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ІМЕНІ БОРИСА ГРІНЧЕНКА

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Англійська мова для державного управління

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Цей практикум **Mastering English for Public Administration / Англійська мова для державного управління** розроблений для магістрів спеціальності «Публічне управління та адміністрування» та спрямований на формування професійної іншомовної комунікативної компетентності в академічному й адміністративному середовищі. Він орієнтований на розвиток умінь працювати з фаховими текстами, оперувати термінологією та використовувати англійську мову в типових ситуаціях публічного сектору.

Курс поєднує роботу з лексикою, читанням, перекладом, письмом і говорінням, що базуються на матеріалах, пов'язаних із державною політикою, управлінськими процесами та діяльністю публічних інституцій. Особлива увага приділяється опануванню професійної термінології, аналізу адміністративних і політичних текстів, а також розвитку точності й доречності мовлення в офіційному контексті.

Завдання практикум передбачають активну участь студентів у дискусіях, моделювання професійних ситуацій, роботу з кейсами та виконання перекладних вправ, що відображають реальні комунікативні практики у сфері державного управління. Такий підхід сприяє розвитку аналітичного мислення, уміння аргументувати власну позицію та приймати рішення в умовах професійної взаємодії.

Структура практикума організована за тематичними модулями, що охоплюють ключові аспекти публічного управління, зокрема кадрову політику, прийняття рішень, лідерство та функціонування адміністративної системи. Кожен модуль включає комплекс вправ, спрямованих на поступове формування мовних і професійних навичок, необхідних для ефективної роботи в сучасному публічному секторі.

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Content

Module 1. Public administration and personnel

Topic 1. The essence and content of public administration …….. 6
Session 1. The Nature of Public Administration ……. 6
Session 2. The Structure of Public Administration ……... 19

Self-Study Tasks …….. 32

Topic 2. Public administration personnel ……. 42
Session 3. The Role and Functions of Public Administration Personnel... 42
Session 4. Professional Skills and Ethical Standards in Public Administration …….. 58

Self-Study Tasks ……... 72

Module 2. Decision-making and leadership

Topic 3. Approaches to decision-making in public administration……. 79
Session 5. Conceptual Models of Decision-Making in Public Administration …….. 79
Session 6. Decision-Making in Practice: Procedures and Challenges ….. 99

Self-Study Tasks ……... 113

Topic 4. Leadership in public administration 125
Session 7. Conceptual Approaches to Leadership in Public Administration …….. 125
Session 8. Leadership in Action: Decision-Making, Influence, and Responsibility …….. 142

Self-Study Tasks …….. 158

Module Tests …… 170
Grammar Reference …….. 182
Glossary …… 203

A Word to Students

Dear Students,

Welcome to *Mastering English for Public Administration*.

This practicum has been designed to help you develop the English-language skills required for effective communication in the field of public administration. As future public servants and managers, you will encounter professional situations that demand not only subject knowledge but also the ability to communicate clearly and confidently in an international environment.

The practicum combines language learning with professional content related to governance, public policy, leadership, decision-making, and public service. Through reading, discussion, translation, writing, case studies, and problem-solving activities, you will learn to work with authentic professional materials and use English in contexts relevant to your future career.

Particular attention is given to the development of professional vocabulary, critical thinking, analytical skills, and the ability to express ideas accurately in both oral and written forms. The tasks included in the practicum are intended to encourage active participation, independent learning, and practical application of knowledge.

We hope that this practicum will become a useful guide in your professional preparation and will help you build the linguistic and communicative competence necessary for successful work in the modern public sector.

We wish you productive learning, professional growth, and every success in your future career.

The Authors

MODULE 1

PUBLIC ADMINISTRATION AND PERSONNEL



TOPIC 1



Session 1. The Nature of Public Administration

Warming-Up

1. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. What comes to your mind when you hear the word *"administration"*?
2. How does *public administration* differ from *business management*?
3. Why is *public policy* important for citizens?
4. Who are the key people working in *public administration*?
5. How can *bureaucracy* both help and hinder society?
6. What values should guide *public officers* in their work?
7. In what ways do *local authorities* influence your everyday life?
8. What is the role of *law* in public administration?
9. How do citizens *participate* in administrative processes?
10. Can technology make public administration more *efficient* and *transparent*?

2. Read the text and answer the given questions. Do the exercises given below.

1. How does public administration differ from the simple enforcement of laws?
2. Why do citizens accept the authority of public administration?
3. What role does transparency play in building trust?
4. Which main managerial functions are performed within public administration?
5. Why is it important to have qualified and loyal personnel?

6. What is the purpose of cooperation between executive, legislative, and judiciary bodies?
7. How can coordination make public decisions more effective?
8. What challenges does modern administration face today?
9. How does bureaucracy influence the work of public officials?
10. In what ways can public administration promote social stability and progress?



THE NATURE OF PUBLIC ADMINISTRATION

Public administration is the organized system through which a government **implements** its policies and provides services to citizens. It is more than the simple act of **administering** laws; it also includes shaping decisions that serve the **public interest**. Every **official** or **public officer** is expected to act responsibly, using public resources for the benefit of society.

The essence of public administration lies in its **authority** and **legitimacy**. Citizens obey government decisions because they recognize them as **lawful** and fair. When the process of administration is **transparent** and accountable, it strengthens public trust and promotes social **stability**. In this sense, the **rule** of law is the foundation on which effective governance is built.

Public administration also performs many **managerial** functions: planning, organizing, and **managing** resources to achieve national and local goals. Skilled and **qualified personnel** are needed to ensure that these functions are carried out **efficiently**. Their **loyalty** to the state and their respect for professional ethics help the government meet the needs of society.

Modern administration requires cooperation between various **institutions** and **agencies**. The **executive**, **legislative**, and **judiciary** branches must collaborate to design and **implement** policies that protect citizens' rights and encourage development. Good coordination among these bodies ensures that public decisions are **effective** and balanced.

Finally, the quality of administration depends on how well it responds to people's expectations. Officials must be ready to adapt to change, improve procedures, and fight unnecessary **bureaucracy**. When administration is fair, **legitimate**, and oriented toward service, it becomes the main instrument of progress and public confidence.



Vocabulary Practice

3. Match each word (1–10) with its correct definition (A–J).

No	Word / Phrase	Definition
1	public administration	A. Lawful; accepted as right by the people
2	Authority	B. A system of administration with many rules and officials
3	Legitimate	C. The process of managing public institutions and resources
4	Implement	D. A system for carrying out government policies
5	Official	E. Faithfulness to an institution or country
6	Loyalty	F. The power or right to make decisions and give orders
7	Efficient	G. Safe, protected, free from danger or doubt
8	Bureaucracy	H. Doing work well and without wasting time or resources
9	Secure	I. A person who works in a government position
10	administration	J. To carry out or put into effect a plan or decision

4. Complete the sentences with an appropriate word from the box. Use each word only once.

authority · bureaucracy · loyalty · administration · legitimate · officer · implement · efficient · secure · management

1 Public _____ is responsible for carrying out government policy.
2 The new law was considered _____ by most citizens.
3 Every public _____ must follow ethical standards and the law.
4 Governments should _____ their plans carefully to reach national goals.
5 Well-trained and _____ personnel make the system more productive.
6 The _____ of the state comes from the rule of law.
7 Excessive _____ often slows down decision-making.
8 Civil servants are expected to show _____ to their country.
9 Citizens feel _____ when laws are applied fairly and openly.
10 Good _____ helps organize resources and people effectively.

5. Translate into Ukrainian.

1. Public administration is not limited to enforcing the law; it also **implements national policies** designed to improve social welfare and strengthen democratic **institutions**.

2. The **authority** of public officials must always be used within the limits of the law, otherwise their actions can no longer be considered **legitimate**.

3. A modern system of public administration requires both political leadership and a corps of **qualified personnel** capable of managing complex administrative tasks.

4. When laws are applied fairly and **transparently**, citizens begin to feel more **secure** in their rights and more confident in the government's intentions.

5. Effective **management** of public resources demands not only professional **efficiency** but also moral **responsibility** toward society.

6. Excessive **bureaucracy** and unnecessary paperwork often prevent local authorities from reacting quickly to citizens' needs.

7. Every **official** should demonstrate **loyalty** to the state while remaining independent in professional judgment and ethical decision-making.

8. The **implementation** of administrative reforms depends on cooperation between central and local governments and on public support.

9. A strong administrative system must maintain a balance between the power of the **executive** and the control of the **legislature** and **judiciary**.

10. Public officers who act honestly and **efficiently** help to build trust between the state and the people it serves.

11. The success of any **administration** is measured not by its size or formality, but by the degree to which it meets the real needs of society.

12. In a democratic country, **legitimacy** is the foundation of all **authority**, ensuring that every administrative decision reflects the will and interests of the public.

6. Translate into English.

1. Державне управління є системою, яка забезпечує виконання політики уряду та реалізацію суспільних інтересів.

2. Авторитет влади ґрунтується на її законності, прозорості та відповідальності перед громадянами.

3. Ефективне управління неможливе без кваліфікованих кадрів, які діють чесно й професійно.

4. Надмірна бюрократія створює перешкоди для швидкого ухвалення рішень і знижує довіру суспільства.

5. Кожен державний службовець має демонструвати лояльність до своєї країни та дотримуватися етичних принципів.

6. Законна адміністрація сприяє стабільності, соціальному розвитку й почуттю безпеки серед громадян.

7. Для реалізації державних програм уряд повинен ефективно впроваджувати прийняті рішення.

8. Коли влада діє відкрито, громадяни почуваються більш захищеними у своїх правах.
9. Справедливість і легітимність урядових дій зміцнюють довіру до державних інституцій.
10. Успішна адміністрація залежить від здатності керівників координувати діяльність різних відомств.
11. Адміністративна система має бути стабільною, але достатньо гнучкою, щоб реагувати на зміни в суспільстві.
12. Відповідальне управління ресурсами є ознакою зрілої демократії.
13. Ефективність роботи державних органів вимірюється не кількістю документів, а результатами для громадян.
14. Професійна підготовка персоналу є ключовим чинником у підвищенні якості публічних послуг.
15. Лише легітимна влада може забезпечити баланс між державними інтересами та правами людини.

7. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

legitimate authority	законна влада
a legitimate government	легітимний уряд
to gain legitimate power	здобути законну владу
to act in a legitimate way	діяти законно, відповідно до права
to question the legitimacy of something	ставити під сумнів законність чогось
a legitimate decision approved by the legislature	законне рішення, ухвалене законодавчим органом
legitimate interests of citizens	законні інтереси громадян

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

legitimate authority · a legitimate government · to gain legitimate power · to act in a legitimate way · to question the legitimacy of something · a legitimate decision approved by the legislature · legitimate interests of citizens

1. After the elections were internationally recognized, the country finally established _____, which was able to restore stability and international cooperation.
2. In democratic societies, every public institution must _____, following the principles of law and accountability.

3. When citizens begin _____, it often signals that transparency and fairness have been undermined within the political system.
4. A reform can only be implemented if it is based on _____, ensuring that it reflects the will of the people and complies with constitutional norms.
5. The president claimed that his party had struggled for decades _____, not through manipulation, but through genuine public support.
6. Courts are responsible for protecting the _____, especially when administrative measures affect people's rights or property.
7. The newly formed parliament demonstrated that it possessed _____, acting independently from political pressure and serving the rule of law.

9. Translate into Ukrainian.

1. The effectiveness of public institutions depends on whether they exercise **legitimate authority** grounded in law and public trust rather than in political manipulation or personal ambition.
2. After years of instability, the country finally elected **a legitimate government** that began to restore international credibility and rebuild confidence among its citizens.
3. Political parties in a democracy must strive **to gain legitimate power** through transparent elections and responsible campaigning rather than through coercion or corruption.
4. Even in moments of crisis, civil servants are expected **to act in a legitimate way**, respecting both ethical standards and constitutional limitations on their authority.
5. It is the duty of an informed society **to question the legitimacy of something** whenever administrative decisions contradict the principles of justice or public interest.
6. The reform package was considered **a legitimate decision approved by the legislature**, since it underwent public debate and was passed according to constitutional procedure.
7. Every policy should be designed to protect the **legitimate interests of citizens**, ensuring that government actions contribute to collective welfare and not to the benefit of a privileged minority.
8. No reform can be sustainable unless it is founded on **legitimate authority** that reflects the genuine consent of the governed.
9. The transition to democracy required the establishment of **a legitimate government** capable of enforcing laws without violating human rights.
10. In any constitutional state, only those who **gain legitimate power** through public approval can claim the moral right to govern.
11. Public officers must constantly evaluate whether their decisions **are made in a legitimate way**, consistent with both law and ethical norms.
12. Scholars often debate whether economic reforms serve the **legitimate interests of citizens** or primarily reinforce the privileges of political elites.



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What do you think public administration includes besides enforcing laws?
2. Why is public trust important for government institutions?
3. What qualities should public officials have?
4. What problems can arise if administration is not transparent?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Public administration is only about enforcing laws.
2. Public officials are expected to act in the public interest.
3. Citizens trust administration mainly because it is fast.
4. Transparency helps build public trust.
5. Public administration includes planning and managing resources.
6. Cooperation between government branches is not necessary.
7. Bureaucracy always improves efficiency.
8. Modern administration must adapt to change.
9. Public administration is only about rules, not about people.
10. Trust and legitimacy are key elements of effective administration.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Passive Constructions with "is / are expected to…"

◆ **Form**

Subject + be (am / is / are / was / were) + expected + to + infinitive

e.g. *Every official **is expected to act** responsibly.*

(*People expect every official to act responsibly.*)

◆ **Meaning**

This structure expresses:

- **duty or responsibility** (*someone is supposed to do something*),
- **social or professional norms**,
- **common expectations** of behaviour or performance.

It is common in **formal and academic English**, especially in administrative, legal, and institutional contexts.

◆ **Examples**

1. *Public officers **are expected to serve** the community honestly.*
2. *Citizens **are expected to obey** legitimate authority.*
3. *Officials **are expected to follow** professional ethics in their work.*
4. *Students **are expected to submit** their reports on time.*
5. *The new policy **is expected to improve** the efficiency of public administration.*

◆ **Active Equivalent**

People expect public officers to serve honestly.
→ Public officers are expected to serve honestly.
This shift from **active** to **passive** removes the impersonal subject ("people") and emphasizes **the role or duty of the person being expected** — a typical feature of formal institutional English.

◆ **Related Structures**

Expression	Meaning	Example
be supposed to	informal duty, rule	*Officials are supposed to report weekly.*
be required to	official obligation	*Employees are required to sign the document.*
be obliged to	moral or legal duty	*Citizens are obliged to follow the law.*
be expected to	social/professional norm	*Every officer is expected to act fairly.*

***13. Rewrite each sentence using the structure* is / are expected to + infinitive.**

1. People expect **public officers to act responsibly.**
2. Citizens expect **the government to be transparent.**
3. Everyone expects **civil servants to follow professional ethics.**
4. The public expects **officials to respond quickly to social needs.**
5. People expect **local authorities to cooperate with national institutions.**
6. Experts expect **administrative reforms to improve efficiency.**
7. Citizens expect **the new law to protect their rights.**
8. People expect **officials to implement government policies effectively.**
9. Society expects **the judiciary to ensure fairness and stability.**
10. Taxpayers expect **public resources to be managed wisely.**

14. Each sentence contains a mistake in the structure is / are expected to + verb. Identify and correct the errors. Rewrite the sentences correctly.

1. Public officers **expected act** according to professional ethics.
2. Citizens **are expect obey** the law and respect public order.

3. The government **is expected acting** transparently and responsibly.
4. Civil servants **are expected follow** instructions from legitimate authority.
5. Local administrations **expected to implement** social programmes effectively.
6. The judiciary **is expect ensure** equality before the law.
7. Officials **are expected to acts** within the limits of their power.
8. Every department **is expected to be cooperate** with other institutions.
9. Managers **are expected showing** loyalty and discipline.
10. Public institutions **expected ensure** protection of citizens' rights.

15. Complete the dialogues using the structure* is / are expected to *and one of the verbs from the box. Use each phrase once.

act honestly · implement national policies · respond quickly · follow the new rules responsibly · introduce anti-corruption measures · improve access to quality learning · ensure that all decisions are legal and fair

1.
A: What should the new administration do first?
B: It _____.
A: And what about the citizens?
B: They _____.
2
A: What kind of behaviour is required from civil servants?
B: Every official _____.
3
A: How will local councils take part in the reform?
B: Each council _____.
4
A: Will the judiciary play a role in this process?
B: Yes, the courts _____.
5
A: What does the public hope the education programme will do?
B: It _____.
6
A: What is the duty of public managers in times of crisis?
B: They _____.

16. Complete each sentence with a logical ending using is / are expected to + verb. Use ideas connected with government, law, or civic responsibility. Example: Public officers are expected to act honestly and fairly.
1. Every civil servant _____ .
2. The government _____ .
3. Citizens _____ .

4. Public institutions _____ .
5. The judiciary _____ .
6. Local authorities _____ .
7. The media _____ .
8. Policymakers _____ .
9. Elected representatives _____ .
10. Educational institutions _____ .



Writing Practice

Focus: Writing an Academic Paragraph (Definition & Explanation)

1. STUDY THE MODEL

Read the paragraph.

Public administration is the system through which a government implements policies and provides services to citizens. It includes not only the enforcement of laws but also planning, organizing, and managing public resources. One of its key functions is to ensure that decisions serve the public interest and promote social stability. For example, local authorities may develop programmes that improve education or healthcare. As a result, effective public administration contributes to the overall development of society.

2. ANALYSE THE STRUCTURE

Answer the questions:
Which sentence gives the definition?
Which sentences explain the functions?
Which sentence gives an example?
Which sentence concludes the paragraph?

3. KEY WRITING PRINCIPLES

✓ A good academic paragraph includes:
a clear opening (definition or main idea)
logical explanation
one example
a short conclusion

✓ Use formal language:
avoid “I think”, “we see”
use structures like:
It is important to note that…

This means that…

4. CONTROLLED PRACTICE

Complete the paragraph using the prompts.
Public administration is _____.
It plays an important role because _____.
One of its main functions is _____.
For example, _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (80–100 words):
What is public administration and why is it important?
Use:
1 definition
2 functions
1 example

6. EXTENDED WRITING

Write a paragraph (100–120 words):
Why do citizens trust public administration?
Focus on:
legitimacy
transparency
law

7. ANALYTICAL WRITING

Write a paragraph (120–140 words):
What makes public administration effective?
Include:
factors
explanation
result

8. INDEPENDENT WRITING

Write a paragraph (130–150 words):
What is the biggest challenge in public administration today?

9. SELF-CHECK

Before submitting, check:
Does your paragraph have a clear structure?
Are ideas logically connected?
Is the language formal?
Is there an example?



Communication practice

1. Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.

1. Public administration deals only with enforcing laws and punishing violations.
2. The legitimacy of government decisions helps citizens trust the authorities.
3. Public administration includes planning, organizing, and managing resources.
4. Officials are expected to use public resources for personal benefit.
5. Cooperation among the executive, legislative, and judiciary branches is necessary for balanced policy-making.
6. Bureaucracy always improves the quality and speed of administrative work.
7. When administration is fair and service-oriented, it strengthens public confidence and progress.

2. Discuss the following in small groups and get ready to present your ideas for the whole class.

1. What qualities make a government decision *legitimate* in democratic societies today?
2. In what ways can modern technology improve transparency in public administration?
3. Which managerial functions from the text are most difficult to perform in your country's context?
4. How can cooperation among government branches be strengthened in practice?
5. What personal qualities should a civil servant develop to be both loyal and independent?
6. What are the risks of excessive bureaucracy, and how can they be reduced through digital reform?
7. How can public institutions rebuild trust after cases of corruption or inefficiency?
8. What are some examples of fair and service-oriented administration in your country or abroad?

9. How can education and training help future public officials meet professional expectations?

10. What can citizens themselves do to support transparent and responsible governance?

3. Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.



Case

A local government plans to build a new administrative complex using public funds. The project promises new jobs and improved services, but the decision was made quickly, without public consultation. Some citizens argue that it violates transparency and fairness; others say delays could cause the region to lose investors.

Discussion

1. What steps should officials take to make the decision legitimate and publicly trusted?
2. How could technology (e.g., online consultations, open data portals) improve public participation in such cases?
3. What are the possible risks if the project proceeds without full discussion?
4. How would you balance efficiency and transparency if you were in charge of this decision?

Session 2. The Structure of Public Administration

Warming-Up

1. Read the following:

Imagine a country where no one clearly knows who makes the laws, who enforces them, and who judges whether they are fair. What problems could appear?

Discuss the raised problem in small groups, answering the given questions.

1. Who might start making decisions — and would people trust them?
2. What could happen if the same group both made and enforced the laws?
3. How might ordinary citizens feel — safe or confused? Why?
4. Could corruption or abuse of power become easier? How?
5. What everyday situations (education, transport, health) might be affected?
6. How would people solve conflicts or disagreements without clear rules?
7. Why do you think democratic countries separate the powers of government?

2. Read the text and do the TRUE /FALSE test. Do the exercises given below.

THE STRUCTURE OF PUBLIC ADMINISTRATION

Public administration operates through a complex structure of agencies and institutions that together form the machinery of government. Each of these bodies performs specific functions and contributes to the implementation of national policy. Ministries, departments, and specialized agencies are responsible for various areas, including education, defense, health, finance, and environmental protection. Although their activities differ, they are all coordinated by higher administrative bodies that ensure coherence, accountability, and efficiency across the system.

At the core of this structure lies the division of powers among the **executive**, **legislative**, and **judiciary** branches. The executive branch carries out and enforces the laws, the legislature debates and creates them, while the judiciary interprets and ensures their legality and fairness. This separation of powers prevents concentration of authority and promotes checks and balances within the administrative system. Together, these three branches provide the foundation for stable and democratic governance.

Beneath the central government operate **regional and local administrations**, which bring decision-making closer to the people. Local authorities manage

community services, implement national programs on the ground, and address citizens' everyday needs. Effective coordination between national and local institutions ensures that policies designed at the top can be successfully adapted to regional contexts.

The structure of public administration is also influenced by contemporary trends such as **decentralization**, **digital transformation**, and **public-private cooperation**. Governments today increasingly rely on information technologies and partnerships with civil society to improve service delivery, enhance transparency, and reduce bureaucratic barriers. These innovations make administration more responsive and accessible to citizens.

Ultimately, an effective structure of public administration depends not only on its formal organization but also on the quality of communication, professionalism, and ethical standards within it. When administrative bodies operate in harmony, guided by the rule of law and a shared commitment to public service, the result is a system that maintains stability, ensures social welfare, and strengthens public trust in government.

3. Read the given statements and decide whether they are true or false.

1. Public administration is made up of different agencies and institutions that perform similar functions.
2. The executive branch is responsible for carrying out and enforcing laws.
3. The legislative branch ensures that laws are legal and fair.
4. The separation of powers helps prevent the concentration of authority.
5. Local administrations play no role in implementing national policies.
6. Digital transformation and decentralization are modern trends that influence the structure of public administration.
7. Effective communication and ethical standards are important for the success of public administration.



Vocabulary Practice

4. Match the words and phrases with their definitions.

	Word / Phrase	Definition
1	Machinery of government	**A.** The overall system and organization through which the state operates
2	Implementation	**B.** Putting laws, policies, or decisions into effect

	Word / Phrase	Definition
3	Accountability	**C.** Responsibility for actions and decisions, especially to the public
4	Division of powers	**D.** Distribution of authority among the executive, legislative, and judiciary branches
5	Legislature	**E.** The body responsible for debating and creating laws
6	Governance	**F.** The act or manner of governing and managing public affairs
7	Decentralization	**G.** Transferring power and responsibility from central to local authorities
8	Civil society	**H.** Non-governmental organizations and groups representing citizens
9	Transparency	**I.** Openness and clarity in government actions and decisions
10	Rule of law	**J.** The principle that everyone, including government, must follow the law
11	Social welfare	**K.** The well-being and quality of life of citizens ensured by public policy
12	Public trust	**L.** Citizens' confidence in the fairness and integrity of government

5. Fill in the gaps with words and phrases from exercise 4.

1. Policies that aim to improve citizens' well-being and protect their rights contribute to _____.
2. The _____ helps prevent excessive concentration of authority within one branch of government.
3. Clear and open decision-making processes improve _____ and make the state more reliable in citizens' eyes.
4. The _____ among executive, legislative, and judiciary branches ensures checks and balances.
5. The _____ refers to all institutions and bodies through which the state organizes and performs its duties.
6. The success of policy _____ depends on coordination between central and local authorities.
7. The _____ is responsible for creating and debating new laws that shape national policy.
8. When officials follow the _____, everyone, including the government, is bound by the same laws.

9. Local and regional authorities play a key role in promoting _____ by bringing decisions closer to citizens.

10. Effective _____ ensures fair decision-making, professional standards, and respect for citizens' rights.

11. Governments that show _____ and openness encourage citizens to trust their institutions.

12. Active participation of NGOs, media, and volunteer organizations is part of a strong _____.

6. Translate into Ukrainian.

1. The **machinery of government** includes all the institutions that make and enforce public policy.
2. Successful **implementation** of reforms requires coordination among different ministries and agencies.
3. High levels of **accountability** help citizens trust their government officials.
4. The **division of powers** ensures that no single branch of government becomes too strong.
5. The **legislature** passes laws that reflect the needs and values of society.
6. Good **governance** means transparent, efficient, and fair management of public affairs.
7. **Decentralization** allows local authorities to make decisions closer to the communities they serve.
8. A vibrant **civil society** contributes to democracy by monitoring and supporting public institutions.
9. Government **transparency** helps prevent corruption and builds public confidence.
10. Respect for the **rule of law** guarantees that everyone is equal before the law.
11. Programs that promote health, education, and equality are essential for **social welfare**.
12. When citizens believe in the honesty and effectiveness of their leaders, **public trust** grows stronger.

7. Match the words and phrases with their definitions.

Word / Phrase	Definition
1. Ministries / departments / agencies	A. Main administrative units responsible for specific policy areas
2. Coherence	B. Logical consistency and connection among government actions and policies
3. Efficiency	C. Achieving results with minimal waste of time and resources
4. Executive	D. Part of government that carries out and enforces

branch	laws
5. Judiciary	E. Courts that interpret laws and ensure justice
6. Checks and balances	F. System preventing any branch of government from becoming too powerful
7. Regional and local administrations	G. Lower levels of government operating closer to citizens
8. Digital transformation	H. Use of technology to improve administrative efficiency and transparency
9. Public-private cooperation	I. Collaboration between government and business for public benefit
10. Service delivery	J. Providing public services to citizens
11. Bureaucratic barriers	K. Obstacles caused by excessive rules or administrative complexity
12. Ethical standards	L. Moral principles guiding professional conduct in administration

8. Fill in the gaps with words and phrases from Exercise 7.

1. Successful government depends on maintaining _____ between different policies and institutions.
2. The _____ enforces laws and carries out national decisions.
3. Technological innovations such as e-services are part of ongoing _____ in public administration.
4. The country's _____ helps ensure fairness and justice through interpretation of the law.
5. Local decisions are made by _____ that adapt national policies to community needs.
6. Governments aim to increase _____ by using resources effectively and minimizing waste.
7. The principle of _____ prevents any single branch of government from becoming too powerful.
8. In modern governance, collaboration between business and government is known as _____.
9. Ministries and various _____ handle areas such as education, health, and finance.
10. Citizens often expect faster and more transparent _____ from government offices.
11. Excessive rules and paperwork create _____ that slow down administrative work.
12. Officials must follow _____ to maintain honesty, fairness, and public trust.

9. Translate into Ukrainian.

1. **Ministries, departments, and agencies** are responsible for developing and implementing policies in different spheres such as education, defense, and health.
2. Effective coordination ensures **coherence** between national and local government activities.
3. Governments aim to improve **efficiency** by simplifying procedures and reducing costs.
4. The **executive branch** is responsible for carrying out and enforcing the laws passed by the legislature.
5. The **judiciary** guarantees that all laws are applied fairly and in accordance with the constitution.
6. The system of **checks and balances** helps prevent abuse of power by any branch of government.
7. **Regional and local administrations** bring decision-making closer to citizens and adapt policies to local needs.
8. **Digital transformation** allows governments to provide services faster and with greater transparency.
9. Through **public-private cooperation**, authorities and businesses work together on infrastructure and social projects.
10. Modern citizens expect quick, reliable, and user-friendly **service delivery** from public institutions.
11. Many countries are trying to remove **bureaucratic barriers** that slow down investment and innovation.
12. Civil servants must follow strict **ethical standards** to maintain integrity and public trust.



Listening practice

Pre-Listening

10. Discuss the questions. Then Listen to the dialogue and do the task below.

1. What institutions are part of public administration?
2. Why is it important to divide power in government?
3. What role do local authorities play in society?
4. How can technology change the work of public administration?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Public administration consists of only one central institution.
2. Ministries and departments are responsible for different policy areas.

3. The machinery of government refers to all administrative institutions together.
4. The executive branch creates laws.
5. The judiciary interprets laws and ensures fairness.
6. The division of powers helps prevent concentration of authority.
7. Local authorities do not participate in implementing national policies.
8. Decentralization brings decision-making closer to citizens.
9. Digital transformation has no effect on public administration.
10. Effective public administration depends on communication and ethical standards.



Grammar practice

12. Study the given grammar material and do the tasks given below.

Grammar Revision: Past Tenses and *Used to*

1. Past Simple

Form: *verb + -ed* (regular) / *irregular verb form*

Use: To describe **completed actions or events in the past**, often with a specific time reference.
Examples: The commission **voted** on the proposal last night. She **read** the report carefully before the meeting.

Time expressions: *yesterday, last week, in 2020, two days ago, then, when I was a student*

2. Past Continuous

Form: *was / were + -ing*

Use: 1. To describe an **ongoing action** in the past. 2. To show a **background action** interrupted by another event. **Examples:** *The officials **were discussing** the budget when the news arrived. People **were waiting** outside while the meeting continued.*

Time expressions: *while, when, at that moment, all day yesterday*

3. Past Perfect

Form: *had + past participle*

Use: To show an action that **happened before another past action or time**.
Examples: *The commissioner **had read** the documents before the vote began. By the time they arrived, the decision **had already been made**.*

Time expressions: *by the time, before, after, already, just, never*

4. Past Perfect Continuous

Form: *had been + -ing*

Use: To emphasize **duration of an action** that started before and continued up to another moment in the past. **Examples:** She **had been studying** the report for hours before the meeting. They **had been negotiating** for months before signing the contract.

Time expressions: *for, since, before, until*

5. Used to + Verb

Form: *used to + base verb*

Use: To talk about **past habits** or **states** that are no longer true. **Examples:** The ministry **used to rely** on paper documents before digital reforms. People **used to believe** that bureaucracy could not change.

Compare: *I used to work there* → (I don't now.) *I am used to working there* → (It feels normal for me now.)

🕒 Past Simple

13. Complete the sentences with the correct form of the verb in brackets. *(Use the Past Simple.)*

1. The government _____ (create) several new agencies to manage public health.
2. The legislature _____ (approve) a reform to improve accountability.
3. Local administrations _____ (implement) national programs in education last year.
4. The minister _____ (attend) the meeting on decentralization.
5. Citizens _____ (express) their support for more transparent governance.

🔄 Past Continuous

14. Complete the sentences using the Past Continuous form of the verb in brackets.

1. While the committee _____ (discuss) the policy, the media were reporting live.
2. The departments _____ (work) on their digital transformation plans all week.
3. The local authority _____ (prepare) a report when the new guidelines arrived.
4. At that time, the executive branch _____ (review) several environmental projects.
5. People _____ (wait) for decisions that would affect regional funding.

⏳ Past Perfect

15. Use the Past Perfect form of the verbs in brackets.

1. The commission _____ (analyze) the data before presenting the results to the public.

2. By the time the reform started, the government _____ (establish) new administrative structures.
3. The auditor found that some agencies _____ (fail) to report their spending on time.
4. Citizens trusted the authorities because they _____ (introduce) fairer laws.
5. When the report was published, experts _____ (already / review) all the policy documents.

⏱ **Past Perfect Continuous**

16. Complete the sentences using the Past Perfect Continuous form.

1. The ministry _____ (work) on efficiency reforms for several months before the law was passed.
2. Officials _____ (discuss) decentralization long before it became a national priority.
3. The agency _____ (cooperate) with civil society groups before the final agreement was signed.
4. The department _____ (collect) data for years before publishing the national development plan.
5. Researchers _____ (study) local governance models when the new administration came to power.

🕰 **Used to**

17. Task: Complete the sentences with *used to* and the correct verb.

1. The government _____ (rely) on paper documents before digital transformation.
2. Local councils _____ (have) very little authority before decentralization.
3. Ministries _____ (work) independently before higher administrative coordination was introduced.
4. Citizens _____ (wait) months for documents that are now available online.
5. Public administration _____ (focus) only on control rather than on service delivery.



Writing Practice

Focus: Writing an Explanatory Paragraph (Structure & Functions)

1. STUDY THE MODEL

Read the paragraph.

Public administration is organized through a system of institutions that perform different functions within the government. At the central level, ministries and national agencies are responsible for developing and

implementing policies. At the same time, regional and local authorities adapt these policies to the needs of specific communities. This structure is based on the division of powers among the executive, legislative, and judiciary branches, which ensures balance and prevents the concentration of authority. As a result, an effective administrative structure allows governments to operate efficiently and respond to citizens' needs.

2. ANALYSE THE STRUCTURE

Answer the questions:

1. Which sentence introduces the main idea of the paragraph?
2. Which sentences describe different levels of administration?
3. Where is the explanation of the division of powers?
4. Which sentence presents the result or conclusion?

3. KEY WRITING PRINCIPLES

✓ An explanatory paragraph:
presents a system or structure
shows relationships (levels, parts, functions)
explains how elements work together

✓ Use linking expressions:
at the central level…
at the same time…
this structure is based on…
as a result…

✓ Avoid simple listing → focus on explanation.

4. CONTROLLED PRACTICE

Complete the paragraph.

Public administration operates through _____.
At the national level, _____.
At the local level, _____.
This system is based on _____.
As a result, _____.

5. GUIDED WRITING

Write a paragraph (90–110 words):

How is public administration structured?

Include:
central level
local level
division of powers

6. EXTENDED WRITING

Write a paragraph (110–130 words):

Why is the separation of powers important in public administration?
Focus on:
balance
control
prevention of abuse

7. ANALYTICAL WRITING

Write a paragraph (120–140 words):
How does administrative structure influence the effectiveness of government?
Include:
organization
coordination
results

8. INDEPENDENT WRITING

Write a paragraph (130–150 words):
How can modern changes (digitalisation, decentralisation) improve administrative structure?

9. SELF-CHECK

Before submitting, check:
Does the paragraph explain (not just list)?
Are ideas logically connected?
Are linking phrases used?
Is there a clear conclusion?



Communication practice

1. Reread the text and answer the questions.

2. What forms the *machinery of government* in the system of public administration?
3. Which bodies are responsible for implementing national policy in different areas such as education, defense, and health?

4. What is the role of the **executive**, **legislative**, and **judiciary** branches in the division of powers?
5. How does the separation of powers contribute to democratic governance?
6. What functions do **regional and local administrations** perform within the overall structure?
7. Which contemporary trends are currently shaping the structure of public administration?
8. According to the text, what factors ensure stability, social welfare, and public trust in government?

