play out differently. Face is defined in many different ways in the ... communication literature. Novinger says it is "the value or ... a person has in the eyes of others and that it relates to pride or self-respect." Others have defined it as "the negotiated public image, mutually granted each other by ... in communication." In this broader definition, face includes ideas of status, power, courtesy, ... and outsider relations,

humor, and respect. In many cultures, ... face is of great importance, though ideas of how to do this vary.

The starting points of individualism and communitarianism are closely related to ... . If I see myself as a self-determining individual, then face has to do with my ... image with others and myself. I can and should exert ... in situations to achieve this goal. I may do this by taking a competitive stance in negotiations or ... someone who I perceive to have wronged me. I may be comfortable in a ... where the other party and I meet face to face and frankly discuss our differences.

If I see my primary identification as a group member, then considerations about face ... my group. Direct confrontation or ... with others may reflect poorly on my group, or ... overall community harmony. I may prefer to avoid ... of others, even when the disappointment I have concealed may ... in other, more damaging ways later. When there is conflict that cannot be avoided, I may prefer a third party who acts as a shuttle between me and the other people involved in the ... . Since no direct confrontation takes place, face is preserved and potential damage to the relationships or networks of relationships is minimized.

27. a) Read text 7 and headline it.

    b) Complete the sentences below.

Text 7

Nonverbal communication is hugely important in any interaction with others; its importance is multiplied across cultures.

Low-context cultures like the United States and Canada tend to give relatively less emphasis to nonverbal communication. This does not mean that nonverbal communication does not happen, or that it is unimportant, but that people in these settings tend to place less importance on it than on the literal meanings of words themselves. In high-context settings such as Japan or Colombia, understanding the nonverbal components of communication is relatively more important to receiving the intended meaning of the communication as a whole.

Some elements of nonverbal communication are consistent across cultures. For example, research has shown that the emotions of enjoyment, anger, fear, sadness, disgust, and surprise are expressed in similar ways by people around the world. Differences come to the surface with respect to which emotions are acceptable to display in various

cultural settings, and by whom. For instance, it may be more social acceptable in some settings in the United States for women to show fear, but not anger, and for men to display anger, but not fear. At the same time, interpretation of facial expressions across cultures is difficult. In China and Japan, for example, a facial expression that would be recognized around the world as conveying happiness may actually express anger or mask sadness, both of which are unacceptable to show overtly.

These differences of interpretation may lead to conflict, or escalate existing conflict. Suppose a Japanese person is explaining her absence from negotiations due to a death in her family. She may do so with a smile, based on her cultural belief that it is not appropriate to inflict the pain of grief on others. For a Westerner who understands smiles to mean friendliness and happiness, this smile may seem incongruous and even cold, under the circumstances. Even though some facial expressions may be similar across cultures, their interpretations remain culture-specific. It is important to understand something about cultural starting-points and values in order to interpret emotions expressed in cross-cultural interactions.

Another variable across cultures has to do with proxemics, or ways of relating to space. Crossing cultures, we encounter very different ideas about polite space for conversations and negotiations. North Americans tend to prefer a large amount of space, perhaps because they are surrounded by it in their homes and countryside. Europeans tend to stand more closely with each other when talking, and are accustomed to smaller personal spaces.

The difficulty with space preferences is not that they exist, but the judgments that get attached to them. If someone is accustomed to standing or sitting very close when they are talking with another, they may see the other's attempt to create more space as evidence of coldness, condescension, or a lack of interest. Those who are accustomed to more personal space may view attempts to get closer as pushy, disrespectful, or aggressive. Neither is correct — they are simply different.

Also related to space is the degree of comfort we feel moving furniture or other objects. It is said that a German executive working in the United States became so upset with visitors to his office moving the guest chair to suit themselves that he had it bolted to the floor. Contrast this with U.S. and Canadian mediators and conflict-resolution trainers, whose first step in preparing for a meeting is not infrequently a complete rearrangement of the furniture.

1) In the United States and Canada people give relatively less emphasis to ... communication than in ... or ... .
2) It is social acceptable in some settings in the United States for women to show .. but not ..., and for men to display ..., but not ... .
3) In China and Japan, a facial expression that would be recognized around the world as conveying ... may actually express ... or mask ... .
4) North Americans tend to prefer a large amount of ..., perhaps because they are surrounded by it in their homes and countryside.
5) ... tend to stand more closely with each other when talking, and are accustomed to smaller personal spaces.
6) A ... executive working in the United States became so ... with visitors to his office moving the guest chair to suit themselves that he had it bolted to the floor.
7) While preparing for a meeting U.S. and Canadian mediators ... the furniture.

It's interesting to know

- **Study the information and say if you are of the same opinion or not. Give your reasons.**

Gender differences in negotiation styles and strategies

Gender plays a significant role in social and political interaction. Males tend to exhibit more conflictual, self-interested, and assertive approaches to negotiation. Females tend to use collaborative, reciprocal, and creative negotiation strategies.

Male negotiation styles	Female negotiation styles
Self-interested	Collaborative
• narrow self-interest	• principled/interest-based bargaining
• makes it clear that country must look out for itself first	• "join together" or "work together"

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Male negotiation styles	Female negotiation styles
● desire to protect national interest, culture, and identity ● needing a solution in order to compete ● competing to lead the formation of alliances ● competing for the distribution of resources	● "tells us what we can do" ● "willing to work with you" ● form an alliance ● incorporating different ideas ● wanting every country's help or participation ● open to negotiation, to hear ideas, suggestions ● welcoming to different opinions ● adaptive or flexible
Conflictual	**Reciprocal**
● hard positional bargaining ● competing, disputing, or disagreeing ● questioning a country's commitment to resolving the issue ● threatening or punishment-oriented statements (If you do/don't do this, then ...)	● producing positive outcomes for those involved ● willing to trade, make a deal ● motivated by getting something in return ● if/then statements, incentive-oriented
Assertive	**Creative**
● persistence of a certain idea or proposal ● Re-asserting one's position	● offering or proposing new ideas and solutions to the common problem ● element of optimism, inventiveness, resourcefulness, imagination

Male negotiation styles	Female negotiation styles
● "pushing ahead"	● asking new and different questions about the problem at hand
● overall level of self-confidence in the message's approach	

N o t e s :

hard positional bargaining	—	позиционные переговоры, выгодные только одной стороне (способ ведения коллективных переговоров, при котором стороны начинают ведение переговоров с выдвижения требований)
assertive negotiation style	—	наступательный стиль ведения переговоров
reciprocal negotiation style	—	стиль ведения переговоров на основе взаимных уступок

B u s i n e s s   E n g l i s h
NEGOTIATION

Word List

to approve a project/ confirm a project	одобрять/утверждать проект
to change one's mind	изменить решение, передумать
to come to terms	договориться, принять условия, пойти на уступки
to conduct negotiations	вести переговоры
to drive a hard bargain	много запрашивать; торговаться
to make headway	делать успехи, преуспевать
to meet somebody halfway	уступить кому-л., пойти на компромисс

to persuade	убеждать; склонить к чему-л., уговорить на что-л.
to propose next steps	предлагать
to refer back to	возвращаться для нового рассмотрения
to review options	пересмотреть/рассмотреть еще раз предложения
to strike / clinch a deal	заключать сделку
verbal agreement	устное соглашение
to drag out	растягивать (рассказ, переговоры); скучно тянуться (о времени)
schedule	план (работы), график, программа, повестка дня

1. **Match the words close in meaning.**

   1) to approve a project   a) to come to an agreement

   2) to come to terms   b) to convince to do

   3) to drive a hardly bargain c) to confirm a project

   4) to make somebody halfway   d) to clinch a deal

   5) to make headway   e) to make an agreement to one´s advantage

   6) to strike a deal   f) unwritten agreement

   7) to persuade   g) to have a different opinion or intention than you had before

   8) verbal agreement   h) to make a compromise with somebody

   9) to review options   i) to come back

   10) to refer back   j) to examine again something chosen or available as a choice

   11) to change one's mind   k) to move forward

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2. **Guess the word — the first and the last letters are given, e.g. m_____r for n_____n = matter for negotiation**

   1) What´s the best way to strike a d_____l?

   2) This is definitely a matter for n_____n between the landlord and you.

   3) We need to r_____w our o_____s before we decide.

   4) He is trying to p_____e local and foreign businesses to invest in the project.

   5) What is the expansion s_____e of your company for a 10 year period?

   6) There is no point in d_____g this negotiation out.

3. **Read, translate and act the dialogues.**

   Language to use to show understanding/agreement on a point:

   I agree with you on that point.

   That's a fair suggestion.

   So what you're saying is that you...

   In other words, you feel that...

   You have a strong point there.

   I think we can both agree that...

   I don't see any problem with/harm in that.

   Language to use for objection on a point or offer:

   I understand where you're coming from; however,...

   I'm prepared to compromise, but...

   The way I look at it...

   The way I see things...

   If you look at it from my point of view...

   I'm afraid I had something different in mind.

   That's not exactly how I look at it.

   From my perspective...

I'd have to disagree with you there.

I'm afraid that doesn't work for me.

Is that your best offer?

1

A: So, Let's get down to business. As you know the Ministry of Posts & Telecommunications of Japan ("MPT") has announced its intention to award a license for the broadband digital communications channel for packet-data communications in Eastern Japan (including Tokyo). This channel would allow the communication anywhere within the region of data in digital form for portable digital communications ("PDC") uses such as warehouse to delivery truck, PC to PC and office to home data transmissions. The channel will have the capacity to handle over 1,000,000 separate digital communications signals simultaneously and will have authority to tie into international data communications networks including the commercial portion of the Internet. We were wondering what will be the advantages to the public interest which would result in permitting your company to operate a channel.

B: They are self-evident. Central uses DSC (Direct Signal Checking) system which is based on the up-to-date technology. It is convenient and reliable in high volume applications. The system is also healthy for subscribers. We'd like to stress that due to Central you'll have a world class competitor in the market to improve offerings to the public.

A: Okay. And what is Central's financial commitment to building the required PDC infrastructure facilities?

B: Our company can commit $1 billion including $800 million provided by members of its consortia. Our financial planners believe $800 million will be needed within the first two years.

A: That's a fair suggestion. We'd like to know how long you are going to implement the basic two-way data communications service.

B: One year.

A: Is that your best offer? We had something different in mind. This schedule time isn't acceptable. What we need is 6 months for your solving this problem.

B: Our company is prepared to compromise, but your offer isn't feasible. We need at least 9 months to commence the service. We expect your understanding of our good will and of the fact PDC infrastructure facilities are required more time to be built.

A: Right. Let's proceed to the next point of our negotiation. What is your expansion schedule?

B: Central conservatively expects to have 100,000 subscribers the first year, 1,000,000 subscribers within 3 years, 2 million subscribers within 5 years, and 6 million subscribers within 10 years. So we'd like MPT to award a license for a 20 year period. Do you agree with us on this point?

A: We understand where you're coming from; however the normal statutory term for the license of this type is 10 years. Then MPT could renew it if Central provided telecommunications of top quality.

B: We see how you look at this problem but 20 years are necessary for Central to feel that it could recover its investment. Would you take risks and grant a license for a 20 year period?

A: We'd have to disagree with you there. Unfortunately it is out of question. It's not allowed in our country.

B: Oh, we see. In these terms we need to renew our options before we decide. Of course Central is ready to meet MPT halfway. In two days it will be ready to refer back to an agreement. We hope that you'll approve our project.

N o t e s:

broadband	— широкополосный
packet-data communications	— передача данных пакетами
to commence	— начинать(ся)
subscriber	— абонент

A: We put forward a number of possible options for an agreement. Now we need you to make a decision.

B: None of them seem to us completely satisfactory. We'd like to explore other possibilities.

A: Look, there's no point in dragging this negotiation out, and we need a decision by the end of the day.

B: We would like to consider all possible options.

A: You considered all the realistic ones. It's time to put your cards on the table and make your position clear.

B: At this point I think our side had better take some time out so that we can discuss among ourselves.

3

A: That was a really hard negotiation.

B: I can see; you look really exhausted. What was the problem?

A: They were very inflexible and just stuck to their original position.

B: So there was no give-and-take at all.

A: No, none at all, because they knew they were in a very strong position.

B: No wonder you had such a hard time.

4. **Act out a dialogue between an MPT (the Ministry of Posts & Telecommunications of Japan) official and a top manager of PACIFIC Company using the information given.**

   The PACIFIC top manager is persuading MPT to grant his company a license for the broadband digital communications channel for packet-data communications in Eastern Japan for a 16 year period. Further top management's views are as follows:

   1. Public Interest. The advantages to the public interest of PDCs are self-evident. One should stress health and convenient applications and emphasize advantages of having a world class competitor in the market to improve offerings to the public.

2. Financial Commitment. Pacific can commit $1.2 billion to building the required PDC infrastructure facilities including $900 million provided by members of its consortia. Pacific's financial department is not prepared to go beyond a $250 million commitment from Pacific although additional consortium and private financial support may be available. Pacific№s financial planners believe $800 million will be needed within the first two years. Pacific believes it can raise about $900 million, but is not sure about getting more in the current environment.

