

Федеральное государственное образовательное автономное образовательное
учреждение высшего образования

**«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ (УНИВЕРСИТЕТ)
МИД РОССИИ»**

УТВЕРЖДАЮ

Председатель Приемной комиссии
Ректор МГИМО МИД России
академик РАН

А.В. ТОРКУНОВ

**Программа вступительных испытаний
для поступления в совместную программу магистерской
подготовки**

«СПОРТИВНАЯ ДИПЛОМАТИЯ»

**по направлению «Менеджмент» 38.04.02 с использованием
сетевой формы обучения на 2017-2019 уч. гг.**

МОСКВА - 2017

ОБЩАЯ ХАРАКТЕРИСТИКА ПОЛОЖЕНИЯ

Настоящее Положение составлено на основании требований к обязательному минимуму содержания и уровню подготовки действующего Федерального государственного образовательного стандарта высшего образования и собственного образовательного стандарта МГИМО МИД России по направлению «Менеджмент» и определяет содержание, форму и порядок проведения вступительного испытания для последующего обучения по магистерской программе «Спортивная дипломатия».

ФОРМАТ ПРОВЕДЕНИЯ ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ

Испытание является двухкомпонентным и проводится в устной форме методом собеседования и письменной форме – методом выполнения тестового задания по английскому языку.

Первую часть испытания составляет собеседование по одной из выбранных тем (перечень примерных тем для собеседования приводится ниже).

На подготовку письменного задания по английскому языку отводится 1 (один) академический час.

Два этапа вступительного испытания проводятся в один день 5 сентября 2017 г. в 15:00 в составе *Комиссии из трех членов*:

- со стороны МГИМО – Е.А.Пономарёва, к.э.н., доцент кафедры Менеджмента, маркетинга и ВЭД МГИМО (У) МИД России и И.Г. Игнатьева, к.ф.н., доцент кафедры английского языка №1
- со стороны ГЦОЛИФК – Н.Ю. Мельникова, д.п.н., профессор, заведующая кафедрой истории физической культуры, спорта и Олимпийского образования.

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ ДЛЯ СОБЕСЕДОВАНИЯ

1. Исторические предпосылки возникновения международного спортивного и олимпийского движения. Роль П. де Кубертена в становлении и развитии современного Олимпийского движения.
2. Крупнейшие международные спортивные соревнования современности: виды, формы и принципы проведения.
3. Мировая спортивная система и типы спортивных организаций.
4. Современный МОК. Характеристика его состава и деятельности.
5. Президенты МОК: роль личности в развитии олимпийского движения.
6. Олимпийская Хартия: основные принципы и характеристика.

7. Проблемы современного международного спортивного и олимпийского движения.
8. Паралимпийские и другие международные соревнования людей с ограниченными возможностями.
9. Заявочный процесс на международные соревнования и выбор города – организатора.
10. Независимая Общественная Антидопинговая Комиссия Олимпийского комитета России: цели, задачи и функции.
11. Роль государства в развитии спорта.
12. Защита интересов российских спортсменов в международном спортивном и олимпийском движении.
13. Олимпийская символика и атрибутика. Правовая защита и регулирование.
14. Юношеское международное спортивное и олимпийское движение. Виды и формы проведения соревнований.
15. Современная Россия в международном спортивном и олимпийском движении.

КРИТЕРИИ ОЦЕНКИ ОТВЕТА НА СОБЕСЕДОВАНИИ

В процессе собеседования кандидату на зачисление в магистратуру предлагается выразить свое мнение на определённую тему (выбор из списка предложенных тем определяется методом случайной выборки).

Рассуждения кандидата должны демонстрировать хорошее владение вопросом, знать профессиональную лексику, владеть терминологией и основными вопросами, связанными с развитием международного спортивного движения.

Ответ и рассуждения кандидата должны быть логичными и аргументированными. Кандидат должен уметь представить и обосновать свою точку зрения, привести аргументы и необходимые доводы в ее подтверждение.

В ходе собеседования кандидат должен проявить себя как высоко мотивированный к обучению молодой специалист, имеющий план развития своей профессиональной карьеры в области спорта и готовый грамотно и рационально использовать свой образовательный потенциал для развития своих профессиональных навыков и умений, используя предлагаемые программой возможности.