2. Read the dialogue below about The Structure of Public Administration. Use the phrases from the box to complete the missing parts of the dialogue. Each phrase can be used only once. Practise reading the completed dialogue in pairs. Pay attention to intonation, pauses, and stress. Then dramatize the scene — one student plays Anna, the other Mark — as if you were explaining the topic in a real conversation.

a complex structure of agencies and institutions
the machinery of government
implementation of national policy
ensure coherence, accountability, and efficiency
the division of powers *carries out and enforces the laws*
debates and creates them
interprets and ensures their legality and fairness
brings decision-making closer to the people
influenced by decentralization and digital transformation
partnerships with civil society
improve service delivery and transparency
guided by the rule of law *a shared commitment to public service*
strengthens public trust in government

🎭 Dialogue: Understanding How Government Works
Anna: Mark, I still find *public administration* a bit confusing. What does it actually mean?
Mark: Well, it operates through _____ (1) that together form _____ (2). Each part performs its own functions and contributes to the _____ (3).
Anna: So all those ministries and departments have different tasks, right?
Mark: Yes, but they are coordinated by higher bodies to _____ (4) throughout the system.
Anna: I also read about something called *separation of powers*.
Mark: That's right! It's known as _____ (5) among three branches. The executive branch _____ (6), the legislature _____ (7), and the judiciary _____ (8).
Anna: That sounds like a system designed to prevent too much power in one place.

Mark: Exactly—it promotes checks and balances. Beneath the central government, local administration _____ (9) and adapts national policies to local needs.
Anna: And how is public administration changing today?
Mark: It's _____ (10) and relies on _____ (11) to _____ (12) and reduce bureaucracy.
Anna: So, efficiency is not only about structure, right?
Mark: Absolutely. True success depends on people being _____ (13) and sharing _____ (14). When that happens, the system _____ (15).
Anna: Now I get it! Public administration is really about organization *and* values.
Mark: Exactly — and that's what keeps democracy running smoothly.

SELF-STUDY



Self-Study Tasks
Reading

1. ***Read the story from*** PATIMES https://patimes.org/?utm_source=chatgpt.com, ***American Society of Public Administration's journal. Do the tasks given below.***

Bedtime Stories for Public Servants: One Quiet "No"

https://patimes.org/bedtime-stories-for-public-servants-one-quiet-no/

The views expressed are those of the author and do not necessarily reflect the views of ASPA as an organization. **By S. Mohsen Fatemi October 20, 2025**

The desert air was sharp and dry enough to sting, yet inside the county chambers the air hung heavy, dense with breath, nerves and the faint hum of fluorescent lights. Rows of folding chairs sagged under farmers in dusty boots, teachers clutching lesson plans, retirees in windbreakers and young people in startup hoodies. They had come for a single vote, a vote that by night's end could tie their small county to one of the largest public financing packages in American history.

On the dais sat five commissioners. One of them, a quiet, deliberate woman with tired eyes, kept turning the pages of a binder so thick it seemed alive, threatening to tip over. The papers had landed on her desk only days earlier: a last-minute dossier describing an industrial revenue bond request worth $165 billion, more than the entire state's economy the previous year.

The proposal was breathtaking in scale: a sprawling technology campus built on desert sand, anchored by massive data centers and its own private power grid to keep them alive. Investors promised thousands of construction jobs, hundreds of millions in payments in lieu of taxes and community sweeteners—a new youth center, help with water infrastructure. They spoke of national competitiveness and a global race for digital capacity.

"This," their polished spokesperson said, voice slick as oil, "is a once-in-a-generation opportunity. A delay is, effectively, a no."

The commissioner asked for time. Once. Twice. A third plea. She wanted the public to study the details—water use in a drought-prone region, long-term energy costs, financial risk over thirty years. Each motion to pause died, unseconded. The majority seemed convinced: hesitate and the future would slip away. When the vote came—four in favor, one against—the room cracked open.

Shouts rose instantly. Some people wept with joy; others with fury. A teacher slammed a notebook shut: How can we approve something bigger than the whole state's economy with barely a week's notice? A young tech worker countered: We'll never get this chance again.

From the back, a chant began, low at first then swelling until it drowned the microphones: This is what democracy looks like.

Security moved in. Some commissioners slipped out a side door. The lone dissenter refused that exit, walking slowly down the main aisle as applause and jeers rained together.

Outside, under a sky vast and starlit, clusters formed: dreamers imagining tax windfalls and sleek new jobs; skeptics whispering about water in a thirsty desert, spiking electric bills and whether those salaries would ever materialize. A few stood silent, sensing the weight of a thirty-year knot their county had just tied.

Inside, the ordinance stood. There was still a legal window—thirty days to reverse course if the deal proved unacceptable. But everyone knew how rarely that window stayed open once money began to move.

A Pause with the Civic Sage

Later, when the crowd was gone, the lone commissioner lingered among the empty chairs, the binder still towering beside her. A figure, part mentor, part conscience, settled into the next seat.

Civic Sage: "Heavy night?"

Commissioner: "Heavier than I imagined. One vote against, four for. They said any delay would kill the deal. But how do you weigh a future no one's had time to study?"

Civic Sage: "Urgency can be a tool—and a lever. Did you feel it?"

Commissioner: "Every word was about opportunity slipping away. Competitiveness. Jobs. Taxes. Asking for time felt like stealing hope."

Civic Sage: "Hope matters. So does trust. You serve not only tomorrow's jobs but today's citizens. Fast decisions can build towers; slower ones build legitimacy."

Commissioner: "But what if slowing down really meant losing everything?"

Civic Sage: "Sometimes that's true. Sometimes it's theater. Your job isn't to kill deals—it's to insist the stakes be seen clearly. Communities deserve to co-pilot, not just ride along."

Commissioner: "So my 'no'…?"

Civic Sage: "Was a call for breathing space. Even if the train still leaves, you've marked that speed should never erase scrutiny. Someday, others may wish they'd asked: Did we choose this future, or was it chosen for us?"

The sage rose, leaving her with the quiet hum of lights and the weight of the papers. Courage, she realized, sometimes looks like asking to pause when everyone else is rushing forward.

Loose Ends

This story reflects how communities make high-stakes choices when opportunity is framed as fleeting. Urgency can silence caution; hope can be used to

hurry consent. Yet trust—the foundation of shared futures—is built through time: open debate, careful risk-weighing, space for people to understand what's promised and what might be lost.

The lone commissioner's refusal to rush is a quiet kind of bravery: a reminder that real progress is not only about seizing investment but about ensuring those who will live with the consequences can help choose the path ahead.

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2. Read the given statements and decide whether they are true or false.

1. The county meeting was held to decide on a small local infrastructure project costing around one million dollars.
2. The commissioners were asked to vote on an industrial revenue bond request worth more than the state's annual economy.
3. The proposal promised new jobs, tax payments, and community benefits such as a youth center.
4. The lone commissioner repeatedly asked for more time to review the proposal but received no support from others.
5. The final vote ended with three commissioners in favor and two against.
6. The public reaction after the vote was calm and orderly, with little disagreement.
7. The Civic Sage advised that true progress requires open debate and time for citizens to understand decisions.

3. Do the multiple-choice test.

1. What was the main purpose of the county meeting?
   A) To elect a new commissioner
   B) To decide on a major public financing proposal
   C) To discuss local school budgets
   D) To announce new environmental regulations

2. How much money was involved in the industrial revenue bond request?
   A) $16.5 million
   B) $1.65 billion
   C) $165 billion
   D) $165 million

3. What did the investors promise as part of the proposal?
   A) Free housing and medical care for residents
   B) Thousands of jobs and community benefits

C) Tax cuts for large corporations only
D) Free electricity for ten years

4. Why did the lone commissioner vote against the proposal?
   A) She disagreed with the technology project entirely
   B) She wanted more time to study the details and risks
   C) She thought it would bring too many outsiders to the county
   D) She believed the investors were not trustworthy

5. What happened immediately after the vote?
   A) The crowd quietly left the chambers
   B) The proposal was canceled by the governor
   C) The room erupted in shouting and mixed emotions
   D) The commissioners celebrated together

6. What message did the Civic Sage give the commissioner?
   A) That delaying decisions is always wrong
   B) That public trust is built through time and open debate
   C) That fast decisions show strong leadership
   D) That hope should always outweigh caution

7. What broader idea does the story convey?
   A) Economic progress should never be questioned
   B) Urgency can pressure people into risky decisions
   C) Local politics is usually fair and transparent
   D) Technology projects always benefit communities

4. Read the given summaries of the text. One of them is wrong. Decide which one is incorrect.

Summary A

A small county faces a critical decision on a $165-billion industrial bond proposal to build a huge technology campus. Despite one commissioner's plea for more time to examine environmental and financial risks, the board approves the plan 4–1. The lone dissenter later reflects with a mentor on how urgency and hope can pressure communities into rushed decisions, realizing that courage sometimes means asking to pause when others hurry forward.

Summary B

During a tense public meeting, county commissioners vote on a massive investment project that promises jobs and growth but raises serious questions about transparency and long-term costs. The only commissioner opposing the deal does so to protect public trust and demand proper study. Her "no" vote becomes a symbol of democratic responsibility and the need for informed, participatory decision-making.

Summary C

The story describes a peaceful town celebration after a successful technology fair, where residents agree to open new schools and sports centers with help from federal grants. All commissioners vote unanimously in favor, and the Civic Sage congratulates them on their teamwork and quick decision-making that unites the community.



Self-Study Tasks
Vocabulary Practice

1. ***Choose the correct definition for each term.***

1. **Public administration**

A) The political campaign process
B) The organization and management of government activities
C) The private management of companies

2. **Accountability**

A) Hiding mistakes to protect authority
B) Responsibility for actions and decisions
C) Power to control other institutions

3. **Decentralization**

A) Concentrating all power in the central government
B) Reducing bureaucracy by outsourcing
C) Transferring decision-making to local authorities

4. **Transparency**

A) Openness in government decisions and actions
B) Rapid technological development
C) A system of taxes and regulations

5. **Executive branch**

A) Part of government that enforces laws
B) Part of government that interprets laws
C) Group of citizens who propose policies

6. **Judiciary**

A) Citizens' council for public complaints
B) Courts that interpret and apply the law
C) Police and security agencies

7. **Governance**

A) The process of managing public affair
B) The act of voting in election
C) The system of collecting taxes

8. **Checks and balances**

A) A budgeting method for local councils
B) System preventing any branch of government from gaining too much power
C) Evaluation of employee performance

9. **Ethical standards**
A) Rules for keeping office documents confidentia
B) Moral principles guiding professional conduct
C) National economic goals
10. **Civil society**
A) Organizations and groups representing citizens outside the government
B) A branch of the military
C) A network of government ministries
11. **Efficiency**
A) Ability to achieve results with minimal waste of time and resources
B) Centralization of power in one authority
C) Legal protection of citizens' rights
12. **Rule of law**
A) Law that favors certain individuals
B) Principle that everyone, including government, is subject to the law
C) Rules written only for local administrations
13. **Public trust**
A) Belief that government acts fairly and responsibly
B) A legal organization for managing state assets
C) A tax-collecting institution
14. **Digital transformation**
A) Replacing civil servants with robots
B) Adoption of technology to improve government work
C) Privatization of national companies
15. **Service delivery**
A) Distribution of goods by private firms
B) Providing public services to citizens
C) Creating new laws in parliament

2. ***Read each term and its definition. Decide whether the definition is True (✓) or False (✗).***

1. **Authority** – the legal power or right to give orders and make decisions. → _____
2. **Bureaucracy** – a system where power is held by one single ruler with absolute control. → _____
3. **Loyalty** – faithfulness and commitment to an organization, state, or leader. _____
4. **Implementation** – the process of developing new laws through parliamentary debate. → _____
5. **Social welfare** – government efforts to support citizens' well-being through programs like healthcare and education. → _____
6. **Public-private cooperation** – when the public and private sectors work together on common projects. → _____

7. **Legislature** – a system of courts that interprets and enforces the law. → _____
8. **Regional and local administrations** – government bodies that operate at community and regional levels. → _____
9. **Coherence** – logical connection and consistency among policies and decisions. → _____
10. **Machinery of government** – the set of agencies and institutions through which government operates. → _____
11. **Secure** – to make something safe or protected from danger or threat. → _____
12. **Governance** – a collection of laws that limit the powers of local authorities only. ____



Self-Study Tasks
Grammar Practice

1. Complete the sentences with the correct past tense form or* used to *of the verb in brackets.

2. The desert air _____ (sting) her face as she walked toward the county chambers.
3. Rows of folding chairs _____ (sag) under the weight of farmers and teachers.
4. The commissioners _____ (already / read) the proposal before the meeting began.
5. While the audience _____ (wait) for the vote, the atmosphere grew tense.
6. The binder on her desk _____ (contain) hundreds of pages of financial data.
7. She _____ (ask) for more time three times, but no one supported her motion.
8. When the vote _____ (come), the room cracked open with noise and shouting.
9. For years, the county _____ (depend) on small local projects, but this proposal was enormous.
10. A young tech worker _____ (argue) that delay would destroy their only chance.
11. Outside, people _____ (form) small groups under the starlit sky.
12. By the time security _____ (arrive), the chanting had already started.
13. The commissioner _____ (linger) among the empty chairs long after the crowd had left.
14. She _____ (believe) in careful planning, not in decisions made overnight.
15. The Civic Sage _____ (sit) quietly beside her and waited for her to speak.
16. The woman's eyes were tired; she _____ (study) the documents for days.
17. Investors _____ (promise) thousands of jobs and a youth center to win support.
18. When the meeting ended, some commissioners _____ (slip) out through the side door.

19. The lone dissenter _____ (walk) slowly down the main aisle while applause and jeers mixed together.
20. Before the project was announced, few citizens _____ (hear) of industrial revenue bonds.
21. She _____ (wonder) how people could approve a deal bigger than the state's economy.
22. For months, local officials _____ (prepare) smaller plans before this massive one appeared.
23. The county _____ (not / face) such a high-stakes decision in decades.
24. She remembered how the same community _____ (use to / meet) calmly to discuss local issues.
25. While the spokesperson _____ (speak), the commissioner took notes in the margin of her binder.
26. The proposal _____ (sound) like progress, but it also carried hidden risks.
27. They _____ (negotiate) with investors long before the public even heard of the project.
28. The Civic Sage told her that fast decisions _____ (build) towers, but slow ones built legitimacy.
29. She _____ (think) about his words as the lights flickered above the empty hall.
30. The crowd _____ (chant) louder and louder until their voices drowned the microphones.
31. In the past, the county _____ (use to / believe) that hesitation meant weakness; now she saw it could mean courage.

4. Each sentence has one or more tense mistakes. Rewrite them correctly.

1. The commissioner **was ask** for more time three times, but nobody **is supporting** her.
2. The crowd **was shouting** when the vote **comes** to an end.
3. They **have promised** thousands of jobs before the meeting even **started**.
4. She **was believe** that rushing decisions **is never** a good idea.
5. People **was waiting** outside while the commissioners **had discussed** the proposal.
6. By the time the security **arrives**, the chanting **already began**.
7. The binder **was containing** hundreds of pages of reports that she **don't read yet**.
8. Before the project **announce**, no one **hearded** about industrial revenue bonds.
9. Investors **was talking** for hours before the audience **had entered** the chamber.
10. The Civic Sage **told** her that fast decisions **was build** towers, but slow ones **builded** legitimacy.
11. The county **used be** dependent on small local programs before the new proposal **appears**.
12. The commissioner **had been waiting** for the meeting **since two hours** when it finally **begin**.

13. She **didn't used to trusted** investors who came with quick promises.
14. The officials **were negotiating** with investors long before the public **have known** about the project.
15. The citizens **wasn't used** to attend public meetings until the issue **became** critical.



Self-Study Tasks
Listening

Pre-listening
1. ***Write the correct words next to the sentences illustrating their meaning.***

machinery of government • implementation • accountability • executive branch • judiciary • decentralization • transparency • efficiency • civil society • service delivery • rule of law • public trust

1. When power is divided among different branches, it prevents abuse. _____
2. Citizens can check how money is spent through open data platforms. _____
3. The courts that ensure justice and interpret laws form part of the country's _____.
4. All the ministries, agencies, and departments together form the _____ that keeps the state running.
5. Using resources wisely to achieve better results means improving _____.
6. People expect officials to take responsibility for their decisions — that is called _____.
7. Putting government plans and laws into real action refers to their _____.
8. Giving more power to local governments and communities shows _____ in practice.
9. The branch of government that enforces laws and carries out national policies is the _____.
10. Groups and organizations outside the government, such as NGOs or associations, belong to _____.
11. Respecting the law equally for everyone, including officials, ensures the _____.
12. When citizens believe their leaders act honestly and fairly, there is strong _____.
13. Quick access to healthcare, education, and other public services reflects effective _____.

Listening

Listen to **"**Public Administration: A Very Short Introduction" by Ravi K. Roy and do the tasks given below.



https://www.youtube.com/watch?v=J84tlDeo7qs

After-Listening

Read the given statements. Decide whether they are true or false.

1. The federal government of the United States is the country's largest employer.
2. There are only a few hundred public sector organizations in the United States.
3. Many private sector jobs depend on contracts or projects funded by the government.
4. The public sector has little influence on a country's economy or employment.
5. Public administration is closely linked to democracy, elections, and campaign promises.
6. Since the 1960s, public trust in government performance has steadily increased.
7. The politics–administration dichotomy refers to the separation between political decision-making and neutral administration.
8. Some people believe that making government "run like the private sector" will solve efficiency problems.
9. Local social service workers often face high workloads and limited resources.
10. The text suggests that young people should avoid careers in the public sector because they are disappearing.

TOPIC 2

PUBLIC ADMINISTRATION PERSONNEL



Session 3. The Role and Functions of Public Administration Personnel

1. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. Do you believe public servants are more motivated by **duty** or by **job security**? Give reasons for your opinion.
2. Name three different jobs that exist in **public administration** at the local, regional, or national level.
3. Which three qualities are the most important for people working in government?

(Choose from: honesty, efficiency, communication, creativity, loyalty, empathy, courage, responsibility.)

4. Explain your choice.
5. Why is **ethics** so important in government work?
6. Can you think of a situation where a **public servant** might face a **moral dilemma**?

2. Read the text and answer the given questions. Do the exercises given below.

1. What is the main function of public administration personnel in a modern government?
2. In what kinds of institutions can public administrators work?
3. How do public administration personnel turn political decisions into real actions?
4. What are some examples of projects or areas that public officials manage?
5. Which professional and personal skills are important for success in public administration?

6. Why is ethical behavior especially significant for public officials?
7. What can happen if administrators act dishonestly or irresponsibly?
8. How does the author describe the connection between public administration personnel and society?



THE ROLE AND IMPORTANCE OF PUBLIC ADMINISTRATION PERSONNEL

Public administration personnel form the backbone of every modern government, ensuring that public policies are implemented effectively and that citizens' needs are met on a daily basis. Their work is not limited to paperwork or routine procedures; rather, it involves organizing complex systems of decision-making and coordination across various levels of authority. Whether they operate in ministries, regional administrations, or local councils, their contribution is essential to the stability and efficiency of the state.

The main responsibility of these officials is to translate political decisions into practical actions. They prepare policy drafts, manage budgets, and supervise public projects that influence the quality of life of the population. For example, they may design social programs, improve infrastructure, or monitor environmental protection measures. Through these activities, they make sure that the government's promises are not only discussed but also realized in practice.

Successful performance in public administration requires not only professional knowledge but also well-developed interpersonal and analytical skills. Officials must be able to work with data, plan long-term strategies, and cooperate with specialists from different fields. Equally important are communication abilities: an administrator often needs to explain complex procedures in simple terms, negotiate with partners, or resolve conflicts between departments.

Ethical behavior and accountability are also central to this profession. Because public administrators handle taxpayers' money and make decisions that affect large groups of people, society expects them to act with integrity and transparency. Corruption, negligence, or abuse of power can quickly destroy citizens' trust and damage the reputation of public institutions. Therefore, training in professional ethics has become an integral part of administrative education.

In summary, public administration personnel are much more than clerks behind desks. They are the link between government and society, translating political goals into social progress. Their efficiency, honesty, and sense of responsibility determine how successfully a country is governed and how much confidence people place in their state.



Vocabulary Practice

3. Match the words with their definitions

No.	Word / Phrase	Definition
1	**Coordination**	a) Organized cooperation among departments or levels of administration to achieve a common goal.
2	**Decision-making**	b) The process of analyzing information and choosing the best course of action.
3	**Implementation**	c) Putting a plan, policy, or law into practical effect.
4	**Infrastructure**	d) The basic systems and physical structures that support a community or organization.
5	**Interpersonal skills**	e) The ability to communicate and work effectively with other people.
6	**Analytical skills**	f) The ability to understand complex information, identify patterns, and draw logical conclusions.
7	**Integrity**	g) Honesty and strong moral principles in one's professional behavior.
8	**Negligence**	h) Failure to take proper care or responsibility in performing one's duties.
9	**Abuse of power**	i) The improper use of authority for personal gain or unfair advantage.
10	**Ethical behavior**	j) Acting according to moral principles and professional standards.
11	**Accountability**	k) The duty to explain and take responsibility for one's actions or decisions.
12	**Public trust**	l) Citizens' confidence that government officials act honestly and in the public interest.

4. Complete the sentences with an appropriate word from the box. Use each word only once.

· implementation · decision-making · interpersonal skills · coordination · analytical skills · integrity · infrastructure · ethical behavior · negligence · accountability · abuse of power · public trust

1. Her strong _____ allowed her to mediate the conflict and help the team reach a compromise.
2. We are looking for a candidate with sharp _____ who can identify patterns in complex financial datasets.
3. Choosing to admit his mistake rather than hide it demonstrated his personal _____.
4. The company's code of conduct serves as a roadmap for _____ in all global business dealings.
5. The company was held liable for _____ after failing to perform the required safety inspections on the machinery.
6. Clear _____ ensures that every team member understands their specific responsibilities and the consequences of their actions.
7. The supervisor's _____ included forcing employees to work unpaid overtime under the threat of termination.
8. Transparency is essential for government agencies to maintain _____ and demonstrate that tax dollars are being used wisely.
9. The successful _____ of the new software required three months of intensive training for the entire staff.
10. In high-pressure situations, effective leaders must rely on both data and experience to streamline their _____ process.
11. Project success depends on the seamless _____ between the marketing and production departments.
12. The city council voted to increase funding for urban _____, prioritizing the repair of bridges and transit lines.

5. Translate into Ukrainian.

1. Effective **coordination** between central and local authorities is essential for the successful implementation of national infrastructure policies.

2. Transparent **decision-making** processes in public administration are vital to ensure that government policies reflect the needs of the citizens and maintain high levels of public trust.

3. The successful **implementation** of administrative reforms depends on clear strategic planning and the active participation of all levels of government.

4. Sustainable investment in public **infrastructure,** such as transportation networks and digital systems, is a key responsibility of modern public administration to foster economic growth.

5. Public administrators must possess strong **interpersonal skills** to facilitate effective communication between government agencies and the diverse communities they serve.

6. Public officials need advanced **analytical skills** to evaluate complex data and assess the long-term impact of proposed policies on the population.

7. Maintaining high levels of **integrity** among civil servants is fundamental to preventing corruption and ensuring that the government operates in the best interest of the public.

8. In public administration, administrative **negligence** can lead to the mismanagement of state funds and a significant decline in the quality of essential services.

9. Rigorous legal frameworks and independent oversight bodies are essential to protect citizens against any potential **abuse of power** by government officials.

10. Promoting **ethical behavior** within public administration is crucial for building a transparent government that prioritizes the common good over private interests.

11. Democratic governance relies on the principle of **accountability,** ensuring that public officials are held responsible for their actions and the effective use of taxpayer resources.

12. Restoring **public trust** in government institutions requires absolute transparency, consistent integrity, and a clear commitment to serving the interests of all citizens.

6. Translate into English.

1. Ефективне державне управління неможливе без кваліфікованого персоналу, чиї **аналітичні здібності** дозволяють розв'язувати складні суспільні проблеми.
2. Професійна **координація** між державними службовцями різних департаментів забезпечує злагоджену роботу всього державного апарату.
3. Успішне **впровадження** державних реформ безпосередньо залежить від компетенції та мотивації виконавців на місцях.
4. Високий рівень **доброчесності** кожного працівника є фундаментом для запобігання корупції в органах влади.
5. Державні службовці повинні дотримуватися стандартів **етичної поведінки**, щоб бути прикладом для громадян.
6. Якісна та сучасна **інфраструктура** державних установ дозволяє персоналу працювати швидше та ефективніше.
7. Процес **прийняття рішень** у державному секторі потребує від працівників глибоких знань законодавства та стратегічного мислення.

8. Розвинені **міжособистісні навички** допомагають адміністраторам знаходити спільну мову з громадянами та вирішувати конфліктні ситуації.
9. Будь-яка **недбалість** у роботі з документами або зверненнями громадян може призвести до серйозних правових наслідків.
10. Підзвітність державних службовців перед суспільством є головною умовою демократичного врядування.
11. Суворе покарання за будь-яке **зловживання владою** допомагає очистити державну службу від недоброчесних кадрів.
12. Головною метою діяльності персоналу є зміцнення **суспільної довіри** до державних інституцій.
13. Професіоналізм кадрів мінімізує ризики помилок під час реалізації важливих національних стратегій.
14. Безперервне навчання персоналу дозволяє адаптувати державне управління до викликів цифрової епохи.
15. Відповідальне ставлення працівників до своїх обов'язків гарантує справедливий розподіл суспільних ресурсів.

7. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English. Make up your own sentences with the following words and phrases.

Coordination	Координація / узгодження дій
Decision-making	Прийняття рішень
Implementation	Впровадження / Реалізація
Infrastructure	Інфраструктура
Interpersonal skills	Навички спілкування
Analytical skills	Аналітичні навички
Integrity	Доброчесність
Negligence	Недбалість / Халатність
Abuse of power	Зловживання владою
Ethical behavior	Етична поведінка
Accountability	Підзвітність
Public trust	Довіра громадськості

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

· effective decision-making · ensures · administrative personnel · interpersonal skills · national infrastructure · negligence · complex data · to prevent the abuse of power · to ensure · primary defense · the vital link · transparency and honesty · political transitions · systemic accountability · ultimate goal

1. The implementation of government policies depends entirely on the dedication and competence of _____.
2. _____ within the public sector requires staff who can balance political goals with the practical needs of the citizens.
3. Public officials must possess strong _____to manage diverse teams and engage effectively with the community.
4. Professional coordination among department personnel _____ that public services are delivered without delay or duplication.
5. Skilled personnel use their analytical skills to interpret _____, ensuring that public resources are allocated efficiently.
6. The integrity of public administration employees is the _____ against corruption and unethical practices.
7. Maintenance and expansion of _____ require highly specialized personnel with technical and managerial expertise.
8. By modeling ethical behavior, public servants set the standard for _____ in society.
9. Any _____ by administrative staff in handling public safety or health records can have devastating consequences for the population.
10. _____ ensures that personnel remain answerable to the public for their actions and financial management.
11. Professional training for staff is necessary _____ and ensure that authority is used only for the common good.
12. The _____ of all public personnel is to build and maintain public trust through reliable and fair service.
13. Public administration personnel act as _____ between political leaders and the everyday lives of the people.
14. High-quality recruitment processes are essential _____ that the civil service attracts individuals with both talent and a strong sense of duty.
15. The stability of a country often rests on the professional continuity provided by experienced public administration personnel during _____.

9. Translate into Ukrainian.

1. Public administration personnel serve as the backbone of the state, ensuring the continuous **implementation** of laws and social programs.
2. The **integrity** of civil servants is the most critical factor in maintaining the stability of democratic institutions.
3. Without professional **coordination** among government staff, public resources would be wasted through overlapping and inefficient efforts.
4. Personnel with advanced **analytical skills** are essential for evaluating the long-term socio-economic impact of new regulations.
5. The daily **decision-making** of administrative staff directly affects the quality of life for millions of citizens.

6. Public officials must exhibit **ethical behavior** to set a standard for transparency and fairness in the public sector.
7. Developing and maintaining modern **infrastructure** requires a workforce with both technical expertise and strategic management abilities.
8. Strong **interpersonal skills** allow public personnel to bridge the gap between the government and diverse community groups.
9. Systemic **accountability** ensures that every member of the administrative staff remains responsible for their professional conduct.
10. The role of personnel is to safeguard **public trust** by providing services that are impartial, accessible, and reliable.
11. Strict oversight and professional training are necessary to prevent any **abuse of power** within the ranks of the civil service.
12. Professionalism in public administration reduces the risk of **negligence**, which can lead to legal disputes and financial losses for the state.
13. Personnel act as "institutional memory," providing continuity and stability even when political leadership changes.
14. The effectiveness of a government is often measured by the speed and accuracy with which its personnel respond to the needs of the population.
15. Investing in the continuous education of public personnel is vital for adapting to the challenges of digital governance and global crises.



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What kinds of jobs exist in public administration?
2. What skills are necessary for public officials?
3. Why is ethical behavior important in government work?
4. What risks arise when officials act irresponsibly?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Public administration personnel mainly deal with routine paperwork.
2. Their role includes implementing policies and managing public projects.
3. Public officials do not need analytical skills.
4. Communication skills are important for explaining decisions and resolving conflicts.
5. Public officials are responsible only for administrative tasks, not ethical decisions.

6. Corruption and negligence can damage public trust.
7. Public administration personnel work only at the national level.
8. Their work may involve infrastructure, social, and environmental projects.
9. Ethical behavior is not essential in public administration.
10. Public administration personnel connect government decisions with society.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Future Tenses.

1. Future Simple
Form: ***will + base verb (infinitive)***
Note: unlike the Past Simple, the verb never changes, regardless of the subject (I, you, he, she, they all use *will*).
Use: to describe **actions or events that will happen at a specific point in the future.**
Examples: *The commission **will vote** on the proposal tomorrow night. She **will read** the report carefully after it is published. I **will help** you with those files.*
Time expressions: *tomorrow, next week, in 2030, in three days, soon, later tonight*

2.Future Continuous
Form: ***will + be + verb + -ing***
Use: To describe **an action that will be in progress** at a specific time in the future.
Examples: *The commission **will be voting** on the proposals all day tomorrow. At 9:00 PM tonight, she **will be reading** the final draft of the report.*
Time expressions: *at specific time tomorrow, this time next week, in two hours, all day tomorrow, while, during*

3. Future Perfect
Form: *will have + past participle (v3)*
Note: you always use **«have»**, never «has».
Use: 1. To describe **an action that will be completed before a specific point** or another action in the future.
Examples: *The commission **will have voted** on all proposals by the time the meeting ends. By tomorrow morning, she **will have read** the entire report.*
Time expressions: *by (by then, by 5:00, by next month*

4. Future Perfect Continuous
Form: *will + have + been + verb + -ing*
Use: 1. To show **how long an action will have been in progress** up to a specific point in the future. **2.** To emphasize **the duration or continuity of an activity** leading up to a future deadline.
Examples: *By the time the session closes, the commission **will have been voting** for six hours. In December, she **will have been reading** and researching this topic for a full year. When I finally retire, I will have been working here for thirty years.*
Time expressions: *by (by next week, by the end of the year), for (for two hours, for ten years)*

🕒 Future Simple

13. Complete the sentences with the correct form of the verb in brackets. *(Use the Future Simple).*

1. Public administration personnel _____ (implement) new government policies to improve urban infrastructure.
2. Skilled civil servants _____ (ensure) that social services reach the most vulnerable populations in the coming years.
3. New recruits in the public sector _____ (develop) more transparent systems for managing taxpayer funds.
4. The department _____ (adopt) digital tools to make bureaucratic processes faster and more efficient for citizens.
5. Dedicated administrators _____ (protect) the public interest during times of economic transition.
6. Public officials _____ (collaborate) with local communities to solve environmental challenges.
7. The government _____ (provide) specialized training so that personnel _____ (handle) data privacy more effectively.
8. Administrative managers _____ (oversee) the fair distribution of resources across rural and urban districts.
9. Strategic planning by public personnel _____ (reduce) the response time during future national emergencies.
10. Enhanced ethical standards _____ (strengthen) the trust between the public and the state administration.

🔄 Future Continuous

14. Complete the sentences using the Future Continuous form of the verb in brackets.

1. Next year, public administration personnel _____ (implement) new digital platforms to streamline citizen requests.
2. Throughout the next decade, civil servants _____ (work) to bridge the gap between policy making and community needs.
3. During the transition period, the department _____ (update) its ethical guidelines to ensure greater transparency.

4. This time next month, senior administrators _____ (evaluate) the impact of the new healthcare budget.
5. In the coming years, public officials _____ (collaborate) more closely with private tech firms on cybersecurity.
6. The personnel department _____ (recruit) specialized talent to handle the complexities of modern urban planning.
7. While the reforms take place, the staff _____ (provide) continuous support to local businesses.
8. By mid-2027, the administration _____ (manage) several large-scale sustainability projects simultaneously.
9. At the international summit, our delegates _____ (represent) the interests of the public sector on a global stage.
10. For the foreseeable future, dedicated clerks _____ (ensure) that all government data remains secure and accessible.

⏳ Future Perfect

15. Use the Future Perfect form of the verbs in brackets.

1. By the end of the fiscal year, public administration personnel _____ (implement) the entire digital reform strategy.
2. In five years' time, the department _____ (modernize) its service delivery for all citizens.
3. By the next election, civil servants _____ (allocate) the federal budget to all critical infrastructure projects.
4. Before the new law takes effect, the legal team _____ (review) every administrative procedure.
5. By 2030, the government _____ (train) its entire workforce in advanced data analytics.
6. The commission _____ (establish) new transparency protocols by the time the audit begins.
7. By the end of the decade, public administrators _____ (reduce) bureaucratic wait times by 50 %.
8. Our local officials _____ (complet) the urban renewal plan before the winter season starts.
9. By the time the project concludes, the personnel _____ (integrate) sustainable practices into all government operations.
10. In ten years, the administration _____ (foster) a stronger relationship of trust with the local community.

⏱ Future Perfect Continuous

16. Complete the sentences using the Future Perfect Continuous form.

1. By next December, our senior administrators _____ (serve) the public for over twenty-five years.
2. By the time the new policy is fully active, the department _____ (research) social impact trends for a decade.

3. In 2030, these officials _____ (manage) the city's complex infrastructure projects for fifteen years.
4. By the end of the reform period, the personnel _____ (implement) digital solutions for five consecutive years.
5. When the audit begins, the finance team _____ (track) every expenditure for the entire fiscal period.
6. By the time he retires, the Director of Public Works _____ (improve) local transport systems since the late 90s.
7. By next year, the civil service commission _____ (revise) the ethical code for eighteen months.
8. By the end of the summit, the delegates _____ (negotiate) international administrative standards for three weeks.
9. In two years' time, the department _____ (provide) 24/7 online support to citizens without interruption.
10. By the time the grant expires, the project managers _____ (oversee) the community development fund for five years.



Writing Practice

Focus: Writing a Descriptive–Analytical Paragraph (Roles & Responsibilities)

1. STUDY THE MODEL

Read the paragraph.

Public administration personnel play a central role in the functioning of government institutions. Their main responsibility is to implement policies and ensure that public services are delivered effectively. In practice, this involves preparing documents, managing resources, and coordinating activities between departments. They also interact with citizens, explaining procedures and addressing public concerns. As a result, the work of public officials directly influences the quality of governance and public trust.

2. ANALYSE THE STRUCTURE

Answer the questions:

Which sentence introduces the role of public administration personnel?
Which sentence describes their main responsibility?
Which sentences explain what they do in practice?
Which sentence shows the result of their work?