3. MPT and NTT Commitment Required. Top management believes that MPT would need to grant the second channel license exclusively to Pacific for a 16 year period in order for Pacific to feel that it could recover its investment. The normal statutory term for the license of this type is 10 years (although MPT has never failed to renew a license for telecommunications infrastructure during its post-war history as a Ministry).

4. Expansion. Top management expects to implement the basic two-way data communications service within six months, although it does not wish to commit to commence the service on this schedule and would prefer a one year window. Pacific conservatively expects to have 150,000 subscribers the first year, 1,200,000 subscribers within 3 years, 2.2 million subscribers within 5 years, and 7.5 million subscribers within 10 years.

Unit 7

PR IN PUBLIC SERVICE

Word List

Public Relations	связь с общественностью
to tabulate	заносить в таблицу; сводить; сводить данные в таблицу
public attitudes	отношение со стороны общественности; общественный настрой, отношение общества
to earn	заслуживать
ongoing	происходящий в настоящий момент
to burnish	полировать
vehicle ['vi:ikl]	средство передачи, распространения чего-л.
regulatory	законодательный, регулятивный, нормативно-правовой
treatment	помощь; обращение; режим; отношение
ballot box ['bælət]	урна для голосования
branding	маркировка; брэндинг, обозначение продукта (использование дизайна, символа, имени или их комплекса для идентификации продукта)
patronage ['pætrənidʒ]	клиентура
to portray	изображать, представлять
legacy	наследство; наследие
community	государство; местное сообщество; общество

journalism	профессия журналиста; журналистика; пресса, печать
broadcast	передавать по радио, вещать; передавать по телевидению
speaking engagement	выступление
to keep up	поддерживать
to be aware of	знать, сознавать, отдавать себе полный отчет
constituent [kən'stitjuənt]	избиратель
to seize upon	ухватиться, воспользоваться (случаем, предлогом)
flip-flop	внезапный резкий поворот (направления, точки зрения)
formidable'	внушительный, значительный
spin-doctor	политтехнолог, эксперт по связям с общественностью

Text 1

PR

The term Public Relations was first used by the US President Thomas Jefferson during his address to Congress in 1807.

One of the earliest definitions of PR was created by Edward Bernays. According to him, "Public Relations is a management function which tabulates public attitudes, defines the policies, procedures and interest of an organization followed by executing a program of action to earn public understanding and acceptance."

Examples/users of public relations include:

- Corporations using marketing public relations (MPR) to convey information about the products they manufacture or services they provide to potential customers in order to support their direct sales efforts. Typically, they support sales in the short to long term, establishing and burnishing the corporation's branding for a strong, ongoing market.

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- Corporations using public relations as a vehicle to reach legislators and other politicians, in seeking favorable tax, regulatory, and other treatment. Moreover, they may use public relations to portray themselves as enlightened employers, in support of human-resources recruiting programs.

- Non-profit organizations, including schools and universities, hospitals, and human and social service agencies: such organizations may make use of public relations in support of awareness programs, fund-raising programs, staff recruiting, and to increase patronage of their services.

- Politicians aiming to attract votes and/or raise money. When such campaigns are successful at the ballot box, this helps in promoting and defending their service in office, with an eye to the next election or, at a career's end, to their legacy.

Today "Public Relations is a set of management, supervisory, and technical functions that foster an organization's ability to strategically listen to, appreciate, and respond to those persons whose mutually beneficial relationships with the organization are necessary if it is to achieve its missions and values." (Robert L. Heath, Encyclopedia of Public Relations).

Essentially it is a management function that focuses on two-way communication and fostering of mutually beneficial relationships between an organization and its publics.

An organization's reputation, profitability, and even its continued existence can depend on the degree to which its targeted "publics" support its goals and policies. Public relations specialists—also referred to as *communications specialists* and *media specialists*, among other titles—serve as advocates for businesses, nonprofit associations, universities, hospitals, and other organizations, and build and maintain positive relationships with the public. As managers recognize the importance of good public relations to the success of their organizations, they increasingly rely on public relations specialists for advice on the strategy and policy of such programs.

Public relations specialists handle organizational functions such as media, community, consumer, industry, and governmental relations; political campaigns; interest-group representation; conflict mediation; and employee and investor relations. They do more than "tell the organization's story." They must understand the attitudes

and concerns of community, consumer, employee, and public interest groups and establish and maintain cooperative relationships with them and with representatives from print and broadcast journalism.

Public relations specialists draft press releases and contact people in the media who might print or broadcast their material. Many radio or television special reports, newspaper stories, and magazine articles start at the desks of public relations specialists. Sometimes the subject is an organization and its policies toward its employees or its role in the community. Often the subject is a public issue, such as health, energy, or the environment, and what an organization does to advance that issue.

Public relations specialists also arrange and conduct programs to keep up contact between organization representatives and the public. For example, they set up speaking engagements and often prepare speeches for company officials. These media specialists represent employers at community projects; make film, slide, or other visual presentations at meetings and school assemblies; and plan conventions. In addition, they are responsible for preparing annual reports and writing proposals for various projects.

In government, public relations specialists—who may be called press secretaries, information officers, public affairs specialists, or communication specialists—keep the public informed about the activities of agencies and officials. For example, public affairs specialists in the U.S. Department of State keep the public informed of travel advisories and of U.S. positions on foreign issues. A press secretary for a member of Congress keeps constituents aware of the representative's accomplishments.

A tactic used in political campaigns is known as "defining one's opponent." Opponents can be candidates, organizations and other groups of people.

In the 2004 US presidential campaign, George W. Bush defined John Kerry as a "flip-flopper," among other characterizations, which were widely reported and repeated by the media, particularly the conservative media. Similarly, George H.W. Bush characterized Michael Dukakis as weak on crime (the Willie Horton ad) and as hopelessly liberal ("a card-carrying member of the ACLU"). In 1996, President Bill Clinton seized upon opponent Bob Dole's promise to take America back to a simpler time, promising in contrast to "build a bridge to

the 21st century." This painted Dole as a person who was somehow opposed to progress.

The other best model inPR is Tony Blair's formidable spin-doctor, Alastair Campbell. One major role of the spin-doctor is to influence the news agenda. A good example is whenLabor opted to launch a "welfare road show" with Blair going to the streets to put his case of welfare reforms toBritish people. Blair had to give his first speechon thereforms in Dudley. The day before his speech Alaistair Campbellprivately briefed the media on aspects of Blair's speech. The following daywhich was the official launch of important the road show two national newspapers "The Mirror" and'The Times' carried an article written by Tony Blair which wasvery similar to the private briefingthat Alastair Campbell gave to themedia. That evening again in Dudley Blair's speech reinforced the same message with the same language style.And now there was a new hero, new Tory leader, David Cameron using his spin-doctoring in politics.

N o t e s:

ACLU	— Американский союз защиты
(American Civil Liberties Union)	гражданских свобод
Labor	— Лейбористская партия

EXERCISES

1. Read the words paying attention to the sounds.

[i:] — seize, media, reinforce, speech, keep, vehicle, meeting, brief, weak, people

[i] — similar, bridge, for<u>ei</u>gn, political, spin, official

[a:] — article, advance, card, broadc<u>ast</u>, start, staff

[ʌ] — company, public, function, fund

[ɔ:] — report, reform, story, launch, br<u>oa</u>dcast

[ɔ] — model, opt, conflict

2. Give words of the same root in Russian. Compare the meanings.

Information, hospital, organization, reputation, policy, advocate, strategy, campaign, energy, film, slide, opponent, function, contrast, progress, reform, position

3. **Suggest the Russian equivalents for the following word-combinations. Say if the key words have one or more meanings.**

Print, broadcast, yellow **journalism;**

Arbitrary, inhumane, brutal, cruel, fair, equal, silent, kind, humane, red carpet, VIP regulatory **treatment;**

Welfare, agrarian, land, economic, penal, sweeping, radical **reform;**

Annual, newspaper, classified, favorable, detailed, exhaustive, minority, traffic, whether, restricted, top secret **report**

4. **Match up the words on the left with their definitions on the right.**

1)	spin-doctor	a)	a politician or a person who suddenly changes his/her policy or opinion. Usually it will occur during the period prior to an election in order to maximize the candidate's popularity;
2)	flip-flopper	b)	customers collectively;
3)	legacy	c)	seeking to employ;
4)	patronage	d)	a person who publicizes favorable interpretations of the words and actions of a public figure, especially a politician;
5)	public affairs	e)	something left by an individual, usually, but not always, after death or the end of a career;
6)	staff recruiting	f)	lobbying governments for the purpose of advancing public policy outcomes favorable to those funding or directing the efforts.

5. **Find the synonyms to the words from list A in list B.**

A: formidable, to seize upon, to keep up, to portray, to tabulate, vehicle, to be aware of, constituent, community, to earn

B: to deserve, to chart, to be familiar with, society, to maintain, impressive, to pounce upon, means, voter, to depict

6. Paraphrase the parts in bold type using Participle I and translate the sentences.

1) Corporations **which use marketing public relations (MPR)** convey information about the products they manufacture or services they provide to potential customers in order to support their direct sales efforts.

2) Corporations **which apply public relations as a vehicle** succeed in reaching legislators and other politicians to seek favorable tax.

3) Non-profit organizations **which include schools and universities, hospitals, and human and social service agencies:** such organizations may make use of public relations in support of fund-raising programs.

4) Politicians **which aim to attract votes and/or raise money** promote and defend their service in office.

7. Paraphrase the parts in bold type using Participle II and translate the sentences.

1) A tactic **that is used in political campaigns** is known as "defining one's opponent."

2) Public relations specialists **which are referred to as communications specialists and media specialists, among other titles** serve as advocates for businesses, nonprofit associations.

3) There were a lot of foreign guests at the conference **that was held in May**.

4) They all had to obey instructions **that were given by the head clerk**.

8. Find in the text the English phrases corresponding to their Russian equivalents.

Программы по найму персонала; просвещенные работодатели; ознакомительные программы; получить голоса избирателей, если такие компании приносят победу на выборах; с перспективой на следующие выборы; для достижения своих целей и реализации идей; Государственный департамент США (министерство иностранных дел США); успехи члена палаты представителей; член организации

9. **Find in the text the sentences including the Gerund and translate them.**

10. **Answer the questions.**
    1) What is PR?
    2) For what do corporations/non-profit organizations/politicians use PR?
    3) What functions do PR specialists handle?
    4) Why do PR specialists draft press releases?
    5) How do PR specialists arrange and conduct programs to keep up contact between organization representatives and the public?
    6) What are the functions of PR specialists in government?
    7) What does a tactic "defining one's opponent" mean?
    8) What are spin-doctors used for?

11. **Sum up the contents of the text.**

12. **Skim text 2 and state its main idea.**

Text 2

Majority of us claim that the 39 year old MP will change the image of the party's ebbing fortunes. He's billed as "young, ambitious and is said to connect with young people, bring donor"s money flooding in, and make the conservative party electable again.

It is true that Cameron is a fresh face in politics who has some get-up-and-go and can talk to TV cameras. But the concern of many is, what does he really stand for? Throughout the leadership campaign he made a virtue out of saying as little as possible - whether the subject was tax policy or his personal drug use. Indeed, perhaps this is the source of his appeal. At his Campaign Launch, during Question Time, when questioned whether he took drugs in his past, during school, he didn't say much, he accepted the accusation in a subtle way by not trying to prove that he was been accused for something he never did, instead he spinned the whole discussion by accepting that he took drugs when he was in school and said that anti-drug campaign would be a priority agenda on his list when he became the prime minister. He also made a statement that all politicians have a right to a private past.

He gave an interview to Daily Mail supporting the anti-drug campaign, where he said,"this newspaper has rightly put the fight against drugs at the top of the agenda. Whoever you are, wherever you live, drugs wreck lives. And they wreck the lives not just of those who use drugs, but the lives of their families and the lives of the many thousands of people who are victims of drug related crime."

"So we're all in this together: whether as parents, friends, politicians or journalists, we have a shared responsibility to do all we can to deal with the deeply entrenched and growing problem of drug abuse in Britain." "I've seen the dreadful damage that drugs can do. While serving on the Home Affairs Select Committee I spent a year investigating the issue. Since then, I've made drugs policy one of my political priorities. I'm a major supporter of a visionary anti-drugs charity." Daily Mail, Saturday 15 October, 2005.

We all know that Charles Kennedy resigned because it was proved that he is an alcoholic which is inappropriate for his political profession. So before he was kicked out of politics, took a safe step, he resigned. From the above discussion,related to Cameron's past where he has been accused of having drugs when he was in school, the man has used his PR brain to save hispolitical career by not saying too much about his past whilst quoting it as a 'private past'.

N o t e s:

MP	— Member of Parliament
to bill	— обещать, объявлять
party's ebbing fortunes	— зд. партия, теряющая популярность
get-up-and-go	— энергия, напористость, активность
to accept the accusation	— согласиться с обвинением
to wreck	— разрушать, уничтожать
to resign	— уходить в отставку

13. **According to text are the following sentences true or false? If they are false, say why.**

    1) Cameron is a leader of Liberals.

    2) Throughout the leadership campaign he made avirtue out of saying tax policy.

3) He didn't take drugs when he was in school.

4) Cameron made a statement that all politicians have a right to a private past.

5) He gave an interview to the Guardian supporting the anti-drug campaign.

6) Tax policy is one of his political priorities.

7) The Tory Party's new leader **"David Cameron"** has risen to the top by not saying much about anything.