По итогам собеседования Комиссия определяет степень владения предметом и тематикой вопроса по 100-балльной шкале:

- оценка на уровне 100-90 баллов свидетельствует об отличном владении вопросом, грамотном профессиональном аргументировании своей точки зрения на обозначенную тему;

- оценка на уровне 89 - 75 баллов свидетельствует о хорошем владении вопросом, достаточно грамотном аргументировании своей точки зрения на обозначенную тему;
- оценка на уровне 74-60 баллов свидетельствует о среднем владении вопросом, относительно достаточном, но не уверенном аргументировании своей точки зрения на обозначенную тему;
- оценка на уровне менее 60 баллов свидетельствует о плохом владении вопросом и отсутствии своей точки зрения на обозначенную тему.

Полученные на собеседовании баллы являются основой для формирования индивидуальной траектории обучения для каждого студента с учетом уровня его подготовки и особенностей профессионального развития.

КРИТЕРИИ ОЦЕНКИ ВЫПОЛНЕНИЯ ТЕСТОВОГО ЗАДАНИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

По итогам письменного тестирования Комиссия определяет степень владения английским по 100-балльной шкале:

- оценка на уровне 100-90 баллов свидетельствует об отличном владении английским языком;
- оценка на уровне 89 - 75 баллов свидетельствует о хорошем владении английским языком;
- оценка на уровне 74-60 баллов свидетельствует о среднем владении английским языком;
- оценка на уровне менее 60 баллов свидетельствует о плохом владении английским языком.

Полученные по итогам тестирования баллы являются основой для формирования групп обучающихся в соответствии с уровнем владения английским языком и выстраивания индивидуальной траектории обучения для каждого студента с учетом уровня его подготовки и потенциала.

ПРОГРАММА ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Вступительный экзамен в магистратуру является письменным. Продолжительность письменной части экзамена – 1 академический часа (45 мин). На усмотрение приемной комиссии кандидаты на зачисление в магистратуру могут быть опрошены устно.

Письменная часть вступительного испытания проверяет навыки просмотрового и аналитического чтения, работы с большим объемом информации в сжатое время, тестирует знания грамматики и лексики по специальности, позволяющей слушателям понимать и осмысливать предложенные тексты. В письменную часть также входят задания на

продуцирование текстов на английском языке для проверки навыков письменного общения слушателей в условиях делового общения. Задания на аудирование проверяют возможность слушателей понимать не обращенную к ним речь и обрабатывать полученную информацию.

Устная часть вступительного испытания (опционно, на усмотрение комиссии) проверяет навыки говорения. Задания устной части проверяют возможность слушателей общаться в рамках обучения, воспринимать обращенную к ним речь и реагировать в ответ, соблюдая нормы и стиль английского языка в соответствующем деловом контексте.

Образец заданий.

Part 1. Reading

Task 1. Read the text and choose the best answer, A, B, D to the questions.

The World Cup, the international men's football (soccer) competition organized every four years by the Fédération Internationale de Football Association (FIFA), is considered one of the world's largest sporting events after the Olympic Games. In recent years, FIFA has embarked on a number of campaigns and initiatives to "make the world a better place", using concepts such as "fair play" to guide the values, mission and goals of its organization. It has begun developing strategic alliances with international organizations such as the United Nations Children Fund (UNICEF), the World Health Organization (WHO), the International Labour Organization (ILO), the UN High Commissioner for Refugees (UNHCR), the UN Development Programme (UNDP), UN Environment Programme (UNEP), SOS Children's Villages, FARE Network (Football Against Racism in Europe) and street football world, in order to prioritise the focus on issues such as discrimination, racism, child labour, health, education and the environment. Trough concentrating on youth, FIFA is aiming to use football as a tool for social development.

Yet despite these attempts to embrace socially responsible ideals and its commitment "to protecting and promoting human, social and economic development", FIFA World Cup events have had a significant negative impact upon housing rights.

"Clean-up" programmes associated with the World Cup events have led to the displacement of homeless people, for example, the homeless removed from an area surrounding the Nagai Stadium in Osaka, Japan, in 2002. Here nearly 300 homeless were moved, with city officials claiming that the removal was to avoid confrontations between rowdy fans and the homeless. In Seoul, the co-host city for the 2002 World Cup, city officials created a list of areas that were off-limits to the homeless. It is alleged that the City had originally planned to send homeless people to rehabilitation programmes outside the city during the World Cup, but cancelled those plans in the face of pressure from media and human rights groups. Other host cities replicate these violations of the right to adequate housing – for example a "cleaning operation" displaced roughly 20 homeless people from their makeshift homes days before the 1994 World Cup in Chicago, USA, and between 200 and 300 people were displaced after the demolition of their seven-year old shantytown underneath a highway overpass in Dallas, USA, in preparation for the 1994 World Cup. In relation to the evictions in Dallas, a Federal District Court judge ruled that the City could demolish the shantytown because the act was rationally related to a legitimate governmental interest (the standard under which a person may be treated unequally under the law). While the city dedicated \$300,000 towards city-sponsored apartments for the evictees for eight months, those who took up this offer were again evicted when the funding for these sponsored apartments was halted. Fears have also been expressed regarding the