3. KEY WRITING PRINCIPLES

✓ A descriptive–analytical paragraph:

- identifies a role (who)
- explains responsibilities (what they do)
- shows practical actions (how)
- presents impact (result)

✓ Use functional language:

- *their main responsibility is to…*
- *this involves…*
- *they are responsible for…*
- *as a result…*

✓ Avoid simple lists → always explain.

4. CONTROLLED PRACTICE

Complete the paragraph.

Public administration personnel are responsible for _____.
Their main task is to _____.
In practice, this involves _____.
They also _____.
As a result, _____.

5. GUIDED WRITING

Write a paragraph (90–110 words):

What are the main responsibilities of public administration personnel?

Include:
at least 3 responsibilities
explanation
result

6. EXTENDED WRITING

Write a paragraph (110–130 words):

How do public administration personnel contribute to society?

Focus on:
services
interaction with citizens
outcomes

7. ANALYTICAL WRITING

Write a paragraph (120–140 words):

Why are qualified and professional personnel important in public administration?

Include:

competence
efficiency
consequences

8. INDEPENDENT WRITING

Write a paragraph (130–150 words):

What happens when public administration personnel perform their duties poorly?

9. SELF-CHECK

Before submitting, check:

Is the role clearly defined?
Are responsibilities explained (not listed)?
Is there a logical result?
Is the style formal?



Communication practice

1. Read the dialogue below about The Role and Importance of Public Administration Personnel. Use the phrases from the box to complete the missing parts of the dialogue. Each phrase can be used only once. Practise reading the completed dialogue in pairs. Pay attention to intonation, pauses, and stress. Then dramatize the scene — one student plays Anna, the other Mark — as if you were explaining the topic in a real conversation.

· public service values	· citizens' trust in government
· turn political decisions into action	· ethical and transparent
· work with data and people	· communication and problem-solving
· decision-making and coordination	· ensure quality public services
· translate policies into results	· sense of responsibility
· professional competence	· improve people's daily lives
· backbone of the state	· integrity and accountability
· clear procedures and cooperation	

🎭 **Understanding the Role of Public Administration Personnel**

Anna: Mark, we've talked about how government works, but I'm still curious about the people behind it. Who exactly are public administration personnel?

Mark: They're often called the _____ (1) because they make sure that the state functions effectively every day. Their main task is to _____ (2) and manage the process of _____ (3) across institutions.
Anna: So they're the ones who make sure government decisions actually happen?
Mark: Exactly. They _____ (4), prepare documents, and organize programs that _____ (5).
Anna: That sounds like a lot of responsibility. What kind of skills do they need?
Mark: Quite a few. They must _____ (6), show _____ (7), and possess strong _____ (8) abilities.
Anna: I imagine ethics is also important for them.
Mark: Very much so. They must act in an _____ (9) way, guided by _____ (10), and maintain _____ (11).
Anna: And what motivates them to keep working in such demanding positions?
Mark: Most of them share _____ (12) and a real _____ (13) that help them _____ (14).
Anna: So, when public servants are competent and responsible, the whole system works better.
Mark: Absolutely. Their dedication and _____ (15) are what keep society running smoothly.

2. Discuss the following in small groups and get ready to present your ideas for the whole class.

1. Public servants should remain strictly politically neutral, even if they are asked to implement a policy they believe is ethically wrong.
2. The primary goal of a public administrator should be to save taxpayer money, even if it means reducing the quality of service for marginalized communities.
3. Excessive bureaucracy is not a sign of failure; it is a necessary safeguard to ensure transparency and prevent corruption.
4. Government agencies should be run exactly like private corporations, with performance-based pay and the power to fire "low-performing" staff instantly.
5. A public workforce that does not demographically mirror the community it serves can never truly be effective or fair.
6. Frontline workers (like police or social workers) have too much "street-level" discretion, leading to inconsistent application of the law.
7. Within the next 20 years, AI should replace human administrators in routine decision-making to eliminate human bias and error.
8. A public servant's highest loyalty should be to the public interest, even if that means leaking "confidential" information about government mismanagement.
9. The negative stereotype of the "lazy bureaucrat" is the biggest hurdle to attracting top-tier talent to public service today.
10. During a national emergency, public administrators should have the power to bypass standard legal procedures to save lives.

3. Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.



Case

You are the District Administrative Team for a small industrial town. The town's largest employer is a chemical plant that provides jobs for 40% of the local population and pays for the majority of the town's schools and parks.

Your department's environmental inspectors (public personnel) have discovered that the factory has been leaking a non-regulated chemical into the local river.

Discussion

1. Does a public administrator's duty to protect human life override their legal obligation to follow existing regulations, or is acting outside the written law a threat to democracy?
2. When an elected leader (the Mayor) gives an order that contradicts the data of the experts (the Inspectors), where does a civil servant's true loyalty lie: with the boss who hired them or the public who pays them?
3. Is it more «ethical» for a public administrator to allow a manageable health risk to save 40% of a town's jobs, or to prioritize environmental purity even if it leads to widespread poverty and school closures?
4. Should public officials have the power to withhold «scary» information to prevent social and economic panic, or is the right to information an absolute requirement for a free society?
5. If the technical findings of experts are suppressed for political gain, can a public institution ever recover its credibility, and what mechanisms should exist to protect «street-level» personnel from political retaliation?

Session 4. Professional Skills and Ethical Standards in Public Administration

Warming-Up

1. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. What is the difference between a technical skill (like data analysis) and a competence (like ethical leadership) in the public sector?
2. In your opinion, is emotional intelligence or legal expertise more important for a public official dealing with an angry community?
3. How can a public administrator maintain neutrality when their personal values conflict with a new government policy?
4. What are the biggest ethical challenges created by the use of Artificial Intelligence in government decision-making?
5. Why «crisis management» is now considered a core competence for local government officials?
6. How does transparency act as both a skill to be mastered and a challenge to be managed by public personnel?
7. What role does effective communication play in bridging the gap between complex legislation and citizen understanding?
8. How can public organizations attract and retain highly skilled talent when the private sector often offers higher salaries?
9. In what ways does globalization challenge local public administrators today compared to 50 years ago?
10. Can a public servant be truly competent if they lack cultural sensitivity in a diverse urban environment?

2. Read the text and do the TRUE /FALSE test. Do the exercises given below.

SKILLS, COMPETENCE, AND CHALLENGES IN PUBLIC ADMINISTRATION

Public administration today operates in a world of constant change, where technological development, globalization, and social expectations shape the duties of government employees. Personnel working in this field must be able to adapt quickly to new circumstances while maintaining high professional standards. Their

mission is to provide citizens with efficient, transparent, and fair public services, even in times of uncertainty or reform.

To achieve this, administrators need a combination of technical expertise and soft skills. A good knowledge of economics, law, and management enables them to understand the complex mechanisms of policy implementation. At the same time, they must demonstrate critical thinking, creativity, and emotional intelligence when communicating with the public or making decisions that may be unpopular but necessary. Teamwork and leadership skills are equally valuable, as modern public administration relies heavily on collaboration between departments and agencies.

Another vital competence in today's administrative environment is digital literacy. The rapid introduction of e-government systems has transformed the way officials interact with citizens and process information. Electronic databases, online applications, and automated platforms simplify communication but also require continuous learning. Administrators who can use digital tools effectively contribute to greater transparency and efficiency in government work.

However, the profession is not without its challenges. Bureaucratic procedures, limited funding, and political pressure often slow down innovation and make it difficult to introduce positive change. Moreover, the growing demand for accountability places additional stress on employees, who must balance the expectations of superiors, politicians, and ordinary citizens. Maintaining motivation under such pressure requires a strong sense of duty and commitment to public values.

In conclusion, public administration personnel stand at the center of public life, connecting political leadership with everyday citizens. Their knowledge, ethical standards, and adaptability determine the quality of governance and the level of trust in state institutions. By developing professional competence and embracing innovation, they can ensure that public administration remains responsive and effective in the twenty-first century.

3. Read the given statements and decide whether they are true or false.

1. Modern public administration operates in a static environment where duties remain unchanged over time.

2. Technical expertise in law and economics is necessary to understand policy implementation.

3. Soft skills like emotional intelligence are only required when making popular decisions.

4. Modern public administration relies more on individual work than on collaboration between departments.

5. Digital literacy is considered a vital competence due to the rise of e-government systems.

6. Using digital tools in government work can help increase transparency.

7. Political pressure is one of the factors that can hinder innovation in public administration.

8. Public employees only need to balance the expectations of their direct superiors.
9. A strong sense of duty is required to maintain motivation under professional pressure.
10. The quality of governance is largely independent of the adaptability of public personnel.



Vocabulary Practice

4. Match the words and phrases with their definitions.

	Word / Phrase	Definition
1	Globalization	A. Specialized knowledge in fields like law, economics, or management.
2	Transparency	B. The introduction of digital systems for government-citizen interaction.
3	Technical expertise	C. The worldwide integration of social, economic, and political systems.
4	Policy implementation	D. Interpersonal abilities like emotional intelligence and teamwork.
5	Soft skills	E. The foundational principles that guide the actions of government employees and institutions. .
6	Digital literacy	F. The process of putting laws or government plans into actual effect.
7	E-government	G. Complex, rigid rules and steps that can slow down innovation.
8	Bureaucratic procedures	H. The ability to use and navigate digital tools and online platforms.
9	Public values	I. The quality of being open and clear about government actions.
10	Innovation	J. The capacity to change and respond to new situations or reforms.
11	Adaptability	K. A strong feeling of responsibility toward societal values and ethics.
12	Sense of duty	L. The introduction of new methods, ideas, or

	Word / Phrase	Definition
		creative solutions.

5. Fill in the gaps with words and phrases from exercise 4.

1. An administrator's commitment to _____ ensures they prioritize the common good over personal or political gain.
2. To handle complex legal and economic reforms, an official needs deep _____ in their specific field.
3. Because of _____ , public administrators must now understand how international trends and global markets affect local policies.
4. As services move online, _____ has become a mandatory requirement for all modern office employees.
5. While hard data is important, _____ like empathy and communication are essential for resolving conflicts with the public.
6. Innovation is often slowed down by rigid _____ that require multiple layers of approval.
7. The introduction of _____ platforms allows citizens to apply for permits and pay fees without visiting a physical office.
8. High levels of _____ ensure that citizens can see how government decisions are made and how tax money is spent.
9. Even during times of high stress and low funding, a strong _____ keeps public servants motivated to help their community.
10. To stay effective in a changing world, the government must embrace _____ by finding creative solutions to old problems.
11. Because the political landscape changes so fast, _____ is the most important trait for a long-term career in the civil service.
12. The most difficult part of governance is often _____, where theoretical plans are turned into real-world actions.

6. Translate into Ukrainian.

1. By publishing budget reports online, the department improved **transparency** and regained the trust of the local community.
2. Even the best laws are ineffective if the stage of **policy implementation** is poorly managed or underfunded.
3. Effective leaders in the public sector rely on **soft skills** to negotiate between conflicting interest groups.
4. Public administrators must now consider how international trade agreements and **globalization** influence local economic stability.
5. Innovation is often stifled by outdated **bureaucratic procedures** that require dozens of physical signatures.
6. Modern civil servants must prioritize **digital literacy** to stay productive in an increasingly paperless office environment.

7. The transition to **e-government** has allowed citizens to renew their driver's licenses via a mobile app.
8. Despite the long hours and modest pay, many officials are driven by a profound **sense of duty** to their fellow citizens.
9. Implementing a new tax code requires high-level **technical expertise** in both accounting and administrative law.
10. Deciding how to allocate limited healthcare funds requires a deep commitment to **public values** like equity and justice.
11. To solve the urban housing crisis, the city council is looking for **innovation** in sustainable architecture and zoning laws.
12. The COVID-19 pandemic proved that **adaptability** is a crucial competence for government agencies facing a crisis.

7. Match the words and phrases with their definitions.

Word / Phrase	Definition
1. Social expectations	A. To create a link between different groups or levels of authority.
2. Professional standards	B. The introduction of new ways of doing things or structural changes.
3. Reform	C. High-level mental processes used to analyze and evaluate information.
4. Critical thinking	D. The beliefs and demands of the public regarding how government should act.
5. Emotional intelligence	E. The level of reliability and confidence people have in the government.
6. Collaboration	F. The specific rules and ethics that guide how a person does their job.
7. Automated platforms	G. The ability to recognize and manage your own and others' feelings.
8. Political pressure	H. Working together across different departments or agencies.
9. Ordinary citizens	I. Influence from elected officials that can affect administrative decisions.
10. Connect (leadership/citizens)	J. Computerized systems that perform tasks without manual human input.
11. Quality of governance	K. Regular people who are not part of the government or elite groups.
12. Trust in state institutions	L. The overall effectiveness and fairness of how a country is run.

8. Fill in the gaps with words and phrases from Exercise 7.

1. The push for civil service _____ is often driven by a need to replace outdated bureaucratic structures with more agile systems.
2. High levels of _____ are essential for leaders who must manage diverse teams and de-escalate public frustrations.
3. Effective leaders find innovative ways to _____ with their communities, bridging the gap between high-level policy and grassroots impact.
4. Developing _____ allows administrators to evaluate complex data and anticipate the long-term consequences of policy decisions.
5. The implementation of _____ has significantly reduced processing times for permits, though it requires a workforce with new digital fluencies.
6. Administrators frequently face intense _____ to prioritize short-term wins over sustainable, evidence-based planning.
7. Modern public servants must navigate rising _____ as the public demands faster, more transparent digital services.
8. Public policies are most effective when they reflect the lived realities and needs of _____ .
9. Adhering to strict _____ ensures that administrative actions remain ethical and legally sound.
10. The overall _____ is measured not just by efficiency, but by how fairly resources are distributed across society.
11. Ultimately, a decline in _____ can only be reversed through consistent transparency and reliable service delivery.
12. Cross-departmental _____ is the only way to tackle "wicked problems" like climate change that no single agency can solve alone.

9. Translate into Ukrainian.

1. To restore **trust in state institutions**, officials must prove that they are accountable for both their successes and their failures.
2. When **ordinary citizens** are included in the decision-making process, the resulting policies tend to be more sustainable and better received.
3. Bureaucrats often have to resist **political pressure** to take shortcuts that might compromise the integrity of a project.
4. **Professional standards** act as a North Star for civil servants, guiding them through complex ethical dilemmas.
5. Without a significant **reform** of existing laws, the transition to a fully digital government will remain stalled.
6. The **quality of governance** depends heavily on a leader's ability to balance fiscal responsibility with social welfare.
7. By utilizing **automated platforms**, agencies can free up staff to focus on more complex cases that require a human touch.
8. It takes a high degree of **emotional intelligence** to navigate the sensitive cultural nuances of a diverse modern population.
9. **Critical thinking** is the best defense against the "groupthink" that often plagues large government departments.

10. To truly **connect** with the public, leadership must move beyond social media updates and engage in meaningful, two-way dialogue.
11. Rising **social expectations** mean that "good enough" is no longer an acceptable benchmark for public service delivery.
12. Successful **collaboration** between the public and private sectors can unlock funding and expertise that the government lacks on its own.



Listening practice

Pre-Listening

10. Discuss the questions. Then Listen to the dialogue and do the task below.

1. Why is continuous training important for public officials?
2. What kinds of skills should public administration professionals develop?
3. What is a moral dilemma in public service?
4. How can ethics influence decision-making in government?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Public administration requires no further training after employment.
2. Officials need to adapt to technological and policy changes.
3. Ethical decision-making is part of professional training.
4. Public officials never face pressure in their work.
5. Moral dilemmas can occur in public administration.
6. Integrity and accountability are important professional qualities.
7. Training has no effect on decision-making abilities.
8. Personal responsibility is important in public service.
9. Ignoring ethical principles can affect public trust.
10. Professional development includes both skills and values.



Grammar practice

12. Study the given grammar material and do the tasks given below.

🕳 Comparative and superlative adjectives and adverbs

1. Comparative Adjectives

Adjectives describe **nouns** (people, places, things).

Form: 1. One syllable: *add -er.* **2. Two syllables and more:** *use more + adjective.*
3. two syllables ending in -y: *change -y to -i and add -er.*
Irregulars: *good – better, bad – worse, far – farther/further.*
Use: to compare two objects or people. We often use the word **than** after the adjective.
Examples: *The new laptop is **faster than** the old one. This report is **more detailed** than the previous draft. The commission's second vote was **better** than the first.*

2. Comparative Adverbs
Adverbs describe **verbs** (how an action is performed).
Form: 1. Short adverbs (the same as adjectives): *add –er.* **2.** Adverbs ending in **-ly:** *use more + adverb.*
Irregulars: *well – better, badly – worse.*
Use: to compare how two **actions are done.**
Examples: *She finished the report **more quickly** than expected. The team worked **harder** this week than last week.*

3. Superlative Adjectives
Use: 1. to describe the **upper or lower limit of a quality** among a group of nouns. **2. to distinguish one item** from a whole group. We almost always use **«the»** before the superlative.
Form: 1. One syllable: *add -est.* **2.** Two and more syllables: *use the most + adjective.*
3. Two syllables ending in -y: *change -y to -i and add -est.*
Irregulars: *good – the best, bad – the worst, far – the farthest/furthest*
Examples: *This is **the most expensive** project the commission has ever funded. That was **the worst** meeting of the year.*

4. Superlative Adverbs
Use: 1. To compare how an action is performed across a group of people or instances. **2. To describe the extreme way** an action is performed.
Form: 1. short adverbs: *add -est.* **2.** adverbs ending in **-ly:** *use the most + adverb.*
Irregulars: *well – the best, badly – the worst.*
Examples: *Of all the athletes, he ran the fastest. The team that prepares the best usually wins.*

13. Complete each sentence using comparative or superlative forms of the adjectives in brackets.

1. A well-trained public servant is _____ (effective) than an untrained one in managing community crises.

2. Transparency is often cited as _____(important) factor in maintaining public trust.
3. The personnel manager is responsible for _____ (large) workforce in the entire local government.
4. In public service, ethical behavior is _____ (valuable) than technical skill alone.
5. Among all government functions, social work is often regarded as _____ (demanding) role for personnel.
6. This agency has achieved _____ (good) results in terms of poverty reduction this year.
7. Personnel in the finance department often face _____ (strict) budget constraints than those in the creative sectors.
8. Ensuring equal access to services is _____ (great) challenge facing public administrators today.
9. The impact of a local administrator is often _____ (visible) to citizens than the impact of a national politician.
10. Providing for the safety of its citizens is _____ (high) priority of any public administration.

14. ***Each sentence contains a mistake in the comparative or superlative forms of the adverbs. Identify and correct the errors. Rewrite the sentences correctly.***

1. Public officials must act **more honester** than private citizens.
2. This department processes visas **the most fastly** of all.
3. Our team works **more well** than the external contractors.
4. She speaks **more clear** than the previous spokesperson.
5. Of all the staff, the manager responded **more rapidly**.
6. The new clerk types **accurate** than the person before him.
7. We must distribute resources **the most fair** in the country.
8. The agency performed **worser** this year than last year.
9. He manages his team **the most goodly** of all supervisors.
10. Personnel should dress **more professional** during meetings.

15. Complete the dialogues using comparative or superlative forms of the adjectives or adverbs and one of the adjectives or adverbs from the box. Use each word once.

· efficiently · experienced · transparently · fast · important · accurately · dedicated · clearly · productive · good

1. **A:** We need to update our database before the audit starts on Monday.
B: I agree. If we use the new software, we will be able to process the files _____ than we did last month.

2 **A:** Why did the board choose Mr. Henderson for the senior role?
B: He was simply _____ candidate of all the applicants we interviewed this year.

3 **A:** The public is demanding to know how the budget was spent.
B: I know. We must start reporting our expenses _____ than before to regain their trust.

4 **A:** How did the department handle the sudden flood alerts?
B: Surprisingly well! Out of all the local agencies, the rescue team responded _____.

5 **A:** Should we focus on the park renovation or the new school wing first?
B: The school is _____ project on our list right now because of the growing population.

6 **A:** There were several errors in the last census report.
B: From now on, personnel must verify the statistics _____ than they have been doing.

7. **A:** Congratulations to Sarah on her award!
B: She deserves it; she is _____ employee in the entire administration.

8 **A:** The mayor's speech was quite confusing today.
B: I agree. I wish the press secretary had explained the new tax rules _____.

9 **A:** Our output has increased significantly since the restructure.
B: True, the current team is _____ than the previous one.

10 **A:** How does our city rank in terms of citizen satisfaction?
B: According to the latest survey, we have achieved _____ results in the country.

16. Complete each sentence with a logical ending comparative and superlative forms of adjectives and adverbs. Use ideas connected with personnel, leader, leadership, demand, initiate and flexibility. Example: To build trust with the community, a leader must communicate more transparently than their predecessors did.

In times of crisis, _____. Among all the qualities of a public servant, _____.
As the needs of the city change, _____.
Of all the departments, _____.
To improve office morale, _____.
The new director _____.
When handling citizen complaints, _____.

The most flexible administrators _____.
Because of the high demand for transparency, _____.
Of all the departments in the city, _____.



Writing Practice

Focus: Writing an Evaluative Paragraph (Skills & Ethics)

1. STUDY THE MODEL

Read the paragraph.

Ethical behaviour is a fundamental requirement in public administration. Public officials are expected to act with integrity, as their decisions affect large groups of people and involve the use of public resources. Without ethical standards, there is a risk of corruption, misuse of authority, and loss of public trust. For example, when officials make decisions for personal benefit, it undermines the credibility of government institutions. Therefore, maintaining high ethical standards is essential for effective and responsible governance.

2. ANALYSE THE STRUCTURE

Answer the questions:

Which sentence presents the main evaluation (opinion)?
Which sentences explain why ethics is important?
Where is the risk or negative consequence mentioned?
Which sentence gives an example?
Which sentence concludes the paragraph?

3. KEY WRITING PRINCIPLES

✓ An evaluative paragraph:
presents a clear judgement (*is important / essential / necessary*)
gives reasons
explains consequences
may include an example

✓ Use evaluative language:
is essential / is crucial / is necessary
this is because…
without this…
as a result…
therefore…

✓ Avoid weak opinions (*I think…*) → use formal evaluation.

4. CONTROLLED PRACTICE

Complete the paragraph.

Ethical behaviour is _____.
This is important because _____.
Without ethical standards, _____.
For example, _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (100–120 words):

Why are interpersonal skills important in public administration?

Include:
evaluation / reasons / example

6. EXTENDED WRITING

Write a paragraph (110–130 words):

Why are analytical skills essential for public administration personnel?

Focus on:
decision-making
problem-solving
impact

7. ANALYTICAL WRITING

Write a paragraph (120–140 words):

Why is ethical behaviour more important than technical skills in public administration?

Include:
comparison
justification
consequences

8. INDEPENDENT WRITING

Write a paragraph (130–150 words):

How can ethical behaviour of public officials improve public trust?

9. ADVANCED TASK (OPTIONAL, STRONGER STUDENTS)

Write a paragraph (150–170 words):

Should ethical standards in public administration be strictly regulated or based on personal responsibility?

10. SELF-CHECK

Before submitting, check:

Is there a clear evaluation (not description)?
Are reasons explained logically?
Is there a consequence or example?
Is the tone formal and objective?



Communication practice

1. ***Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.***
2. Public administration remains static and unaffected by globalization.
3. Technical expertise alone is sufficient for a public administrator to be successful.
4. Digital literacy is now a vital competence due to the rise of e-government systems.
5. Bureaucracy and limited funding are factors that can hinder innovation in the public sector.
6. Public employees only need to worry about the expectations of their direct superiors.
7. The quality of governance is directly linked to the adaptability and ethics of administrative personnel.
8. Administrators must provide services that are efficient, transparent, and fair.
9. Critical thinking and creativity are necessary for making unpopular but vital decisions.
10. Modern public administration relies mostly on individual work rather than collaboration.
11. Automated platforms have made communication more complex and slower for officials.

2. Reread the text and answer the questions.

1. What factors shape the duties of modern government employees?
2. What is the core mission of personnel in public administration?
3. What combination of skills do administrators need to be successful?
4. Why are teamwork and leadership considered equally valuable?

5. How has digital literacy changed the administrative environment?
6. What are the primary obstacles to innovation in this field?
7. Who must public administrators answer to in terms of accountability?
8. What personal qualities are needed to maintain motivation under pressure?
9. What is the role of administrators in relation to political leadership and the public?
10. How is the quality of governance and public trust determined?

3. Discuss the following in small groups and get ready to present your ideas for the whole class.

1. How do globalization and social expectations change the «daily routine» of a government employee compared to 20 years ago?
2. The text mentions economics and law alongside emotional intelligence. Which do you think is harder to teach a new administrator, and why?
3. How can an administrator use «critical thinking and creativity» to explain a necessary but unpopular policy to a frustrated public?
4. Modern administration relies on teamwork between different agencies. What are the common barriers that stop two different government departments from working together effectively?
5. Digital literacy is vital, but how can administrators ensure that «online applications» don't exclude elderly citizens or those without internet access?
6. As technology evolves, whose responsibility is it to keep skills up to date—the individual employee or the government institution?
7. The text lists «bureaucratic procedures» as a challenge to innovation. Can you think of one specific procedure that could be simplified to improve public service?
8. Administrators must balance the demands of politicians, superiors, and citizens. What should an employee do when these three groups want completely different things?
9. High pressure and limited funding can lead to burnout. Beyond a «sense of duty», what institutional rewards could help keep public servants motivated?
10. The conclusion states that trust in the state depends on the ethics of the personnel. Do you agree that the «face» of the administrator is more important than the actual laws being passed?

SELF-STUDY



Self-Study Tasks
Vocabulary Practice

1. ***Choose the correct definition for each term.***

1. **Decision-making**

A) Selecting a course of action from several alternatives.
B) Building physical structures like roads.
C) The process of voting in a general election.

2. **Implementation**

A) Arresting individuals who break administrative laws.
B) The process of putting a plan or decision into effect.
C) Designing a new political logo for a party.

3. **Infrastructure**

A) A list of government employees and their salaries.
B) The legal framework used to sue a city.
C) Basic physical systems like roads, water, and power.

4. **Interpersonal skills**

A) The ability to program complex software.
B) The ability to communicate and interact well with others.
C) Knowledge of international trade laws.

5. **Analytical skills**

A) Ability to solve complex problems using data and logic.
B) Physical strength required for manual labor.
C) The skill of typing very quickly on a computer.

6. **Integrity**

A) Having a high-ranking position in the ministry.
B) The quality of being honest and having strong moral principles.
C) The speed at which a task is completed.

7. **Negligence**

A) Failure to take proper care, resulting in errors or damage.
B) A promotion given for years of service.
C) The act of expanding a government department.

8. **Abuse of power**

A) Using a computer for personal emails during lunch.
B) Asking for a raise after a successful project.

C) Improper use of authority for personal gain or harm.

9. **Ethical behavior**

A) Following the instructions of a superior without question.
B) Acting in ways consistent with moral and professional values.
C) Only performing tasks that are written in the law.

10. **Accountability**

A) The obligation to take responsibility for one's actions.
B) The process of counting votes after an election.
C) Having the power to fire subordinate employees.

11. **Public trust**

A) The amount of money held in the state treasury.
B) The level of confidence citizens have in their government.
C) A legal contract between two private companies.

12.**Transparency**

A) Making all government offices out of glass walls.
B) Allowing citizens to see how decisions and spending occur.
C) The ability to work through bureaucratic layers quickly.

13. **Technical expertise**

A) Specialized knowledge in a specific field like law or finance.
B) The ability to fix office hardware and printers.
C) Knowing the names of all high-ranking politicians.

14. **Policy implementation**

A) Writing a new law in the parliament.
B) The stage where agencies execute laws into reality.
C) Complaining about government rules in public.

15. **Soft skills**

A) Knowing how to use lightweight office equipment.
B) Personal attributes like leadership and empathy.
C) Proficiency in writing technical legal codes.

16. **Digital literacy**

A) The ability to find and use info via digital platforms.
B) The act of buying new computers for an office.
C) Reading books about the history of the internet.

17. **E-government**

A) A government run entirely by artificial intelligence.
B) Using the internet to deliver services to citizens.
C) Sending an email to a political representative.

18.**Public values**

A) The total financial worth of all government assets.
B) Guiding ideals like equity, justice, and efficiency.
C) The price citizens pay for public transport.

19. **Adaptability**

A) The capacity to adjust quickly to new conditions or reforms.
B) The process of adopting new laws from other countries.
C) Refusing to change procedures that have always worked.

20. **Sense of duty**

A) Receiving a bonus for finishing work on time.
B) A motivating awareness of professional responsibility.
C) A legal requirement to serve on a jury.

2. Read each term and its definition. Decide whether the definition is True (✓) or False (✗).

1. **Decision-making** – the process of choosing a course of action from various alternatives. → _____
2. **Implementation** – the act of designing a new government logo or brand identity. → _____
3. **Interpersonal skills** – the ability to work alone without needing to speak to colleagues. → _____
4. **Analytical skills** – the ability to visualize and solve complex problems using logic. → _____
5. **Integrity** – having a high-ranking title and a large office in a ministry. → _____
6. **Negligence** – failure to take proper care, resulting in errors or damage. → _____
7. **Accountability** – the obligation to take responsibility for one's actions and results. → _____
8. **Public trust** – the amount of tax money currently stored in the central bank. → _____
9. **Policy implementation** – the stage where government agencies execute laws into reality. → _____
10. **Soft skills** – technical abilities like computer programming and data entry. → _____
11. **Digital literacy** – the ability to find, evaluate, and use info via digital platforms. → _____
12. **E-government** – a government system where all decisions are made by robots. → _____
13. **Public values** – the ideals, like justice and equity, that guide public service. → _____
14. **Adaptability** – the capacity to adjust quickly to new conditions or reforms. → _____
15. **Sense of duty** – a motivating awareness of one's professional responsibility. → _____



Self-Study Tasks
Grammar Practice

1. Complete the sentences with the correct future tense form of the verb in brackets.

1. By the end of this year, the government (implement) _____ the new e-government system across all departments.
2. This time tomorrow, the administrators (discuss) _____ the new ethical standards in a staff meeting.
3. I believe that digital literacy (become) _____ the most important skill for public servants.
4. By next December, Mr. Smith (work) _____ in public administration for over thirty years.
5. In the next decade, officials (use) _____ automated platforms to process citizen applications more efficiently.
6. By the time the reform is finished, the agency (spend) _____ millions on technological development.
7. Next Monday at 10:00 AM, the leadership team (negotiate) _____ the new budget with politicians.
8. Scientists predict that by 2050, AI (replace) _____ many repetitive bureaucratic procedures.
9. By the end of the day, she (answer) _____ all the inquiries from the public.
10. When the project concludes, they (collaborate) _____ with international agencies for five years.
11. This time next week, the officials (translate) _____ new political decisions into practical actions.
12. By the end of the fiscal year, the department (manage) _____ the entire budget for the new infrastructure project.
13. By the time she retires, the administrator (work) _____ in the local council for three decades.
14. The government (provide) _____ more training in professional ethics next semester.
15. At 2:00 PM tomorrow, the staff (coordinate) _____ with specialists from different fields to resolve the conflict.
16. If corruption is discovered, it (destroy) _____ the public trust immediately.
17. At 10:00 AM on Friday, the officials (negotiate) _____ with partners to resolve the inter-departmental conflict.
18. By the time the audit starts, we (allocate) _____ the entire budget to the infrastructure project.

19. By the time he retires, he (serve) _____ as a link between government and society for four decades.
20. I believe that digital literacy (become) _____ even more essential for every clerk.

2. Each sentence has one or more mistakes. Rewrite them correctly.

1. The new e-government system is more fast than the old one.
2. She is the most good administrator in the entire department.
3. Dealing with bureaucratic procedures is more bad than I expected.
4. This is the most complexest policy draft we have ever written.
5. Public trust is more high in rural areas than in big cities.
6. My current supervisor is more friendlyer than my last one.
7. Integrity is the most importantest quality for a public servant.
8. This office is more far from the city center than the ministry.
9. It is more easier to process data with the new software.
10. This is the most little amount of funding the project has received.
11. Digital literacy is becoming more commoner among older employees.
12. He is the cleverest person, but he is also the most lazyest.
13. Today's social expectations are more heavy than they were in the past.
14. Is this the more efficient way to organize the database?
15. The infrastructure in the north is more better than in the south.
16. The new staff members work more hardlier than the senior officials.
17. Our department responds more quick to citizen complaints now.
18. Of all the managers, she speaks the most clearliest.
19. Decisions are made more slow in large bureaucracies.
20. He handles political pressure more well than his predecessor.
21. We must allocate the budget more careful than we did last year.
22. The automated platform processes applications the most fastly.
23. She analyzed the data more deep than the other experts.
24. To succeed, you must think more criticallyer about policy implementation.
25. The conflict was resolved more peaceful than we anticipated.
26. I can explain these terms more easy if you have a seat.
27. The ministry functions the most efficiently of all state institutions.
28. You need to write the report more professionaly.
29. He behaves the most aggressive during budget negotiations.
30. The staff cooperated more better during the reform period.



Self-Study Tasks
Listening

Pre-listening

1. ***Write the correct words next to the sentences illustrating their meaning.***

https://www.bing.com/videos/riverview/relatedvideo?q=What+Public+Administrators+Do!+How+To+Get+Started+in+Government+Job&&mid=8CA68BCC1B2C91D3BFB58CA68BCC1B2C91D3BFB5&churl=https%3a%2f%2fwww.youtube.com%2fchannel%2fUCdnYrmRNyGHZ0v6gxklMKiw&FORM=VAMGZC

MODULE 2

Decision-making and leadership



Topic 3

Approaches to decision-making in public administration



Session 5. Conceptual Models of Decision-Making in Public Administration

Warming-Up

1. ***Work in pairs and discuss the following questions. Get ready to share your ideas with the group.***

1. To what extent can a public administrator truly define a "clear goal" when different stakeholders have conflicting values?
2. How does the weight of political pressure influence an administrator's ability to weigh all possible alternatives objectively?
3. In a high-stakes environment, is it possible to conduct an exhaustive search for information, or is some degree of inaction inevitable due to data overload?
4. When a policy's relevance has expired, what factors might prevent its immediate dismissal by a government agency?
5. How can a decision-maker accurately anticipate every negative ramification of a large-scale project, such as one intended to reduce urban pollution?
6. Does the existence of "bounded rationality" suggest that the rational-comprehensive model is more of an ideal than a practical action plan?
7. How should an administrator judge which group should be the primary beneficiary when resources are limited and the situation is desperate?
8. If a decision-maker chooses a "good enough" solution rather than the "best" one, does this choice betray the core principles of the rational-comprehensive approach?
9. In what ways does the sponsorship of a project (e.g., private vs. public funding) influence the criteria used during the evaluation phase?
10. How much control does a public official really have over the occurrence of

external crises that might force an unplanned alteration to a rational strategy?

2. Read the text and answer the given questions. Do the exercises given below.

1. What is the «foundational framework» that the rational-comprehensive model provides for public policy?
2. What are the three primary assumptions a decision-maker must meet to satisfy the criteria of the "Economic Man"?
3. How does the text describe the process of systematic evaluation in the context of long-term social influence?
4. In the example of air pollution, what must an administrator do before committing to a specific project?
5. What criteria must a choice meet to be considered an "objective selection" that maximizes public utility?
6. Under what specific condition is a current policy met with immediate dismissal, and what is the expected result of that action?
7. What is the primary academic criticism regarding the existence of this model in real-world public administration?
8. How does the text define the term "bounded rationality," and what are its two main causes?
9. According to the final paragraph, why is it often impossible for human beings to solve complex social problems perfectly?
10. When faced with a lack of data or the expiration of time, what "pragmatic" method do administrators often shift toward?