14. a) Open the brackets putting the verbs in the correct passive or active forms.

b) Say what you have learned from the text about the purpose of PR during elections.

Text 3

PR backers who Liberals borrow heavily from the Liberal lexicon, using epithets like "misguided," and "unfair" when referring to their opponents. Unfortunately, some Libertarians (to support) PR, presumably because they see the system as their only shot at getting their people into office. They overlook the fact the PR is basically a subsidy system for non-competitive parties, whereas the present system (to represent) a political marketplace: a free market of parties from which a voter may freely choose. It (to sting) when your party loses a lot of the time, but that's capitalism—make your product better if you want to sell more of it.

Is there such a thing as wasted votes? No. All votes in this country (to record) and become part of history. When a plurality victor (to enter) the state Legislature with 48 percent of the vote, having toppled a leading contender who got 46 percent and an also-ran who (to receive) 6 percent, that new representative is very conscious that he is not the beloved of the majority. He will do everything he possibly can to make everyone very happy, because he needs to appease a lot of voters in his re-election campaign. He will be a coalition builder, and he will be responsive to his local constituents, because he is acutely aware that he lacks a mandate. That is the up-side of a majority-driven republic.

This is not to say that everyone gets his way; but, simply that no votes (to waste). Is PR a more fair system because it would enable

more minorities or minority parties to gain political office? No. Third-party candidate Jesse Ventura (to astonish) Minnesota, the nation, and non-major partisans generally when Minnesota voters (to elect) him governor. Minnesota does not have proportional representation; Ventura (to elect) by a direct vote.

Life in a republic means there are winners and losers. PR smacks of "leveling the playing field." Elections are competitive events; parties (to compete) for governance in the marketplace of ideas. If you're losing, then redesign, repackage, and make yourself saleable. Those who have earned the right to govern American citizens (not to oblige) to be apologists for the principle of majority rule. If those elected officials abuse the trust of that majority, then they fully (to deserve) the voters' rigorous contempt the next time around.

N o t e s:

backer	—	спонсор, попечитель, покровитель
to avow	—	открыто признавать факт
to overlook	—	игнорировать
subsidy system	—	система финансирования, субсидирования
sting	—	стимулировать, побуждать
plurality victor	—	победитель, набравший наибольшее количество голосов
to topple	—	зд. одержать победу
also-ran	—	невыигравший участник
to appease	—	удовлетворять
to astonish	—	изумлять, удивлять
direct vote	—	прямое голосование
apologist	—	поборник, защитник
to abuse the trust	—	злоупотреблять доверием
contempt	—	неуважение, презрение

15. Translate the article in writing.

Candidates test the waters

A handful of local agencies that serve corporate clients also do some political work, though most stick to issues and ballot initiatives.

As November nears, many say they've been approached by candidates seeking agency services but have turned them down. "There are only a few of us that have a PR company with corporate clients that also do candidates," said Jason Rose, a partner with Rose & Allyn, a Scottsdale agency that works in both areas. "It's very rare for an agency to do both."

Rose said election work can be grueling and offers little in monetary compensation. His current political work includes helping the Colorado River Indian tribes secure future gaming rights, though he has not yet taken on any candidates for the November elections. But Barry Kluger, principal of Kluger Media Group, has taken a job to oversee public relations, advertising and crises management for Democrat Craig Columbus's run for the U.S. Congressional seat currently held by Rep. J.D. Hayworth. Kluger also will co-chair the campaign.

He said working on an election campaign is more a "labor of love" than a lucrative business deal, not exactly a donation and not a standard billing client either.

"He's my first political candidate, and when you take on a candidate you charge fees, but it's significantly lower," he said. "You look at how much money they can raise, but the key is to believe in the candidate; that's why you do it."

More typically, the line is divided between agencies that service corporate clients and firms that bill themselves as political consultants, experts say.

"If you're going to run a political campaign, you usually go to a political consultant, not a PR firm," said Brian Murray, executive director of the Arizona Republican Party.

"But it's up to the candidate."

Render into English.

Установление эффективных связей с общественностью — неотъемлемая часть современного стиля управления в государственных организациях. В странах Запада PR имеет следующие основные направления:

- формирование общественного мнения;
- влияние на динамику общественных отношений;
- освещение деятельности правительства;

- жизнь местного сообщества;
- развитие промышленности;
- финансовые отношения;
- потребительские отношения;
- проведение исследований и сбор статистических данных;
- средства массовой информации.

Сегодня специалисты насчитывают свыше 500 определений "public relations":

- одна из функций управления, способствующая установлению и поддержанию взаимопонимания и сотрудничества между организациями и общественностью;

- важнейшим направлением деятельности PR-служб является обеспечение руководства организации необходимой информации о состоянии общественного мнения;

- основными средствами деятельности является открытое общение путем личных контактов и с помощью СМИ, а также организация научных исследований;

- специалисты по "public relations" выступают в роли советников руководителей организации и в качестве посредников, помогающих руководителям перевести личные цели и задачи в разумную и приемлемую для общественности политику;

- в конечном счете "public relations" призвана обеспечить гармонизацию государственной, частной и общественной деятельности.

Word List

post	*зд.* отделение-служба
pursuant to [pə'sju(:)ənt]	в соответствии
auspices ['ɔ:spisiz]	протекция, содействие, покровительство
to oversee	следить, надзирать, присматривать

surrogate	замена, заместитель, заменитель
transcripts	копия; представление, интерпретация; расшифровка (стенограммы)
in-depth	всесторонний, глубокий, тщательный
time-sensitive	*зд.* быстро теряющий свою актуальность
affiliate	филиал, отделение
testimony	заявление, утверждение
short notice	уведомление, предупреждение за короткий срок
humanities	гуманитарные науки
fellowship	стипендия (на проведение научно-исследовательских исследований в университете)

Text 4

The Central Office of Information (COI) is the UK government's marketing and communications agency. It was established in 1946 after the wartime Ministry of Information was closed. COI celebrated its 60th anniversary in 2006 with several events including a film season at the National Film Theatre and a poll to find Britain's favorite public information film on the BBC website (bbc.co.uk).

COI works with Whitehall departments and public bodies to produce information campaigns on issues that affect the lives of British citizens, from health and education to benefits, rights and welfare. COI provides consultancy, procurement and project management across all areas of communications and marketing.

COI is also responsible for delivering Directgov, the government website that provides access to public sector services.

COI's Chief Executive reports to the Minister for the Cabinet Office.

The **United States Information Agency (USIA)** is an independent foreign affairs agency within the executive branch of the U.S. govern-

ment. USIA explains and supports American foreign policy and promotes U.S. national interests through a wide range of overseas information programs. The agency promotes mutual understanding between the United States and other nations by conducting educational and cultural activities. USIA maintains 190 posts in 142 countries. Overseas, USIA is known as USIS, the U.S. Information Service. Pursuant to the Foreign Affairs Reform and Restructuring Act of 1998, USIA will be integrated into the Department of State on October 1, 1999. Penn Kemble is Acting Director.

USIA was established by President Eisenhower in August 1953 and operated under that name until April 1978, when its functions were consolidated with those of the Bureau of Educational and Cultural Affairs of the Department of State and the agency was called the International Communication Agency (USICA). The agency's name was restored as USIA in August 1982.

The overseas operations of USIA are mainly carried out by its 520 Foreign Service officers who are assigned to American missions abroad. With guidance, support and material from Washington headquarters, they manage educational, cultural, and information programs in support of American foreign policy objectives and greater mutual understanding between the U.S. and foreign societies.

USIA operates the U.S. government's programs of educational and cultural exchange. The best known of these is the Fulbright exchange program, which operates in over 125 countries. Additionally, each year over 2,400 foreign leaders and professionals come to the United States at USIA's invitation as International Visitors, and some 1,800-2,000 voluntary visitors come under private auspices for up to 30 days of professional appointments arranged by USIA. Many partners cooperate in USIA exchange activities: the academic community, U.S. private organizations, foreign governments and American volunteers.

The International Broadcasting Act of 1994 established a Broadcasting Board of Governors to oversee USIA's Voice of America (VOA), Radio and TV Marti and WORLDNET Television, as well as two surrogate international broadcast services — Radio Free Europe/Radio Liberty and the new Radio Free Asia. Unlike USIA's other federally funded broadcast services, Radio Free Europe/Radio Liberty, a non-profit private corporation, and Radio Free Asia receive funding through grants from the USIA's Broadcasting Board of Governors.

VOA broadcasts 660 hours of programming weekly in 53 languages, including English, to an international audience. Radio Marti established in 1985, broadcasts 24 hours a day in Spanish to Cuba. TV Marti telecasts 4-1/2 hours daily. Programming consists of news, information, and entertainment from a variety of sources. WORLDNET, USIA's satellite television network, transmits news, educational and cultural programming 24 hours a day to millions of foreign viewers through American embassies, USIS posts, and foreign television and cable networks. Radio Free Europe/Radio Liberty, including its Czech and Polish affiliates, broadcasts over 500 hours per week in 23 languages to Central Europe, Russia, Iran, Iraq, and the republics of the New Independent States.

Electronic and Printed Materials: The *Washington File* information service provides both time-sensitive and in-depth information in five languages.The File includes full transcripts of speeches, Congressional testimony, articles by Administration officials, and materials providing analysis of key issues. Other materials include on-line publications dealing with democratic developments, trade, security, and other issues. The Agency has worldwide web sites for domestic and overseas audiences which contain information about the United States, USIA programs, and key international events and issues.

Speakers and Specialists Program: The Speakers and Specialists Program enables hundreds of Americans to share their expertise with audiences abroad. For speakers who are requested on short notice, required for a single event, or are unable to travel, digital video conference programs allow foreign audiences to communicate electronically with their U.S. counterparts.

Information Resource Centers: Over 100 information resource centers are electronically equipped for rapid delivery of information relevant to U.S. interests abroad to foreign leaders in government, media and academia. In some developing countries, USIA supports public-access libraries that encourage in-depth study and understanding of American society and institutions. *Foreign Press Centers*: USIA operates foreign press centers in Washington, New York, and Los Angeles to assist resident and visiting foreign journalists. The centers work cooperatively with privately sponsored international press centers in Chicago, Houston, Atlanta, Miami, and Seattle.

USIA programs for the New Independent States of the former Soviet Union focus on academic, cultural and information exchanges

that encourage the development of democracy and free market economies. Examples include: 1) the Edmund Muskie Fellowship program and the Freedom Support Act Graduate Fellowship Program, which bring qualified NIS college graduates to the U.S. for graduate study programs in law, business, economics, and public administration, 2) programs for post-doctoral scholars and research fellowships in the social sciences and humanities at U.S. institutions, and 3) under the Freedom Support Act Undergraduate Program, USIA enables undergraduates to study at U.S. universities for one year.

USIA participates in the Support for Eastern European Democracies (SEED) program, an initiative begun in FY 1990 to help Central and Eastern European countries develop democratic and free market institutions. Since FY 1990, USIA has funded training programs in a range of fields, including management, English teaching, educational reform, the rule of law, and library training.

Research and Media Reaction — This is the only office in the U.S. government responsible for advising the President, Secretary of State, and other foreign affairs policymakers on foreign public opinion about the U.S. and its policies. The research staff commissions public opinion surveys in nearly every country. It also provides twice-daily reports on foreign media commentary around the world on various issues that is provided to officials throughout the government.

N o t e s:

The Central Office of Information	—	Центральное управление информации
The United States Information Agency	—	Информационное агентство США

EXERCISES

17. Give words of the same root in Russian. Compare the meanings.

National, service, operation, mission, leader, professional (*n*), academic, corporation, radio, analysis, academia, training, publication.

18. Suggest the Russian equivalents for the following word-combinations. Say if the key words have one or more meanings.

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Marketing, communications, information, foreign affairs, government, watching, auxiliary **agency**

File information**,** foreign, Intelligence, secret **service**

Poor, dead**,** advisory, governing, liquid, solid, student, public **body**

19. **Make up word-combinations and translate them.**

to be responsible	with	functions
to deal	for	the State of Department
to be integrated	into	countries
to be consolidated	in	cultural exchanges
to operate	on	affiliates
to consist	of	advising
to focus		security

20. **Find in the text the English phrases corresponding to their Russian equivalents.**

Министерства английского правительства; «Национальный дом кино»; независимое внешнеполитическое ведомство; исполняющий обязанности директора; работники внешнеполитической службы; управление по образованию и культуре; архив Вашингтона; аналитические материалы на злободневные темы; программы для молодых ученых.

21. **Translate the abbreviations. Referring back to the text will help you. COI, USIA, USIS, USICA, VOA, FY, NIS, SEED**

22. **Answer the questions.**

1) What is COI intended for?

2) What departments and bodies does COI work with?

3) What is USIA?

4) What is USIA aimed at?

5) Who was USIA established by? When?

6) Who are the overseas operations of USIA carried out by?

7) Which government's programs does USIA operate?

8) What international broadcast services does USIA oversee?

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9) What electronic and printed materials does the Agency provide?

10) What is the main aim of the Speakers and Specialists program?

11) What are information resource centers intended for?

12) What are foreign press centers used for?

13) What do programs for NIS focus on?

14) What is the SEED program aimed at?

15) What office in the USA is responsible for advising the President, Secretary of State and other foreign affairs policymakers?