impact that preparations for the forthcoming 2010 World Cup in South Africa will have on enjoyment of housing rights for many in South Africa.

The staging of the Winter Olympic Games can also affect the enjoyment of housing rights. At the 1988 Winter Olympics in Calgary, Canada, over 2,000 people were displaced (some temporarily), including approximately 740 tenants who were displaced from two apartment complex towers and one townhouse, as weak tenancy laws allowed for the exorbitant rent increases that led to the evictions. The tenants received financial incentives to relocate, and after their relocation, the units were rented to Olympic visitors. Fears are also held about the evictions of low income tenants in Vancouver in the lead up to the 2010 Winter Olympic Games, despite impressive promises to promote affordable housing in the world's first "socially sustainable" Games. Hundreds of poor and elderly residents have already been displaced from downtown Vancouver as developers work to convert buildings that previously housed the indigent and elderly into boutique hotels and tourists accommodation. Landlords are evicting tenants in order to renovate their properties and place them back on the market for double the rental rates. The shrinking stock of low cost housing has been evident in both the public and private housing market in Vancouver, with drastic consequences for the thousands of indigent people already on Waiting lists for affordable accommodation. It has also been reported that the Vancouver authorities are discussing a proposal to increase law enforcement against aggressive panhandling and open drug use – the kind of legislation that has been used elsewhere, such as in Atlanta, to target the homeless.

1. The text deals with
 - A. The social development promoted by leading international organizations
 - B. The promotion of affordable housing during the lead up to World Championships and Winter Olympics
 - C. The negative impact of global sports events on housing rights
2. Which sporting events is ranked first?
 - A. The European Championship
 - B. The Olympic Games
 - C. The World Cup
3. FIFA has started to cooperate with different international organizations
 - A. to use football as a tool for promotion of national teams
 - B. to concentrate on dealing with the burning issues of social agenda
 - C. to advertise the values, mission and goals of the organization
 - D.
4. What negative consequence have "Clean-up" programmes associated with the global sports events had?
 - A. Shrinking of rent rates
 - B. Displacement of the underprivileged
 - C. Building low cost affordable housing

Task 2. Match the headlines with the corresponding paragraphs.

- A. Fundamental Ethical Principles of Sport
- B. Ethical Rationale for Prohibiting Doping
- C. Rules of the Game
- D. Fairness
- E. Cheating in Sport
- F. Respect for self and other participants

G. Personal Integrity

H. Fun and joy

A. _____

From defining the objectives of the game (i.e. what counts as a goal, a run or a try, how the winner is determined) to those that make attaining the objective more difficult, the rules that govern a sport is what makes it unique. Those impediments to achieving the goals of games, including players trying to prevent opponents from scoring and trying to score themselves, are not only what make the sport but also what makes the sport challenging and fun. Fair play and sportsmanship have a long and venerable history in sport, although some would argue that both have rather fallen into popular disrespect. It is argued that the prime cause of this disrespect is the mistaken view that all that counts is a mark in the 'win' column and it does not really matter how that mark gets there.

B. _____

Sometimes the type of moral challenges that people are faced with are essentially matters of personal integrity. Sport is not void of these personal moral dilemmas. Every time one is tempted to cheat or bend the rules, one is faced with a moral dilemma. In sport it is often the case that the only person who is aware of the breach is the individual himself/herself. What steps were taken from deciding what to do to do the right thing and actually doing it? People have to go through this sort of reasoning before acting with integrity. One of the functions of sport ethics is to identify the ways in which sport can help to teach moral integrity, and show how, when sport goes wrong, it can undermine personal moral growth.

C. _____

Any time individuals enter a competition they are testing themselves against their opponents to see who can best perform the skills required by their sport or game on that day. When a player cheats, he/she is taking himself/herself out of the game. He/she stops competing in the spirit of the sport; there is no longer a fair contest at the skills of the game. That is why cheating and consequently doping is so destructive to sport. If one person dopes and another does not, there is no real contest and the point of sport has been destroyed.