THE RATIONAL-COMPREHENSIVE MODEL: EVALUATING VALUE AND CHOICE IN PUBLIC ADMINISTRATION

In the study of public policy, the **rational-comprehensive model** serves as a foundational framework for understanding how idealized decision-making should occur. This approach posits that public administrators should follow a highly structured, logical sequence to **evaluate** every potential **action** before it **occurs**. Grounded in the concept of "Economic Man," the method operates on the assumption that a decision-maker can clearly **define** an objective, conduct an exhaustive **search** for all pertinent information, and accurately **weigh** the total **weight** of every possible alternative to determine the most **beneficial** outcome for the intended **beneficiary**.

At the core of this model is a commitment to **systematic evaluation**. Every potential policy is rigorously analysed to **anticipate** its long-term **influence** on society. For instance, in urban planning, an administrator must **explore** every technological **solution** to **reduce** negative environmental impacts, such as air **pollution**, before committing to a project.

The ultimate goal is **objective selection**, where the final **choice** is the one that mathematically or logically maximizes public utility. This requires a high degree of adaptability; if the **relevance** of a current policy has **expired**, it is met

with immediate **dismissal** in favour of a superior **alteration** that better serves the public interest.

Despite its logical appeal, the model faces significant academic criticism regarding its practical **existence**. Critics argue that administrators can rarely **control** every external variable or access perfect information. This limitation is famously defined as **"bounded rationality,"** suggesting that human beings lack the cognitive **awareness** or resources to **solve** complex social problems perfectly. When faced with the **expiration** of time or a lack of data, the **exploration** of every single alternative becomes impossible, often forcing a shift from "rationality" to more pragmatic, incremental methods.



Vocabulary Practice

3. Match each word (1–10) with its correct definition (A–J).

No	Word / Phrase	Definition
1	define an objective	**A.** The act of officially rejecting or removing a policy from consideration.
2	exhaustive search	**B.** To consider and compare the importance or value of different options
3	weigh	**C.** A person or group that receives help or advantages from a specific program.
4	beneficiary	**D.** To clearly state the specific goal or result that a policy intends to achieve.
5	systematic evaluation	**E.** A thorough and complete investigation that leaves nothing out.
6	anticipate	**F.** To predict or realize in advance what will happen in the future.
7	dismissal	**G.** A change or modification made to a piece of legislation or a plan.
8	alteration	**H.** A methodical, step-by-step assessment based on a set of fixed rules.
9	existence	**I.** The state of being real or occurring in the actual world rather than just in theory.
10	bounded rationality	**J.** The theory that decision-making is limited by available info and cognitive capacity.

4. Complete the sentences with an appropriate word from the box. Use each word only once.

· define an objective · dismissal · anticipate · weigh · alteration · bounded rationality · beneficiary · systematic evaluation · exhaustive search · existence

1. Because humans have limited cognitive power and time, the theory of _____ suggests we can never be perfectly logical.
2. The city council decided to _____ the high costs of the new stadium against the projected tax revenue.
3. To avoid missing any critical details, the team performed an _____ of all historical documents related to the land.
4. The policy was no longer relevant to the public's needs, leading to its immediate _____ by the board.
5. In order to measure success, a manager must clearly _____ that is both realistic and easy to track.
6. The low-income families in the district will be the primary _____ of the new healthcare initiative.
7. Critics often argue about the actual _____ of a purely "neutral" government that is free from political bias.
8. It is vital to _____ possible future problems, like traffic congestion, before approving a new housing development.
9. A _____ of the program showed that while it was expensive, it successfully reduced local unemployment.
10. The legislative committee proposed a minor _____ to the law to clarify how the funds should be distributed.

5. Translate into Ukrainian.

1. To ensure a project stays on track, an administrator must first **define an objective** that is both measurable and aligned with the agency's mission.
2. The department conducted an **exhaustive search** for all available data on urban housing to ensure no potential solution was overlooked.
3. Before making a final choice, it is essential to **weigh** the potential economic growth against the environmental risks of a new policy.
4. The primary **beneficiary** of the new public transport subsidy will be the elderly population living in the outer suburbs.
5. A **systematic evaluation** of the current education policy revealed that it was no longer meeting the needs of modern students.
6. Successful planners try to **anticipate** the long-term social consequences of a law before it is even passed.
7. The committee’s **dismissal** of the original proposal was based on its high cost and lack of public support.

8. The mayor suggested a minor **alteration** to the building codes to allow for more sustainable construction materials.

9. Critics often debate the practical **existence** of a truly "rational" government, arguing that politics always interferes with logic.

10. Herbert Simon introduced the concept of **bounded rationality** to explain why human decision-makers cannot be perfectly logical.\

6. Translate into English.

1. Перш ніж виділяти бюджетні кошти, державний управлінець повинен чітко **визначити ціль,** щоб забезпечити цілеспрямованість проєкту.

2. Раціональна модель передбачає, що **вичерпний пошук** усіх можливих альтернатив політики є не лише можливим, а й необхідним.

3. Особи, які приймають рішення, повинні ретельно **зважити** суспільні вигоди від програми порівняно з її довгостроковими фінансовими витратами.

4. Під час розробки нової програми соціального забезпечення вкрай важливо точно визначити, хто саме буде основним **бенефіціаром.**

5. **Систематичне оцінювання** транспортної системи дозволило місту виявити серйозні недоліки в маршрутах автобусів.

6. Провідні аналітики працюють над тим, щоб **передбачити** потенційні економічні зміни, які можуть вплинути на успіх нового податкового закону.

7. Негайне **відхилення** пропозиції відбулося через те, що вона не відповідала стратегічним цілям уряду.

8. Після завершення пілотного проєкту агентство внесло суттєву **зміну** в політику, щоб покращити механізм її реалізації.

9. Багато науковців ставлять під сумнів практичне **існування** повної раціональності у світі, де панують політичні інтереси.

10. Концепція **обмеженої раціональності** свідчить про те, що адміністратори часто обирають "достатній" варіант замість оптимального через брак часу.

11. Без **систематичного оцінювання** неможливо визначити, чи справді державна служба досягає запланованих результатів.

12. Якщо ви не зможете **визначити ціль** на самому початку, подальший збір даних буде позбавлений чіткого спрямування.

13. У сфері охорони здоров'я посадовці повинні **передбачити** поширення вірусу, щоб скоординувати ефективну медичну відповідь.

14. Хоча теорія вимагає проводити **вичерпний пошук,** насправді більшість менеджерів розглядають лише кілька найбільш очевидних варіантів.

15. Щоб зберегти довіру громадськості, рада повинна **зважити** кожне рішення відповідно до етичних стандартів суспільства.

7. ***Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate***

the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

define an objective	визначити ціль (мету)
objective selection	об’єктивний вибір (відбір)
systematic evaluation	систематичне оцінювання
relevance	актуальність (доречність)
immediate dismissal	негайне відхилення (відмова)
weigh the total weight	зважити загальну вагу (значущість)
most beneficial outcome	найбільш сприятливий (вигідний) результат
superior alteration	краща зміна (коригування)
conduct an exhaustive search	провести вичерпний пошук
bounded rationality	обмежена раціональність
expiration of time	сплив (закінчення) часу
practical existence	практичне існування (реальне застосування)

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

· define an objective · objective selection · systematic evaluation · immediate dismissal · weigh the total weight · superior alteration · expiration of time · conduct an exhaustive search · relevance · bounded rationality · practical existence · most beneficial outcome

1. To ensure the best candidate is found for a high-level government post, the committee must _____ of all qualified experts.
2. The model relies on _____, ensuring that policy alternatives are chosen based on data and logic rather than political pressure.
3. Critics like Herbert Simon argue that the rational model is unrealistic because humans operate under _____, limited by time and cognitive capacity.
4. In infrastructure planning, engineers must carefully _____ of environmental impact against economic growth before breaking ground.
5. A _____ of every possible policy alternative is required to ensure that no potential solution is overlooked.
6. The new policy was considered a _____ to the previous law, as it provided better services at a lower cost to taxpayers.
7. The ultimate goal of the rational-comprehensive approach is to identify the single choice that will produce the _____ for the greatest number of people.

8. To begin the decision-making process, a public administrator must first _____ that clearly outlines the social problem they intend to solve.
9. If a civil servant fails to follow ethical guidelines during the procurement process, it may lead to their _____ from the agency.
10. A policy might be theoretically perfect, but if it lacks _____ in the current budget, it cannot be implemented by the administration.
11. Many public programs are designed with a "sunset clause," meaning they automatically end upon the _____ unless specifically renewed by the legislature.
12. When gathering data for a new regulation, the _____ of the statistics used is vital to ensure the policy addresses the current needs of the citizens.

9. Translate into Ukrainian.

1. To initiate the decision-making process, a public administrator must first **define an objective** that clearly outlines the social problem they intend to solve.
2. The model relies on **objective selection**, ensuring that policy alternatives are chosen based on data and logic rather than political pressure.
3. A **systematic evaluation** of every possible policy alternative is required to ensure that no potential solution is overlooked.
4. If a civil servant fails to follow ethical guidelines during the procurement process, it may lead to their **immediate dismissal** from the agency.
5. In infrastructure planning, engineers must carefully **weigh the total weight** of environmental impact against economic growth before breaking ground.
6. The new policy was considered a **superior alteration** to the previous law, as it provided better services at a lower cost to taxpayers.
7. Many public programs are designed with a "sunset clause," meaning they automatically end upon the **expiration of time** unless specifically renewed by the legislature.
8. To ensure the best candidate is found for a high-level government post, the committee must **conduct an exhaustive search** of all qualified experts.
9. When gathering data for a new regulation, the **relevance** of the statistics used is vital to ensure the policy addresses the current needs of the citizens.
10. Critics like Herbert Simon argue that the rational model is unrealistic because humans operate under **bounded rationality**, limited by time and cognitive capacity.

11. A policy might be theoretically perfect, but if it lacks **practical existence** in the current budget, it cannot be implemented by the administration.
12. The ultimate goal of the rational-comprehensive approach is to identify the single choice that will produce the **most beneficial outcome** for the greatest number of people.



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What factors influence decision-making in public administration?
2. Why can decision-making in government be more difficult than in business?
3. What role do citizens play in public decisions?
4. What risks are involved in poor decision-making?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Decision-making in public administration is identical to business decision-making.
2. Public decisions must consider long-term consequences.
3. Efficiency is the only important factor in decision-making.
4. Rational decision-making is based on analysis of data.
5. Officials always have complete information when making decisions.
6. Incremental decision-making involves small changes over time.
7. Public participation can improve decision-making.
8. Citizens are never involved in administrative decisions.
9. Poor decisions can have serious consequences for society.
10. Decision-making requires both analytical thinking and judgment.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Modal verbs for present and past ability, obligation, necessity

1. Ability

Present Ability

◆ **Form:** subject + **can / cannot (can't)** + verb

◆ **Use:** to express general ability or a skill in the present

◆ **Example:** *«The administrator **can** analyze complex data sets efficiently».*

Past Ability

◆ **Form:** subject + **could / could not (couldn't)** + verb

◆ **Use:** to express a general ability someone had in the past

◆ **Example:** *«Before the new software was installed, we **could** only process ten applications a day».*

2. Obligation and Necessity

Present/Future Obligation

◆ **Form:** subject + **must / have to** + verb

◆ **Use: *must:** expresses a strong, often internal or official obligation (rules/laws)

***have to:** expresses an external obligation (circumstances or someone else's rules)

◆ **Example:** *«All employees **must** wear ID badges». / «I **have to** finish this report by Friday».*

Past Obligation

◆ **Form:** subject + **had to** + verb

◆ **Use:** to express an obligation that existed in the past (Note: ***must*** has no past tense form).

◆ **Example:** *«The committee **had to** conduct an exhaustive search before appointing the director».*

Lack of Necessity

◆ **Form:** subject + **don't have to / needn't** + verb

◆ **Use:** to show that there is no obligation to do something.

◆ **Example:** *«You **don't have to** attend the meeting if you are traveling for work».*

Reference Table

Function	Present	Past
Ability	Can / Can't	Could / Couldn't
Obligation	Must / Have to	Had to
No Necessity	Don't have to	Didn't have to

13. Rewrite each sentence using the modal verbs for present ability, obligation and necessity.

1. A skilled policy analyst **is capable of defining an objective** that accurately identifies the root cause of a social crisis.
2. According to the model, **it is mandatory for the selection committee to use objective selection** to ensure that personal biases do not influence the outcome.
3. Before the final decision is reached, **it is essential for the department to conduct a systematic evaluation** of every possible policy alternative.
4. Any official who violates the transparency protocol **is unable to avoid** the penalty of **immediate dismissal** from their post.
5. During the planning phase, budget analysts **are required to weigh the total weight** of long-term costs against immediate social benefits.
6. If the initial data is promising, the senior administrator **has permission to implement a superior alteration** to the existing program.
7. Upon the **expiration of time** for a specific grant, the agency **is under the obligation to provide** a detailed accountability report to the public.
8. To ensure the highest standards of leadership, the board **is compelled to conduct an exhaustive search** for a new director.
9. Using advanced statistical modeling, the team **possesses the ability to determine the relevance** of historical data to future demographic shifts.
10. Under the constraints of **bounded rationality**, a single human mind **is incapable of processing** the infinite number of variables in a complex society.
11. For a policy to be considered viable, **it is a requirement that it have practical existence** within the current technological and financial landscape.
12. **It is a prerequisite for the final choice to produce the most beneficial outcome** for the greatest number of citizens to be considered truly «rational».

14. Rewrite each sentence using the modal verbs for present ability, obligation, and necessity.

1. The research team **possessed the capacity to define an objective** that accurately reflected the community's needs, thanks to their extensive training.
2. The use of **objective selection** by the department **was an absolute requirement** for maintaining the integrity of the bidding process.
3. A **systematic evaluation** of every potential consequence **was a vital action** for the planners to satisfy the "root" method of analysis.
4. The **immediate dismissal** of any staff member for a conflict of interest **was a strictly forbidden consequence to avoid** under the ethical code.
5. The environmental board **functioned under a legal mandate to weigh the total weight** of carbon emissions against projected economic gains before building the highway.

6. The agency **held the legal right to implement a superior alteration** to the regional tax structure following the governor's signature on the decree.
7. The provision of a full summary regarding the project's failures **was incumbent upon the managers** following the **expiration of time** for the pilot program.
8. The hiring committee **operated under the force of a directive to conduct an exhaustive search** across three states for a qualified candidate.
9. The statisticians **were successful in the verification of the relevance** of the census data, despite the limited technology of the era.
10. Early decision-makers **faced an inability to account** for rapid shifts in global markets due to the inherent nature of **bounded rationality**.
11. The **practical existence** and demonstration of immediate cost-savings **remained a strict condition** for the board's approval of the reform.
12. The **primary duty of the administrator consisted of ensuring** that the choice produced the **most beneficial outcome** for the public during the 2008 financial crisis.

15. Each sentence contains a mistake in the usage of modal verbs for present and past ability, obligation and necessity. Identify and correct the errors. Rewrite the sentences correctly.

1. The administrator **can defined** an objective after the meeting yesterday.
2. According to the model, the committee **must to use** objective selection.
3. The department **needs conduct** a systematic evaluation before the deadline.
4. If you break the rules, you **haven't to avoid** immediate dismissal.
5. Last year, the board **must weigh** the total weight of the environmental impact.
6. The senior administrator **may to implement** a superior alteration if he wants.
7. The program ended because the agency **shouldn't provide** a report upon the expiration of time.
8. To find a candidate, the HR **had to conducted** an exhaustive search.
9. Statistics **must be relevance** to the current policy.
10. Because of bounded rationality, we **hasn't to process** all information.
11. A policy **can't has** practical existence without a budget.
12. The administrator **could produced** the most beneficial outcome last week.

16. Complete the dialogues using modal verbs for present and past ability, obligation, necessity and one of the phrases from the box. Use each phrase once.

· weigh the total weight · implement a superior alteration · conduct an exhaustive search · perform a systematic evaluation · maintain practical existence ·define an objective ·ensure objective selection ·avoid immediate dismissal

a. To begin this policy review, we _____ that aligns perfectly with public utility.

I agree. _____ for all pertinent data across every department, or are there data silos we can't access?

We have full authority. You _____ of every possible alternative to ensure our final recommendation is mathematically sound.

b. In the 1990s, why did the urban planning department fail to stop the rise in air pollution?

At that time, we _____ of every technological solution because our computers were too slow.

So, you _____ on incremental changes instead of a «root» method?

Exactly. We _____ within our limited budget, so we couldn't explore every single variable.

c. I choose the final vendor for the new infrastructure project based on my previous experience with them?

No, you _____ based on intuition. You _____ by using the logical criteria established in the manual.

What happens if a staff member ignores these logic-based sequences?

They _____ if they are found to be bypassing our transparency protocols.

d. The current policy regarding carbon emissions is outdated. Its relevance has expired.

Then we _____ immediately to protect the public interest.

_____ the current administration handle such a massive shift in a short timeframe?

They _____; otherwise, the «Economic Man» model of efficiency is a total failure in this city.

17. Complete each sentence with a logical ending using modal verbs for present and past ability, obligation and necessity. Example: In order to uphold their duty to the citizenry, government bodies must demonstrate through data that their selected course of action maximizes social utility.

1. To achieve true efficiency, _____.
2. Before the complexity of modern globalization, _____.
3. In the interest of civic responsibility, _____.
4. To maintain public trust, _____.

5. Once a policy has been rigorously tested against the rational model, _____
6. Under strict rational-comprehensive standards, _____.
7. During the reorganization of the federal department, _____.



Writing Practice

Focus: Writing an Argumentative Paragraph (Decision-Making)

1. STUDY THE MODEL

Read the paragraph.

Decision-making in public administration should be based on careful analysis rather than speed. On the one hand, quick decisions may allow governments to respond rapidly to urgent situations. However, such decisions often involve higher risks, as not all factors are fully considered. On the other hand, slower decision-making allows for analysis, consultation, and evaluation of possible outcomes. For example, public consultation can help identify potential problems before a policy is implemented. Therefore, effective decision-making requires a balance between efficiency and careful consideration.

2. ANALYSE THE STRUCTURE

Answer the questions:

Which sentence presents the main position?
Which sentences introduce the first argument?
Where is the contrasting argument presented?
Which sentence gives an example?
Which sentence provides the conclusion?

3. KEY WRITING PRINCIPLES

✓ An argumentative paragraph:
presents a clear position
includes at least two arguments
may show contrast (*on the one hand… on the other hand…*)
uses an example
ends with a balanced conclusion

✓ Use argumentation language:
on the one hand… / on the other hand…
however…

this is because…
for example…
therefore…
✓ Avoid:
emotional language
unsupported opinions

4. CONTROLLED PRACTICE

Complete the paragraph.
Decision-making in public administration should _____.
On the one hand, _____.
However, _____.
On the other hand, _____.
For example, _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (110–130 words):
Why is decision-making in public administration complex?
Include:
at least 2 reasons
explanation
example

6. EXTENDED WRITING

Write a paragraph (120–140 words):
Should public decisions always involve public consultation?
Include:
one argument in favour
one argument against
conclusion

7. ANALYTICAL WRITING

Write a paragraph (130–150 words):
Is fast decision-making more effective than slow decision-making in public administration?
Include:
comparison
justification
result

8. INDEPENDENT WRITING

Write a paragraph (140–160 words):

What factors should influence decision-making in public administration?

9. ADVANCED TASK (OPTIONAL)

Write a paragraph (150–180 words):

Can data-based decision-making fully replace human judgement in public administration?

10. SELF-CHECK

Before submitting, check:

- Is your position clear?
- Are both sides considered (if required)?
- Are arguments supported with explanation?
- Is the conclusion logical?
- Is the tone formal and objective?



Communication practice

1. ***Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.***
2. The rational-comprehensive model is based on the concept of «Economic Man».
3. This model suggests that public administrators should follow a random, flexible sequence when evaluating potential actions.
4. Under this model, a decision-maker is assumed to be capable of conducting an exhaustive search for all pertinent information.

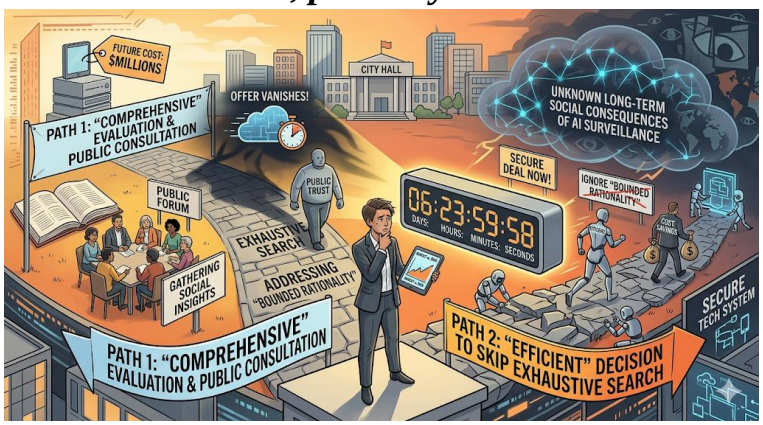
5. In urban planning, the model requires administrators to focus only on the immediate costs of a project rather than technological solutions for pollution.
6. The ultimate goal of the rational-comprehensive model is to maximize public utility through objective selection.
7. If a current policy is no longer relevant, the model suggests it should be slowly phased out over several decades.
8. «Bounded rationality» refers to the idea that humans have perfect cognitive awareness to solve any social problem.
9. Critics argue that it is rare for administrators to have access to perfect information or control over every external variable.
10. When time is limited or data is missing, the model claims it is still easy to explore every single alternative.
11. Practical limitations often force a shift from pure "rationality" toward more pragmatic, incremental methods.

2. Discuss the following in small groups and get ready to present your ideas for the whole class.

3. The Rational-Comprehensive model is a «perfectionist's trap» that wastes time in the real world where quick decisions are often better than perfect ones.
4. It is impossible for a public administrator to be a truly «Economic Man» because personal biases and political pressure will always interfere with logic.
5. In urban planning, is it actually possible to evaluate every technological solution for pollution, or is that an excuse for «analysis paralysis» that delays helpful projects?
6. The model suggests «immediate dismissal» of expired policies. However, is it fair to cut off a public service instantly just because a «mathematically superior» one is found?
7. In the modern age of Big Data, do we finally have the tools to overcome «bounded rationality», or does more data just make the decision-making process more confusing?
8. Who gets to decide what «maximizes public utility»? What is «logically best» for the majority always fair to the minority?
9. The model requires anticipating «long-term influence». Can any administrator truly predict social changes 20 or 30 years into the future with enough accuracy to be «rational»?
10. Moving in small, «incremental» steps (as critics suggest) is actually safer for society than the «comprehensive» leaps required by this model.
11. If a decision is made based on a complex mathematical model that later fails, who is responsible — the administrator or the data?

12. Even if «bounded rationality» makes this model impossible to achieve 100%, we should still use it as a "gold standard" to prevent lazy or corrupt decision-making.

3. Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.



Case: The tech company's offer expires in one week. If you take the time to conduct a «comprehensive» evaluation and public consultation, the deal will vanish, and the city will have to pay millions for a similar system later.

However, if you move quickly to be «efficient», you skip the «exhaustive search» required by the model and ignore «bounded rationality» — the fact that you don't yet know the long-term social consequences of AI surveillance.

Discussion: *1.* Does the one-week deadline make it mathematically impossible to be a «Rational-Comprehensive» administrator? At what point does a lack of time turn a «rational» choice into a «guess»?

2. The model assumes the administrator knows what is «most beneficial» for the beneficiary. In this case, who is the beneficiary — the person who feels safer with cameras, or the person who feels their privacy is being invaded?

3. If the city installs the AI system and it is later found to be biased, the model suggests an «immediate dismissal» of the policy. How realistic is it to «dismiss» a multi-million dollar infrastructure project once it is already built?

4. Critics argue human beings lack the «cognitive awareness» to solve complex social problems perfectly. Is it better to admit we don't know the long-term effects of AI and move slowly (Incrementalism), or should we strive for the «Rational» ideal anyway?

5. The model demands a «rigorous analysis» of all technological solutions. In public administration, is «rigorous analysis» just a fancy word for «procrastination» when the public is demanding immediate safety?

Session 6. Decision-Making in Practice: Procedures and Challenges

Warming-Up

13. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. Can you think of a time when a series of tiny, seemingly harmless changes led to a result you never would have agreed to at the start?
2. Is «true» innovation always a radical leap, or can a thousand small improvements eventually count as a revolution?
3. Does incrementalism actually reduce risk, or does it simply hide risk by spreading it out over a longer period?
4. When evaluating a change, do you judge it against the *previous* version (the status quo) or against the *ideal* end goal?
5. At what point does a «small adjustment» stop being a fix and start becoming a fundamental change in direction?
6. Think of a major personal transformation you've had. Was it the result of one «aha»! moment, or the culmination of tiny, daily shifts?
7. If a system fails after a long series of incremental changes made by different people, who is ultimately responsible for the outcome?
8. If you replace every part of a process incrementally, is it still the same process? At what point does the original identity vanish?
9. In a crisis, is incrementalism a sign of wisdom and steadiness, or a sign of indecisiveness and fear?
10. Does the incremental mindset encourage us to settle for "good enough" rather than striving for «perfect»?

14. Read the text and answer the given questions. Do the exercises given below.

1. According to Charles Lindblom, why do decision-makers prefer «disjointed incrementalism» over radical restructuring?
2. What is the difference between the «root» approach (implied) and the «branch» method of decision-making mentioned in the text?
3. How does an incremental approach help a leader or organization minimize «sunk costs»?
4. Explain how the «Anchoring and Adjustment» bias can distort a person's judgment when evaluating a system's success.
5. Why is «creeping normality» considered a danger in incremental systems?
6. Using the concept of the «Kaizen Effect», describe how marginal gains can lead to total transformation.

7. How does the text link incrementalism to the concept of «Technical Debt» and eventual systemic collapse?
8. In your own words, explain how the «Ship of Theseus» paradox applies to an organization's «Mission Drift».
9. According to the text, is it possible for an institution to completely change its purpose without ever making a major, conscious decision to do so? How?
10. What is a «radical audit», and why does the author suggest it is necessary for managing the ramifications of change?

INCREMENTALISM: A LONGITUDINAL ANALYSIS OF JUDGMENT AND THE MACRO-RAMIFICATIONS OF ITERATIVE CHANGE

Incrementalism, often characterized in political science as «disjointed incrementalism», represents a decision-making strategy that prioritizes limited, successive comparisons over comprehensive, radical restructuring. While traditionally viewed as a conservative mechanism for risk mitigation, the long-term ramifications of iterative adjustments present complex challenges to systemic stability and institutional identity. This analysis explores the intersection of human judgment, cognitive heuristics, and the cumulative impact of marginal shifts within complex systems.

The concept of incrementalism was formalized by Charles E. Lindblom in his seminal work, *The Science of "Muddling Through" (1959)*. Lindblom posited that because decision-makers possess limited cognitive capacity and incomplete information – a state known as **bounded rationality** – they cannot evaluate every possible alternative or consequence of a major policy shift.

Instead, they focus on policies that differ only marginally from existing practices. This «branch» method of decision-making relies on a feedback loop where small changes are tested, evaluated, and subsequently refined. This minimizes the "sunk cost" of failure and allows for adaptive governance in volatile environments.

The success of incremental progress is contingent upon the accuracy of human **judgment** at each stage of the sequence. However, psychological research indicates that incremental frameworks are highly susceptible to specific cognitive biases: **anchoring and Adjustment:** judgments are frequently "anchored" to the current status quo. Instead of evaluating whether a system is meeting its ultimate objectives, evaluators focus solely on whether the most recent increment represents a marginal improvement over the previous state. **The threshold problem:** because each individual change is small, it often fails to trigger the psychological or regulatory «thresholds» that would normally alert stakeholders to danger. This leads to **creeping normality**, where a series of small, detrimental changes eventually results in a state that would have been rejected had it been proposed as a single, radical move.

While the short-term goal of incrementalism is stability, its long-term **ramifications** can be paradoxically destabilizing. This phenomenon is often analyzed through two distinct lenses:

A. Positive Compounding (The Kaizen Effect)

In engineering and organizational theory, incrementalism can lead to **compounded optimization**. When small improvements—such as a 1% increase in fuel efficiency or a reduction in manufacturing waste—are applied consistently, the cumulative result over a decade is a total transformation of the system's performance. Here, the ramification of change is the attainment of excellence through the mastery of the «marginal gain».

B. The «Boiling Frog» and Institutional Entropy

Conversely, incrementalism can lead to **systemic drift**. In this scenario, small concessions in quality, ethics, or structural integrity accumulate. Because no single change is significant enough to cause a crisis, the system continues to degrade. This is often observed in «Technical Debt», where temporary software patches are applied incrementally until the underlying architecture becomes so fragmented and "brittle" that it suffers a catastrophic collapse.

A critical ramification of incrementalism is the eventual transformation of the system’s core identity. This mirrors the philosophical **ship of Theseus** paradox: if every component of a system is replaced incrementally over time, does the system retain its original essence?

In a corporate or political context, incrementalism can result in «Mission Drift». By the time the final increment is implemented, the institution may find itself serving a purpose entirely different from its founding mandate, without ever having made a conscious, singular decision to change its direction.

Incrementalism serves as a vital tool for navigating complexity where total rationality is impossible. However, the reliance on marginal judgment creates a blind spot regarding the long-term trajectory of the system. To manage the ramifications of change effectively, practitioners must balance iterative progress with periodic «radical audits» - stepping back from the increments to judge the system against its fundamental goals rather than its most recent iteration.



Vocabulary Practice

15.Match each word (1–10) with its correct definition (A–J).

No	Word / Phrase	Definition

1	mission Drift	**A.** The psychological tendency to judge new information based on a starting reference point (the status quo).
2	sunk Cost	**B.** A Japanese concept where small, daily improvements lead to massive long-term excellence.
3	systemic Drift	**C.** The cost of choosing a «quick fix» now that creates more work and complexity in the future.
4	anchoring	**D.** When an organization's purpose changes slowly over time without a deliberate decision.
5	bounded Rationality	**E.** A strategy of making small, successive changes instead of one radical transformation.
6	technical Debt	**F.** The phenomenon where a major change is accepted because it occurs through tiny, unnoticeable increments.
7	radical Audit	**G.** The slow degradation of a system's quality or ethics due to many small, ignored concessions.
8	incrementalism	**H.** A comprehensive review that ignores recent small steps and evaluates the system against its original goals.
9	Kaizen Effect	**I.** The reality that human decision-making is limited by available information and brain processing power.
10	creeping Normality	**J.** Irretrievable resources (time/money) that often trick us into continuing a failing project.

4. Complete the sentences with an appropriate word from the box. Use each word only once.

· feedback loop · anchored · Kaizen effect · radical audit · creeping normality · incrementalism · threshold problem · mission drift · bounded rationality · sunk cost

1. In political science, _____ is often described as «muddling through» because it avoids radical restructuring.
2. Because humans have limited cognitive capacity, we operate in a state of _____, unable to process every possible consequence.
3. Decision-makers often use a _____ to test and refine small changes before moving to the next step.
4. Organizations are often hesitant to abandon a failing project because of the _____ already invested in it.
5. Our judgment is frequently biased because we are _____ to the status quo instead of looking at the ultimate objective.
6. The _____ explains why stakeholders might not notice danger until a series of small changes causes a crisis.

7. _____ occurs when a detrimental situation becomes acceptable simply because it developed slowly over time.
8. Through the _____, a company can achieve total transformation by mastering the «marginal gain».
9. If an organization loses its original focus through many small adjustments, it is suffering from _____.
10. To avoid long-term failure, practitioners should perform a _____ to evaluate the system against its fundamental goals.

5. Translate into Ukrainian.

1. Over-reliance on small, market-driven adjustments can lead to **mission drift**, where a company eventually forgets its founding purpose.
2. Psychologically, it is difficult to stop an iterative process because of the **sunk cost** associated with the dozens of small steps already taken.
3. Without a clear vision, a series of minor compromises in safety can result in **systemic drift**, eventually leading to a disaster.
4. In the process of incremental change, managers often suffer from **anchoring**, comparing new results only to the previous month instead of the original goal.
5. Lindblom argued that **bounded rationality** forces us to choose incrementalism because the human brain cannot process the complexity of total system reform.
6. Every «quick fix» added to a project contributes to **technical debt**, making the final system brittle and prone to collapse.
7. To prevent long-term failure, leaders must perform a **radical audit** to see if their accumulated small changes still align with the main strategy.
8. While **incrementalism** provides short-term stability, it may blind decision-makers to the need for a total structural overhaul.
9. The **Kaizen effect** demonstrates that consistent 1% improvements can lead to a total transformation of efficiency over a long period.
10. Society often accepts the loss of ethical standards through **creeping normality**, as each small violation feels too minor to protest.
11. An effective **feedback loop** is essential in iterative design to ensure that each small step actually improves the user experience.
12. The danger of slow change is the **threshold problem**, where stakeholders only react after a cumulative series of events triggers a crisis.

6. ***Translate into Ukrainian.***

1. Через постійні дрібні поступки спонсорам організація непомітно відчула **відхилення від місії**, повністю змінивши свій початковий гуманітарний вектор.

2. Керівництво часто продовжує фінансувати неефективні ітерації лише через **безповоротні витрати,** сподіваючись, що попередні інвестиції не були марними.
3. Повільний **системний дрейф** у стандартах безпеки призвів до того, що система стала критично вразливою до зовнішніх шоків.
4. Під час аналізу змін експерти часто підпадають під вплив **ефекту прив'язки**, оцінюючи прогрес лише щодо вчорашніх показників, а не стратегічного ідеалу.
5. Теорія **обмеженої раціональності** пояснює, чому політики обирають інкрементизм: людський розум просто не здатний прорахувати всі наслідки радикальної реформи.
6. Кожне швидке, але тимчасове рішення в архітектурі системи накопичує **технічний борг**, який з часом стає неможливо обслуговувати.
7. Раз на десятиліття системі необхідний **радикальний аудит**, щоб виявити, чи не збилися ми з курсу за тисячі дрібних кроків.
8. В умовах політичної нестабільності **інкрементизм** залишається найбезпечнішим методом впровадження змін, що мінімізує опір системи.
9. Завдяки **ефекту кайзера** невеликі щоденні покращення процесів за п'ять років трансформували підприємство в лідера галузі.
10. Соціум часто не помічає обмеження своїх свобод через ефект **повзучої нормальності**, оскільки кожна нова заборона здається незначною.
11. Постійна **петля зворотного зв'язку** між користувачами та розробниками дозволяє коригувати ітераційні зміни ще до того, як вони стануть проблемою.
12. Найбільша небезпека інкрементизму — це **проблема порогу**, коли ми ігноруємо негативні зміни, доки вони не досягнуть точки неповернення.