23. Work in pairs. One is an USIA acting director, the other is a journalist interviewing the acting director. Use the information given to answer the journalist's questions.

24. Look through the text and state its main idea. Discuss in groups which techniques of spin are/were used in our region/country. Give examples.

In public relations, spin is a usually pejorative term signifying a heavily biased portrayal in one's own favor of an event or situation. While traditional public relations may also rely on creative presentation of the facts, "spin" often, though not always, implies disingenuous, deceptive and/or highly manipulative tactics. Politicians are often accused of spin by their political opponents.

Because of the frequent association between "spin" and press conferences (especially government press conferences), the room in which these take place is sometimes described as a spin room. A group of people who develop spin may be referred to as "spin doctors" who engage in "spin doctoring" for the person or group that hired them.

The techniques of spin include:

- Selectively presenting facts and quotes that support one's position (cherry picking)

- Non-denial denial

- Phrasing in a way that assumes unproven truths

- Euphemisms to disguise or promote one's agenda

Another spin technique involves the delay in the release of bad news so it can be hidden in the "shadow" of more important or

favorable news or events. A famous reference to this practice occurred when UK government press officer Jo Moore used the phrase *It's now a very good day to get out anything we want to bury* in an email sent on September 11, 2001. The furore caused when this email was reported in the press eventually caused her to resign.

Non-denial denial is a term for a particular kind of equivocation; specifically, an apparent denial that appears to be direct, clear-cut and unambiguous when heard, but on further examination is not a denial at all. A non- denial denial is not a lie per se, because what is said is literally true, but is instead a form of deception known as an evasion.

The phrase was popularized during the Watergate era by Woodward and Bernstein in their book *All the President's Men,* in reference to evasive statements by then-Attorney-General John Mitchell.

Types

- Characterizing a statement as "ridiculous" or "absurd" without saying specifically that it is not true;

- Saying "We are not going to dignify [that] with a response;"

- Impugning the general reliability of a source (e.g. Mitchell, "The so-called sources of the Washington Post are a fountain of misinformation") without addressing the *particular* fact alleged by the source.

- Denying a more specific version of events than that which was actually alleged. For example, for an allegation of corruption, saying "I have never received any *money* from anyone in the party" when an exchange of *goods* took place; or denying that a company is about to sack (fire) 500 people, and then going on to sack 600.

An example of this technology is given by Tony Blair who was interviewed in 1997, just before the general election, by the British newspaper Evening Standard. The question was: "Will Labor introduce tuition fees for higher education?" Tony Blair's answer was: "Labor has no plans to introduce tuition fees for higher education." *No plans* does not mean *no tuition fees.* The Labor party used the same ambiguous wording in its manifesto for the election in 2001, writing: "We will not introduce

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"top-up" fees and have legislated to prevent them." The increase of university fees up to „3000 was voted before the next election in 2005 but implemented in 2006. Therefore the British government explained that the manifesto in 2001 was only valid for the period up to the election in 2005.

The American talk and radio show-host Bill O'Reilly calls his show the No Spin Zone to emphasize his dislike of the phenomenon, although the show has itself been accused of spin.

State-run media in many countries also engage in spin by only allowing news stories that are favorable to the government while censoring anything that could be considered critical.

N o t e s:

pejorative	—	уничижительный
to spin	—	раскручивать, насаждать; пиарить, впаривать
disingenuous	—	неискренний, лицемерный, изворотливый, хитроумный
equivocation	—	ложь, обман
denial	—	отказ, отрицание, опровержение
cherry picking	—	выборочное представление фактов, выборочное цитирование
per se	—	по сути; по существу; само по себе
ridiculous	—	нелепый, смехотворный, смешной
deception	—	обман, жульничество
evasion	—	отговорка, увертка, уклонение
to dignify	—	выставлять в выгодном свете
to impugn	—	опровергать, ставить под сомнение
clearcut	—	ясно очерченный, четкий, отчетливый
to allege	—	ссылаться, утверждать (без оснований)

25. Render into English.

В последние десятилетия в большинстве стран Запада были созданы эффективные PR службы при правительствах. Перед этими службами поставлены две основные задачи: просвещать общественность в отношении деятельности государственных институтов и информировать министров и дру-

гих лиц, принимающих решения, о существующей и возможной реакции общественности на проводимую реформу.

В Великобритании существует Центральное управление информации — специализированное координирующее учреждение по связям с общественностью всех государственных организаций. ЦУИ имеет широкий спектр экспертов по разным направлениям организации связей с общественностью. Помимо того, ЦУИ снабжает все государственные подразделения информацией по вопросам рекламы, занимается подготовкой фильмов, фотоматериалов и публикаций, проведением выставок.

В США аналогичную роль в государственном секторе выполняет Информационное агентство. Целью этого агентства по всему миру является распространение информации о США, американском народе, культурной и политической жизни страны. В начале 21 века цель Информационного агентства была сформулирована следующим образом:

- способствовать построению интеллектуального и институционального фундамента демократии в разных странах мира;

- развивать способы передачи информации об изменениях в окружающей среде по всему миру;

- поддерживать войну против наркотиков;

- говорить правду любому обществу о совершенных ошибках и быть открытыми для общения;

- давать советы президенту по вопросам изменения общественного мнения.

It's interesting to know

- **Render the text into English (Russian).**

Edward Louis Bernays (November 22, 1891-March 9, 1995) is considered one of the fathers of the field of public relations along with Ivy Lee. Combining the ideas of Gustave LeBon and Wilfred Trotter on crowd psychology with the psychoanalytical ideas of his uncle, Sigmund Freud, Bernays was one of the first to attempt to manipulate public opinion using the psychology of the subconscious.

He felt this manipulation was necessary in society, which he regarded as irrational and dangerous as a result of the "herd instinct" that Trotter had described. The 2002 BBC documentary The Century of the Self credited Bernays as the originator of modern public relations.

He was named one of the 100 most influential Americans of the 20th century by Life magazine.

Born in Vienna to Jewish parents, Bernays was nephew to psychoanalyst pioneer Sigmund Freud. His father was Ely Bernays, brother of Martha Bernays (Freud's wife). He was married to Doris E. Fleischman.

As well as being influenced by his uncle Sigmund's ideas of the unconscious, Bernays applied the ideas of French writer Gustave LeBon, the originator of crowd psychology, and of Wilfred Trotter, speaking world in his famous book *Instincts of the Herd in Peace and War.* Bernays refers to these two names in his writings.

Bernays's public relations efforts helped popularize Freud's theories in the United States. Bernays also pioneered the PR industry's use of psychology and other social sciences to design its public persuasion campaigns. "If we understand the mechanism and motives of the group mind, is it not possible to control and regiment the masses according to our will without their knowing about it? The recent practice of propaganda has proved that it is possible, at least up to a certain point and within certain limits." He called this scientific technique of opinion-molding the "engineering of consent."

One of Bernays' favorite techniques for manipulating public opinion was the indirect use of "third party authorities" to plead his clients' causes. "If you can influence the leaders, either with or without their conscious cooperation, you automatically influence the group which they sway," he said. In order to promote sales of bacon, for example, he conducted a survey of physicians and reported their recommendation that people eat hearty breakfasts. He sent the results of the survey to 5,000 physicians, along with publicity touting bacon and eggs as a hearty breakfast.

Bernays also drew upon his uncle Sigmund's psychoanalytic ideas for the benefit of commerce in order to promote, by indirection, commodities as diverse as cigarettes, soap and books.

PR industry historian Scott Cutlip describes Bernays as "perhaps public relations' most fabulous and fascinating individual, a man who was bright, articulate to excess, and most of all, an innovative thinker and philosopher of this vocation that was in its infancy when he opened his office in New York in June 1919."

Business English

FINDING A JOB

In order to apply for a job, you usually have to send a resume. This document is very important because it is the first impression you made. Study this example of a resume.

RESUME

Janice Hawbaker 3109 Evergreen Terrace Alexandria, VA 22332 Tel. — (623) 555 — 0238 Email janice@ google.com		
OBJECTIVE	to obtain a Government administrator position that deals with public administration issues.	
EDUCATION	September 2000 to July 2005	New York University, New York. Diploma in Public Administration
PROFESSIONAL EXPERIENCE	September 2005 to present	Service Representative, Office of Housing & Urban Development, Richmond, VA. Provided information and assistance to the general public on a wide range of housing issues including low-cost housing options and HUD'S first time home buyer programs.
ADDITIONAL SKILLS	Fluent English Clean driving license Computer literate (Word, Excel, Power Point)	
ACTIVITIES	Reading, diving, windsurfing	
References	Available on request	

N o t e:

a clean driving license doesn't contain any record of illegal driving

1. **Although there are different views on how to organize a resume, most prospective employers would expect to see the following headings**

Education	Objective	Activities References
Personal Details	Additional Skills	Professional Experience

   Jasper Bergfeld, a German graduate, is compiling his resume. He has collected the relevant *details* but now he must organize them. Look at the following points and decide which heading Jasper should put them under.

   Example: University of Stuttgart - degree in Business Information Management: answer = "Education"

   1) Fluent in English:

   2) Concept AG—Assistant Project Manager:

   3) Full driving license:

   4) Gardening:

   5) Diplomain English with Business Studies:

   6) Computer literate:

   7) Responsible for customer service:

   8) Available on request:

   9) Parasailing:

   10) to obtain a Government administrator position:

2. **Look through the resume below and state whether it is well-organized. If not, say why and make necessary corrections.**

		ELLEN R. HARDY 4524 Heartland Drive Apt. 27A Richton Park, IL 60471 nube225@ comcast.net Ph. 708-833-8667

OBJECTIVE:	To find a challenging position where the opportunity exists for growth and advancement that will utilize the leadership, strategic planning and interpersonal skills acquired.	
ACTIVITIES	diving, tennis, music	
WORK EXPERIENCE	Hosley International, Inc. 2004 to 2005	Title: Claims Analyst * Recovered bad debt expense of 74% for the company's largest claims account * Investigate claims received from the company's main vendor * Correspond with shipping to obtain documents verifying shipments * Supply proof of delivery to vendor * Request pay backs for shorted invoices * Maintain spreadsheets showing deductions and pay backs * Negotiate unresolved debits through settlement negotiations * Apply payments to the vendor's account, and generate reports to show payment allocation.
	Universal Brake Parts, Inc. 2005 to present Alsip, IL	Title: Accounts Receivable Clerk * Post payments to customer's accounts

		* Research, analyze and reconcile customer's accounts to decipher and resolve problems
		* Held shipments until terms were met
		* Generated statement of accounts and mailed on a monthly basis
		* Processed payments made on accounts and issued debits and credits as needed to customers.
EDUCATION		South Suburban College/ Prairie State College South Holland/Matteson, IL Skills Microsoft Applications, JD Edwards, Retail Link
ADDITIONAL SKILLS	Budgeting Forecasting Organizational development initiatives Managing others Cost reductions Effective communicator	
REFERENCES	Available on request	

3. **Write your own resume.**

4. **The cover letter should always be included when sending your resume for a possible job interview. This letter of application serves the purpose of introducing you and asking for an interview. Here is an outline to writing a successful cover letter. To the right of the letter, look for important notes concerning the layout of the letter signaled by a small number.**

2520 Vista Avenue **1.** Olympia, Washington 98501 April 19, 2007	**1.** Begin your cover letter by placing your address first, fol lowed by the address of the company you are writing to.

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Mr. Bob Trimm, Personnel Manager **2.**
Human Resources Department
587 Lilly Road

Dear Mr. Trimm **3.**

Opening paragraph—Use one of the following to bring yourself to the attention of the reader and make clear what job you are applying for:

- **A.** Summarize the opening
- **B.** Name the opening
- **C.** Request an opening
- **D.** Question the availability of an opening

Yours sincerely **4.**

Ellen R Hardy

2. Use complete title and address; don't abbreviate.

3. Always make an effort to write directly to the person in charge of hiring.

4. Always sign.

Letter Content

Here is a list of points you should include:

- Say that you would like to apply.
- Say where you found out about the job.
- Say why you would like the job.
- Say why you are qualified to do the job.
- Say you can provide more information if necessary.
- Say when you would be available for interview.

Cover Letter

4524 Heartland Drive
Apt. 27A
Richton Park, IL 60471

July 22, 2007

Mr. Bob Trimm, Personnel Manager
Human Resources Department
587 Lilly Road

Dear Mr. Trimm

I am applying for the position of Customer Care Specialist in municipal government which was advertised in the Daily News.

My past experience in municipal government will compliment your needs perfectly. I am an innovative individual with strong interpersonal skills and enjoy working under pressure.

I would be available for interview from next week. Meanwhile, please do ot forget to contact me if you require further information.

I look forward to hearing from you in the near future.

Yours sincerely

Ellen R Hardy

5. **Here are some common phrases you might use when writing a cover letter. However, the prepositions are missing — fill in the correct ones choosing words from the table below.**

to	of	under
in	for	

1) I would like to apply ... the position

2) I would available ...interview

3) I enjoy working ... pressure

4) I was ... charge ...

5) I was responsible ...

6) I look forward ... hearing

6. **Here is a cover letter. Some words are missing — fill in the correct ones from the table below.**

advertised	sincerely	employed
forget	launch	fluently
available	pressure	apply

Dear Mr. Saleh

I am writing to ... for the position of Administrative Assistant which was ... in the latest edition of the Gulf News.