D. _____

Sport is, or should be, a wonderful experience. Participating in sport allows people to stretch themselves to their limits, to test their bodies and their characters. Mastering, or attempting to master the disciplines of a sport connects people's minds, spirits and, bodies. But sport is not a solitary occupation. Participating in sport unites people in teams and brings them together with opponents who share their love for their sports. Sport, any sport, played well, should be a source of joy, to those who participate and to those who watch.

E. _____

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F. _____

Sport ought to be an activity that enriches and enhances human life. It ought to bring joy to those who compete and those who watch or participate in other ways. The use of some substances or training methods can destroy the possibility of joy. This does not mean, of course, that hard-work and commitment and dedication are not essential, of course they are, nor is it to say that one should always experience joy at every moment of training and preparation. However, it does mean that no training practice should so alienate an athlete from his or her sport that the joy of sport, or the spirit of sport, is destroyed for that person.

G. _____

If the last principle was concerned with preserving something special about sport, this principle is concerned with preserving something special about human beings and their relation to sport. The International Olympic Committee’s Charter speaks about sport being everywhere in the service of humanity. This idea is important, it stresses the point that sport is for people – they are not to be used for sport. That is, it would be a mistake and contrary to these fundamental principles to permit a practice that turned athletes or their bodies into machines that serve sport.

H. _____

Why should doping be prohibited from sport? What substances or methods should be prohibited? What steps should be taken to enforce the anti-doping regulations? The reasons for prohibiting doping in sport can be expanded in the form of arguments, categorized on the basis of the type of appeal they make, from cheating and unfair advantage, from harm, from the idea that doping perverts the nature of sport and from the contention that doping is dehumanizing. Generally speaking, these are the four clusters of arguments proposed to justify prohibiting substances in sport. All of them have merit from an ethical standpoint.

Task 3. Fill in the gaps in the text from the left with an appropriate form of the word provided in the right column.

<p>The World (1) _____ Code (Code) provisions on Therapeutic (2) _____ Exemptions (TUEs) recognize the right of athletes to medical (3) _____.</p>	<p><u>To dope</u> <u>To use</u> <u>To treat</u></p>
<p>If the medication or method an athlete (4) _____ to treat an illness or condition (as (5) _____ by a health care professional) (6) _____ on the Prohibited List, a TUE (7) _____ the (8) _____ (9) _____ by the athlete to use the otherwise (10) _____ medication.</p>	<p><u>to need</u> <u>To prescribe</u> <u>To include</u> <u>To constitute</u> <u>To authorize</u> <u>To require</u> <u>To prohibit</u></p>
<p>The International Standard for Therapeutic Use (11) _____ (ISTUE) (12) _____ criteria for (13) _____ a TUE, confidentiality of information, the (14) _____ of Therapeutic Use Exemptions Committees (TUEC) and the TUE (15) _____ process.</p>	<p><u>To exempt</u> <u>To include</u> <u>To grant</u> <u>To form</u> <u>To apply</u></p>

Part 2. Writing

Task 1. Write an email based on the following brief. Write about 50–60 words. (Points of assessment: structure, logic, style, grammar, lexis).

Your friend John Smith has decided to look for a new job. He is a doctor. Write an email to him:

- Say he could apply for a position of a doctor at one of the teams or sports federations giving reasons for this.
- Suggest he could also start a serious job search and giving some ideas where to start
- Wish him good luck

To: John Smith

Cc:

Subject:

Dear...

Task 2. Write an email based on the following brief. Write about 120 words. (Points of assessment: structure, logic, style, grammar, lexis).

You are a manager of a team coming for a friendly match to Italy. Write an email to Hotel Charming clarifying the details of the future stay of your team.

- Refer to the previous communication.
- Say there are 4 more people coming, and ask if two more rooms are available.
- Specify your team needs a special menu for breakfast to follow the recommendations of the team's doctor.
- Mind that the visit is due to start in less than a week

To: Hotel Charming

Cc:

Subject:

Dear...

Part 3. Speaking (optional)

Task 1. Tell about yourself and your involvement in sports industry.

Task 2. Make a one-minute presentation on one of these topics. You have three minutes to prepare your talk.

1. What is important when preparing and using visuals in a presentation?
2. What is important when making a presentation?