7. ***Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.***

radical restructuring	радикальна перебудова
risk mitigation	пом'якшення ризиків
iterative adjustments	ітераційні коригування
systemic stability	системна стабільність
institutional identity	інституційна ідентичність
marginal shifts	незначні зсуви
adaptive governance	адаптивне управління
volatile environments	нестабільні середовища
anchoring and adjustment	ефект прив'язки та коригування
status quo	поточний стан

compounded optimization	кумулятивна оптимізація
marginal gain	незначний прибуток

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

· radical restructuring ·risk mitigation ·systemic stability · iterative adjustments ·adaptive governance ·institutional identity · marginal gain ·marginal shift ·marginal shifts ·status quo ·adaptive governance · anchoring and adjustment

1. Decision-makers often use a «branch» method to allow for _____ in unpredictable and volatile environments.
2. When evaluating progress, many people are biased by the current _____, failing to see how far the system has drifted from its original goal.
3. The _____ is a cognitive bias that prevents us from judging a change independently of our starting reference point.
4. Instead of a sudden and complete _____, the organization chose to implement changes one small step at a time.
5. High-level excellence is rarely the result of one giant leap; rather, it comes from the mastery of the _____.
6. Constant, small-scale _____ can eventually lead to a state of compounded optimization, where the total result is greater than the sum of its parts.
7. Leaders often choose incremental steps as a form of _____, fearing that a large-scale change might cause a catastrophic failure.
8. This study examines how the cumulative effect of many _____ can lead to massive macro-ramifications over a long period.
9. One risk of incremental change is that the system might lose its _____, eventually becoming something entirely different from what it was intended to be.
10. To succeed in volatile environments, a system must be capable of _____, learning from small failures to improve future steps.
11. While the immediate goal of a small fix is to maintain _____, the long-term effect can paradoxically be destabilizing.
12. Successive and limited comparisons help maintain balance, but they require accurate judgment of every small _____ made.

9. Translate into Ukrainian.

1. Decision-makers operating in **volatile environments** find incrementalism useful because it avoids the high «sunk cost» of massive failures.

2. The attainment of excellence in iterative systems is usually reached through the mastery of the **marginal gain** at every level.
3. While seeking to maintain **systemic stability**, practitioners may fail to notice that the system is slowly losing its effectiveness.
4. Human judgment is susceptible to **anchoring and adjustment**, leading evaluators to focus too heavily on the most recent change.
5. In complex systems, **adaptive governance** relies on a feedback loop to refine policies based on real-world results.
6. A critical danger of slow change is the loss of **institutional identity**, where the original mission is replaced piece by piece.
7. Instead of implementing a **radical restructuring**, the organization chose a path of small, successive steps to avoid internal resistance.
8. Macro-ramifications often emerge from the cumulative impact of **marginal shifts** that seem insignificant in isolation.
9. Many managers are biased toward the **status quo**, making them reluctant to judge the system against its fundamental, long-term goals.
10. The study demonstrates that long-term transformations are frequently the result of constant **iterative adjustments** rather than a single major event.
11. Incrementalism is often favored as a tool for **risk mitigation**, as it allows decision-makers to test changes on a small scale.
12. When marginal improvements are applied consistently over a decade, the result is a state of **compounded optimization**.



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What difficulties can arise when governments make public decisions?
2. Why is it important to consider different groups of citizens?
3. How can public opinion influence government decisions?
4. What should officials do after a decision is made?

After-Listening

11.Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Public decisions are always easy to make in practice.
2. Public transport projects may cause disagreement among citizens.
3. Officials consider only economic factors when making decisions.
4. Public discussions can influence final decisions.

5. Decision-makers always have enough time and complete information.
6. Implementation is the final stage of decision-making.
7. Officials must monitor the results of their decisions.
8. Decision-making is a continuous process.
9. Mistakes in decisions should be ignored.
10. Flexibility is important in public administration.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Modal verbs for permission and prohibition

1. Permission

Giving/Asking for Permission

- **Form: Can / May / Could +** subject + verb?
- **Use: *Can:** informal
  ***May:** formal and polite
  ***Could:** more polite than can
- **Example:** *«**May** I review the budget proposal»? / «You **can** take a break now».*

2. Prohibition

Present Prohibition

- **Form:** subject + **must not (mustn't) / cannot (can't)** + verb
- **Use:** to state that something is strictly forbidden or against the rules
- **Example:** *«Staff **must not** disclose confidential information to the press».*

Reference Table

Function	Present	Past
Prohibition	Mustn't / Can't	Wasn't allowed to
Permission	Can / May / Could	Was allowed to

13. Rewrite each sentence using the modal verbs for permission and prohibition.

1. A skilled policy analyst **has the authority** to define an objective that accurately identifies the root cause of a social crisis.
2. According to the model, the selection committee **is permitted** to use objective selection, but they **are forbidden** from allowing personal biases to influence the outcome.

3. Before the final decision is reached, the department **has permission** to conduct a systematic evaluation of every possible policy alternative.
4. Any official who violates the transparency protocol **is unable** to avoid the penalty of immediate dismissal from their post.
5. During the planning phase, budget analysts **have the right** to weigh the total weight of long-term costs against immediate social benefits.
6. If the initial data is promising, the senior administrator **is granted the power** to implement a superior alteration to the existing program.
7. Upon the expiration of time for a specific grant, the agency **is prohibited** from withholding a detailed accountability report from the public.
8. To ensure the highest standards of leadership, the board **is capable of** conducting an exhaustive search for a new director.
9. Using advanced statistical modeling, the team **is empowered** to determine the relevance of historical data to future demographic shifts.
10. Under the constraints of bounded rationality, a single human mind **is biologically prevented** from processing an infinite number of variables.
11. For a policy to be considered viable, it **is required** to possess practical existence within the current technological and financial landscape.
12. The final choice **is only eligible** to be considered truly «rational» if it produces the most beneficial outcome for the greatest number of citizens.

14. Rewrite each sentence using the modal verbs for permission and prohibition.

1. To avoid the «Boiling Frog» syndrome, it **is imperative** for practitioners **to monitor** the cumulative impact of minor ethical concessions.
2. Senior administrators **possess the right** to refine existing practices based on a continuous feedback loop.
3. Evaluators **are unable** to rely solely on the status quo when the system has reached a critical threshold problem.
4. The research team **is permitted** to use cognitive heuristics to simplify complex data, but they **are strictly forbidden** from allowing anchoring to bias their final judgment.
5. Policy analysts **have the authority** to implement small, iterative adjustments to the budget, provided they do not disrupt the overall fiscal balance.
6. Under the rules of disjointed incrementalism, decision-makers **are empowered** to prioritize limited comparisons over a total system overhaul.
7. In volatile environments, an organization **utilizes** adaptive governance to stay flexible during a crisis.
8. Lower-level managers **lack the authorization** to deviate from the founding mandate without a formal radical audit from the board.
9. To achieve the Kaizen Effect, employees **are invited** to suggest 1% improvements in their daily manufacturing workflows.
10. The system **is prohibited** from accumulating excessive technical debt to avoid an eventual «brittle» collapse.

11. Analysts **are free** to focus on marginal gains, but they **are restricted** from losing sight of the long-term trajectory of the institution.
12. Stakeholders **hold the right** to intervene only when an iterative change triggers a pre-defined regulatory threshold.
13. Because of bounded rationality, a single individual **is denied** the permission to make radical decisions without institutional oversight.
14. An agency **is capable** of evolving its core identity over time, but it **is required** to avoid unintentional mission drift.
15. Evaluators **have the capacity** to test small changes in a controlled environment to ensure the preservation of systemic stability.

15. Each sentence contains a mistake in the usage of modal verbs for permission and prohibition. Identify and correct the errors. Rewrite the sentences correctly.

1. Evaluators **must not to** ignore the cumulative impact of small changes.
2. An agency **can to** refine its practices through a feedback loop.
3. Decision-makers **may not can** deviate from the founding mandate.
4. Administrators **don't must** allow personal biases to influence judgment.
5. **Are analysts allowed** focus on marginal gains instead of radical audits?
6. The board **can't not** intervene when the threshold problem occurs.
7. Practitioners **may not to** withhold data from the public.
8. The system **does not can** sustain excessive technical debt.
9. If the audit is failed, the team **must not permitted** to continue.
10. **May** stakeholders to challenge the iterative process?

16. Complete the dialogues using modal verbs for permission and prohibition and one of the phrases from the box. Use each phrase once.

·radical restructuring ·risk mitigation ·iterative adjustments ·systemic stability ·institutional identity ·marginal shifts ·adaptive governance ·volatile environments ·anchoring and adjustment ·status quo ·compounded optimization ·marginal gain

1. Given our current budget deficit, _____ we propose a _____ of the department?
No, you _____ suggest such a drastic move yet. We _____ only focus on _____ at this stage to ensure our _____ remains intact.
Understood. So, we _____ suggest small, _____ instead? Yes, you _____ proceed with that, but you _____ deviate from the core mission.

2. _____ the agency transition toward a model of _____ to handle these market fluctuations?
They _____, but they _____ sacrifice the _____ that our stakeholders trust.
Is it true that we _____ achieve excellence through a single leap?
Correct. You _____ only reach that level by capturing every possible _____ over time.

3. _____ I point out that these constant _____ are actually changing the nature of the project?
You _____ highlight that, but you _____ assume the board is unhappy with the _____.
But if we _____ see the cumulative effect, we _____ be ignoring a dangerous _____ in our ethics.
You _____ audit the results, but you _____ halt the current trajectory without proof.

4. _____ we implement _____ techniques to stay flexible in this volatile market?
You _____, but you _____ fall into the trap of _____.
Does that mean we _____ use the previous year's data as our primary starting point?
Exactly. You _____ let the initial «anchor» limit your judgment of what the system actually needs today.

17. Complete each sentence with a logical ending using modal verbs for permission and prohibition. Example: Policy analysts may implement limited, successive comparisons, but they must not ignore the long-term systemic trajectory.

1. Under the framework of bounded rationality, _____.
2. Evaluators _____.
3. To maintain systemic stability, _____.
4. Senior administrators _____.
5. Because of the «Threshold Problem», _____.
6. The research team _____.
7. In volatile environments, _____.
8. Junior officials _____.
9. To achieve a state of compounded optimization, _____.
10. We _____.



Writing Practice

Focus: Writing a Case-Based Analytical Paragraph (Decision-Making in Practice)

1. STUDY THE MODEL

Read the paragraph.

In practice, decision-making in public administration often involves balancing competing interests. In one case, a local government approved a large infrastructure project without public consultation in order to attract investors quickly. Although the decision created economic opportunities, it also caused public dissatisfaction due to a lack of transparency. This situation shows that decisions made under pressure may lead to negative consequences if stakeholders are not involved. Therefore, effective decision-making requires both efficiency and public engagement.

2. ANALYSE THE STRUCTURE

Answer the questions:
Which sentence introduces the general idea?
Which sentence describes the situation (case)?
Where are the positive consequences mentioned?
Where are the negative consequences explained?
Which sentence gives the conclusion or lesson?

3. KEY WRITING PRINCIPLES

✓ A case-based paragraph:
introduces a general issue
describes a specific situation
analyses consequences (positive & negative)
draws a conclusion

✓ Use analytical language:
in one case…
although…
this led to…
this situation shows that…
therefore…

✓ Focus on reasoning, not storytelling.

4. CONTROLLED PRACTICE

Complete the paragraph.

In practice, decision-making often involves _____.
In one case, _____.
Although _____,

it also _____.
This shows that _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (120–140 words):

Describe a situation where a public decision had both positive and negative consequences.

Include:

situation
advantages
disadvantages
conclusion

6. EXTENDED WRITING

Write a paragraph (130–150 words):

Why do some public decisions lead to public dissatisfaction?

Focus on:
causes
consequences
example

7. ANALYTICAL WRITING

Write a paragraph (140–160 words):

What are the main risks of making decisions without public consultation?

Include:

explanation
consequences
example

8. RECOMMENDATION WRITING

Write a paragraph (150–170 words):

How can decision-making in public administration be improved?

Include:

at least 2 recommendations
justification
expected result

9. INDEPENDENT WRITING (CASE-BASED)

Write a paragraph (160–180 words):

A government plans a major project but makes the decision quickly without consulting citizens. Was this decision effective? Why or why not?

10. SELF-CHECK

Before submitting, check:

Is the situation clearly described?
Are consequences analysed (not just mentioned)?
Is there a logical conclusion?
Are recommendations justified?
Is the tone formal and objective?



Communication practice

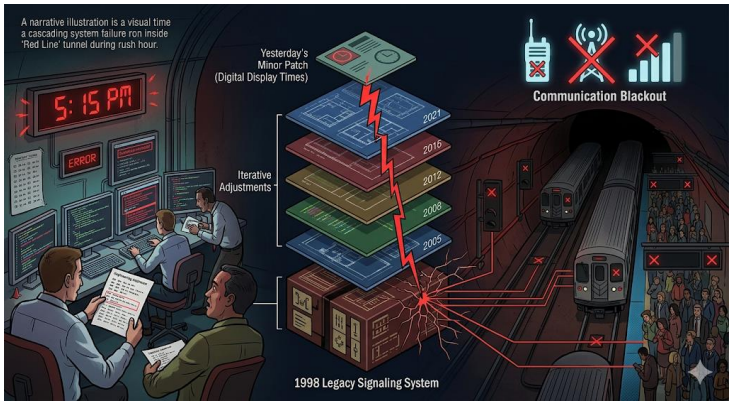
1. ***Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.***

2. Incrementalism prioritizes radical restructuring over limited, successive comparisons.
3. The term «bounded rationality» refers to the human inability to process every possible alternative due to limited cognitive capacity.
4. The «branch» method of decision-making relies on testing and refining small changes via a feedback loop.
5. According to the text, incremental frameworks reduce the «sunk cost» of failure.
6. Anchoring and adjustment bias encourages evaluators to judge a system based on its ultimate, fundamental goals.
7. The «threshold problem» refers to the tendency for small changes to go unnoticed by stakeholders until a crisis occurs.
8. The Kaizen Effect is a negative phenomenon where a system's performance degrades consistently over time.
9. «Technical debt» occurs when cumulative, temporary patches lead to a brittle and fragmented system architecture.
10. The «Ship of Theseus» paradox is used to illustrate how incremental changes can result in «mission drift» and a change in core identity.
11. The text suggests that practitioners should rely exclusively on iterative progress and avoid «radical audits».

2. Discuss the following in small groups and get ready to present your ideas for the whole class.

1. Incrementalism is often an excuse for intellectual laziness; by focusing only on «muddling through», leaders avoid the difficult work of imagining a better system from scratch.
2. Most major corporate and political scandals are not the result of a single «evil» decision, but rather the cumulative effect of small, permitted concessions in integrity.
3. While disjointed incrementalism provides short-term systemic stability, it eventually makes an institution too «brittle» to survive a sudden, radical shift in the global environment.
4. Anchoring to the status quo means that a 1% improvement is celebrated as a success, even if the system is fundamentally failing to meet its original purpose.
5. The greatest danger of iterative change is that it bypasses regulatory and psychological alarms, making «creeping normality» the most significant threat to institutional identity.
6. Given the constraints of bounded rationality, a radical restructuring is actually more «irrational» and risky than an incremental one, because we cannot predict the macro-ramifications of a total system reset.
7. While the Kaizen effect leads to optimization in engineering, applying it to social policy can result in «mission drift», where the system becomes perfectly efficient at doing the wrong thing.
8. No system can survive on incrementalism alone; without periodic radical audits to «reset the clock», every system eventually succumbs to institutional entropy.
9. If a political or corporate entity replaces every one of its original policies and values through marginal shifts, it has no ethical right to claim its original founding mandate.
10. Much like software, modern legal systems are often just a series of «temporary patches» that have become permanent, creating a level of complexity that no single human mind can process.

3. Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.



Case: The Event: Yesterday at 5:15 PM, during peak rush hour, a minor software "patch" (intended only to adjust digital display times at three stations) triggered an unforeseen conflict with the 1998 legacy signaling system.

This caused a complete communication blackout across the Red Line. Because the system has been built through iterative adjustments rather than a unified architecture, engineers discovered that the "patch" was buried under six other layers of code added over the last decade.

Discussion: The board has already approved a $10 million «incremental» upgrade for next month. Do you proceed with this «safe» small step, or do you admit that the $10 million is a sunk cost and pivot to a $2 billion overhaul that will take years to complete?

1. Must the committee issue an immediate prohibition on all further software patching, even if it means the system remains in a degraded, slow-speed state for the foreseeable future?
2. How do you explain to the public that 15 years of «rational» marginal gains have resulted in a «catastrophic» systemic drift? Is it possible to perform a radical audit while the system is actively failing?
3. In your emergency meeting, the CEO is still anchored to last year's performance metrics. How do you force the committee to stop comparing today’s crisis to yesterday’s «muddling through» and start judging it against a total system collapse?

SELF-STUDY



Self-Study Tasks
Reading

1. Read the story from PATIMES, American Society of Public Administration's journal. Do the tasks given below.

Leadership and Decision-Making: The Cuban Missile Crisis Revisited

The views expressed are those of the author and do not necessarily reflect the views of ASPA as an organization. **By Richard F. Keevey October 21, 2024**

Leadership and Decision-Making: The Cuban Missile Crisis Revisited - PA TIMES Online | PA TIMES Online

Both the process and outcome(s) of public decision-making are key to the successful operation of government. Asking the right questions; accurately accessing the information available; surrounding decision makers with diverse, informed and experienced advisers; and exercising good judgment in weighing the information are all a part of the process. All these factors were evident during one of the most critical events in U.S. history.

October 2024 marks the 62nd anniversary of the U.S.-Cuban Missile Crisis. Those 13 days were the closest the world has come to nuclear war. War-time decision making is always difficult and fraught with challenges. Indeed, it is the apex of public decision-making. Such was the case when the Soviet Union secretly introduced a small number of nuclear weapons into Cuba, with ships loaded with more nuclear weapons already sea bound. Some might argue it was President Kennedy's finest hour.

When an American military plane discovered the missiles, a major crisis erupted. President Kennedy immediately formed a group of advisors (the so-called X-Com Committee) to consider a path of action, while keeping these deliberations confidential to avoid panic until all reasonable and appropriate options could be identified and considered.

Some of Kennedy's advisors urged an immediate air strike and a follow-up invasion of Cuba. This was also the initial inclination of the president, and, in fact, he began to mobilize troops. Fortunately for the world, he continued with deliberations. Kennedy decided instead on a naval blockade of Cuba, while also initiating "back-door" and secret negotiations with Soviet Premier Khrushchev.

Ultimately, the crisis subsided when the Soviet ships carrying the additional missiles turned back at the blockade without incident and Khrushchev agreed to remove the existing missiles from Cuba. As part of the secret negotiations, the United States agreed to remove our Jupiter nuclear missiles located in Turkey, aimed at the Soviet Union and gave public assurance that the United States would not invade Cuba.

Actions Short of Disaster

In hindsight, the strategy employed by Kennedy sounds like a clear-cut success. However, the outcome was not as rosy and uneventful as it appears in that several incidences that developed along the way suggest that we were close to nuclear disaster. An unwise decision on either side could have resulted in nuclear war. Consider the following situations:

The Central Intelligence Agency (CIA) estimated that there were 15,000 soviet troops in Cuba, but it was revealed later there were 45,000 troops. Even more amazing, it was later determined that short-range tactical nuclear weapons had already been installed in Cuba. As such, any "pre-emptive" invasion of Cuba could have been disastrous.

A US military plane was shot down over Cuba during these days of confrontation and deliberations. The military leaders believed the political leadership in Moscow had authorized the firing and our military pushed for a retaliatory response. In fact, Khrushchev did not authorize the action and was enraged at the decision of his generals. However, and even more important, President Kennedy rejected the advice of his military leaders and resisted an attack on Cuba.

On October 27, 1962, an American aircraft on a routine mission to keep an eye on Soviet nuclear testing inadvertently took a wrong turn at the North Pole and ended up in Soviet airspace. The Soviets sent MIG fighters to shoot down aircraft. Concurrently, the U.S. command in Alaska scrambled nuclear-armed fighter-jet interceptors. Fortunately, our aircraft 'escaped' Soviet airspace before any overt military confrontation.

Some Reflections

Presidential decision-making during times of war often occurs under a veil of secrecy and uncertainty that even the best intelligence cannot comprehend. Geoffrey Wheatcroft in his article "*Denial of What One Knows*" provides a useful taxonomy of knowledge, specifically dividing it into: "known-knowns" (things we know); "known unknowns" (things we are aware that we do not know); and "unknown unknowns" (things we do not know, where we do not recognize our ignorance). It is this last category that is the most dangerous, and the easiest to overlook. Consider what was unknown during the confrontations and deliberations of the Cuban Missile Crisis.

In his book, *Overconfidence and War***,** Dominic Johnson coins the phrase 'positive illusions,' whereby people a) think of themselves as above average, b) display unrealistic optimism, c) show exaggerated bravado, d) assume that they have more control over situations than they actually do and e) underestimate the potential for action by the other side. Consider General Custer's' alleged cry at the battle of Little Big Horn, "Hurrah boys, we have them"; General MacArthur's belief that the Chinese would not intervene in Korea; and Khrushchev's belief that the Soviet missiles planned for Cuba would not be discovered, and the situation would be a *fait accompli* once they were operational.

Graham Allison, a former professor at Harvard and the author of *The Essence of Decision Making*, argues that an effective way to avoid 'positive illusions' is to have a wide variety of opinions that are evaluated against reality. The different X-Com participants (each with their separate roles and perspectives) all contributed to mitigating positive illusions.

Concluding Thoughts

After the crisis, Attorney General Robert Kennedy identified a few key facts that contributed to a successful resolution to include: 1) maximize time for decision-making and adversary responses, 2) inhibit initial response tendencies, 3) gather as much information as possible, 4) entertain a diversity of opinions, 5) use all available background and expertise on the adversary, 6) ensure civilian control of the military, 7) deliberate carefully, 8) provide the adversary a "face saving" way to comply with your requirements and 9) build in safeguards against inadvertent escalation.

The result of the Cuban Missile Crisis was the realization that a nuclear holocaust was entirely possible. Thankfully, both Kennedy and Khrushchev abandoned any "positive illusions" they may have had, especially regarding winning or even surviving a nuclear war.

One final observation about President Kennedy. Had someone else been president in October 1962, the outcome might have been vastly different. Kennedy derived his capacity for leadership and good judgment from his experiences, both before and during his time in the White House. His fortitude for survival was demonstrated when his PT-109 patrol boat was destroyed in WWII, and his Bay-of-Pigs fiasco of April 1961 taught him to be skeptical of assurances of spy specialists and military leadership.

Interestingly, earlier in 1962, Kennedy had just read Barbara Tuchman's classic history, *The Guns of August***,** which details how Europe blundered into WWI, particularly the passage when a German leader asks why this war broke out and receives the reply "If only one knew." While many public decisions are important, most do not carry the significance of war-time decisions. The potential for disaster can be huge, which places great weight on both the decision-making process and outcome(s).

***Author**: Rich held two presidential appointments – one with Senate confirmation. He was appointed by two NJ governors from each political party as State Budget Director. He was Director of the Policy Research Institute at Princeton University; and was an executive officer of a nuclear missile unit in Europe. Currently, Rich is a senior policy fellow at Rutgers University.*

2. Read the given statements and decide whether they are true or false.

1. The Cuban Missile Crisis occurred exactly 50 years ago as of October 2024.
2. President Kennedy's initial inclination was to launch an air strike and an invasion of Cuba.
3. To avoid public panic, the "X-Com Committee" deliberations were kept confidential.
4. The U.S. publicly agreed to remove Jupiter missiles from Turkey as the primary way to end the crisis.
5. The CIA accurately estimated that there were 45,000 Soviet troops in Cuba during the crisis.
6. A U.S. military plane was shot down over Cuba, but President Kennedy rejected the military's advice to retaliate.
7. "Unknown unknowns" are defined in the text as things we are aware that we do not know.
8. Dominic Johnson's "positive illusions" include the tendency for leaders to display unrealistic optimism and exaggerated bravado.
9. Attorney General Robert Kennedy suggested that a successful resolution requires giving the adversary a "face-saving" way to comply.
10. The author suggests that Kennedy's skepticism of military leadership was influenced by the earlier "Bay-of-Pigs" failure.

3. Do the multiple-choice test.

1. Why did President Kennedy keep the X-Com Committee deliberations confidential at first?
A) To prevent the Soviet Union from knowing they had been discovered.
B) To avoid public panic until all reasonable options were considered.
C) To allow the military to move missiles into Turkey secretly.
D) To ensure the CIA could finish its troop estimation in Cuba.

2. What was President Kennedy's initial inclination when the missiles were discovered?
A) A naval blockade of Cuba.
B) Secret negotiations with Premier Khrushchev.
C) An immediate air strike and follow-up invasion.
D) Immediate removal of U.S. missiles from Turkey.

3. Which "back-door" agreement was part of the secret negotiations to end the crisis?
A) The U.S. would provide economic aid to the Soviet Union.
B) The U.S. would remove Jupiter missiles from Turkey.
C) The Soviet Union would be allowed to keep tactical nuclear weapons in Cuba.
D) Cuba would become a neutral territory overseen by the UN.

4. How much did the CIA underestimate the number of Soviet troops in Cuba?
A) They estimated 5,000, but there were actually 15,000.
B) They estimated 45,000, but there were actually 60,000.
C) They estimated 15,000, but there were actually 45,000.
D) They estimated 10,000, but there were actually 100,000.

5. How did Kennedy respond when a U.S. military plane was shot down over Cuba?
A) He ordered a retaliatory strike against Soviet anti-aircraft sites.
B) He immediately authorized the invasion of Cuba.
C) He rejected military advice for retaliation and resisted an attack.
D) He broke off all negotiations with Premier Khrushchev.

6. According to Geoffrey Wheatcroft's taxonomy, what is the most dangerous category of knowledge?
A) Known-knowns (things we know).
B) Known unknowns (things we know we don't know).
C) Unknown unknowns (things we don't know we are ignorant of).
D) Discovered unknowns (things we found out too late).

7. Dominic Johnson's term 'positive illusions' refers to which of the following?
A) The belief that nuclear war is survivable.
B) Overconfidence, unrealistic optimism, and exaggerated bravado.
C) The idea that diplomacy always works better than force.
D) The visual distortion caused by high-altitude spy planes.

8. According to Graham Allison, what is an effective way to avoid 'positive illusions'?
A) Relying solely on the highest-ranking military official.
B) Using secret intelligence that hasn't been shared with advisors.
C) Having a wide variety of opinions evaluated against reality.
D) Following the historical precedents set in World War I.

9. Which historical event taught Kennedy to be skeptical of military and spy specialists?
A) The destruction of his PT-109 boat in WWII.
B) The Bay of Pigs fiasco.

C) The battle of Little Big Horn.
D) The start of the Korean War.

10. What was a key lesson Robert Kennedy identified for successful resolution?
A) Act as quickly as possible to maintain the element of surprise.
B) Ensure military control over civilian leadership during a crisis.
C) Provide the adversary with a “face-saving” way to comply.
D) Publicly shame the adversary to show national strength.

4. ***Read the given summaries of the text. One of them is wrong. Decide which one is incorrect.***

Summary A

According to the passage, the Cuban Missile Crisis of 2024 marks a new era in public administration where secret negotiations are no longer necessary. The text explains that because the U.S. successfully kept its Jupiter missiles in Turkey, the Soviet Union was unable to detect them, leading to a "fait accompli." It highlights that the most important part of decision-making is to act quickly on "known-knowns" while ignoring "unknown unknowns" to avoid the skepticism that caused the Bay of Pigs fiasco.

Summary B

The text argues that the CIA’s accurate intelligence and the military’s quick retaliatory strikes were the primary reasons the Cuban Missile Crisis ended peacefully. Because President Kennedy followed the advice of his generals to invade Cuba immediately, Premier Khrushchev was forced to surrender without any secret negotiations. This historical event proves that "positive illusions" and bravado are necessary traits for a president to possess during wartime to ensure a successful outcome for the government.

Summary C

The Cuban Missile Crisis demonstrates that successful public decision-making relies on a structured process involving diverse advisors, the mitigation of "positive illusions," and the careful weighing of intelligence. Despite the initial urge for military action, President Kennedy chose a naval blockade and secret negotiations, narrowly avoiding nuclear war caused by "unknown unknowns" like underestimated troop counts and accidental airspace violations. The resolution succeeded because leaders eventually abandoned overconfidence in favor of "face-saving" diplomacy and civilian control of the military.

Summary D

The passage describes the Cuban Missile Crisis as a failed operation where President Kennedy’s lack of military experience led to a nuclear disaster. Because Kennedy had not read any historical literature like *The Guns of August*, he was unaware of how WWI began and failed to form an advisory committee. The crisis

ultimately ended only when the public became aware of the deliberations and demanded that the United States invade Cuba to remove the 15,000 Soviet troops stationed there.



Self-Study Tasks
Vocabulary Practice

4. Choose the correct definition for each term.

1. Sunk Cost

A) A future expense that must be accounted for in the annual budget.
B) Money or effort already spent that cannot be recovered and should not influence future decisions.
C) The total loss of an asset due to a sudden market crash or natural disaster.

2. Bounded Rationality

B) The idea that decision-making is limited by available information, time, and the cognitive limitations of the mind.
A) A strict mathematical approach to finding the single most perfect solution to a problem.
C) The legal boundaries set by a government that prevent a major from making certain decisions.

3. Mission Drift

A) The natural movement of an organization from one physical location to another.
B) A strategy used to intentionally change an agency's name to attract more donors.
C) When an organization gradually moves away from its original purpose or core goals over time.

4. Anchoring

A) A cognitive bias where an individual relies too heavily on the first piece of information offered.
B) The process of securing a physical building against environmental damage.
C) A leadership technique used to keep a team focused on a single task for several months.

5. Incrementalism

A) Making small, gradual changes to a policy rather than performing a complete overhaul.
B) A sudden and radical shift in government operations following an election.
C) The process of increasing taxes by a fixed percentage every single year.

6. Kaizen Effect
A) A sudden burst of productivity followed by a long period of inactivity.
B) A philosophy of continuous, small, and positive improvements over time.
C) The negative impact that occurs when a leader leaves an organization abruptly.

7. Technical Debt
A) The amount of money a government owes to international technology companies.
B) A financial loan taken out to purchase new hardware for an agency.
C) The long-term cost of choosing an easy, quick solution now instead of a better approach that takes longer.

8. Creeping Normality
A) The process by which major changes are accepted as normal because they happen slowly in small increments.
B) A security protocol used to return a government office to normal operations after a crisis.
C) The tendency for employees to follow the behavior of their most "normal" or average coworker.

9. Systematic Evaluation
A) A quick, informal check of how a project is doing based on the leader's feelings.
B) A methodical and objective process of determining the merit, worth, or value of a program.
C) The act of firing employees who do not follow a specific system of rules.

10. Radical Audit
A) A routine yearly financial check that follows standard government procedures.
B) A complete and fundamental examination of an organization's systems to find deep-rooted issues.
C) An audit performed by an outside group that focuses only on the personal lives of the executives.

3. Read each term and its definition. Decide whether the definition is True (✓) or False (✗).

1. **Define an objective –** the process of identifying a specific, measurable goal that an organization or decision-maker intends to achieve. → _____

2. **Conduct an exhaustive search –** a quick, superficial review of the first two or three available options to save time during a crisis. → _____
3. **Bounded rationality –** the theory that decision-makers are limited by available information, cognitive capacity, and time, leading them to "satisfice" rather than optimize. → _____
4. **Anchoring and adjustment –** a strategy where a leader ignores all previous data and starts every decision-making process from zero. → _____
5. **Risk mitigation –** the act of intentionally increasing the danger of a project to see how well the staff performs under pressure. → _____
6. **Status quo –** the current state of affairs or the existing conditions that an incrementalist approach often seeks to maintain or slightly modify. → _____
7. **Radical restructuring –** making minor, nearly invisible changes to a department's filing system over several years. → _____
8. **Adaptive governance –** a flexible system of management that evolves in response to changing conditions and new information. → _____
9. **Volatile environments –** stable, predictable settings where long-term planning can be done with 100% certainty. → _____
10. **Systemic stability –** the ability of an entire organization or framework to remain functional and balanced despite internal or external pressures. → _____



Self-Study Tasks
Grammar Practice

1. Complete the sentences with the correct form of modal verbs for present and past ability, obligation, necessity, permission and prohibition.

1. A successful leader _____ (present ability) listen to dissenting opinions before making a final call.
2. During the Cuban Missile Crisis, President Kennedy _____ (past necessity) remain calm to avoid global panic.
3. You _____ (prohibition) ignore the advice of subject-matter experts during a volatile crisis.
4. In the "Era of Gentlemen," officials _____ (past obligation) have a high social standing to be considered for office.
5. Advisors _____ (present advice/obligation) provide objective data rather than tell the leader what they want to hear.
6. Before the 1860s, government employees _____ (past ability) get jobs based purely on political connections.

7. We _____ (present necessity) foster a diverse workforce to improve our team's creative problem-solving.
8. The military _____ (past prohibition) launch a retaliatory strike without the President's explicit permission.
9. An effective manager _____ (present permission/possibility) allow employees to work flexibly if the mission is met.
10. After the Bay of Pigs failure, Kennedy realized he _____ (past advice/regret) have been more skeptical of the CIA's plan.
11. To avoid "mission drift," an organization _____ (present strong obligation) stick to its core objectives.
12. Under the Merit System, applicants _____ (present necessity) pass a competitive exam to be hired.
13. Yesterday, the committee _____ (past ability) reach a consensus after hours of intense deliberation.
14. New recruits _____ (present prohibition) discuss confidential X-Com deliberations with the press.
15. To mitigate "technical debt," developers _____ (present necessity) invest time in clean code today.
16. In the past, leaders _____ (past lack of necessity) explain their decisions to the public as clearly as they do now.
17. A diverse team _____ (present possibility/ability) see "unknown unknowns" that a homogeneous group might miss.
18. Junior administrators _____ (present permission) voice their concerns during the brainstorming phase.
19. Because of the naval blockade, Soviet ships _____ (past obligation) turn back to avoid an escalation.
20. In high-stakes environments, you _____ (present advice) always have a "face-saving" option ready for your adversary.

2. Each sentence has one or more mistakes. Rewrite them correctly.

Present and future ability

1. A leader **must to** listen to everyone before making a decision.
2. In a crisis, you **don't must** panic if you want the team to remain calm.
3. **May you** to analyze the data again to ensure there are no errors?
4. Every manager **ought check** the "known unknowns" before finalizing the budget.
5. We **can to** increase our diversity if we change our recruitment strategy.
6. You **shouldn't to** ignore the advice of the X-Com committee.
7. Does the director **must** sign the authorization form today?
8. To avoid mission drift, the agency **needs not** change its core values.
9. Employees **are can** voice their concerns during the annual radical audit.
10. A diverse team **mights** find a more creative solution than a homogeneous one.

Past ability

11. During the 1962 crisis, Kennedy **musted** choose between a blockade and an airstrike.
12. The CIA **could to** estimate the number of troops, but they were wrong.
13. Yesterday, the board **shoulded** have approved the new safety safeguards.
14. Khrushchev **had not to** authorize the shooting of the American plane.
15. Because the meeting was private, I **was not can** enter the room.
16. The team **was able reach** a consensus, but it took ten hours.
17. Last year, we **didn't must** worry about systemic stability as much as we do now.
18. Kennedy **could had** invaded Cuba, but he chose diplomacy instead.
19. In the Era of Gentlemen, you **musted** have high social standing to get a job.
20. The soldiers **should have follow** the civilian leadership's instructions during the standoff.