I am currently ... by the Village Board as a secretary, but am keen to ...acareer municipal government, because I enjoy reading and write my own poetry.

As you will notice on the resume, I graduated in Public Administration. I work well under ... and enjoy working in a team. In addition, I speak English ... .

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I would be ... for interview from next week. Meanwhile, please do not ... to contact me if you require further information.

I look forward to ... from you.

Yours ...

Margaret Roan

7. Look through the cover letter below and state whether it is well-organized. If not, make necessary corrections.

4524 Vista Avenue **1.**
Olympia, Washington 98501

Mr. Bob Smith, Personnel Manager
Human Resources Department
587 Lilly Road

July 18, 2007

My past experience in municipal government will compliment your needs perfectly. I am an innovative individual with strong interpersonal skills and enjoy working under pressure.

I am applying for the position of Customer Care Specialist in municipal government which was advertised in the Daily News.

I would be available for interview from next week. Meanwhile, please do not forget to. contact me if you require further information

I look forward to hearing from you in the near future.

Ellen R Hardy

8. Write your own cover letter.

9. Read, translate and act the dialogues.

COMMON INTERVIEW QUESTIONS

First Impressions

The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, and be friendly and polite. The first question is often a "breaking the ice" (establish a rapport) type of question. Don't be surprised if the interviewer asks you something like:

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- How are you today?
- Did you have any trouble finding us?
- Isn't this great weather we're having?

This type of question is common because the interviewer wants to put you at ease (help you relax). The best way to respond is in a short, friendly manner without going into too much detail.

1

A: How are you today?

B: I'm fine, thank you. And you?

A: Me too. Isn't this great weather we're having?

B: Yes, it's wonderful. I love this time of year.

A: Tell me about yourself.

B: I was born and raised in Penza. I attended Penza State University and received my master's degree in Public Administration. I have no working experience. I enjoy playing tennis in my free time and learning languages.

A: What type of position are you looking for?

B: I'm interested in an entry level (beginning) position.

A: Are you interested in a full-time or part-time position?

B: I am more interested in a full-time position. However, I would also consider a part-time position.

A: What is your greatest strength?

B: I work well under pressure. When there is a deadline (a time by which the work must be finished), I can focus on the task at hand (current project) and structure my work schedule well.

A: What is your greatest weakness?

B: I am overzealous (work too hard) and become nervous when my co-workers are not pulling their weight (doing their job). However, I am aware of this problem, and before I say anything to anyone, I ask myself why the colleague is having difficulties.

A: Why do you want to work as a public administrator?

B: I'd like to utilize my graduate training to be useful for my town.

A: When can you begin?

B: Immediately.

2

A: How are you getting on today?

B: I'm fine, thank you. And you?

A: Me too. Did you have any trouble finding us?

B: No, the office isn't too difficult to find.

A: Tell me about yourself.

B: I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.

A: What type of position are you looking for?

B: I would like any position for which I qualify.

A: Are you interested in a full-time or part-time position?

B: A full-time position.

A: What is your greatest strength?

B: I am an excellent communicator. People trust me and come to me for advice. One afternoon, my colleague was involved with a troublesome (difficult) customer who felt he was not being served well. I made the customer a cup of coffee and invited both my colleague and the client to my desk where we solved the problem together.

A: What is your greatest weakness?

B: I tend to spend too much time making sure the customer is satisfied. However, I began setting time-limits for myself if I noticed this happening.

A: Why do you want to work for Smith and Sons?

B: I am impressed by the quality of your products. I am sure that I would be a convincing salesman because I truly believe that the Atomizer is the best product on the market today.

A: When can you begin?

B: As soon as you would like me to begin.

Useful language

To describe your skills the following adjectives are useful.

accurate — аккуратный

active — активный

adaptable — легко приспосабливаемый

adept — знающий, опытный

broad-minded — с широкими взглядами, терпимый, либеральный

competent — компетентный

conscientious — добросовестный, сознательный, честный

creative — творческий

dependable — надежный, заслуживающий доверия

determined — решительный, стойкий, твердый

diplomatic — дипломатичный

discreet — рассудительный, разумный, осмотрительный

efficient — подготовленный, квалифицированный, знающий свое дело

energetic — энергичный

enterprising — предприимчивый, инициативный

enthusiastic — полный энтузиазма, энергии

experienced — опытный

fair — честный

firm — непреклонный, решительный

honest — честный

innovative	—	новаторский
loyal	—	верный
mature	—	продуманный, зрелый, разумный
objective	—	объективный
outgoing	—	коммуникабельный, дружелюбный
pleasant	—	легкий, приятный в общении
practical	—	практичный
resourceful	—	изобретательный, находчивый
sense of humor	—	чувство юмора
sensitive	—	впечатлительный, чуткий
sincere	—	искренний
tactful	—	тактичный
trustworthy	—	надежный

Unit 8

PUBLIC SERVICE REFORM

Word List

driver	стимул, побудительный мотив
shift	изменение
cohabitation [kəuhæbi'teiʃ(ə)n]	сожительство, совместное проживание
divorce[di'vɔ:s]	развод
to meet the needs	отвечать потребностям
to open up	сделать(ся) доступным; раскрываться; обнаруживаться
to be accustomed (to)	привыкать
vastly	очень, чрезвычайно
syn. enormously childcare	уход за ребенком
to press ahead	продвигаться вперед
responsive	отзывчивый, ответный, чуткий
to empower	помогать, оказывать поддержку
top down	нисходящий, иерархически организованный
performance management	контроль эффективности
capability	потенциал, способность
capacity	способность
to embed	внедрять, насаждать, вводить
to jeopardize	подвергать опасности, рисковать
minority	меньшинство; несовершеннолетие

to correlate	коррелировать, находиться в связи, в определенном соотношении
letting	сдача в наем, аренду
peer	ровня; равный по статусу, положению
to commission	поручать, делать заказ; назначать на должность
dissemination	распространение

Text 2

THE UK'S GOVERNMENT'S APPROACH
TO PUBLIC SERVICE REFORM

Social, economic and technical changes have transformed the world in which public services operate. There are a number of fundamental drivers behind the need to reform Britain's public services.

First, there have been huge social, economic and technological changes. The UK has an ageing population and there have been huge shifts in the size and composition of households and family structure, in particular major changes in patterns of cohabitation, marriage and divorce. These changes mean that services have to meet the needs of an increasingly diverse population. Alongside this, there has been massive growth in service industries, and technological innovations, such as the Internet, have opened up wholly new ways of delivering services. These changes have created new and rising demands on public services ranging from childcare, to education and training, and to health and social care.

Second, as real incomes have grown, so people's expectations of public services have risen. People are accustomed to much greater choice and control over their lives. In all sectors of the economy standards have risen enormously. The quality, range and price of goods on offer has vastly improved. Opening hours fit round the needs of the customer, new methods of payment and delivery have been created, and customer service has improved.

The Government has, since 1997, successfully responded to this challenge by substantially increasing investment in public services

alongside an ambitious program of reform. But the Government's approach to reform has always been about more than just spending more money. Reform is needed to ensure efficiency and effectiveness and to improve the quality of public service provision.

Other countries in Europe and elsewhere are facing many of the same challenges and are pressing ahead with reform. Sweden has introduced far-reaching reforms in both health care and education to make services more flexible and user responsive. The Netherlands has introduced a comprehensive package of health reforms to improve services and contain costs. This involves free choice of health insurer and major extension of competition between hospitals and other providers.

The UK government's vision is public services that are citizen-centered and responsive, universal, efficient and effective, equitable, excellent and empowering. The UK government's approach to public service reform has four main elements:

- top down performance management (pressure form government);
- the introduction of greater competition and contestability in the provision of public services;
- the introduction of greater pressure from citizens including through choice and voice;
- measures to strengthen the capability and capacity of public servants and of central and local government to deliver improved public services.

In combination, these four elements are intended to create an empower system with which incentives for continuous improvement and innovation are embedded.

Top down performance management has a number of components. They are:

- setting Service Agreement targets to achieve specific ambitions for improvement in public services and to provide publicly available performance information allowing comparisons of performance against historic baselines or in relation to different providers;
- regulation and the setting of minimum service standards for the quality, quantity and the type of service users should receive, for example, National Service Framework in health;

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- performance assessment, including inspection, to monitor and assess whether providers are meeting those standards;
- direct intervention, to tackle failing or underperforming providers.

The introduction of competition and contestability into the provision of public services offers a number of potential benefits. They include:

- improved efficiency. In the prison service, for example, the introduction of competition has led to efficiency improvements across the entire prison estate—both public and private—without jeopardizing quality of service;
- better quality of service;
- stronger incentives to innovate and spread best practice;
- improved equity. Alongside user choice, competition and contestability may open up opportunities for disadvantaged households to gain access to better quality services, for example, through the emergence of "new" niche providers. Many local authorities believe the introduction of Direct Payments has given minority groups better access to care.

Bottom up pressure through choice and voice can encourage more responsive services. Choice-based mechanisms can lead to better matching of users to services. For example, under choice-based lettings, housing officers no longer need to allocate properties to applicants on the housing register as applicants themselves wanting housing identify the houses that most suit their needs and circumstances. It can give everyone, including the disadvantaged, better quality services e.g. by offering an escape route from poor or failing services. For example, the Florida A + Program gives children in schools that persistently fail the Florida Comprehensive Assessment Test, (FCAT) the opportunity to choose an alternative school. A study of the scheme found that the greater the degree of threat of exit from a school (without children necessarily leaving), the greater the improvement in performance.

Crucial though top down performance management, competitive provision and choice are strengthening the capability and capacity of civil and public servants and central and local government are vital. The quality of service a public service user receives depends not only

on the level of spending on that service and how its provision is organized but on the caliber, skills, attitude and motivation of the workforce delivering them. There are a range of measures that the Government has taken to enhance the leadership, motivation and skills of public servants including:

- strengthening leadership, particularly inspirational leadership by bringing in and developing talent. Leadership quality is closely correlated with organizational performance. Key public sector leadership appointments are increasingly made from a broad pool of public and private sector talent and much has been done to expand opportunities for tomorrow's public service leaders to be challenged and developed. The National School for Government has been set up for the Civil Service, anew Leadership Centre for Local Government and National College for School Leadership;

- improving workforce development and better professional skills. Like leadership quality, investment in workforce development is closely associated with measures of performance such as local authority Comprehensive Performance Assessments. The reform of public services means there is a greater need and demand for skills such as leadership, strategic thinking, financial management, commissioning and procurement and system design. In the Civil Service, the Cabinet Secretary has launched the Professional Skills for Government program which addresses these requirements;

- pay and workforce reform intended to strengthen the link between performance, pay and workforce development and to introduce more flexibility to workforce roles;

- using the rich sources of information now available so public sector managers can compare themselves with their peers and raise their performance accordingly;

- promoting best practice through awards, funding for dissemination and incentivising collaboration. The Government has facilitated the establishment of a range of federations, partnerships and collaboratives particularly in education and health. For example, collaboration with other schools is a requirement for specialist schools.

Important steps are also being taken to ensure central and local government are organized and structured so they have the capabilities and capacities necessary to support the reform of public services. Measures include:

- making central government more strategic with Departments focusing on defining the outcomes they want from the public services they are responsible for; designing the systems needed to achieve them; and commissioning services from a wider range of providers in the past;

- putting customers at the heart of service provision;

- more effective use of information technology to design services around the needs of users;

- The Departmental capability Reviews launched by the Cabinet Secretary to help departments to identify where they need to improve, and what support they need to do so, focusing on leadership, strategy and delivery;

- improving the capability and capacity of local government;

- measures to listen and communicate more effectively with key stakeholders. It is important to capture the views and experience of public service workers so they can contribute to the process of continuous system improvement.

N o t e s:

1) Florida Comprehensive Assessment Test (statewide standardized test for Florida school children) — Тест для проверки качества знаний учащихся общеобразовательных школ штата Флорида

2) The specialist schools program is a UK government initiative which encourages secondary schools in England to specialize in certain areas of the curriculum to boost achievement.

EXERCISES

1. Translate the words and their derivatives.

to strengthen—strength—strong

to identify—identification—identical—identikit

to jeopardize—jeopardy

to apply—appliance—applicable—applicant—application—applied

to let—letting

to disseminate—dissemination—disseminator

to commission—commission—commissary—commissioner

2. **In each group below select the word or phrase nearest in the meaning to the key word of unit.**

    Alongside: together with; alone; in addition

    Responsive: quick to respond; open; alert

    Approach: point of view; method; a way of thinking

3. **Give words of the same root in Russian. Compare the meanings.**

    technological, universal, specific, public, central, innovation, effectiveness, standard, talent, caliber, strategic, federation, address, niche

4. **Give words corresponding to the following definitions.**

    1) Allowing your house or land to be lived in or used by someone else in exchange for a regular payment (l- - - - - -)

    2) If two people, especially a man and woman who are not married, cohabit, they live together and have a sexual relationship (c- - - - - - - - - - -)

    3) One who, or that which, drives; the person or thing that urges or compels anything else to move onward (d- - - - -)

    4) The quality of being capable — physically or intellectually or legally (c- - - - - - - - -)

    5) A group of people who differ racially or politically from a larger group of which it is a part (m- - - - - - -)

    6) A person who is of equal standing with another in a group (p - - -)

    7) The act of granting authority to undertake certain functions (c - - - - - - - - - - - -)

5. **Find the synonyms to the words from list A in list B.**

    A: shift, to assess, care, to respond, performance, comprehensive, collaboration, effectiveness, enormously, to meet the needs

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B: to react, cooperation, efficiency, vastly, to fit the needs, far-reaching, implementation, to estimate, solicitude, change

6. **Match the verbs to the correct prepositions and translate the word-combinations.**

to be correlated	on	greater choice
to be associated	with	reforms
to focus	to	better services
to be accustomed		skills
to press ahead		organizational performance
to gain access		
to depend		

7. **Paraphrase the following sentences according to the model.**

Model: Mechanism is based on choice.
It is a choice-based mechanism.

1) Lettings are based on choice.

2) Services are centered in citizens.

3) I like people with a strong mind.

4) She has a kind heart.

5) Hotels are an industry oriented to service provision.

8. **Find in the text the English for.**

Состав семьи; часы работы; здравоохранение; разобраться с поставщиками услуг, которые либо вообще отказываются выполнять свои обязанности, либо выполняют их недобросовестно; малоимущие; чиновники, занимающиеся предоставлением жилья; очередь нуждающихся в улучшении жилищных условий; специализированные школы

9. **Find in the text the sentence including the equivalent of the Modal Verb and translate it (paragraph 2).**

10. **Find in the text the sentences including the construction "the … the" and translate it (paragraph 10).**

11. **Answer the questions.**

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1) What are the fundamental drivers behind the need to reform Britain's public services?

2) How has the Government responded to the need to reform public services?

3) What reforms has Sweden/the Netherlands introduced?

4) How many elements does the UK government's approach to public service reform have?

5) What are these four elements intended for?

6) What are the components of top down performance management?

7) What benefits does the introduction of competition and contestability into the provision of public services include?

8) What can choice-based mechanism lead to?

9) What does the quality of public services depend on?

10) What do measures to enhance the leadership, motivation and skills of public servants involve?

11) What steps are being taken to ensure central and local government are organized and structured properly?

12. Comment on the UK government's approach to public service reform.

13. a) Skim text 2 and state which idea of the previous text this text develops.

b) Fill in each gap with a suitable word from the box.

transport	segregation	reforms
worsen	information	appeal
ensures	safeguards	initiatives
manage	tackles	supply
declined	funding	targeted
penalized	poor	ethnic
prevents	services	lack

Text 2

But choice and voice have limitations and the Government has taken steps to mitigate and ... these risks. Badly designed choice- and

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voice-based ... may favor the better off. Whether the mechanism is choice or voice or some combination of the two, reliance on bottom up pressure from citizens may ... equity as articulate, confident, better off middle classes profit at the expense of the less capable ... . For example, choice-based ... were introduced into the New Zealand school system in the early 1990s. But, unlike choice-based reforms in Sweden and the UK, fewer ... were put in place around schools admissions policies. The result was increased ... based on income and ethnicity. At the same time, the quality of teachers in deprived schools ... . Badly designed initiatives may lead to increased segregation between social or ... groups. Economist Julian Le Grand discusses the possibility that "in education, selective schools may the most able pupils leaving "sink" schools for the remainder." More generally other evidence also supports the view that, poorly designed, choice-based systems can lead to increased segregation.

The Government recognizes these risks and has put in place safeguards and design conditions across ... providing help with the costs of making choices for those who need it, such as covering the costs of transport to alternative schools and hospitals. For example, the Schools White Paper extends the right to free school ... for children from poorer families to their three nearest secondary schools within a six mile radius (when they are outside walking distance). The government provides high-quality information, guidance and advice, ... on those who need it most. The Schools White Paper, for example, introduces better ... for all parents when their child enters primary and secondary school, and dedicated choice-advisers to help the least well-off parents to exercise their choices.

The Government ... the voices of the less well-off are heard. For example, people who ... the confidence and communication skills needed to articulate their views can be supported by community champions and the Community Empowerment which have been established in the 88 most deprived areas and opening up new and more innovative ways of consultation that ... to a wider range of people, such as citizens'juries.

The Government ... service providers from selecting the least costly to treat or most able to learn "cream skimming" by, for example, putting in place funding regimes that reflect the higher costs of providing a service for certain groups.

The Government ... poorly performing or failing providers and increasing the supply of good services and service providers. Ultimately, the

greatest safeguard against adverse effects on social inequalities and segregation is to make sure there is an increased ... of good schools, hospitals and other public services. Choice has a key role to play in this—with ... following user choices so good performers are rewarded and can expand, and poor performers ... — but so top down performance management, competition and contestability and measures to improve the capability of central and local government and public service workers.

14. Skim text 3, headline it and give an annotation of the text.

Text 3

The Germanic Tradition. Relatively few of the reforms popular in the recent past are compatible with the Germanic State tradition. For example, pay-for-performance and other aspects of the new public management do not appear to fit well with this tradition. The position of civil servants as servants of the State confers upon them a status in which that service, rather than specific levels of efficient management, is the basis for their rewards. Moreover, it is not clear that the conceptual transformation of citizens into consumers would be generally accepted. Privatization has barely occurred in the German case.

Decentralization is much more compatible with this tradition. Even nominally centralized countries in this tradition, such as the Netherlands, have engaged in significant efforts at decentralization. The other set of reforms that is compatible with the German tradition is financial reform, with efficient management, if not managerialism, being perfectly compatible with this tradition.

The Anglo-Saxon Tradition. This state tradition is compatible with almost all of the reform efforts summarized above. Arguably the reform effort that is least compatible with this state tradition is "empowerment," even though it is being implemented in several countries within this tradition. As this state tradition is the most suspicious of government and of its own civil service, attempts to grant greater power to lower level civil servants are likely to be unpopular. For similar reasons, deregulation of the public sector may encounter resistance, even though it has been promoted strongly by scholars and practitioners.

Napoleonic States. There is great variation among these countries. France has displayed a keen interest in administrative reform, and this has been accepted by bureaucratic elites, provided they remain in control of it. This tradition appears, on paper, hostile to political decentral-

ization. However, there have been significant and successful decentralization efforts in many countries within this tradition. Greece is a prominent exception. As a state consisting of a mainland and a large number of islands—many of which lie close to Turkey - Greece has always emphasized enosis (union) rather than decentralization. It is only recently, under pressure from the European Union, that Greece has set up administrative regions to implement the Integrated Mediterranean Programs.

Several types of reform that were antithetical to the Germanic tradition appear to be acceptable within the Napoleonic tradition. For example, pay-for-performance is compatible with the established pattern of differential rewards for public employees in France and Belgium. Furthermore, the spread of private sector management techniques into the public sector would not be particularly antithetical to this tradition.

The Scandinavian State. Lastly, it appears that many of the most popular administrative reforms of the last two decades are incompatible with the Scandinavian State tradition. The strong bias in favor of state action runs counter to privatization and deregulation policies. Pay-for-performance is another category of reform that might appear incompatible with Scandinavian-style states, given the tradition of solidarity in the labor movement and an economic culture that tends to be self-effacing. Nevertheless, individualized pay systems have been adopted rather widely by Scandinavian governments.

On the other side decentralization is fully compatible with the Scandinavian State tradition. There is a strong history of local autonomy that has been reinforced by the politics of the 1980s and 1990s. Furthermore, within the central administration itself the Scandinavian pattern has been deconcentrated, utilizing Boards and agencies as quasi-autonomous implementing organizations—a pattern copied, at least in part, by "Next Steps" reforms in other countries. In addition, empowerment of the lower echelons of the public service (and of their clients) is compatible with the democratic and participatory ethos embedded in this tradition.

N o t e s:

Managerialism	— менеджеризм (концепция, согласно которой контроль над крупными корпорациями, а вместе с тем и власть в экономической жизни общества постепенно, переходит из рук акционеров в руки управляющих этими корпорациями менеджеров)

hostile	—	неприязненный
antithetical	—	прямо противоположный
bias	—	пристрастие
self-effacing	—	скромный, держащийся в тени
"Next Steps" reforms	—	реформа «Следующие шаги», которая была проведена под руководством Тэтчер

15. Render into English.

Наиболее известной программой реформ Тэтчер стала инициатива «Следующие шаги». Свое название реформа получила благодаря отчету Министерства финансов. Наиболее важные выводы этого отчета стали решающими для следующего этапа реформ:

● большинство госслужащих занято перспективами собственной карьеры, а не предоставлением правительственных услуг населению;

● в высшем руководстве доминируют люди, обладающие навыками и знаниями в основном в области формулирования политики, но не имеющие достаточного опыта в деле предоставления услуг;

● госслужба громоздка, поэтому ей трудно управлять.

В результате реформаторами была поставлена новая задача — создать принципиально новый способ управления госслужбой. Прежде всего, речь шла о создании специальных исполнительных агентств для предоставления специфических услуг населению, имеющих высокий уровень автономии по отношению к центральной администрации.

Задачи этих агентств сформулированы достаточно обобщенно: служение общественности путем быстрого и аккуратного предоставления услуг, повышения их качества и эффективности. Принципы управления также определены: агентство ценит и вознаграждает результаты профессиональной деятельности своих специалистов; предоставляет персоналу полномочия и автономию, необходимые для его деятельности; обеспечивает его эффективными вспомогательными службами для улучшения работы; поощряет нова-

торство и быстрое реагирование на перемены; разрабатыва-
ет методы, экономящие средства и улучшающие услуги.

Word List

to embrace	выбирать; охватывать, видеть; включать, заключать
compelling	непреодолимый; несокрушимый
general schedule	основная тарифная шкала (базовая шкала ставок заработной платы для различных категорий федеральных государственных служащих, состоит из 15 категорий выделенных в зависимости от сложности и ответственности работы)
allotment	ассигнование (из бюджета)
to offset	компенсировать, возмещать, вознаграждать
to couple	соединять(ся)
aversion (to)	антипатия
questionable	сомнительный
at best	в лучшем случае
to inflate	резко увеличиваться в размерах, расширяться
to justify	оправдывать, находить оправдание; объяснять
to erode	разрушать, ослаблять, стирать
to abandon	прекращать что-л.; делать; отказываться от чего-л.
to rest (in)	лежать
to rest (on)	быть возложенным, лежать об (ответственности); возлагать; держать(ся); опираться; основывать(ся)
to rob (of)	отнимать, лишать чего-л.
contingency	случайность, случай; непредвиденное обстоятельства
trade-off	обмен; компромисс, уступка

safeguard	гарантия, мера предосторожности
broad-banding	широкая классификация работ (уменьшение количества тарифных разрядов, т.е. объединение прежних разрядов в несколько более крупных групп с единой тарифной ставкой заработной платы)
to supplant	выжить, вытеснить, занять чье-л. место
rank-in-person	ранг чиновника дипломатической службы, независящий от занимаемой им должности
presumably [prə'zju:məbli]	предположительно
alienation [eiljə'neiʃ(ə)n]	отдаление, отчуждение, отчужденность
arbitrary treatment	произвол
discharge	увольнение
just cause	судебное дело, имеющее основание
insubordination	неподчинение, ослушание, неповиновение
malfeasance [mæl'fi:zn(ə)s]	должностное преступление
to refute	опровергать, доказывать ложность, несостоятельность

Text 4

Recommendations for reform aimed at improving the economy and efficiency of government operations occur with relative frequency and regularity. Between the years 1905 and 1989, for example, there have been no fewer than eleven proposals for major administrative reform of the federal government in the United States. When the changes proposed by the Clinton Administration following recommendations of Vice President Gore's National Perform-

ance Review are also considered, it is possible to observe prominent reform efforts at the federal level in the United States occurring approximately every eight years on average during the Twentieth Century.

The history of pay-for-performance programs in the United States provides a good example of our willingness to often embrace civil service reforms without apparently thinking carefully about the full range of their effects. The logic of pay for performance is compelling. Typically, it simply requires that pay increases be associated with performance. When performance is high, higher pay increases should be available; when performance is lower, pay increases should be lower or perhaps if performance is unsatisfactory, there should be no pay increase. The assumption is that such an approach to pay administration will serve to motivate marginal performers to improve their productivity while good performers will gain satisfaction from the knowledge that their efforts are recognized and rewarded. The most commonly implemented approach to pay for performance, known as merit pay, requires that individual employee performance be the basis for adjustments to individual pay. Other approaches utilized less frequently are based on the assessment of productivity by work groups or organizational units.

In the United States, the federal government began an experiment with merit pay following passage of the Civil Service Reform Act of 1978. The program targeted mid-level federal managers (i.e., managers in General Schedule and equivalent grades 13-15). Because the system was required to be neutral in terms of agency budgets, that is, overall budget allotments for federal salaries were not allowed to increase simply because of the program, and any large increases for selected individual employees had to be offset by smaller increases for others. This aspect of the program, coupled with the fact that supervisors often have an aversion to performance appraisal and find it difficult to draw sharp distinctions between employees, meant that pay increases under the system were usually not significantly different than what had occurred earlier. As a consequence, the motivational potential for the program was questionable at best. Studies of employee perceptions of the program found that many of those public servants subject to the merit pay system believed that factors unrelated to performance were influencing ratings and subsequent pay decisions. In addition, supervisors may have felt an incentive to inflate perform-

ance ratings in some instances. Documentation is necessary for a supervisor to justify lower ratings for poorer performers. Supervisors who may already feel that they have more than enough to do on their jobs could avoid this extra work and the possible confrontations with unhappy employees who received poor ratings by simply adjusting those ratings upward.