Self-Study Tasks
Listening

Pre-listening

1. Write the correct words next to the sentences illustrating their meaning.

• chancellor • hardline • put down • put someone in their place • clichés • deadpan • in office • successor

1. After the CEO retired, the board appointed a replacement who would take over the company's leadership. _____
2. The diplomat maintained a completely expressionless face, making it impossible to tell if he was angry or joking. _____
3. The politician has been in power for over a decade, navigating several global crises. _____
4. Some members of the party hold strict, unchangeable beliefs and refuse to negotiate with their rivals. _____
5. Phrases like "thinking outside the box" have been used so many times that they have become meaningless and annoying. _____
6. He is the head of the government in Germany, a role similar to the Prime Minister in other nations. _____
7. His cruel comment was a deliberate insult intended to make his opponent look foolish in front of the press. _____
8. When the junior intern tried to take over the meeting, the manager made a sharp comment to show them they were less important than they thought. _____

2. Listen to “Is it better to be a "tough" leader or a "kind" leader?” and do the tasks given below.

BBC Learning English - 6 Minute English / Angela Merkel

After-Listening

3. Read the given statements. Decide whether they are true or false.

1. In Germany, the position of chancellor is similar to that of the prime minister in the UK.
2. Angela Merkel served as the chancellor of Germany for a total of 10 years.
3. The nickname "Mutti" was originally intended to be a compliment by Merkel's political rivals.
4. "Hardline" refers to people who have traditional and strict beliefs that are difficult to change.
5. A "put down" is a term used to describe a way of making someone feel more important and respected.
6. Angela Merkel has been referred to by the media as "The Queen of Europe."
7. Otto von Bismarck was the first ever chancellor of Germany.
8. The word "clichés" refers to ideas that are fresh, original, and rarely used in conversation.
9. Being "deadpan" means showing a lot of emotion and excitement through facial expressions.
10. According to the script, Angela Merkel is described as being discreet and sometimes almost "invisible."

Topic 4

Leadership in public administration



Session 7. Conceptual Approaches to Leadership in Public Administration

Warming-Up

1. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. If laws and regulations are constantly "iterating," how can businesses and citizens make long-term investments or life plans with confidence?
2. Does the need for "rapid response" in adaptive governance inherently bypass the slow, deliberative checks and balances that protect democratic integrity?
3. Silicon Valley thrives on "failing fast." Is this mindset ethical in public policy when a "failed" iteration could mean the loss of healthcare access or social safety nets for millions?
4. In a system of constant change, how do we prevent "organizational amnesia"—forgetting why certain stable structures were put in place originally?
5. If a government changes its stance frequently based on new data, does it appear "evidence-based" and smart, or "flip-flopping" and weak to the general public?
6. At what point does "stability" stop being a benefit and start becoming "stagnation"? How do we identify a system that is too rigid to survive a modern crisis?
7. Does constant iteration lead to "pilot-itis," where a government starts many small, adaptive projects but never scales them into stable, permanent infrastructure?
8. Does adaptive governance shift power away from elected officials and toward unelected "experts" who are better equipped to analyze real-time data?

9. In many systems, the data used to "adapt" is delayed or biased. How can we ensure the "iterative change" is actually responding to reality and not just noise?
10. If everything in a system is subject to change, what – if anything – should remain immutable to ensure society doesn't lose its foundational identity?

2. Read the text and answer the given questions. Do the exercises given below.

1. According to the text, what are the two opposing forces that create the "Paradox of Adaptive Governance"?
2. How does the author distinguish between "rigid command" and "strategic guidance" in the context of modern leadership?
3. Why is it essential for a diverse citizenry to confide their security in the state, and what is the specific expectation they have in return?
4. What are the psychological and social consequences (e.g., confusion, resentment) if the rate of policy change happens too quickly for public acceptance?
5. From a sociological perspective, how should we measure the accomplishment of a government regarding social capital?
6. The text mentions that "failing fast" can be a creditable way to learn. Why is this approach more dangerous in the public sector than in science or business?
7. How does the persistence of constant reform potentially discourage long-term economic actors and business investors?
8. What happens to the social fabric when a state handles transitions poorly or allows the costs of adaptation to fall on those in poverty?
9. What is "institutional memory," and why does the text suggest it might be impoverished during poorly managed transitions?
10. According to the final sections, how does a confident administration handle an adaptation that was not creditable?
11. The text warns against letting society stagnate. In your opinion, where is the line between a "stable" institution and a "stagnant" one?
12. The author suggests creating "sandboxes" for change. How can a government foster innovation in these small areas without causing confusion in the rest of the system?
13. How can leadership show the courage to dismantle old frameworks while maintaining a commitment to protect collective well-being?
14. The text mentions a "clear reward for compliance." Aside from avoiding punishment, what rewards can a government offer to encourage citizens to adapt to new rules?
15. The text concludes with the idea of "stable change." Do you believe this is a realistic goal, or will there always be a certain level of blame and instability when a nation tries to excel?

The Paradox of Adaptive Governance: Balancing Iterative Change with Systemic Stability

The contemporary governance landscape is defined by an inherent tension between the necessity for **adaptation** and the foundational requirement for

systemic stability. While rapid technological evolution and environmental volatility necessitate **iterative change**, the perceived legitimacy of a state often rests upon its ability to maintain a predictable legal and social framework. This paper explores how **leadership** must navigate this paradox to **foster** resilience without inducing institutional **stagnation** or social **confusion**.

Effective **leadership** in an era of uncertainty functions not through rigid command, but through strategic **guidance**. For a **diverse** citizenry to **comply** with evolving mandates, there must be a high degree of foundational **confidence** in public institutions. When individuals **confide** their security to the state, they do so under the **expectation** of consistency.

However, excessive **adaptation** can be counterproductive. If the rate of policy turnover exceeds the public's capacity for **acceptance**, the resulting **confusion** can transform into deep-seated **resentment**. From a sociological perspective, the **accomplishment** of a government is measured by its ability to modulate change so that it does not **impoverish** the social capital required for civic cooperation.

To **excel** and **surpass** global competitors, a state must demonstrate the **courage** to dismantle obsolete frameworks. This requires a **commitment** to **diligent** experimentation. In a scientific governance model, "failing fast" is often viewed as a **creditable** method of learning. Yet, in the public sector, the **blame** for failure is not merely theoretical; it has tangible consequences on **poverty** and public welfare.

Therefore, the **fosterer** of innovation must also be a guardian of stability. **Excellent** governance involves creating "sandboxes" for change while ensuring that the core pillars of society do not **stagnate**. Without this balance, the **persistence** of reform may be viewed not as progress, but as a source of chronic **discouragement** for long-term economic actors who require a stable horizon to invest.

The risk of **poorly** managed transitions is the **discouragement** of the private sector and the **impoverishment** of institutional memory. When a state fails to provide a clear **reward** for **compliance**, or when the costs of **adaptation** fall disproportionately on the vulnerable, the resulting **resentment** can lead to systemic instability.

To avoid this, **leadership** must seek a high level of **acceptance** through transparent feedback loops. A **confident** administration is one that acknowledges when a previous **adaptation** was not **creditable**, demonstrating the **diligence** to pivot without losing sight of the foundational values that **bless** a society with order and peace.

The ultimate **accomplishment** of modern governance is the realization of "stable change." By balancing the **diverse** needs of a modern population with a **persistent** drive for improvement, a state can ensure that it does not **stagnate** in the face of crisis nor collapse under the weight of its own reform. We must **encourage** a model where **diligence** is the standard, and where the **courage** to

change is always tempered by the **commitment** to protect the collective well-being.



Vocabulary Practice

3. Match each word (1–10) with its correct definition (A–J).

No	Word / Phrase	Definition
1	diligence	**A.** To act in accordance with a wish, command, or set of rules; to obey.
2	stagnate	**B.** Deserving of public acknowledgment, reward, or honor; even if not perfect, it is "good enough" to be respected.
3	comply	**C.** To encourage the development or growth of something (such as an idea, a feeling, or a system).
4	resentment	**D.** To tell someone a secret or a private matter while trusting them not to repeat it; or to entrust someone with something important.
5	creditable	**E.** Constant and earnest effort to accomplish a task; persistent care and thoroughness in one's work.
6	surpass	**F.** To become greater, better, or stronger than someone or something else; to exceed expectations.
7	foster	**G.** Something that has been achieved successfully, especially through hard work, skill, or perseverance.
8	impoverish	**H.** To stop developing, progressing, or showing any activity; to become dull or sluggish.
9	confide	**I.** To make a person or area poor; or to exhaust the natural richness or strength of something (like social capital).
10	accomplishment	**J.** A feeling of deep and bitter anger or ill-will, often resulting from a sense of being treated unfairly.

4. Complete the sentences with an appropriate word from the box. Use each word only once.

· diligence ·stagnate ·comply ·resentment ·creditable ·surpass ·foster ·impoverish · confide ·accomplishment

1. To effectively _____ international rivals, a nation must proactively dismantle outdated bureaucratic frameworks.

2. If the speed of reform causes people to lose their sense of security, widespread _____ toward the government may develop.
3. It is the responsibility of modern leaders to _____ resilience in their citizens so they can handle future environmental volatility.
4. When people _____ their well-being to public institutions, they do so with the firm expectation of institutional consistency.
5. If a legal system refuses to evolve alongside technology, its ability to govern will eventually _____.
6. Achieving "stable change" – a balance between agility and order—is considered the ultimate _____ of a modern state.
7. For a society to function smoothly, the majority of the population must willingly _____ with evolving mandates and laws.
8. While "failing fast" is a _____ method of learning in science, it can have dangerous consequences when applied to public welfare.
9. Policymakers must be careful that rapid economic shifts do not _____ the most vulnerable members of the community.
10. Maintaining a stable society while pursuing constant reform requires immense _____ and a commitment to protecting collective well-being.

5. Translate into Ukrainian.

1. The modern leadership of a nation must manage the tension between quick adaptation and long-term stability.
2. It is a significant accomplishment to maintain a predictable environment while the world undergoes rapid changes.
3. Citizens are more likely to comply with new mandates when they receive clear strategic guidance.
4. To build confidence, a government must meet the public's expectation of consistency.
5. When people confide their future to the state, they expect their social safety nets to remain secure.
6. Excessive policy turnover can lead to mass confusion and deep-seated resentment among the public.
7. Governments should not impoverish the social capital that makes civic cooperation possible.
8. To surpass global rivals, a state needs the courage to get rid of obsolete frameworks.
9. Diligence is required during the experimentation phase to prevent tangible harm to public welfare.
10. Leaders must foster innovation while ensuring that core societal pillars do not stagnate.
11. If the persistence of reform causes uncertainty, it may discourage long-term economic investment.

12. A transition handled poorly can result in the impoverishment of institutional memory.

13. A confident administration is willing to admit when a previous strategy was not creditable.

14. Order and peace are the values that bless a society with true systemic stability.

15. We must encourage a model where the commitment to collective well-being guides every adaptation.

5. Translate into English.

1. Уряд повинен вести націю крізь кризу за допомогою чіткого керівництва та стратегічного бачення.
2. Щоб сприяти інноваціям, нам потрібно заохочувати молодих вчених перевершувати попередні цілі досліджень.
3. Важко дотримуватися нових правил, якщо вони викликають лише розгублення та обурення серед працівників.
4. Старанний лідер завжди прийме відповідальність, а не перекладатиме провину на інших.
5. Якщо економіка продовжуватиме перебувати в застої, це зрештою призведе до збіднення навіть середнього класу.
6. Відданість наполегливим реформам є гідним довіри досягненням для будь-якої адміністрації.
7. Коли люди довіряють свої дані компанії, вони мають високі очікування щодо конфіденційності.
8. Ми повинні проявити мужність, щоб адаптувати наші закони до різноманітних потреб сучасного суспільства.
9. Досягнення соціального миру є найкращою нагородою за роки старанної праці.
10. Впевнена держава не пригнічує критику, а використовує її для покращення своєї здатності до адаптації.
11. Відмінні результати рідко досягаються без сильної відданості досконалості.
12. Погано сплановані зміни можуть призвести до відчуття зневіри в усьому приватному секторі.
13. Ми маємо благословляти наполегливість тих, хто бореться з бідністю та нерівністю.
14. Перехід був організований настільки погано, що це спричинило системну плутанину на місяці.
15. Щоб досягти успіху в глобальному управлінні, потрібно збалансувати потребу в змінах із прийняттям стабільності.

6. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the

English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

adaptive governance	адаптивне управління
iterative change	поступові зміни
strategic guidance	стратегічне керівництво
diverse citizenry	різноманітне населення
to confide security to the state	довіряти безпеку державі
deep-seated resentment	глибоке обурення / невдоволення
to impoverish social capital	виснажувати соціальний капітал
to excel and surpass	досягати успіху та перевершувати
diligence	старанність
tangible consequences	відчутні (реальні) наслідки
to foster innovation	сприяти інноваціям
ultimate accomplishment	найвище досягнення

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

· adaptive governance · iterative change · strategic guidance
· diverse citizenry · to confide security to the state · diligence
· deep-seated resentment · to impoverish social capital
· to excel and surpass · tangible consequences · to foster innovation
· ultimate accomplishment

1. To maintain public order, modern leaders must provide _____ rather than relying on rigid, outdated commands.
2. The core of the current political dilemma is _____, which requires balancing constant evolution with institutional stability.
3. If the government fails to manage transitions carefully, it may accidentally _____ needed for civic cooperation.
4. When people choose _____, they do so with a fundamental expectation that laws will remain consistent.
5. In the public sector, a failed policy is not just a theoretical mistake; it has _____ for poverty and welfare.
6. A state must demonstrate the courage to dismantle old systems if it wishes _____ its global competitors.
7. If the pace of reform moves too quickly for the public to accept, the resulting confusion can turn into _____.
8. Effective leaders create "sandboxes" for change because their goal is _____ without destabilizing society.

9. To ensure that reforms are safe and effective, policymakers must work with great _____ throughout the experimentation process.
10. The _____ of any modern administration is the successful realization of "stable change".
11. Because a nation consists of a _____, laws must be flexible enough to meet a wide variety of social needs.
12. Technological shifts and environmental volatility are the primary factors that necessitate _____ in our legal frameworks.

9. Translate into Ukrainian.

1. **Adaptive governance** is the only way for a modern state to survive in an era of environmental volatility.
2. Technological progress moves so fast that laws require constant **iterative change** to remain relevant.
3. Effective leaders provide **strategic guidance** rather than simply giving orders to their subordinates.
4. It is challenging to create a single policy that satisfies a **diverse citizenry** with different values.
5. When people decide **to confide security to the state**, they expect the government to protect them consistently.
6. Failure to provide stability can lead to **deep-seated resentment** among the working class.
7. A government must be careful not **to impoverish social capital** while trying to reform the economy.
8. Every nation strives **to excel and surpass** its global competitors in the field of artificial intelligence.
9. Success in policy experimentation depends on the **diligence** of the researchers involved.
10. In the public sector, a mistake is never just a theory; it always has **tangible consequences**.
11. The goal of a "policy sandbox" is **to foster innovation** without risking the entire system.
12. The realization of "stable change" is considered the **ultimate accomplishment** of a confident administration.



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What does leadership mean in public administration?
2. What qualities are important for a public leader?
3. Why is motivation important in public service?
4. How can leadership influence public trust?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Leadership in public administration is mainly about giving orders.
2. Public leaders must consider both efficiency and fairness.
3. Communication skills are not important for leaders.
4. Leaders should motivate their teams.
5. Public leaders do not need to make decisions themselves.
6. Leadership involves cooperation and teamwork.
7. Ethics is not important in leadership.
8. Leadership affects public trust.
9. Leaders work completely independently from others.
10. Public leadership is based on responsibility and service.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Past Tenses. Past Simple and Present Perfect.

1. Past Simple

◆ **Form**

Verb + -ed (regular) or **irregular form** (e.g., ***lead – led, excel – excelled*****).**

◆ **Use**

To describe an action that was completed at a specific time in the past.

◆ **Example**

*The government **dismantled** the obsolete framework in 2022.*

2. Present Perfect

◆ **Form**

Positive: Subject + have/has + past participle.
Negative: Subject + have/has + not + past participle.
Question: Have/Has + subject + past participle?

◆ **Use**

To talk about things we have done in our lives without saying exactly when.
To describe a transition from the past to the present.
To describe a state that started in the past and is still true (often used with *for* or *since*).
To describe a past action that has a visible or important consequence right now.

◆ **Example**

"He has seen that movie already."
"We have lived in this neighborhood since we were children."
"I have just finished my homework."
"They have never been to Japan."
"Have you ever traveled by boat?"

13. Rewrite each sentence using Past Simple.

1. Rapid technological evolution **necessitates** iterative change within the government.
2. The leadership **navigates** the paradox to foster resilience.
3. Individuals **confide** their security to the state under the expectation of consistency.
4. The resulting confusion **transforms** into deep-seated resentment.
5. The state **surpasses** global competitors by committing to diligent experimentation.
6. Excessive adaptation **becomes** counterproductive for the administration.
7. The core pillars of society **do not stagnate** during the reform period.
8. The costs of adaptation **fall** disproportionately on the vulnerable.
9. A confident administration **acknowledges** when a previous adaptation is not creditable.
10. Leadership **seeks** a high level of acceptance through transparent feedback loops.

14. Rewrite each sentence using Present Perfect.

1. Technological volatility **necessitates** iterative change within the system.
2. Leadership **navigates** the paradox of stability and change.
3. Citizens **comply** with the evolving mandates of the state.
4. Confusion **transforms** into deep-seated resentment among the public.
5. The government **impoverishes** the social capital required for cooperation.
6. The administration **dismantles** obsolete frameworks to stay competitive.
7. The core pillars of society **stagnate** due to a lack of innovation.
8. The costs of adaptation **fall** disproportionately on the vulnerable.
9. The state **seeks** a high level of acceptance through feedback loops.

10. The administration **acknowledges** that the previous adaptation was not creditable.

15. Each sentence contains a mistake in the usage of Past Simple and Present Perfect Tenses. Identify and correct the errors. Rewrite the sentences correctly.

1. By the time the policy arrived, the public **haves already developed** resentment.
2. The state **has excelled** last year because of its new model.
3. The pillars of society **stagnates** by 2024 because of poor leadership.
4. The private sector **withdraws** its investment yesterday morning.
5. The citizens **have complied** with the mandates two days ago.
6. Institutional memory **already impoverish** before the transition ended.
7. The researchers **have finished** the experiment and then **they have presented** it yesterday.
8. The state **never ensure** the framework was predictable before the crisis.
9. Leadership **has sought** acceptance throughout the year of 2025 already.
10. The vulnerable **have suffered** when the costs fell on them last week.
11. The adaptation **were not creditable** since a long time before the pivot.
12. The state **surpass** its competitors after it dismantled the frameworks.
13. Confusion **is transforming** into resentment once the turnover rate exceeded acceptance.
14. The government **have realized** the goal before the reform collapsed.
15. Because they **not worked** with diligence, the consequences became clear.
16. Individuals **have confided** their security to the state in 1990.
17. By the end of the year, the fosterer **is becoming** a guardian.
18. The reforms **have persisted** for too long last year.
19. The citizenry **haves trusted** the institutions before the mandates arrived.
20. The state **has not stagnated** in 2023.

16. Complete the dialogues using Past Simple and Present Perfect Tenses and one of the phrases from the box. Use each phrase once.

·adaptive governance ·iterative change ·strategic guidance ·diverse citizenry ·to confide security to the state ·diligence ·deep-seated resentment ·to impoverish social capital ·ultimate accomplishment ·to excel and surpass ·tangible consequences ·to foster innovation

1. **Dr. Aris:** Did you hear about the reform that failed last night? It seems the ministry was completely caught off guard.

Minister Vance: It’s not surprising. By the time the officials (admit) _____ the mistake, the policy (create) _____ among the public.
Dr. Aris: True, but the state (not consider) _____ that they (have) _____ such a _____ with conflicting needs. They treated everyone like a monolith.
Minister Vance: Exactly. From a sociological perspective, the government (impoverish) _____ the social capital required for cooperation long before the protests even (start) _____. You can't expect compliance when trust has been eroded.

2. **Sloane:** I’ve been looking at the data from last year. Why exactly (do) _____ the private sector stop investing?

Leo: Because investors (see) _____ that the constant, unpredictable laws (become) _____ a source of chronic discouragement. They needed a stable horizon, but instead, they (get) _____ constant _____ .
Sloane: It’s a shame, because the nation (manage)_____ to beat its global rivals in the tech race initially. How did we lose that lead?
Leo: Well, early on, we did it because we (decide)_____ _____ our competitors through years of research. But the ministry chose a path of _____ that was too volatile. They (analyze) _____ the tech landscape but (forget) _____ to maintain systemic stability.

3. **Leo:** The pilot program for the "sandbox" was a success. The team (show) _____ great _____ after they (receive) _____ _____ from the senior experts.

Sloane: That’s a relief. However, I’m still hearing complaints about the new surveillance laws. A client told me today, "I don't trust the state anymore."
Leo: Why the sudden shift in attitude?
Sloane: In the past, people (be) _____ more willing _____ because the government (keep) its promises. Once those promises (be) _____ broken, the foundational confidence (vanish) _____.
Minister Vance: We need to prove that this "sandbox" model is different. Before the crisis (hit) _____ the tech sector, we (implement) _____ these trials to balance stability and flexibility. We just need time to show it works.

4. **Minister Vance:** We finally achieved "stable change." It is a new era for our administration.

Dr. Aris: You (call) _____ it your _____, but only after the public (suffer) _____ for years under poorly managed transitions.
Minister Vance: We were experimenting. Our "fail fast" experiments in the lab (work) _____ very well initially.

Dr. Aris: Yes, but before you (move) _____ to the public sector, you (forget) _____ that failure here has _____ . In a lab, a failure is a data point; in a city, it's poverty.
Minister Vance: I suppose we (realize) _____ too late that our rapid reforms (start) _____ to threaten the social fabric. We have a lot of work to do to regain that trust.

17. Complete each sentence with a logical ending using Past Simple and Present Perfect Tenses. Example: By the time the diverse citizenry began to protest, the state had already impoverished the social capital required for cooperation.

1. The administration finally **excelled** in global rankings because it _____.
2. Although the government **provided strategic guidance** last year, the public _____.
3. **Deep-seated resentment broke out** among the population after the costs of adaptation _____.
4. The state **dismantled** its obsolete frameworks only after the leadership _____.
5. Before the economic crisis **hit**, long-term economic actors _____.
6. The government **achieved** its **ultimate accomplishment** because it _____.
7. **Institutional memory faded** quickly because the state _____.
8. Individuals **confided** their security to the state because they _____.
9. The administration **pivoted** its strategy after it **realized** that the previous adaptation _____.
10. **Tangible consequences** for public welfare **appeared** because the leaders _____.



Writing Practice

Focus: Writing a Conceptual–Evaluative Paragraph (Leadership in Public Administration)

1. STUDY THE MODEL

Read the paragraph.
Leadership in public administration plays a crucial role in

shaping effective governance. A public leader is responsible not only for making decisions but also for guiding institutions and motivating personnel. Strong leadership ensures clear communication, coordinated action, and accountability at all levels of administration. For example, during a crisis, effective leaders can organise resources quickly and maintain public confidence. Therefore, leadership is a key factor in ensuring stability and efficiency in public administration.

2. ANALYSE THE STRUCTURE

Answer the questions:

Which sentence introduces the concept of leadership?
Which sentence defines the role of a leader?
Which sentences explain key functions of leadership?
Where is the example provided?
Which sentence presents the final evaluation?

3. KEY WRITING PRINCIPLES

✓ A conceptual–evaluative paragraph:
introduces a concept (what it is)
explains functions (what it does)
evaluates importance (why it matters)

✓ Use academic language:
plays a crucial role…
is responsible for…
ensures…
for example…
therefore…

✓ Combine explanation + evaluation

4. Controlled practice

Complete the paragraph.

Leadership in public administration is _____.
A leader is responsible for _____.
Effective leadership ensures _____.
For example, _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (110–130 words):

What is the role of leadership in public administration?

Include:
definition
functions
result

6. EXTENDED WRITING

Write a paragraph (120–140 words):

What qualities make a public leader effective?

Focus on:
at least 3 qualities
explanation
example

7. ANALYTICAL WRITING

Write a paragraph (130–150 words):

How does leadership influence decision-making in public administration?

Include:
explanation
impact
example

8. INDEPENDENT WRITING

Write a paragraph (140–160 words):

Why is leadership especially important in crisis situations?

9. ADVANCED TASK (OPTIONAL)

Write a paragraph (150–180 words):

Can strong leadership compensate for weaknesses in administrative structure?

10. SELF-CHECK

Before submitting, check:
Is the concept clearly explained?
Are functions described logically?
Is there a clear evaluation?
Is an example included?
Is the style formal and precise?



Communication practice

1. Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.

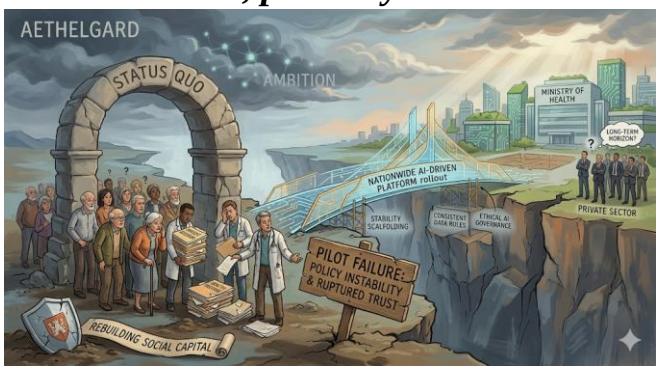
1. The legitimacy of a state is often based on its ability to provide a predictable legal and social framework.

2. Effective leadership in uncertain times works best through rigid command and strict control.
3. When the rate of policy turnover is too high for the public to accept, it can lead to deep-seated resentment.
4. In the public sector, the "failing fast" model is considered a purely theoretical concept with no real-world consequences.
5. Excellent governance requires creating "sandboxes" for change while protecting the core pillars of society.
6. Long-term economic actors usually prefer a volatile legal horizon as it encourages them to invest more frequently.
7. Systemic instability can occur if the costs of adaptation fall mostly on the most vulnerable members of society.
8. A confident administration refuses to acknowledge when a previous adaptation was a failure.
9. The "ultimate accomplishment" mentioned in the text is the total elimination of all social frameworks.
10. The text suggests that the courage to change should always be balanced by a commitment to protect collective well-being.

2. Discuss the following in small groups and get ready to present your ideas for the whole class.

1. A state loses its legitimacy more quickly through institutional stagnation (refusing to change) than through iterative change (changing too often).
2. In the modern world, strategic guidance is always more effective than "rigid command," regardless of the severity of the crisis.
3. While "failing fast" is a creditable method in science, it is ethically irresponsible for a government to apply it to public welfare due to tangible consequences.
4. If a reform impoverishes social capital, it should be stopped immediately, even if it promises significant economic growth.
5. Deep-seated resentment is a natural by-product of progress and should be ignored by a confident administration to avoid losing momentum.
6. Long-term economic actors are the biggest obstacle to necessary reform because they demand a "stable horizon" that prevents rapid adaptation.
7. It is impossible to implement systemic change without the costs falling disproportionately on the vulnerable; therefore, some inequality is inevitable during transitions.
8. Creating "sandboxes" for change is the only way to foster innovation without risking total systemic collapse.
9. An administration that publicly acknowledges a failed adaptation appears weak rather than "confident" to the diverse citizenry.
10. "Stable change" is a theoretical ideal that is impossible to achieve in reality; a state must always choose one over the other.

3. Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.



Case: The nation of Aethelgard is facing a healthcare crisis due to an aging population and outdated paper-based systems.

The Ministry of Health wants to implement a radical, AI-driven digital health platform. However, the country has a **diverse citizenry**, including elderly populations who are wary of technology and a **private sector** that is hesitant to invest without a **stable horizon**.

Last year, a smaller pilot program failed because the government changed the data privacy rules three times in six months. This led to **social confusion** and **deep-seated resentment** among doctors. Now, the government must decide how to proceed with the nationwide rollout without **impoverishing the social capital** and trust they have left.

Discussion:

1. The government should enact a five-year moratorium on changes to data privacy laws to provide the private sector with the "stable horizon" they require, even if it means slowing down the integration of newer, more aggressive AI capabilities.
2. To respect the wariness of the elderly population, Aethelgard should maintain a hybrid system (analog and digital) for citizens over 70, accepting higher operational costs in exchange for preserving the trust of a demographic that consumes the most healthcare.
3. Private sector hesitancy should be met with a risk-sharing model where the government guarantees a minimum return on investment for the first three years of the digital transition, effectively treating health data infrastructure as a public utility like water or electricity.
4. Trust cannot be regained without a "Right to Explanation." The government should establish an independent Ombudsman for Algorithmic Care to whom citizens can appeal if they feel an AI-driven diagnosis or resource allocation was biased or incorrect.
5. The Ministry must publicly acknowledge that while the pilot program was a failure of governance, the status quo (paper-based systems) represents a greater long-term threat to life than a flawed digital transition. The discussion must move from "Should we do this?" to "How do we survive the transition?"

Session 8. Leadership in Action: Decision-Making, Influence, and Responsibility

Warming-Up

1. Work in pairs and discuss the following questions. Get ready to share your ideas with the group.

1. In budget negotiations, the first figure mentioned (the anchor) dictates the final outcome more than the actual needs of the diverse citizenry.
2. Institutional stagnation is often caused by leaders who are mentally anchored to "historical precedents," making them unable to visualize iterative change.
3. Strategic guidance from high-ranking officials can act as an immovable anchor, discouraging subordinates from exercising diligence in their own research.
4. Transparent feedback loops are the only effective way to "break" an anchor once a policy has already been set in motion.
5. The courage to dismantle old structures is primarily a psychological battle against the "status quo bias" and anchoring.
6. If an administration is anchored to a specific "innovative" ideology, they may ignore tangible consequences on public welfare just to prove their model works.
7. During environmental or economic volatility, leaders tend to anchor to "emergency powers," making it difficult to return to systemic stability after the crisis passes.
8. A confident administration should never admit that an initial policy was based on a biased "anchor," as this would destroy foundational confidence.
9. Relying strictly on "big data" can create new technical anchors that impoverish the social capital required for human-centric governance.
10. Achieving "stable change" requires a leader to be "mentally fluid" – able to accept new information without being weighed down by previous administrative anchors.

2. Read the text and answer the given questions. Do the exercises given below.

1. How does the text define the "anchoring bias" within the context of governance?
2. What are some examples provided in the text that can serve as an "anchor" for public officials?
3. According to the author, what happens when officials fail to adjust their views despite having new data?

4. What specific impact can anchoring have on the private sector and "long-term economic actors"?
5. What the «ultimate accomplishment» of modern governance is as described in the final paragraph?
6. Explain the relationship between "policy turnover" and the "public's capacity for acceptance." What happens if this balance is lost?
7. How does the text link cognitive biases to the impoverishment of social capital?
8. The author suggests that the public sector should use "sandboxes" for change. Based on the text, why is this considered a creditable method of learning?
9. In what way can remaining anchored to old social security models lead to deep-seated resentment among a diverse citizenry?
10. How does the text characterize a "confident administration" in terms of its approach to feedback and experimentation?

Cognitive Biases in Administrative Judgment: Counteracting Anchoring in Policy Development

In the contemporary landscape of public administration, leaders are tasked with making complex decisions that affect the collective well-being of a **diverse** citizenry. While these officials strive for **excellent** governance and systemic stability, their judgments are often clouded by psychological shortcuts known as cognitive biases. One of the most pervasive distortions in policy development is the **anchoring bias**, a phenomenon that can cause even the most **diligent** administration to **stagnate** in the face of crisis.

Anchoring occurs when an individual relies too heavily on the initial piece of information encountered – the "anchor" – when making subsequent decisions. In governance, this anchor might be a **poor**ly researched historical precedent or an outdated budgetary figure. Even when officials have the **adaptability** to recognize new data, they often fail to adjust their views sufficiently. This leads to institutional **confusion**, where policies remain tethered to the past. Without the **courage** to dismantle obsolete frameworks, the **persistence** of old errors can **impoverish** the social capital required for civic cooperation.

The consequences of anchoring are not merely theoretical; they have tangible effects on **poverty** and public welfare. For example, if a government **blame**s economic shifts on external factors while remaining anchored to old social security models, it may fail to provide a clear **reward** for **compliance** with new mandates. When the state fails to **adapt**, it can **discourage** long-term economic actors who require a stable horizon to invest. This **discouragement** often leads to **resentment** among citizens who **resent** the lack of progress. If the rate of policy turnover exceeds the public's capacity for **acceptance**, the resulting **confusion** can lead to systemic instability.

To avoid the **impoverishment** of institutional memory, leadership must **encourage** a culture of **diligent** experimentation. One **creditable** method of learning is the creation of "sandboxes" for change. By seeking a high level of

acceptance through transparent feedback loops, a confident administration can **excel** and surpass global competitors.

The ultimate **accomplishment** of modern governance is the realization of "stable change". When a state **accomplish**es this balance, it **bless**es society with order and peace. Success is found when the drive for improvement is always tempered by the **persistence** to protect the collective well-being, ensuring that the state does not **stagnate** under the weight of its own **adaptation**.



Vocabulary Practice

3. Match each word (1–10) with its correct definition (A–J).

No	Word / Phrase	Definition
1	diligent	**A.** The quality of being able to adjust to new conditions or environments
2	stagnate	**B.** Something done that deserves praise or at least a high level of trust.
3	obsolete	**C.** To make a person or a system poor; to exhaust the strength or richness of.
4	impoverish	**D.** Showing care and conscientiousness in one's work or duties.
5	compliance	**E.** To cease developing; to become inactive or dull.
6	adaptability	**F.** The act of obeying a law, rule, or government mandate.
7	resentment	**G.** Bitterness or anger felt at having been treated unfairly or seeing a lack of progress.
8	creditable	**H.** No longer produced or used; out of date.
9	accomplishment	**I.** The quality of continuing in an opinion or course of action in spite of difficulty.
10	persistence	**J.** Something that has been achieved successfully; a high-level completion.

4. Complete the sentences with an appropriate word from the box. Use each word only once.

·accomplishment ·stagnate ·obsolete ·impoverish ·compliance ·adaptability ·resentment ·creditable ·adaptability ·diligent ·persistence

1. Without the _____ to dismantle _____ frameworks, a government risks being tethered to outdated and ineffective ideas.
2. The administration's failure to adjust to new data led to a state where institutional progress began to _____.
3. High levels of _____ are difficult to maintain if citizens do not see a clear reward for following new mandates.
4. A leader's _____ in protecting the collective well-being is essential for long-term systemic stability.
5. While the pilot program was not perfect, it was considered a _____ method of learning through experimentation.
6. The state's inability to evolve during the crisis caused deep-seated _____ among the public.
7. To reach the ultimate _____ of "stable change," a state must balance innovation with consistency.
8. Poorly managed policy transitions can _____ the social capital required for civic cooperation.
9. Even a highly _____ official can fall victim to anchoring bias if they rely too heavily on the first piece of information they receive.
10. The _____ of a political system is measured by its capacity to recognize and integrate new environmental data.

5. Translate into Ukrainian.

1. A **diligent** administrator always looks for psychological shortcuts that might cloud their judgment.
2. If a government relies on an outdated anchor, its policies will eventually **stagnate**.
3. Leaders must find the courage to dismantle **obsolete** frameworks to make room for innovation.
4. The persistence of old errors can **impoverish** the social capital required for civic cooperation.
5. The state must provide a clear reward to ensure **compliance** with new mandates.
6. Institutional **adaptability** is necessary to recognize and integrate new environmental data.
7. Lack of progress often leads to deep-seated **resentment** among a diverse citizenry.
8. Testing new policies in "sandboxes" is considered a **creditable** method of institutional learning.
9. Achieving "stable change" is considered the ultimate **accomplishment** of modern governance.
10. Success is found when the drive for improvement is tempered by a **persistence** to protect well-being.