Empirical analyses of the federal merit pay system also failed to uncover any evidence that the reform significantly increased employee motivation or productivity. In fact, some research reported that the reform actually had the opposite effect because it eroded the trust between employees covered by the system and their supervisors and heightened levels of employee alienation from the organization. The system was revised in 1984 and renamed the Performance Management and Recognition System, but the essential characteristics of the program remained the same. After continued problems and further revisions in 1989 and 1991, the program was ultimately abandoned in 1993.

A second theme popular among proponents of civil service reform is the idea that authority over public personnel management policy should be decentralized to the fullest extent possible. In the United States the major responsibility for personnel policy has rested in a central personnel agency, the U.S. Office of Personnel Management for the federal government which retained responsibility for examination of the qualifications of applicants, analysis and classification of jobs, the structuring of the performance appraisal process, and the determination of pay and benefits. One purpose for centralizing these functions is to ensure that applicants and employees are treated equitably in the employment process. But reformers have argued that excessive centralization of authority over these processes robs managers in line agencies and bureaus of needed flexibility in dealing with particular organizational or individual contingencies. Recent years have seen a movement toward greater decentralization of virtually all areas of public personnel administration in an effort to further strengthen managerial flexibility. The potential trade-off between that kind of flexibility and the efficiencies it might produce on one hand versus broader safeguards to promote equity on the other has not received significant attention.

A proposed reform of traditional classification systems aimed at giving line managers greater flexibility is known as broad-banding. This is an approach in which several pay grades are collapsed into a

smaller number of broader grades of pay bands. As a result, a set of wide pay classes is established with a correspondingly wide range of jobs and salaries. Managers may then exercise greater discretion in determining compensation levels for positions within each pay band, provided, of course, that total salary levels remain within their overall budget limitation. This reform essentially supplants traditional approaches to classification in which rank is determined by position with a modified rank-in-person scheme within the various pay bands.

One potential problem with this reform and certain other ideas that are designed to decentralize authority over personnel policy and increase managerial flexibility, is that differences in how employees are compensated may be perceived as being based on factors other than meaningful substantive differences in work. Within each of the larger pay bands established under the broad-banding scheme, there is a larger array of different jobs then would have existed previously in more narrowly defined pay grades. Presumably, the exercise of managerial flexibility under such a system will result in some jobs that had been treated similarly in the past in terms of pay being treated differently in the future. In addition, jobs that had been treated differently in the past might, under a broad-banding system, be treated similarly. If this is not the objective of broad-banding, it is hard to imagine just what the reform is supposed to accomplish. But either of the situations just described might be perceived as inequitable by some observers. Unless management is extraordinarily careful, there is a significant risk of causing as much employee alienation as satisfaction. Federal experiments with broad-banding, conducted under authority provided by the Civil Service Reform Act of 1978, have not produced dramatically encouraging results.

Merit systems for public employment in the United States are grounded on the principle of politically neutral competence. That is to say, these systems are designed to help ensure the integrity and effectiveness of the public service first by structuring selection procedures so that jobs go to qualified applicants and then working to protect employees selected from unnecessary political interference or abuse. Both mechanisms operate to restrict managerial authority, and both have been targeted by recent reforms. Reformers have sought, with considerable success, to decentralize selection procedures and thereby enhance managerial influence over that aspect of

personnel policy, and there is a growing interest in easing employee protections that rest on rules or procedures designed to shield employees from political reprisals or arbitrary and capricious treatment. The major argument for such change in traditional civil service structures is, again, that merit system protections unnecessarily constrict managerial prerogatives.

One of the principle merit system protections historically afforded public employees is protection from wrongful discharge. When such rules are in place, employees who have successfully passed through a probationary employment period may only be dismissed for just cause. Such cause, of course, would include unsatisfactory performance, insubordination, or other forms of malfeasance or misfeasance in office. In these situations, the burden is on the public employer to document the evidence of wrongdoing on the part of the employee, to notify the employee of the charges, and to give the employee an opportunity to refute the charges. In essence, protections such as this are designed to ensure that employees are treated fairly by their employers. This policy helps to ensure the political neutrality of the civil service by working to prevent (but not eliminate) political manipulation of the public work force.

EXERCISES

16. Translate the words and their derivatives.

to inflate—inflation—inflationary

to alienate—alienation—alienable—alienist

to refute—refutation—refutable

to avert—averse—aversion

to subordinate—subordinate—subordination—insubordination

to charge—to discharge—charge—chargeable

to compel—compelling

17. Give words of the same root in Russian. Compare the meanings.

Neutral, federal, recommendation, economy, logic, system, aspect, budget, potential, confrontation, centralization, decentralization, procedure, prerogative, document, manipulation

18. Match up the words on the left with their definitions on the right.

1) broad-banding   a) driving or forcing;

2) malfeasance   b) a possible event or occurrence or result;

3) just case   c) the name used to describe a payscale utilized by the majority of white collar personnel in the civil service of the united states government which is intended to keep federal salaries equitable among various occupations ("equal pay for equal work");

4) arbitrary treatment   d) the name used to describe a payscale utilized by the majority of white collar personnel in the civil service of the United States government in which several pay grades are collapsed into a smaller number of broader grades of pay bands, as a result, a set of wide pay classes is established with a correspondingly wide range of jobs and salaries;

5) compelling   e) wrongful conduct by a public official;

6) contingency   f) the trait of acting unpredictably and more from whim or caprice than from reason or judgment;

7) abuse   g) a legitimate reason often used in the employment context to refer to the reasons why someone was fired;

8) general schedule   h) cruel or inhumane treatment.

19. Find the synonyms to the words from list A in list B.

A: to inflate, to rest (in), trade-off, safeguard, to supplant, to erode, to couple, to discharge, insubordination, to refute, alienation, aversion, allotment

B: to lie, dislike, allocation, to connect, safety measure, to increase, to fire, to disprove, to wear away, to replace, exchange, estrangement, disobedience

20. **Match the verbs to the correct prepositions and translate the word-combinations.**

to rest	of	a number of grades of pay bands
to be based	into	facts
to couple	in	flexibility
to rob	on	rules
to be collapsed	with	the assessment of productivity an agency

21. **Find in the text the sentences including the Subjunctive Mood and translate them.**

22. **Find in the text the sentences including the Modal Verbs and translate them.**

23. **Find in the text the English for.**

Направленные на снижение затрат на содержание и на повышение эффективности работы правительства; «Национальный обзор эффективности исполнения»; слабые исполнители; оставлять неизменными расходы на содержание агентств; проводить четкое различие; кадровая политика; несколько тарифных разрядов объединены в несколько более крупные группы с единой тарифной ставкой заработной платы; испытательный срок

24. **Answer the questions.**

1) What are recommendations for administrative reform in the USA aimed at?

2) What is the logic of pay-for-performance?

3) What does merit pay require?

4) When did the federal government begin with merit pay?

5) What did the program for merit pay involve?

6) Why was the motivation potential for the program questionable?

7) When was the program for merit pay abandoned?

8) Why is the idea of decentralization of Personnel Management Authority popular among proponents of civil service reform?

9) What does the broad-banding scheme imply?

10) What are the potential problems with the broad-banding system?

11) What are merit systems for public employment in the USA grounded on?

12) What are merit systems for public employment designed for?

13) Why were merit systems for public employment changed?

14) What did merit system protections afford public employees?

15) What does this policy help to ensure?

25. Work in pairs. One is an expert in administrative reform of the federal government in the USA, the other is a journalist. Use the information given to answer the journalist's questions.

26. a) Skim text 5 and headline it.

b) Give an annotation of the text.

Text 5

The Office of Personnel Management administers the GS pay schedule on behalf of other Federal agencies, although changes to the GS must normally be authorized by the President (via Executive Order) or by Congress (via legislation). Normally, the President directs annual across-the-board pay adjustments at the beginning of a calendar year after Congress has passed the annual appropriations legislation for the Federal government. Most positions in the competitive service are paid according to the GS. In addition, many (although not all) positions in the excepted service use the GS as a basis for setting pay rates.

The GS is separated into 15 grades (GS-1, GS-2, etc. up to GS-15); each grade is separated into 10 steps. Entry-level positions are generally in the GS 1-7 range; GS 8-12, mid-level; and GS 13-15, top-level. A new GS employee is normally employed in the first step of their assigned GS grade, although recent legislation authorizes initial appointment at a higher step (at the employing agency's discretion) as a recruiting incentive. Each step above step 1 (2, 3, 4, etc.) is normally earned after serving a prescribed period of service (at one, two or three year intervals) in at least a satisfactory manner, al-

though a GS employee can also be advanced to a higher step without regard to length of service based on outstanding work performance (Quality Step Increase). At one time, there were also three GS "supergrades"—GS-16, GS-17 and GS-18. These were eliminated under the provisions of the Civil Service Reform Act of 1978 and replaced by the Senior Executive Service and the more recent Senior Level (non-supervisory) pay scale.

Some GS positions provide for advancement within a so-called "career ladder," meaning that an incumbent can advance up the ladder in a particular job, normally on an annual basis, until he/she has reached the full performance level for that job. This is typical for many professional positions designed for college graduates.

For example, a recent college graduate with a bachelor's degree may take a GS position at either the GS-5 or GS-7 level, depending on the job itself, the individual's academic achievement, prior experience (including but not limited to military service) and other factors. On or about the anniversary of the employee's appointment, assuming the employee has performed at least "fully successful" (i.e. adequately) in the job, management most likely will (but is not automatically required to) promote the employee to the next grade in the ladder. Most career ladders advance in two-grade intervals, from GS-5 to GS-7, from GS-7 to GS-9, and from GS-9 to GS-11. After one has reached GS-11 in a career ladder, promotions then progress normally in one-grade intervals, from GS-11 to GS-12, from GS-12 to GS-13, etc. until the full performance level has been reached. In most cases, the full performance target grade for a career ladder will range from GS-11 to GS-13. Promotions to GS-14 and GS-15 are almost always the result of competition for a vacant position. Clerical and administrative positions frequently are graded between GS-3 to GS-9, with promotion opportunities (when available) in one-grade intervals (e.g., GS-3 to GS-4, GS-4 to GS-5, etc.).

In other cases, particularly in the clerical and administrative fields, a position will have little or no promotion potential and in those cases, an employee desiring to advance will need to compete for a higher-graded vacancy as one becomes available. Many times, particularly outside of the Washington D.C. metropolitan area, a geographic transfer (or transfer to another Federal agency) will be necessary in order to advance in GS grade due to the location and availability of vacant positions.

across-the-board	—	всеобщий, всеохватывающий
grade	—	категория
step	—	ступень

27. a) Skim text 6 and state which idea of the previous text this text develops.

    b) Supply the prepositions where necessary.

Text 6

FEDERAL EMPLOYEES PAY COMPARABILITY ACT OF 1990

Prior to January 1994, GS personnel were generally paid the same amount (for a given grade and step) regardless of where they worked. Beginning in January 1994, a locality pay system was introduced (as part ... the Federal Employees Pay Comparability Act of 1990) (FEPCA) which provides an additional amount ... each grade varying ... region ... the continental United States (CONUS). A common misconception is that the locality adjustments are determined ... cost of living fluctuations and other regional considerations. In fact, the adjustments are determined ... the cost of employment in a given area as measured ... the Department of Labor's Employment Cost Index (ECI), which does not necessarily correlate ... the better-known Consumer Price Index (CPI) that tracks ... consumer prices. Both Republican and Democratic administrations have complained ... the methodology used to compute locality adjustments and the projected cost of closing the pay gap (as determined by FEPCA) ... Federal salaries and those in the private sector. As a result, FEPCA has never been fully implemented.

Since the issue of Federal employee pay necessarily takes place ... the larger context of the annual (and highly political) Federal budget process, the process ... determining ... the annual Federal employee pay raise itself has become very political. Although FEPCA provides ... an automatic formula to determine the annual pay raise, this formula has been ignored ... the cost of implementation. The President has authority under FEPCA to submit an "alternative" pay plan ... a lower raise than that called ... by the FEPCA formula (or none at all) "if

because of national emergency or serious economic conditions affecting the general welfare" [Title 5, U.S. Code, §5303(b)(1)]. In reality, the final pay raise has been decided by Congress, which has authorized higher increases than what were originally requested by the President ... his annual budget submissions. The primary reason given by Congressional leaders ... a higher civilian raise has been the maintenance of "pay parity" ... military pay, where the President has normally been more generous and there has been less controversy, particularly ... September 11th. Once the appropriations bill containing the pay raise proposal has been signed into law, the President then issues an executive order to implement the raise.

28. Render into English.

Радикальные изменения в государственном управлении начинаются в начале 90-х годов, когда под руководством вице-президента А. Гора определяется стратегия реформирования государственного управления на менеджериальной основе. В целом программа административной реформы была изложена в докладе А. Гора «Национальный обзор эффективности исполнения» 1993 г. Уже к середине 90-х годов большинство штатов провели реформы тех компонентов, которые связаны с общим управлением качеством, приватизацией, налаживанием партнерства между общественным и частным секторами.

Подводя итоги, как можно оценить усилия американских реформаторов во главе с А. Гором?

С одной стороны, реформирование правительства позволило устранить дефицит бюджета, но с другой — не привело к восстановлению доверия к правительству. Сокращение штатов в правительстве оказалось реальным способом уменьшения затрат бюджета, но ограничение бюрократии с помощью сокращения бюрократов было только одной стороной реформирования правительства. Проблема восстановления доверия к правительству полностью не было решена.

Вероятно, ни одна реформа не удовлетворит реформаторов на длительное время. Бурное развитие менеджмента заставляет экспертов предлагать все новые идеи по трансформации государственного управления.

It's interesting to know

- **Render the text into Russian (English)**

e-Government (from **electronic government**, also known as **e-gov**, **digital government**, **online government** or in a certain context **transformational government**) refers to government's use of information technology to exchange information and services with citizens, businesses, and other arms of government. e-Government may be applied by the legislature, judiciary, or administration, in order to improve internal efficiency, the delivery of public services, or processes of democratic governance. The primary delivery models are Government-to-Citizen or Government-to-Customer (G2C), Government-to-Business (G2B) and Government-to-Government (G2G) & Government-to-Employees (G2E). The most important anticipated benefits of e-government include improved efficiency, convenience, and better accessibility of public services.

While e-government is often thought of as "online government" or "Internet-based government," many non-Internet "electronic government" technologies can be used in this context. Some non-Internet forms include telephone, fax, PDA, SMS text messaging, MMS, wireless networks and services, Bluetooth, CCTV, tracking systems, RFID, biometric identification, road traffic management and regulatory enforcement, identity cards, smart cards; polling station technology (where non-online e-voting is being considered), TV and radio-based delivery of government services, email, online community facilities, newsgroups and electronic mailing lists, online chat, and instant messaging technologies. There are also some technology-specific sub-categories of e-government, such as m-government (mobile government), u-government (ubiquitous government), and g-government (GIS/GPS applications for e-government).

There are many considerations and potential implications of implementing and designing e-government, including disintermediation of the government and its citizens, impacts on economic, social, and political factors, and disturbances to the *status quo* in these areas.

In countries such as the United Kingdom, there is interest in using electronic government to re-engage citizens with the political process. In particular, this has taken the form of experiments with electronic voting, aiming to increase voter turnout by making voting easy. The UK Electoral Commission has undertaken several pilots,

though concern has been expressed about the potential for fraud with some electronic voting methods.

The development and implementation of e-government involves consideration of its effects on the organization of the public sector (Cordella, 2007) and on the nature of the services provided by the state including environmental, social, cultural, educational, and consumer issues, among others.

Governments may need to consider the impact by gender, age, language skills, and cultural diversity, as well as the effect on literacy, numeracy, education standards and IT literacy. Economic concerns include the "Digital divide," or the effect of non-use, non-availability or inaccessibility of e-government, or of other digital resources, upon the structure of society, and the potential impact on income and economics.

Economic and revenue-related concerns include e-government's effect on taxation, debt, Gross Domestic Product (GDP), commerce and trade, corporate governance, and its effect on non-e-government business practices, industry and trade, especially Internet Service Providers and Internet infrastructure.

From a technological standpoint, the implementation of e-government has effects on e-enablement, interoperability (e.g., e-GIF) and semantic web issues, "legacy technology" (making "pre-eGovernment IT" work together with or be replaced by e-government systems), and implications for software choices (between open source and proprietary software, and between programming languages) as well as political blogging especially by legislators.

There are also management issues related to service integration, local e-government, and Internet governance including financial considerations, such as the cost of implementation / effect on existing budgets, effect on government procurement, and funding.

Legal implications include freedom of information and privacy (e.g. UK Data Protection Act) concerns.

N o t e s:

PDA (Personal Digital Assistant)	—	электронный секретарь
Bluetooth	—	(новая универсальная технология беспроводной связи разнотипных микропроцессорных устройств

		локальной сети в диапазоне 2, 4 ГГц, названная так в честь датского короля X века Гарольда II по прозвищу «Голубой Зуб», всемирно прославившегося собирательством датских земель.)
CCTV (Closed — circuit Television System)	—	внутреннее телевидение
RFID (radio frequency ID	—	радиочастотная идентификация
identity card	—	удостоверение личности
ubiquitous	—	вездесущий, повсеместный
numeracy	—	способность к логическому мышлению
blog	—	сетевой дневник/журнал (часто обновляемый персональный сайт, в котором публикуются комментарии автора на различные темы)
fraud	—	обман, мошенничество, жульничество

B u s i n e s s   E n g l i s h

GUIDE TO BASIC OFFICIAL LETTERS

An official letter is a formal communication done in writing, that is, written according to fixed, explicit, and definite convention, rules, customs, or format.

The official letter is intended to voice the person or, usually, the entity that issued it, like Federal or Governmental agencies, public or private companies. An official letter is usually considered as a binding letter.

In order to write a letter deemed official, simply follow the format below:

1. Use a formal letterhead and do not handwrite the official letter.

2. Letters are written in Russian and the language of the recipient. For example, letters to Japan should be written in both Russian and Japanese or in Russian only.

3. Your letter should always be written in a courteous manner notwithstanding the context (i.e., disagreement, protest, complaint).

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4. Since things sometimes get a little more complicated than usual, remember to consult a lawyer for further information before doing anything.

The Basics

The basics of good official letter writing are easy to learn.

The Start

Dear Governor!

Dear Sir or Madam! (use if you don't know who you are writing to)

Dear Dr, Mr, Mrs, Miss or Ms Smith: (use if you know who you are writing to, and have a formal relationship with—**VERY IMPORTANT** use Ms for women unless asked to use Mrs or Miss)

The Reference

With reference to your letter of 23 March, 200.
                  your phone call today,
Thank you for   your letter of 5 March, 200...

The Government of ... Region confirms/apologizes for...

Proposing

The Government of ... Region expresses its interestedness in ...
We also suggest that

Requesting

Could you possibly ...?
... would be grateful if you could ...

Agreeing to Requests

I would be delighted to ...

Enclosing Documents

Please find enclosed
Enclosed you will find

Closing Remarks

Thank you for your help. Please contact us again if
                          we can help in any way.
                          there are any problems.
                          you have any questions.

Reference to Future Contact

I look forward to meeting you next Tuesday.
Let me express my hope for your positive decision.
Let me invite you to visit our region at any suitable time.

The Finish

Yours sincerely, (If you don't know the name of the person you're writing to)
Best wishes, (If the person is a close business contact or friend)
Best regards, (If the person is a close business contact or friend)

Национальный Союз
Земледельцев Швеции (LRF)
Ассоциация шведских фермеров
по сбыту мясной продукции
Ассоциация шведской
лесной промышленности

Уважаемые дамы и господа!

Правительство X области выражает заинтересованность в установлении контактов и развитии сотрудничества с агропромышленным комплексом Швеции, достижения которого широко известны в мире, в том числе и в России.

Особый интерес для нас представляет возможность ознакомления и применения опыта развития кооперации шведских фермеров.

Предметом взаимовыгодного сотрудничества для нас являются вопросы организации животноводства, производственных связей производителей мяса с поставщиками кормов, перерабатывающих организаций, организация закупки скота и его дальнейшей переработки, способы финансирования кооперативов.

Также мы предлагаем рассмотреть возможность взаимовыгодного сотрудничества по освоению лесных массивов X области.

В качестве первого шага к нашему сотрудничеству мы попросили нашего земляка, уроженца X области, Y, имеющего ранг Чрезвычайного и Полномочного посла РФ в отставке, находящегося сейчас в Швеции, передать это письмо заинтересованным организациям Вашей страны.

Господин Y любезно согласился и в дальнейшем выступать в качестве нашего представителя в развитии конструктивного и взаимовыгодного сотрудничества между заинтересованными организациями провинций Швеции и X области РФ.

Выражаю надежду на наше успешное длительное взаимодействие и приглашаю посетить нашу область в любое удобное для Вас время.

Губернатор X области, РФ   подпись

Federation of Swedish
Farmers (LRF)
Swedish Farmers' Meat
Marketing Association
Swedish Forest Industry
Association

Dear madams/sirs!

The Government of X Region expresses its interestedness in establishing contacts and developing collaboration with the agro-industrial complex of Sweden, the achievements of which are widely famous around the world and in Russia.

The opportunity to get acquainted and use the experience in developing cooperation of Swedish farmers has special interest for us.

As for the primary subjects for us—both in the aspect of mutually beneficial collaboration, and experience exchange — those are the items of organizing cattle-farming, economic contacts of meat producers with feeds suppliers and processing companies, livestock purchases and its subsequent procession, means of financing cooperatives.

We also suggest that you should examine the possibility of prospective cooperation on mastering forests in X region.

As the first step to our collaboration we asked our countryman born in X Region, Mr. Y having the rank of the retired Extraordinary & Plenipotentiary Ambassador of the RF and living in Sweden now, to forward this letter to all interested organizations of your country.

Mr. Y has kindly agreed to be our representative in developing constructive and mutually beneficial collaboration between interested organizations of the Swedish provinces and X Region.

Let me express my hope for your positive decision and invite you to visit our region at any suitable time.

Yours sincerely,
Governor of X Region, RF   Signature

1. **Here are some common phrases you might use when writing official letters. However, the prepositions are missing—fill in the correct ones choosing words from the table below.**

to	at	with
in	for	

1) ... reference to your letter

2) We apologize ...

3) The Government expresses its interestedness ...

4) I would be delighted ...

5) Let me express my hope ...

6) Let me invite you to visit our region ... any time.

2. **Here is an invitation letter. Some words are missing—fill in the correct ones from the table below.**

economic	meet	enhance
mutual	invite	relationship
comfortable	collaborating	in-depth

Chairman of Korea-Russia
Friendship Association
Mr. Chong-Ha Yoo

Dear Mr. Chong-Ha Yoo!

I was very pleased to ... you and discuss issues of our ... interests during my visit to the Republic of Korea.

Since the establishment of diplomatic relations in 1992, the ... between the Republic of Korea and the Russian Federation in political, ... and cultural areas has grown significantly. I am sure that my visit to the Republic of Korea, as well as your future visit to X will... that relationship furthermore.

I would like to thank you for your interest in ... with X Region. You can be assured that the Government of X Region and I personally would do our best to make your work with our region ... and easy.

Let me ... you to participate in the X Investment Forum which will take place in X on October 18-20, 2007 where we can have an ... discussion on the matters of our mutual interests.

Once again, thank you very much for your interest in X Region and I wish you and your organization all the best.

Governor of X Region   Signature

3. Render into English and write a rejection letter.

Губернатору
провинции N
Китайской Народной Республики

Уважаемый господин X!

Свидетельствую Вам свое почтение и приветствую шаги, предпринимаемые Народным Правительством провинции N Китайской Народной Республики и лично Вами, господин X, в развитии взаимовыгодного сотрудничества между Y областью России и провинцией N Китая.

В связи с непредвиденными обстоятельствами делегация Y области РФ не сможет принять участие в работе III торгово-инвестиционной ярмарки стран Северо-Восточной Азии, которая будет проходить в провинции N 2—6 сентября 2007 года.

Наименование журнала	Общерос-сийский каталог «Роспечать»	Объединенный каталог «Пресса России»	«Российская пресса» каталог ОАО «Агентство по распростра-нению зарубежных изданий»
подписные индексы			
«Актуальные проблемы психологического знания»	36648	91835	91835
«Вопросы воспитания»	37168	91839	91839
«Известия Российской академии образования»	71933	91836	91836
«Мир образования – образование в мире»	80531	91837	91837
«Мир психологии»	47110	91838	91838
«Новое в психолого-педагогических исследованиях»	36640	91840	91840
«Публичное и частное право»	37027	91841	91841

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в соответствии с лицензией № 0096 от 29 мая 2012 года на бланке серии 90Л01 № 0000102, проводит набор слушателей на обучение по дополнительным профессиональным программам профессиональ-ной переподготовки и повышения квалификации по следующим направлениям:

Профессиональная переподготовка (свыше 250 часов):	**Повышение квалификации (от 18 до 144 часов)**
• Проблемы психологического знания	• Актуальные проблемы психологии и педагогики дошкольного и школьного образования
• Инновационные психолого-педагогические аспекты в логопедии	• Актуальные проблемы преподавания общепрофессиональных и специальных дисциплин специальности « Психология»
• Государственное и муниципальное управление: инновационные и институциональные аспекты	• Инновационные психолого-педагогические аспекты в логопедии
• Инновационные технологии в клинической психологии	• Государственное и муниципальное управление: инновационные и институциональные аспекты
• Актуальные проблемы психологии и педагогики дошкольного и школьного образования	• Инновационные технологии в клинической психологии
• Социально-культурный сервис и туризм: инновационные и институциональные аспекты	• Социально-культурный сервис и туризм: инновационные и институциональные аспекты

На обучение принимаются без вступительных испытаний лица, имею-щие или получающие среднее профессиональное или высшее образование.

По окончании обучения слушателям выдаются документы установлен-ного образца: диплом о профессиональной переподготовке; удостоверение о повышении квалификации.

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