6. Translate into English.

1. Лише старанний підхід до аналізу даних може вберегти керівника від хибних психологічних «якорів».
2. Без постійного оновлення методів управління будь-яка державна система почне стагнувати.
3. Уряду часто бракує сміливості, щоб визнати певні закони застарілими та непотрібними.
4. Політика, що ігнорує реальні потреби людей, здатна значно збіднити суспільну довіру.
5. Для забезпечення повної відповідності (compliance) новим правилам держава має запровадити систему винагород.
6. Висока здатність до адаптації дозволяє сучасним лідерам ефективно реагувати на кризи.
7. Несправедливий розподіл ресурсів під час реформ викликає глибоке обурення у громадян.
8. Використання пілотних проектів у регіонах — це гідний довіри спосіб перевірки нових ідей.
9. Створення балансу між порядком та прогресом — це найважливіше досягнення врядування.
10. Наполегливість у впровадженні змін має завжди супроводжуватися турботою про добробут людей.

7. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

cognitive bias	когнітивне упередження
anchoring bias	ефект прив'язки
diverse citizenry	різноманітні верстви населення
obsolete frameworks	застарілі структури
institutional memory	інституційна пам'ять
social capital	соціальний капітал
compliance	дотримання правил
tangible consequences	відчутні наслідки
strategic guidance	стратегічне керівництво
to stagnate	перебувати в застійному стані

8. Complete the sentences with the correct phrase from the box. Use each phrase only once.

·cognitive bias ·anchoring bias ·diverse citizenry ·to stagnate ·institutional memory ·social capital ·tangible consequences ·strategic guidance ·obsolete frameworks ·compliance

1. Effective governance requires a leader to provide _____ rather than just rigid commands to manage complex transitions.
2. An _____ is a mental shortcut that can cloud a leader's judgment, even when they strive for rationality.
3. When a state relies on a single outdated statistic to make all future decisions, it is suffering from _____.
4. Leaders are responsible for the well-being of a _____, meaning their decisions must account for many different groups of people.
5. If an administration refuses to innovate or adapt to new data, its policies will eventually begin _____.
6. A government must have the courage to dismantle _____ that are no longer effective in a modern technological landscape.
7. The loss of trust and cooperation among citizens can _____ the _____ necessary for a functioning society.
8. Every policy error made by an official has a _____ for public welfare, such as increased poverty.
9. To ensure high levels of _____, the state should offer clear rewards for those who follow new laws.
10. Diligent experimentation is required to protect _____ and ensure that valuable lessons from the past are not lost during reforms.

9. Translate into Ukrainian.

1. Cognitive biases often cloud the judgments of leaders in public administration.
2. Anchoring bias is one of the most pervasive distortions in policy development.
3. Even a diligent administration can stagnate if it relies on outdated information.
4. Anchoring occurs when an official relies too heavily on an initial "anchor."
5. An outdated budgetary figure can serve as a poorly researched historical precedent.
6. Institutional confusion arises when policies remain tethered to the past.
7. Leaders must have the courage to dismantle obsolete frameworks.
8. The persistence of old errors can impoverish the social capital of a nation.
9. Anchoring has tangible consequences on poverty and public welfare.
10. The state must provide a clear reward for compliance with new mandates.
11. Lack of progress often leads to deep-seated resentment among the citizenry.
12. Frequent policy turnover may exceed the public’s capacity for acceptance.
13. "Sandboxes" for change are considered a creditable method of institutional learning.
14. Transparent feedback loops help a confident administration excel.
15. The ultimate accomplishment of modern governance is the realization of "stable change."



Listening practice

Pre-Listening

10. Discuss the questions. Then listen to the dialogue and do the task below.

1. What types of crises can affect public administration?
2. Why is leadership especially important in difficult situations?
3. What challenges do leaders face during a crisis?
4. How can communication influence public reaction in emergencies?

After-Listening

11. Decide whether the statements are True (T) or False (F). Correct the false ones.

1. Crisis situations require slow and careful decision-making without urgency.
2. Leaders usually have complete information during crises.
3. Communication is important in crisis leadership.
4. Transparency can help reduce panic.
5. Leaders should avoid taking responsibility in difficult situations.
6. Crisis decisions can have long-term consequences.
7. Leaders do not need to cooperate with experts.
8. Mistakes in crisis situations are impossible.
9. Honest communication helps maintain public trust.
10. Crisis leadership requires both speed and careful thinking.



Grammar practice

12. Study the given grammar material and do the exercises given below.

Participle clauses. Extreme adjectives.

1. Participle clauses

◆ Form

Present Participle: verb + -ing (e.g., *realizing*)
Past Participle: verb + -ed or 3rd column irregular (e.g., *seen)*
Perfect Participle: having + Past Participle (e.g., *having finished*)

🔻 Use

1. To show simultaneous actions: doing two things at once.
2. To show a sequence of actions: one thing happening immediately after another.

3. To explain a reason: providing context for the main action.
4. To describe a condition or result: showing the outcome of the main clause.

◆ **Example**

Present: Whistling a tune, he cleaned the house.
Past: Hidden by the trees, the house was invisible.
Perfect: Having sold his car, he bought a bike.

2. Extreme adjectives.

◆ **Form**

Extreme adjectives **do not have degrees.** Because they already represent the "limit" of a quality, they follow specific grammatical rules:
1. No "Very": You cannot say "very boiling" or "very exhausted"
2. No Comparison: You generally don't use them in comparative (*-er*) or superlative (*-est*) forms. (e.g., You wouldn't say "more gorgeous" than "most gorgeous").

◆ **Use**

1. Avoid repetition: instead of using "very" over and over, these words add variety to your vocabulary.
2. Add emphasis: they express a strong emotional reaction or a dramatic physical state.
3. Create stronger imagery: they help the listener or reader visualize the intensity of a situation.

◆ **Example**

Adjective	**Extreme Adjective**	**Example Sentence**
good	wonderful / fantastic	*The view from the top was fantastic.*
bad	awful / terrible	*I had an awful headache all day.*
hot	boiling	*Don't go outside; it's boiling today!*
cold	freezing	*Put on a coat; it's absolutely freezing out there.*
big	huge / enormous	*They live in a huge house in the country.*
small	tiny	*The kitchen is tiny, but it's very functional.*
tired	exhausted	*After the marathon, I was completely exhausted.*
funny	hilarious	*That movie was hilarious; I couldn't stop laughing.*

13. Rewrite each sentence using participle clauses.

1. Because the Ministry of Health feared a public backlash, they delayed the AI rollout.
2. The doctors stood in the hallway and they discussed the new digital privacy rules.
3. As the elderly citizens watched the news, they felt increasingly anxious about the tech shift.

4. Because I realized the system was outdated, I suggested a complete digital overhaul.
5. She sat at her desk and she updated the patient records manually.
6. Since he didn't want to lose his patients' trust, the doctor refused to share the data.
7. The algorithm analyzed the data and it found several life-saving trends.
8. Because the pilot program was frustrated by constant rule changes, it eventually failed.
9. Since the private sector is worried by the lack of stability, they are hesitant to invest.
10. The paper-based records, which were kept in dusty basements, were difficult to digitize.
11. Because she was motivated by a desire to help, the nurse learned the new software quickly.
12. The citizens, who were confused by the government's flip-flopping, protested the changes.
13. Because the AI was trained on biased data, it gave incorrect recommendations.
14. After the government had changed the rules three times, they lost the public's confidence.
15. After he had completed the digital training, the doctor felt more comfortable with the AI.
16. Once they had secured the funding, the tech company began the nationwide rollout.
17. After the ministry had ignored the doctors' warnings, they faced a nationwide strike.
18. When she had finished the report, the administrator sent it to the Minister of Health.
19. After they had suffered through years of inefficiency, the citizens were ready for a change.
20. After the programmers had fixed the bugs, the software ran smoothly.

14. Rewrite each sentence using extreme adjectives.

1. The decisions leaders make regarding public well-being are **very complex**.
2. Striving for **very good** governance is the goal of every administration.
3. The anchoring bias is a **very common** distortion in policy development.
4. An administration that relies on **very old** historical precedents will fail to innovate.
5. Failing to adjust to new data leads to **very great** institutional confusion.
6. The persistence of old errors can make the loss of social capital **very bad**.
7. The consequences of anchoring have **very noticeable** effects on poverty.
8. If a government remains anchored to **very outdated** social models, it will stagnate.
9. When the state fails to adapt, it can be **very scary** for long-term investors.

10. The lack of progress causes citizens to become **very angry**.
11. If policy turnover is too fast, the resulting confusion is **very deep**.
12. Preventing the **very large** loss of institutional memory is a priority.
13. Creating "sandboxes" for change is a **very brave** and experimental method.
14. Seeking a **very high** level of public acceptance is necessary for success.
15. A **very certain** administration can easily surpass its global competitors.
16. Realizing "stable change" is a **very great** accomplishment for any state.
17. A balanced state provides a society that is **very peaceful** and orderly.
18. Protecting collective well-being is **very important** for success.
19. The amount of data available to modern leaders is **very big**.
20. Without a stable horizon, the economic outlook for the country becomes **very bad**.

15. Each sentence contains a mistake in the usage of participle clauses and extreme adjectives. Identify and correct the errors. Rewrite the sentences correctly.

1. Striving for excellent governance, cognitive biases often cloud the judgments of officials.
2. Relying too heavily on an initial anchor, subsequent decisions become distorted.
3. Having recognized new data, the views were still not adjusted sufficiently by the leaders.
4. Tethored to the past, institutional confusion ruins the effectiveness of new policies.
5. Dismantling obsolete frameworks, social capital can be restored to the citizenry.
6. Blaming economic shifts on external factors, old social security models were kept by the government.
7. Requiring a stable horizon, the government discouraged long-term economic actors.
8. Seeking a high level of acceptance, transparent feedback loops were created by the administration.
9. Realizing "stable change," society is blessed with order and peace by the state.
10. Stagnating under its own adaptation, the weight of the system crushed the drive for improvement.
11. The decisions made by public administrators are often very colossal in scale.
12. Anchoring is a very essential concept to understand in modern policy development.
13. Historical precedents used as anchors are often very ancient and irrelevant.
14. The institutional confusion caused by anchoring can be very appalling.
15. The consequences of failing to adapt are very devastating for public welfare.
16. For long-term investors, a lack of stability in the horizon is very terrifying.

17. Citizens become very furious when the state fails to show any progress.
18. To avoid an impoverishment of memory, diligent experimentation is very vital.
19. A confident administration can achieve a very astounding success over competitors.
20. Protecting the collective well-being is a very paramount responsibility of the state.

13. ***Complete the dialogues using participle clauses and extreme adjectives and one of the phrases from the box. Use each phrase once.***

· tethered to the past · stable horizon · sandboxes for change ·stagnate in the face of crisis

1. We need to update these social security models immediately. Our current budget is (1) _____ (very small).
I agree, sir. (2) _____ (After we have relied) on these outdated figures for too long, we risk becoming (3) _____.
Exactly. If we don't move, the public's reaction will be (4) _____ (very angry).

2. I'm hesitant to put capital into this region. The policy shifts are (5) _____ (very frequent). We understand. (6) _____ (Because we recognize) the need for a _____, we are implementing a five-year consistency guarantee. That's (7) _____ (very good) news. (8) _____ (Once we have secured) that guarantee, my firm will be ready to invest.

3. How do we test these AI protocols without causing (9) _____ (very big) social confusion?
We should use (10) _____. (11) _____ (By creating) these isolated environments, we can experiment safely.
Brilliant. The results from the preliminary tests were (12) _____ (very surprising); the efficiency gains are massive.

4. The administration seems to (13) _____.
It's the anchoring bias. (14) _____ (Blinded) by (15) _____ (very old) data, they can't see the current reality.
It's (16) _____ (very tragic). (17) _____ (Having failed) to adapt, they are losing the citizens' trust entirely.

14. ***Complete each sentence with a logical ending using participle clauses and extreme adjectives. Example: The policy was drafted quickly leaving the researchers exhausted after realizing the colossal errors in the initial data.***

1. The administration clung to the original budget figures _____.
2. Policymakers ignored the updated economic forecasts _____.
3. The committee reviewed the historical precedents _____
4. Officials remained anchored to the outdated social security model _____
5. The governor addressed the angry crowd _____
6. The research team launched a new policy "sandbox" _____
7. The state failed to modernize its infrastructure _____
8. The lead analyst spotted a tiny discrepancy in the data _____
9. Legislators dismantled the obsolete framework _____
10. The public reacted to the sudden tax hike _____
11. Leaders encouraged a culture of experimentation _____
12. The government blamed external factors for the crisis _____
13. Analysts compared the new results to the old anchor _____
14. The policy turnover exceeded the public's capacity for change _____
15. The state achieved a balance of "stable change" _____

.



Writing Practice

Focus: Writing a Reflective–Evaluative Paragraph (Ethical & Effective Leadership)

1. STUDY THE MODEL

Read the paragraph.

Effective leadership in public administration requires not only professional competence but also strong ethical principles. While technical skills allow leaders to manage institutions and make decisions, ethical behaviour ensures that these decisions serve the public interest. Leaders who act with integrity build trust, promote transparency, and prevent misuse of authority. For example, when leaders prioritise fairness over personal gain, they strengthen the credibility of public institutions. Therefore, truly effective leadership is achieved through a combination of competence and ethical responsibility.

2. ANALYSE THE STRUCTURE

Answer the questions:

Which sentence presents the main idea?
Where is the comparison between skills and ethics?
Which sentences explain the importance of ethics?
Where is the example provided?
Which sentence gives the final conclusion?

3. KEY WRITING PRINCIPLES

✓ A reflective–evaluative paragraph:

combines ideas from different topics
includes evaluation (*what is important*)
shows balance (*not only… but also…*)
leads to a general conclusion

✓ Use synthesis language:
not only… but also…
while…
this means that…
therefore…

✓ This type of writing:
integrates knowledge
shows independent thinking

4. CONTROLLED PRACTICE

Complete the paragraph.
Effective leadership requires _____.
While _____,
_____.
This means that _____.
For example, _____.
Therefore, _____.

5. GUIDED WRITING

Write a paragraph (120–140 words):

Why is ethical leadership essential in public administration?

Include:
evaluation
explanation
example

6. EXTENDED WRITING

Write a paragraph (130–150 words):

How can leaders build and maintain public trust?

Focus on:
actions
behaviour
results

7. ANALYTICAL WRITING

Write a paragraph (140–160 words):

Is professional competence more important than ethical behaviour in leadership?

Include:
comparison
justification
conclusion

8. RECOMMENDATION WRITING

Write a paragraph (150–170 words):

What should governments do to improve leadership in public administration?

Include:
at least 2 recommendations
explanation
expected outcomes

9. FINAL INDEPENDENT WRITING

Write a paragraph (160–180 words):

What kind of leadership does modern public administration need?

10. SELF-CHECK

Before submitting, check:

Are ideas integrated (not isolated)?
Is there a clear evaluation?
Is comparison used correctly?
Is there a logical conclusion?
Is the tone formal and academic?



Communication practice

16. ***Reread the text. Decide whether each statement is True or False. If the statement is false, correct it to make it true.***

1. Cognitive biases are rare psychological shortcuts that only affect inexperienced leaders.
2. Anchoring bias describes the tendency to rely too heavily on the first piece of information encountered.
3. In public administration, an "anchor" is always based on highly accurate, up-to-date scientific data.

4. Even when officials recognize new data, they often fail to adjust their viewpoints adequately.
5. Dismantling obsolete frameworks is described as a task requiring significant courage.
6. The text suggests that anchoring bias only has theoretical consequences and does not affect public welfare.
7. Long-term economic actors are encouraged to invest even when the state fails to adapt to new realities.
8. Systemic instability can occur if policy changes happen faster than the public can accept them.
9. "Sandboxes" for change are considered a creditable method for institutional learning.
10. The ultimate goal of modern governance, according to the text, is the achievement of "rapid, unchecked revolution."

17. ***Discuss the following in small groups and get ready to present your ideas for the whole class.***

1. While the text views "anchors" (like historical precedents) as a negative bias, they are actually necessary to prevent radical, untested changes that could alienate the public.
2. It is more difficult for a government to dismantle an obsolete framework than it is to build a brand-new one from scratch.
3. Governments often blame external factors for economic shifts specifically to avoid the cognitive discomfort of admitting their own "anchoring" to old models.
4. The "impoverishment of social capital" is a more dangerous consequence of anchoring bias than the loss of actual financial capital.
5. Long-term economic actors (businesses and investors) care more about consistency (even if it’s anchored in the past) than they do about innovation.
6. If a government adapts too quickly, it is just as likely to cause systemic instability as a government that doesn't adapt at all.
7. Implementing "sandboxes" for policy change is a luxury only wealthy, stable nations can afford; it is not a practical solution for developing states.
8. Transparent feedback from citizens is the most effective way to break an administration's anchoring bias.
9. Does "institutional memory" protect a state from repeating history, or does it simply serve as a massive "anchor" that prevents progress?
10. "Stable change" is a contradiction in terms – true improvement always requires a period of significant disorder and risk.

18. ***Work in pairs or small groups. Read the situation and discuss possible solutions. Then, present your conclusion to the class.***

Case: You are a senior advisor to the Ministry of Social Welfare in the nation of Aurelia. For the last 30 years, Aurelia has operated under the "1994 Prosperity Protocol," a social security model designed when the country was primarily an industrial manufacturing hub.

The economy has shifted dramatically toward digital services and freelance "gig" work. However, the Ministry remains anchored to the 1994 figures, which assume 90% of citizens have permanent, single-employer contracts.

A stunning economic downturn has just occurred. New data suggests that 40% of workers are now ineligible for benefits under the old model, leading to appalling levels of sudden poverty.

Discussion:

1. How will you convince the Minister that the 1994 figures are a colossal mistake without causing a panic in the markets?
2. Design a "policy sandbox" that allows for diligent experimentation with new digital-worker benefits without immediately overturning the entire national framework.
3. If you change the rules too fast, you risk catastrophic confusion. How will you use "transparent feedback loops" to ensure the public accepts these rapid shifts?
4. How will you protect the "collective well-being" of the elderly (who rely on the old anchor) while providing a "stable horizon" for new economic actors?
5. How can you prove that your new model isn't just "adaptation for the sake of adaptation," but a way to provide superb order and peace?

SELF-STUDY



Self-Study Tasks
Reading

1. Read the story from Patimes, American Society of Public Administration's journal. Do the tasks given below.

The 'Foundational Skills' Gap: A Case for Increasing Focus and Resources in Emergency Management and Homeland Security Training and Education

The views expressed are those of the author and do not necessarily reflect the views of ASPA as an organization. **By Adam C. Sutkus April 17, 2026**

The 'Foundational Skills' Gap: A Case for Increasing Focus and Resources in Emergency Management and Homeland Security Training and Education - PA TIMES Online | PA TIMES Online

The devastating impacts of large-scale, increasingly complex and frequently overlapping emergencies have made emergency management (EM) and homeland security (HS) practitioners keenly aware of the need to prepare for disasters of every kind. Since the September 11 attacks—and more recently the COVID-19 pandemic—public safety organizations have struggled to develop coordination methods capable of addressing a rapidly evolving landscape.

Today's environment is challenging: frequent policy and organizational changes, shifting federal funding streams, the need to follow a comprehensive national architecture for EM and engagement with the public and interdisciplinary stakeholders in a coordinated manner. Emerging technologies such as artificial intelligence and the rapid spread of information through social media add yet another layer of complexity.

To meet these demands, many personnel are being pushed outside their traditional comfort zones and are expected to apply unfamiliar skills. These include collaborative problem-solving, stakeholder engagement, negotiation, conflict resolution and strategic thinking. Yet many public safety professionals have received limited formal training in these areas.

Equally important are practical skills needed for day-to-day effectiveness: facilitating meetings, managing organizational dynamics, communicating clearly and overseeing projects. Although public safety personnel are well trained in tactical and technical aspects of their roles, these foundational professional skills are often overlooked.

Based on my experience as both a practitioner and an instructor, three general categories of foundational skills deserve greater attention in training and professional development for public safety personnel.

1. Internal Organizational Skills

These skills help professionals operate effectively within their own organizations and collaborative teams.

Key capabilities include:

- Facilitation and group dynamics
- Team building and consensus building
- Conflict management and dispute resolution
- Networking and interpersonal communication
- Strategic planning and organizational change
- Clear and effective writing
- Leadership, mentoring and problem solving
- Interest-based negotiation

Stressful environments—whether during emergency response operations or in planning discussions—can create tension and disagreement. Practitioners must understand how to move conversations toward shared interests rather than entrenched positions. Strong written and verbal communication skills are also essential for documenting decisions and maintaining clarity during complex operations.

2. External-Facing Skills

Public safety professionals must also interact effectively with the public, stakeholders and the media.

Important capabilities include:

- Public speaking
- Civic engagement and public communication
- Stakeholder mapping and coordination
- Social media awareness
- Public messaging and media relations
- Cultural competence and engagement with diverse or underrepresented communities, including those with access and functional needs

Rapid communication through social media—and increasingly through artificial intelligence tools—means misinformation can spread quickly during emergencies. Professionals must be able to communicate clearly, engage diverse audiences and build trust with community partners. Effective engagement with

stakeholder groups during planning or preparedness initiatives may require months of structured dialogue and facilitation.

3. Project and Program Management Skills

Large planning initiatives and multi-agency efforts require structured project management practices.

Essential skills include:

- Developing project charters and defining processes for long-term initiatives
- Understanding budgets and personnel resources
- Designing effective meetings and workshops
- Facilitating meetings and collaborative processes
- Coordinating multi-party projects involving numerous agencies and partners

For example, a planning initiative should begin with a program charter outlining the timeline, membership, decision-making criteria, ground rules and resource commitments. Clear process design—including stakeholder participation and deliberation procedures—helps keep complex initiatives on track.

Even basic meeting management plays an important role. Effective meetings require clear agendas, defined objectives, agreed-upon ground rules and documented outcomes to guide follow-up actions.

Strengthening Training and Education

Universities and training programs are beginning to place greater emphasis on these skills. At the University at Albany, for example, the College of Emergency Preparedness, Homeland Security and Cybersecurity offers coursework focused on governance, stakeholder engagement and collaboration.

Practitioner-academics are also advancing this work through professional training and applied research. Programs such as those offered by the Federal Emergency Management Agency provide accessible starting points. FEMA's free Independent Study courses allow practitioners to begin strengthening many of these capabilities.

Once considered optional, these foundational skills are increasingly essential for navigating the complexity of today's EM and HS environment. Public safety professionals must not only manage emergencies but also coordinate across organizations, engage stakeholders and communicate effectively with communities.

Strengthening these competencies through education, training and professional development will help the field respond more effectively to the complex challenges that lie ahead.

Author: *Adam C. Sutkus is an Adjunct Lecturer in the College of Emergency Preparedness, Homeland Security, and Cybersecurity at the State University of New York at Albany and is a Trainer with FEMA's National Disaster Emergency Management University. He retired from the California Governor's Office of Emergency Services in 2020 and is the former Executive Director of the Center for Collaborative Policy at California State University, Sacramento.*

2. Read the given statements and decide whether they are true or false.

1. The text suggests that the COVID-19 pandemic helped stabilize the coordination methods used by public safety organizations.
2. Emerging technologies like artificial intelligence are cited as factors that increase the complexity of the current emergency management landscape.
3. Most public safety professionals have already received extensive formal training in negotiation and conflict resolution.
4. Internal organizational skills include capabilities such as interest-based negotiation and strategic planning.
5. The author argues that in stressful environments, practitioners should focus on defending entrenched positions rather than seeking shared interests.
6. Stakeholder mapping and cultural competence are classified as "External-Facing Skills."
7. According to the text, engaging with stakeholder groups during the planning phase is usually a quick process that takes only a few days.
8. A project charter is a tool used to outline timelines, decision-making criteria, and resource commitments for long-term initiatives.
9. The University at Albany is mentioned as an institution that offers coursework specifically focused on governance and stakeholder engagement.
10. Foundational professional skills, such as meeting facilitation and project oversight, are still considered optional for modern EM practitioners.

3. Do the multiple-choice test.

1. Which two historical events are cited as major reasons for the evolving complexity in public safety coordination?
A) The Great Depression and World War II
B) The September 11 attacks and the COVID-19 pandemic
C) The Industrial Revolution and the invention of the internet
D) The Cold War and the 2008 financial crisis

2. According to the text, what is one of the "emerging technologies" adding complexity to emergency management?
A) Satellite radio
B) Artificial intelligence
C) Facsimile machines
D) Standard telegraphy

3. What is a common problem regarding "foundational professional skills" for public safety personnel?
A) They are too easy to learn and don't require training.
B) They are the only skills currently taught in police academies.
C) They are often overlooked in favor of tactical and technical training.

) They are illegal to use in multi-agency coordination.

4. Which capability is categorized under "Internal Organizational Skills"?
A) Public speaking
B) Social media awareness
C) Interest-based negotiation
D) Media relations

5. In stressful environments, practitioners are encouraged to move conversations toward:
A) Entrenched positions
B) Individual authority
C) Shared interests
D) Immediate physical confrontation

6. Which skill is essential for dealing with the rapid spread of misinformation during an emergency?
A) Project charter development
B) Strategic thinking
C) Public messaging and media relations
D) Budgeting and resource allocation

7. "Cultural competence" is particularly important for engaging with which group?
A) Federal funding agencies
B) Internal collaborative teams
C) Diverse or underrepresented communities
D) Artificial intelligence developers

8. What should a large planning initiative begin with to outline timelines and ground rules?
A) A press release
B) A program charter
C) A tactical drill
D) A social media post

9. Which institution is specifically mentioned as offering coursework in governance and collaboration?
A) The University of Oxford
B) The University at Albany
C) FEMA Headquarters
D) The Global Institute of Technology

10. How does the author characterize foundational skills in the current EM and HS environment?

A) They are strictly optional for high-level leaders.
B) They are outdated and being replaced by AI.
C) They are increasingly essential for navigating complexity.
D) They are only useful for administrative assistants.

4. ***Read the given summaries of the text. One of them is wrong. Decide which one is incorrect.***

Summary A

Since the COVID-19 pandemic, public safety organizations have successfully mastered new coordination methods, rendering traditional strategic thinking and negotiation skills obsolete. The text argues that because practitioners are already well-trained in organizational dynamics and meeting facilitation, universities should focus exclusively on teaching high-level artificial intelligence coding. By automating the "External-Facing Skills," emergency managers can now focus entirely on tactical response without the need for community engagement or stakeholder mapping.

Summary B

The text highlights that the primary challenge for Homeland Security today is the decrease in federal funding and the lack of social media presence among practitioners. It suggests that internal conflict management is unnecessary because emergency response operations are naturally free of tension. The author recommends that practitioners avoid long-term planning initiatives like project charters, as they often slow down the rapid communication required to counteract misinformation generated by diverse and underrepresented communities.

Summary C

Emergency management has recently shifted toward a "tactical-only" model, where foundational professional skills like writing and clear communication are discouraged to maintain operational speed. According to the text, the University at Albany has removed its coursework on governance and collaboration to focus on "entrenched positions" during negotiations. This ensures that FEMA Independent Study courses remain the only way for professionals to learn how to ignore stakeholder participation and prioritize project budgets over personnel resources.

Summary D

Modern emergency management and homeland security face a complex landscape defined by shifting policies, new technologies like AI, and overlapping disasters. To succeed, practitioners must move beyond purely tactical training to master three foundational skill sets: internal organizational leadership, external stakeholder engagement, and structured project management. While these skills were once viewed as secondary, they are now essential for navigating multi-agency coordination and building community trust in an era of rapid information spread.



Self-Study Tasks
Vocabulary Practice

1. Choose the correct definition for each term.

1. Diligence
A) The tendency to avoid difficult tasks in favor of easier ones.
B) Constant and earnest effort to accomplish what is undertaken; persistent exertion.
C) A state of being legally responsible for the actions of a group.
2. Stagnate
A) To move rapidly through various stages of a project.
B) To stop developing, progressing, or moving; to become inactive or dull.
C) To create a highly organized system for filing electronic documents.
3. Comply
A) To act in accordance with a wish, command, or set of rules.
B) To argue against a policy in a formal public hearing.
C) To combine several different software programs into one single platform.
4. Resentment
A) A feeling of deep admiration for a colleague's achievements.
B) The act of sending a formal apology after a professional mistake.
C) A feeling of indignant ill will or bitterness at having been treated unfairly.
5. Creditable
A) Deserving public acknowledgment and praise, though not necessarily outstanding.
B) Related to a person’s financial history and ability to take out loans.
C) Something that is completely unbelievable or impossible to prove.
6. Surpass
A) To go beyond in amount, extent, or degree; to be greater than or superior to.
B) To ignore a problem in the hopes that it will resolve itself over time.
C) To pass a document from a junior staff member to a senior executive.
7. Foster
A) To discourage new ideas to maintain strict organizational control.
B) To encourage the development or growth of something (like an idea or a culture).
C) To calculate the total cost of a project before it begins.
8. Impoverish
A) To provide an organization with an abundance of new resources.

B) To make someone or something poor; to exhaust the strength or richness of.
C) To improve the quality of a workforce through intensive training programs.

9. Confide

A) To tell someone about a secret or private matter while trusting them not to repeat it.
B) To keep all information strictly to oneself to avoid workplace gossip.
C) To order a subordinate to perform a task without giving them any details.

10. Obsolete

A) Something that is currently being manufactured and widely used.
B) No longer produced or used; out of date.
C) A term used to describe a very expensive or luxury piece of equipment.

11. Adaptability

A) The quality of being able to adjust to new conditions or changes.
B) The refusal to change one's habits regardless of the environment.
C) The ability to perform a single repetitive task for many years without error.

12. Accomplishment

A) The initial planning phase of a very large project.
B) A failure to meet the requirements of a specific job description.
C) Something that has been achieved successfully through hard work or skill.

13. Persistence

A) Firm or obstinate continuance in a course of action in spite of difficulty or opposition.
B) The act of giving up on a goal as soon as the first obstacle appears.
C) A type of computer memory that erases itself every time the system restarts.

2. Read each term and its definition. Decide whether the definition is True (✓) or False (✗).

1. **Diligence** – the state of being physically exhausted after a long workday, regardless of whether any specific goals were achieved. → _____
2. **Stagnate** – to cease developing, progressing, or showing any sign of activity; to become still or stale. → _____
3. **Comply** – to act in accordance with a wish, command, or set of established rules and regulations. → _____
4. **Resentment** – a feeling of deep professional satisfaction and pride after completing a difficult multi-agency project. → _____
5. **Creditable** – deserving of public acknowledgment and praise, often used to describe a performance that is "good enough" even if it isn't world-class. → _____
6. **Surpass** – to fall slightly short of a target or objective while still maintaining a positive attitude. → _____
7. **Foster** – to encourage the development or growth of something, such as a culture of innovation or a new set of professional skills. → _____

8. **Impoverish** – to make someone or something poor, or to exhaust the strength, richness, or resources of an organization. → _____
9. **Confide** – to strictly hide all project details from your team members to ensure you maintain total control over the outcome. → _____
10. **Accomplishment** – something that has been achieved successfully through effort, skill, or perseverance. → _____
11. **Obsolete** – a technology or method that is currently at the cutting edge of the industry and widely used by all practitioners. → _____
12. **Compliance** – the state or act of conforming to requirements, specifications, or the law. → _____
13. **Adaptability** – the quality of being able to adjust to new conditions, environments, or shifting organizational priorities. → _____
14. **Persistence** – the tendency to change your goals every time you encounter a minor obstacle or disagreement. → _____



Self-Study Tasks
Grammar Practice

1. Complete the sentences with the correct tense form of the verb in brackets (Past Simple of Present Perfect).

1. The contemporary governance landscape _____ (become) increasingly defined by the tension between change and stability.
2. Last year, the administration _____ (realize) that their rapid policy turnover was causing social confusion.
3. Our leaders _____ (sought) strategic guidance from interdisciplinary experts several times this month.
4. For decades, the citizenry _____ (confide) their security to the state with the expectation of consistency.
5. In the 2023 review, the government _____ (acknowledge) that the previous adaptation was not creditable.
6. Technological evolution _____ (necessitate) iterative change since the start of the digital age.
7. The state _____ (dismantle) several obsolete frameworks during the reform period of the 1990s.

8. We _____ (not see) any tangible consequences of the new "sandbox" trials yet.
9. Deep-seated resentment _____ (transform) the political climate over the last few years.
10. The researchers _____ (conduct) a diligent experimentation project two years ago to test the new model.
11. Because the state _____ (fail) to provide a stable horizon, long-term investment decreased last quarter.
12. The fosterer of innovation _____ (become) a guardian of stability in response to the recent crisis.
13. How many times _____ (the administration/pivot) its strategy since the transition began?
14. The pillars of society _____ (stagnate) in the early 2000s due to a lack of innovative leadership.
15. Recently, leadership _____ (seek) a higher level of acceptance through new transparent feedback loops.

2. Each sentence has one or more mistakes. Rewrite them correctly. Use Participle clauses and extreme adjectives.

1. **Strive for systemic stability,** leaders often find themselves **very tired** by the weight of old anchors.
2. **Rely on the first piece of information,** the **very bad** anchoring bias cause administrations to fail.
3. **Because they are tethered to the past,** the **very old** frameworks prevent the state from progress.
4. **Note the data,** the officials still failed to adjust their views, which was **very surprising.**
5. **Dismantle the obsolete frameworks,** the state finally achieved a **very big** success in policy reform.
6. **Blame economic shifts on external factors,** the government ignore the **very clear** poverty in the streets.
7. **Disappoint by the lack of progress,** the **very angry** citizens started to feel resentment.
8. **Use "sandboxes" for change,** the administration avoided the **very small** errors of the past.
9. **Seek a high level of acceptance,** the state **very quickly** surpass all its global competitors.
10. **Temper by the persistence to protect the public,** the drive for improvement lead to **very great** results.
11. **Stagnate in the face of crisis,** the **very poor** administration lost the trust of the people.
12. **Encourage a culture of experimentation,** leadership ensure that the social fabric remain **very strong.**

13. **Faced by very huge instability,** the state struggled to provide a stable horizon for investors.
14. **Realize "stable change,"** the ultimate accomplishment was **very wonderful** for the entire nation.
15. **Follow the feedback loops,** the confident administration **very easily** corrected its mistakes.



Self-Study Tasks
Listening

Pre-listening

1. Write the correct words next to the sentences illustrating their meaning.

• learning and development •B2B •payroll •excel •aligned •scale •preconceived •intern •devise •implement

1. To be exceptionally good at or proficient in an activity or subject. _____
2. To plan or invent a complex system, strategy, or idea through careful thought. _____
3. A student or trainee who works, sometimes without pay, at a trade or occupation in order to gain work experience. _____
4. The department or process of managing the payment of salaries to employees. _____
5. To put a decision, plan, or agreement into effect; to start using a system. _____
6. A functional area of HR focused on improving the performance of individuals and groups within an organization. _____
7. In a position of agreement or support; matching the values or image of another group. _____
8. An idea or opinion formed before having enough evidence or experience. _____
9. The size or level of something, especially when it is large or increasing. _____

2. ***Listen to "A job interview" and do the tasks given below.***

https://learnenglish.britishcouncil.org/free-resources/listening/c1/job-interview

After-Listening

3. Read the given statements. Decide whether they are true or false.

1. The company is looking for someone to lead their training and development because they are expanding.
2. Maria's first job involved working for a B2C (Business-to-Consumer) company.
3. Maria left her first job about three years ago because she wanted more stability and a larger organization.
4. In her current role, Maria only handles payroll and has no experience with learning and development.
5. The company where Maria is interviewing has approximately 2,000 employees.
6. Maria is currently studying for a diploma in psychology with a focus on performance management.
7. Maria believes that not having experience in a large organization is only a weakness.
8. If hired, Maria would report directly to the CEO of the company.
9. The HR team at the company currently consists of six people, plus some interns.
10. The company has already devised a complete strategy for learning and development that Maria would simply follow.

Module Tests

SEMESTER 1

MODULE TEST 1

HARRISON BERGERON BY KURT VONNEGUT

The inclusion of this literary text is motivated by its strong relevance to the conceptual foundations of public administration. Within the study of governance, it is essential to examine how systems of regulation, standardization, and control operate and how they affect individuals and society as a whole. Literary texts that engage with themes of equality, authority, and institutional intervention provide an effective framework for such reflection. This text allows students to consider how public policies may be designed to achieve socially desirable outcomes, while simultaneously raising questions about the potential consequences of excessive regulation or rigid administrative control. It also supports discussion of legitimacy, fairness, and the role of the state in shaping social order. In this way, the text functions as a conceptual extension of theoretical material, encouraging critical thinking about the limits and responsibilities of public administration.



Kurt Vonnegut (1922–2007) was an American writer known for his distinctive style, combining satire, dark humor, and social criticism. He was born in Indianapolis and experienced significant personal and historical challenges, including his service in World War II. His experiences as a prisoner of war, particularly during the bombing of Dresden, had a lasting impact on his worldview and later writing.

https://www.ebay.com/itm/384628103106

After the war, Vonnegut worked in journalism and corporate communications before turning fully to fiction. His writing often reflects skepticism toward authority, technology, and the idea of unchecked progress. He became widely known for his unique narrative voice, which blends simplicity with irony and philosophical insight. His works often appear humorous on the surface, but they engage deeply with serious social and ethical issues.

Among his most famous works is *Slaughterhouse-Five*, which explores the trauma of war through a non-linear narrative, and *Cat's Cradle*, which examines the dangers of scientific irresponsibility. In many of his texts, Vonnegut presents societies that are governed by rigid systems, encouraging readers to question ideas

of equality, control, and conformity. His writing challenges readers to think critically about how systems of governance affect individual freedom and identity. Vonnegut's work remains highly relevant for students of public administration because it raises important questions about the role of the state, the limits of regulation, and the consequences of policy decisions. His style makes complex ideas accessible, while his themes invite reflection on the relationship between individuals and institutions.



1. Read the story in your online course. Complete Module Test 1. Be ready to discuss the issues listed below in class.

https://elearning.kubg.edu.ua/course/view.php?id=24756#section-3

2. Work in pairs. Read the statements below, which are based on the story. Decide whether you agree or disagree with each of them and be ready to justify your opinion using arguments and examples from the text.

1. Absolute equality inevitably limits individual freedom.

- Limiting individual abilities may be justified if it guarantees social stability.
- A society that prioritizes equality above all risks suppressing human potential.
- True fairness does not require people to be identical.

2. Government intervention can easily turn into excessive control.

- Regulation is necessary for order but may restrict personal choice.

- The state often justifies control in the name of the common good.
- Policies may reflect ideology rather than neutral decision-making.

3. Equal treatment does not always lead to real fairness.

- Justice may require different treatment of individuals.
- Equal outcomes can create new forms of inequality.
- A system can be legally fair but morally questionable.

4. Authority can remain stable even when it limits individual freedom.

- Centralized power increases efficiency but also risk.
- People tend to accept authority without questioning it.
- Legitimacy depends on both law and moral acceptance.

5. Suppressing excellence weakens society.

- Differences in ability contribute to progress.
- A lack of competition may reduce motivation.
- Individual achievement benefits the wider community.

6. People often conform even when systems are restrictive.

- Fear and habit encourage acceptance of control.
- Resistance requires awareness and courage.
- Challenging authority can lead to change but involves risk.

7. Limited awareness helps maintain social stability.

- People who do not question reality are easier to govern.
- Control over information shapes perception.
- Awareness is closely connected to freedom.

MODULE TEST 2

"THANK YOU, MA'AM" BY LANGSTON HUGHES

This text is selected to emphasize the human-centered dimension of public administration, particularly the role of individual actors within institutional structures. While formal procedures and regulations are central to administrative practice, effective governance also depends on personal responsibility, ethical judgment, and interpersonal interaction. Literary representations of everyday encounters provide valuable insight into how decisions are made in situations that cannot be fully governed by rules alone. This text introduces themes such as trust, accountability, and the exercise of discretion, all of which are essential for understanding the work of public officials. It highlights the importance of communication, empathy, and the ability to respond appropriately to specific contexts. By engaging with these themes, students are encouraged to reflect on the qualities required for professional conduct in public service and the impact of individual behavior on broader social outcomes.



Langston Hughes (1902–1967) was an American poet, writer, and a central figure of the Harlem Renaissance, a cultural movement that celebrated African American identity, creativity, and intellectual life in the early twentieth century. He was born in Missouri and spent much of his youth moving between different cities, which influenced his understanding of social diversity and inequality.

https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/artists/hughes-langston/

Hughes is best known for his poetry, but his literary work extends to short stories, essays, and plays. His writing is characterized by clarity, emotional depth, and a strong connection to everyday life. He often drew inspiration from the rhythms of jazz and blues, creating a distinctive voice that reflected the cultural experience of African Americans. His works address themes such as identity, dignity, hardship, and hope.

In his short stories, Hughes focuses on ordinary people and everyday situations, exploring how individuals respond to challenges and make decisions in real-life contexts. His writing often highlights the importance of human relationships, compassion, and moral responsibility. Rather than presenting abstract ideas, he shows how values are expressed through actions and interactions.

Hughes's work is especially valuable for students because it emphasizes the human dimension of social life. His texts encourage readers to think about fairness, empathy, and the impact of individual behavior on others. Through simple but powerful narratives, he provides insight into ethical decision-making and social responsibility.



1. Read the story in your online course. Complete Module Test 2. Be ready to discuss the issues listed below in class.

https://elearning.kubg.edu.ua/course/view.php?id=24756#section-3

2. Work in pairs. Read the statements below, which are based on the story. Decide whether you agree or disagree with each of them and be ready to justify your opinion using arguments and examples from the text.

1. Kindness can be more effective than punishment.

- Strict punishment is not always the best way to change behavior.
- Understanding a person's situation may lead to better outcomes.
- Authority can be exercised through care rather than control.

2. Trust must sometimes be given before it is earned.

- People change when they feel trusted.
- Giving someone a second chance involves risk but may be necessary.
- Trust can influence behavior more than fear.

3. Personal responsibility begins with self-awareness.

- People must recognize their actions before they can change.
- External pressure alone does not lead to real responsibility.
- Moral growth requires reflection rather than punishment.

4. Authority does not always require formal power.

- Influence can come from personality and moral strength.
- Informal authority can be more effective than institutional control.
- Leadership can be exercised in everyday situations.

5. People are shaped by their circumstances.

- Social and economic conditions influence behavior.
- Poor choices are often connected to limited opportunities.
- Understanding context is essential before making judgments.

6. Moral decisions are often situational.

- The "right" action depends on context rather than fixed rules.
- Rules cannot fully determine human behavior.
- Ethical decisions require flexibility and judgment.

7. Small actions can have lasting impact.

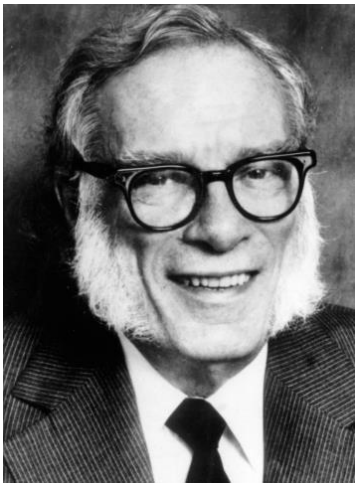
- Short interactions can influence future behavior.
- Change does not always require large interventions.
- Personal experiences can shape values more than formal systems.

SEMESTER 2

MODULE TEST 3

THE LAST QUESTION BY ISAAC ASIMOV

The selection of this text is grounded in its relevance to the study of decision-making under conditions of complexity and uncertainty. Public administration frequently involves situations in which decisions must be made without complete information, and where the consequences extend far beyond the immediate context. Literary texts that address large-scale, long-term, and abstract challenges provide an opportunity to explore these issues from a broader perspective. This text engages with themes such as the limits of knowledge, the role of data in decision-making, and the difficulty of addressing problems that evolve over time. It encourages students to consider how strategic decisions are formulated, how priorities are established, and how uncertainty is managed in policy contexts. The text also supports reflection on the relationship between technological development, information processing, and governance, which is increasingly relevant in contemporary administrative practice.



Isaac Asimov (1920–1992) was an American writer and biochemist, widely recognized as one of the most influential figures in science fiction. He was born in Petrovichi, in the former Soviet Union, and emigrated to the United States with his family at an early age. Growing up in Brooklyn, he developed an early interest in reading and science, particularly through pulp science fiction magazines. This combination of scientific curiosity and literary interest shaped his future career.
https://www.britannica.com/biography/Isaac-Asimov

Asimov studied chemistry at Columbia University, where he later earned a PhD and worked as a professor of biochemistry. Although he maintained an academic career, his primary achievements were in writing. He was an exceptionally prolific author, publishing hundreds of works across a wide range of genres, including science fiction, popular science, history, and essays. His ability to explain complex ideas in a clear and accessible way made his work popular with both general readers and students.
His science fiction writing is particularly notable for its intellectual focus and its exploration of large-scale questions about humanity, knowledge, and the future. In his works, technology is not only a tool but also a subject of philosophical

reflection. He is best known for the *Foundation* series, which examines the rise and fall of civilizations, and for his robot stories, where he introduced the famous Three Laws of Robotics, shaping discussions about artificial intelligence and ethics.

Asimov's influence extends beyond literature into education and scientific thinking. His works continue to be widely read and studied for their clarity, depth, and ability to connect scientific ideas with human concerns. His writing encourages readers to think critically about progress, responsibility, and the long-term consequences of human decisions.



1. *Read the story in your online course. Complete Module Test 3. Be ready to discuss the issues listed below in class.*

https://elearning.kubg.edu.ua/course/view.php?id=24756#section-6

2. *Work in pairs. Read the statements below, which are based on the story. Decide whether you agree or disagree with each of them and be ready to justify your opinion using arguments and examples from the text.*

1. Human knowledge will always be limited.

- Some questions may remain unanswered regardless of progress.
- Scientific advancement does not guarantee complete understanding.
- There are limits to what data and logic can achieve.

2. Technological progress does not solve all problems.

- New technologies often create new challenges.

- Dependence on technology may reduce human responsibility.
- Some problems go beyond technological solutions.

3. Long-term thinking is essential for decision-making.

- Decisions should consider consequences far into the future.
- Short-term solutions may lead to larger long-term problems.
- Strategic planning requires imagining distant scenarios.

4. Humanity constantly seeks control over nature.

- People aim to overcome natural limits and processes.
- Scientific development is driven by the desire for control.
- Not all natural processes can or should be controlled.

5. The concept of progress is not always straightforward.

- Progress in one area may lead to decline in another.
- Advancement does not always improve human existence.
- The meaning of "progress" changes over time.

6. The universe imposes limits on human activity.

- Resources and energy are not infinite.
- Expansion cannot continue forever.
- Natural laws shape human possibilities.

7. The search for answers is more important than the answers themselves.

- Continuous questioning drives development.
- Uncertainty encourages exploration and innovation.
- The process of inquiry defines human progress.

MODULE TEST 4

THE ONES WHO WALK AWAY FROM OMELAS BY URSULA LE GUIN

This text is included to support the exploration of leadership through the lens of ethical responsibility and moral reasoning. In public administration, leadership is not limited to the exercise of authority or the achievement of efficiency; it also involves making decisions that affect the well-being of others and that must be justified in ethical terms. Literary texts that present complex moral situations are particularly valuable for examining the relationship between individual values and collective outcomes. This text introduces themes such as justice, responsibility, social compromise, and the ethical implications of maintaining stability within a system. It provides a basis for discussing how leaders respond to moral dilemmas, how they balance competing interests, and how ethical considerations shape governance. Through engagement with these issues, students develop a deeper understanding of the challenges associated with responsible leadership in the public sector.



Ursula K. Le Guin (1929–2018) was an American writer known for her influential work in speculative fiction, including both science fiction and fantasy. She was born in California into a family of scholars, which shaped her intellectual development from an early age. Her father was an anthropologist, and this background influenced her interest in cultures, societies, and alternative ways of organizing human life.
https://www.ursulakleguin.com/publicity-photos

Le Guin's writing is distinguished by its focus on social, political, and ethical questions. Rather than focusing only on technological innovation, she explores how societies function, how power is distributed, and how individuals relate to one another within different systems. Her works often present alternative worlds that challenge readers to reconsider their assumptions about governance, justice, and human behavior.
Among her most well-known works are *The Left Hand of Darkness* and *The Dispossessed*, which explore themes such as gender, political systems, and social organization. Her short story *The Ones Who Walk Away from Omelas* is particularly notable for its exploration of ethical dilemmas and the relationship

between collective well-being and individual suffering. Her writing encourages deep reflection rather than offering simple answers.
Le Guin's work is highly relevant for students because it develops critical thinking about moral responsibility, leadership, and social structures. Her texts provide a framework for discussing complex ethical issues in a clear and engaging way, making them particularly valuable in the context of studying governance and public administration.



1. ***Read the story in your online course. Complete Module Test 4. Be ready to discuss the issues listed below in class.***

https://elearning.kubg.edu.ua/course/view.php?id=24756#section-6

2. ***Work in pairs. Read the statements below, which are based on the story. Decide whether you agree or disagree with each of them and be ready to justify your opinion using arguments and examples from the text.***

1. A society's happiness cannot justify individual suffering.

- Collective well-being should not depend on injustice.
- Moral responsibility extends to every individual, not only the majority.
- Ethical systems must protect even the weakest members.

2. People often accept injustice when it benefits them.

- Comfort and stability may discourage moral action.
- Individuals justify difficult realities to maintain order.
- Awareness does not always lead to change.

3. Moral responsibility requires action, not just understanding.

- Recognizing injustice is not enough.
- Ethical awareness creates an obligation to respond.
- Inaction can be a form of complicity.

4. Ethical decisions may require personal sacrifice.

- Doing what is right may involve loss or uncertainty.
- Moral choices are not always aligned with personal benefit.
- True integrity is shown through difficult decisions.

5. Happiness is more complex than it appears.

- A perfect society may hide uncomfortable truths.
- Stability and harmony may depend on unseen conditions.
- Surface-level success does not guarantee ethical validity.

6. Individuals define their values through choice.

- People are responsible for the systems they accept.
- Personal decisions shape ethical identity.
- Refusal to participate can be a form of resistance.

7. There are limits to what can be justified for the greater good.

- Not all trade-offs are morally acceptable.
- The idea of "greater good" can be misused.
- Ethical boundaries must exist even in complex situations.

Grammar Reference

This section introduces grammar that is essential for professional and academic communication, particularly in administrative and policy-related contexts. The material focuses on how meaning is shaped through form: modal verbs are used to express obligation, permission, and recommendation (e.g., *must, should, may*), while passive structures allow actions to be presented objectively without focusing on the agent. Particular attention is given to conditionals, which help describe rules, predictions, and hypothetical situations, and to relative and adverbial clauses, which make statements more precise and logically connected. Reported speech is practiced for formal reporting, along with verb patterns commonly used in institutional language and a range of future forms typical of official communication. Overall, the grammar presented here supports clarity, precision, and a more formal, impersonal style of expression required in professional contexts.

MODALITY

1. Should (Recommendation)

Should indicates a strong recommendation or «best practice». It is not strictly mandatory, but it is expected unless there is a valid reason to deviate.

- **Form:** Subject + **should** + verb
- **Use:** To express a non-mandatory goal or a highly encouraged action.
- **Example:** *«Employees **should** save their work to the cloud drive every hour to prevent data loss».*

2. May (Permission)

May is used to grant permission or provide an optional course of action. It gives the subject the «power» or «discretion» to do something.

- **Form:** Subject + **may** + verb
- **Use:** To indicate that an action is optional or that the subject has the authority to act.
- **Example:** *«The Manager **may** approve overtime requests at their own discretion».*

3. Might (Contingency/Remote Possibility)

Might is rarely used in the core requirements of a policy. When it appears, it usually describes a potential consequence or a hypothetical scenario rather than a rule.

- **Form:** Subject **+ might** + verb

◆ **Use:** To describe a remote possibility or a situation that is not guaranteed to happen.

◆ **Example:** *«Failure to follow safety protocols **might** result in equipment damage».*

*Policies usually prefer *will* or *shall* for consequences to be more definitive.

Comparison Table for Policy Drafting

Word	Requirement Level	Meaning in Policy
Should	Advisory	Recommended, but not strictly required.
May	Permissive	Optional; the user has permission to do it.
Might	Conditional	A possibility; rarely used for instructions.

4. May lead to (Causality)

This is used to suggest a possible cause-and-effect relationship without claiming it is the *only* or *certain* result.

◆ **Form:** Subject + **may lead to** + noun/noun phrase

◆ **Use:** To indicate a potential consequence or outcome.

◆ **Example:** *«Prolonged exposure to loud noise **may lead to** permanent hearing loss».*

5. Is likely to (Probability)

This suggests a high probability. It is stronger than "might" but softer than "will."

◆ **Form:** Subject + is/are likely to + verb

◆ **Use:** To predict an outcome based on current evidence or trends.

◆ **Example:** *«The new tax policy **is likely to** stimulate consumer spending in the second quarter».*

6. Appears to (Observation)

◆ **Form:** Subject + appears to + verb (or It appears that...)

◆ **Use:** To make a claim based on observation or early data while remaining objective.

◆ **Example:** *«The strategy **appears to** be effective, though long-term data is still required».*

Comparison of Strength

Phrase	Level of Certainty	Focus
May lead to	Low to Medium	Potential consequences
Appears to	Medium (Subjective)	Visual or data-based observation
Is likely to	High	Statistical or logical probability

Example text

In administrative practice, clear guidelines are essential for effective performance. Employees **should** follow established procedures when handling official documents, as this ensures consistency across departments. At the same time, managers **may** adapt certain processes depending on the specific needs of their units, particularly in situations that require flexibility. However, failure to comply with basic regulations **might** result in delays or procedural errors, which can affect overall efficiency.

In addition, inadequate coordination between departments **may** lead to misunderstandings or duplication of tasks. Recent reforms **are likely to** improve communication and streamline decision-making processes, especially in digital administration. At the same time, some measures **appear to** be effective only in the short term, as their long-term impact has not yet been fully evaluated.

1. Rewrite each sentence using appropriate modal verbs (must, shall, may, be required to) to sound like an official administrative policy.

1. It is necessary for employees to register their arrival.
2. I suggest that managers keep a record of all overtime.
3. You have the permission to take two personal days per year.
4. It is obligatory for the department to publish the annual budget.
5. It is a requirement for applicants to provide a criminal record check.
6. Don’t allow unauthorized staff to enter the server room.
7. It is vital that all staff follow the safety protocol.
8. We expect the committee to finish the report by Friday.
9. It’s okay if you submit the form digitally or by post.
10. It is a rule that all state property stays in the office.

2. The following document headings or sub-headings contain mistakes in formal tone or modality. Rewrite them to be professional and grammatically correct.

1. You Must to Report About All Accidents.
2. Rules for Should Use the Staff Kitchen.
3. Guidelines for the Persons Who Musts Apply.
4. Personnel What Have been Fired.
5. Procedures for Shall Handling Data.
6. Musting Submit Weekly Reports.
7. Recommendations That You Ought Follow.
8. Requirements for to Be Promoted.
9. How to Required for New Equipment.
10. The Personnel Shoulds Attend Training.
11. Policies for May Be Absent.
12. Obligations for Managers Must Doing Reviews.
13. Security Protocols Shall Be Folloing.
14. Rules of When Can Use Office Cars.
15. Required of Employees to Signing Contracts.

3. Complete the sentences with the correct form of must, shall, be required to, or be to.

1. All civil servants _____ adhere to the Code of Ethics.
2. The recruitment process _____ be completed within 30 days of the vacancy.
3. Inhabitants _____ provide proof of residence to receive the subsidy.
4. New staff _____ attend the orientation session on Monday morning.
5. This document _____ not be copied without written permission.

4. Complete the sentences with the correct form of should, ought to, is recommended that, or is advised to.

1. Managers _____ review the team's progress at least once a week.
2. It _____ all employees change their passwords every 90 days.
3. Staff _____ consult with the HR department before taking leave.
4. You _____ keep a copy of your application for your own records.
5. The administration _____ consider alternative energy sources for the building.

5. ***Each sentence has one mistake. Rewrite them correctly using obligation or recommendation.***

1. Employees musts wear their ID badges at all times.
2. It is recommended you to check the deadline.
3. The director shall to sign all outgoing mail.
4. You don't have to smoke inside the government building. (Mistake: meaning should be "prohibited")
5. Applicants are require to submit three letters of reference.
6. The department shoulds provide better training for new hires.
7. You ought to not ignore the safety instructions.
8. It is obligate for all citizens to pay their taxes.
9. Personnel may not to use office phones for private calls.
10. Does the staff must work on weekends?
11. The report shall being submitted by the end of the day.
12. Management is recommending to increase the holiday allowance.
13. You are musting follow the instructions of the supervisor.
14. It shoulded be noted that late applications are not accepted.
15. Every employee is be required to sign the non-disclosure agreement.

PASSIVE TENSES

Form: to be (in appropriate tense) + Past Participle (V3).

Tense Group	Form	Time Expressions	Example
Present Simple	am/is/are + V3	daily, usually, regularly, every month	The inventory **is checked** daily.
Past Simple	was/were + V3	yesterday, in 2023, last week	The project **was launched** last week.
Future Simple	will be + V3	tomorrow, next year, shortly	All staff **will be notified** shortly.
Present Cont.	am/is/are + being + V3	currently, at the moment, now	The server **is being repaired** now.
Past Cont.	was/were + being + V3	at that time, while, all morning	The data **was being collected** all morning.
Present Perfect	have/has + been + V3	so far, already, recently, since	Five reports **have been filed** so far.
Past Perfect	had + been + V3	by the time, before, previously	The error **had been fixed** before the audit.

1. Impersonal Passive

◆ **Form 1** (It + Passive): It + **is/was + V3** (thought, said, reported, claimed) + that + clause

◆ **Example:** *«**It is expected that** the market will stabilize by Q4».*

◆ **Form 2** (Subject + Passive + Infinitive): Subject + **is/was + V3** + to-infinitive

◆ **Example:** *«The CEO **is rumored to resign** next month».*

2. Passive in Reports

◆ **Use:** When we don't know who did the action, or the identity of the person isn't the point of the sentence.

◆ **Form:** Obj + was/were + V3

◆ **Example:** «Questionnaires **were distributed** to 200 participants».

3. Present Perfect Passive

◆ **Use**

◆ **Results in the Present:** when an action happened in the past, but the **result** is what matters right now.

◆ **Example:** *«The office **has been cleaned**».*

◆ **Recent Events/News:** used to report changes or developments that have just happened.

◆ **Example:** *«A new law **has been passed** by Parliament».*

◆ **Actions over a Period of Time:** to describe things that have happened multiple times from the past leading up to the present.

◆ **Example:** *«This book **has been translated** into over 50 languages».*

◆ **Unspecified Time**: when it is not important *when* the action happened, only that it is finished.

◆ **Example:** *«The files **have been uploaded** to the cloud».*

◆ **Form:** Obj + has/have + been + V3

◆ **Example:** *«A significant increase in sales **has been observed**».*

◆ **Recommendations**

◆ **Form:** Modal + **be + V3**

◆ **Example:** *«Further research **should be conducted** to verify these findings».*

◆ **Time expressions:** *during the period under review, in the first phase, upon completion, as of the date of this report, at the time of writing, in the subsequent stage, within the following fiscal year.*

1. Complete the sentences using the correct passive form of the verb in brackets.

1. The new housing policy _____ (implement) by the city council next month.
2. Traditionally, all public records _____ (keep) in the central archive.
3. Our department _____ (notify) of the budget cuts three days ago.
4. The annual performance reviews _____ (conduct) since 9:00 AM this morning.
5. All sensitive data _____ (encrypt) before the server crashed last night.
6. Currently, the new digital platform _____ (test) by the IT department.
7. By the time the mayor arrived, the press release _____ (already / distribute).
8. The vacant position _____ (fill) by an internal candidate recently.
9. Local regulations _____ (must / follow) by all administrative staff.
10. In many countries, the Prime Minister _____ (elect) by the parliament.

2. Each sentence has one mistake. Rewrite them correctly.

1. The tax reports was submitted late by the accountant.
2. A new training program is being design for the staff.
3. The documents has been sign by the director yesterday.
4. Public funds must use efficiently by the administration.
5. Are the new laws going to be introduce next year?
6. The meeting were cancelled because the manager was sick.
7. Information are shared between departments every week.
8. The candidate have been interviewed three times so far.
9. A decision will reach by the board of directors tomorrow.
10. The office was being clean when the employees arrived.

11. Personnel files is kept in a locked cabinet.
12. The mistake had discovered before the report was printed.
13. Is the salary being increase for all government workers?
14. The contract were prepared by the legal team last week.
15. This policy shouldn't have be ignored by the supervisors.

3. Complete the sentences with the correct form of the Present Simple Passive.

1. Civil servants _____ (expect) to maintain a high standard of ethics.
2. Public services _____ (fund) by taxpayer money.
3. Employment contracts _____ (sign) by both the employer and the employee.
4. Every year, the budget _____ (approve) by the regional committee.
5. Complaints from citizens _____ (process) within 48 hours.

4. Complete the sentences with the correct form of the Past Simple Passive.

1. The administrative reform _____ (propose) in 2022.
2. Several employees _____ (promote) after the restructuring.
3. The old archives _____ (destroy) in the fire.
4. I _____ (give) a tour of the government building on my first day.
5. No objections _____ (raise) during the last public hearing.

5. Complete the sentences with the correct form of the Future Simple Passive.

1. The results of the civil service exam _____ (publish) on Friday.
2. New security protocols _____ (establish) by the end of the year.
3. No further applications _____ (accept) after the deadline.
4. The workshop _____ (hold) in the main conference hall.
5. All staff _____ (inform) of the changes via email.

6. Complete the sentences with the correct form of the Present Continuous Passive.

1. A new payroll system _____ (install) this week.
2. The candidates _____ (evaluate) by the recruitment panel right now.
3. Strict measures _____ (take) to reduce administrative waste.
4. The office layout _____ (reorganize) to improve workflow.
5. Public inquiries _____ (handle) by the temporary staff today.

7. Complete the sentences with the correct form of the Past Continuous Passive.

1. The witness _____ (question) when the lights went out.
2. While the data _____ (analyze), we found several discrepancies.
3. The law _____ (debate) in parliament all day yesterday.
4. New computers _____ (set up) while the staff were on lunch.
5. The budget _____ (discuss) when the meeting was interrupted.

8. Complete the sentences with the correct form of the Present Perfect Simple Passive.

1. The vacancy _____ (advertise) on the official website.
2. Several complaints _____ (receive) regarding the new regulation.
3. The project _____ (complete) ahead of schedule.
4. No decision _____ (make) yet regarding the promotion.
5. Professional development courses _____ (offer) to all senior staff.

9. Complete the sentences with the correct form of the Past Perfect Simple Passive.

1. The office _____ (renovate) before the new director arrived.
2. By the time the audit started, the files _____ (organize).
3. They realized that the information _____ (leak) to the press.
4. The policy _____ (review) twice before it was finally passed.
5. He was fired because the safety rules _____ (not / follow).

10. Rewrite the sentences in the Passive Voice.

1. The HR manager interviewed the finalists for the position.
2. The government provides free healthcare to all citizens.
3. We are reviewing the personnel files at the moment.
4. The committee will announce the new chairperson tomorrow.
5. They have updated the employee handbook.
6. The administration must provide clear guidelines for remote work.
7. We were processing the applications when the system crashed.
8. The director had signed the memo before the meeting.
9. People believe that the bureaucracy is too slow. (Use Impersonal Passive)
10. Someone should have warned the staff about the changes.

CLAUSES

1. Relative clauses

These clauses provide more information about a noun.

Defining (Restricted)

◆ **Use:** Essential to the meaning of the sentence. Without it, we don't know who or what is being discussed.

◆ **Form:** No commas. Use *who, that, which*.

◆ **Example:** *«The employees **who attended the workshop** received a certificate».*

Non-Defining (Extra Information)

◆ **Use:** Adds «bonus» information. The sentence still makes sense if you remove it.

◆ **Form: Always use commas.** Use *who* or *which* (never *that*).

◆ **Example:** *«Mr. Jones, **who is the Head of HR**, will lead the meeting».*

2. Adverbial Clauses

These clauses function like adverbs, telling us why, when, or under what conditions something happens.

Condition (*if, provided that, unless*)

◆ **Use:** To state requirements or hypothetical situations.

◆ **Example:** *«**Provided that** the budget is approved, we will hire two new assistants».*

Cause (*because, since, due to the fact that*)

◆ **Use:** To explain the reason for an action.

◆ **Example:** *«The deadline was extended **since** several departments reported technical issues».*

Contrast: *although, even though, while*

◆ **Use:** To show a conflict or unexpected result.

◆ **Example:** *«**Although** the project was over budget, it was considered a success».*

3. Formal Connectors

These are high-level transitions used in reports and legal documents to create a logical flow.

Connector	Use / Meaning	Example
Whereas	To show a direct contrast between two facts.	«The first proposal was cheap, **whereas** the second was more sustainable».
Thereby	Meaning «as a result of that action»	«He signed the contract, **thereby** confirming his agreement to the terms».
Hence	Meaning «for this reason» or «therefore»	«The data was corrupted; **hence**, the results are unreliable».

◆ **Form:** Usually placed at the beginning of the clause or at the very end of the sentence.

◆ **Use:** To define the «when» of the relationship.

Expressions

◆ **Simultaneous:** While, as, simultaneously

◆ **Example:** *«**While** the audit was being conducted, staff remained in their offices».*

◆ **Sequence:** Upon (+ -ing), following, subsequently, prior to.

◆ **Example:** *«**Prior to** signing the document, please review the clauses».*

◆ **Deadline/Duration:** Until, by the time, throughout

◆ **Example:** *«**By the time** the board meets, the report must be finalized».*

1. Complete the sentences by adding a suitable relative clause (defining or non-defining).

1. The civil servant _____ was promoted to Senior Manager.
2. The new legislation, _____, will come into effect on July 1st.
3. Employees _____ must attend the mandatory safety briefing.
4. The department head, _____, has decided to retire early.
5. We have archived the files _____.
6. The city hall building, _____, is undergoing renovations.
7. Anyone _____ should submit their application to Room 302.
8. The policy _____ has been criticized by the local media.
9. Mr. Smith, _____, will be overseeing the recruitment process.
10. I am looking for the report _____.

2. Each sentence has one mistake in the use of relative pronouns or commas. Rewrite them correctly.

1. The manager that he works in HR is very helpful.
2. The documents, that were left on the desk, are confidential.
3. A person which wants a promotion must show leadership.
4. My colleague, who his father is the mayor, got a new job.
5. The office where I work in it is being painted.
6. All citizens whom need assistance should call this number.
7. The law what was passed last night is very controversial.
8. The candidates, who we interviewed them yesterday, were all qualified.
9. An auditor is a person whose checks financial records.
10. The town, where was founded in 1850, has a beautiful square.
11. Personnel files that contains private data must be locked.
12. The minister, which I met yesterday, seemed very tired.
13. Employees, who salary is above the average, pay more tax.
14. That is the reason because the meeting was delayed.
15. The building, who has the blue door, is the tax office.

3. Complete the sentences with a logical adverbial clause of condition, cause, or contrast.

1. **(Condition)** _____, the recruitment process will be finalized by Friday.
2. **(Cause)** The administration decided to cut costs _____.
3. **(Contrast)** _____, the public was still dissatisfied with the outcome.
4. **(Condition)** You will not receive the grant _____.

5. **(Cause)** _____, the meeting has been rescheduled for next Monday.
6. **(Contrast)** The project was completed on time _____.
7. **(Condition)** _____, please notify the supervisor immediately.
8. **(Cause)** Many staff members are working from home _____.
9. **(Contrast)** _____, his proposal was ultimately rejected.
10. **(Condition)** We can proceed with the plan _____.

4. Fill in the blanks with the correct formal connector: whereas, thereby, hence, or provided that.

1. The budget was limited; _____, we could only hire one consultant.
2. The clerk digitized all paper records, _____ reducing the need for physical storage.
3. The public sector focuses on service, _____ the private sector focuses on profit.
4. You may take an additional leave of absence, _____ you find a temporary replacement.
5. The official failed to disclose his conflict of interest, _____ violating the ethical code.
6. Permanent staff receive full benefits, _____ temporary staff are paid hourly.
7. The server is undergoing maintenance; _____, the database will be offline until 5 PM.
8. _____ the security protocols are met, the visitors may enter the facility.
9. She improved the filing system, _____ making it easier for others to find data.
10. One department reported a surplus, _____ another reported a significant deficit.

5. Each sentence has one or more mistakes in structure, connectors, or logic. Rewrite them correctly.

1. Although he worked hard but he didn't get the promotion.
2. Because the budget was cut, so we had to cancel the event.
3. He signed the document, therefore confirming his identity.
4. Whereas some employees like the new rules, others they hate them.
5. Unless you don't sign the form, we cannot process the request.
6. In case of you need help, contact the HR department.
7. Despite of the rain, the outdoor ceremony continued.
8. The mayor is a man who his reputation is excellent.
9. If the committee will approve the plan, we will start tomorrow.
10. Hence the results were poor, the manager requested a review.
11. Provided that the files are ready, we would have sent them.

12.While the staff were working, but the fire alarm went off.
13.The reason why he resigned it was for personal reasons.
14.Despite the fact that he was late, but he wasn't punished.
15.He didn't come to work since he was have a flu.

6. Translate into Ukrainian.

Public administration operates under the principle of accountability, whereas decision-making processes must remain transparent and open to public scrutiny. Officials are required to follow established procedures, thereby ensuring consistency and fairness in the delivery of public services. Effective coordination between departments is essential; hence, communication channels are continuously monitored and improved to prevent administrative delays and misunderstandings.

CONDITIONALS

Zero Conditional

◆ **Use:** to describe permanent rules, scientific facts, or automatic administrative results.

◆ **Form:** if + Present Simple, Present Simple

◆ **Example:** *«If a civil servant **reaches** retirement age, they **receive** a pension».*

First Conditional

◆ **Use:** to predict the likely outcome of a specific policy or action.

◆ **Form:** if + Present Simple, Will + Verb

◆ **Example:** *«If the reform **is implemented**, it **will improve** service delivery».*

Second Conditional

◆ **Use:** to discuss «what if» scenarios that are currently untrue or very unlikely.

◆ **Form:** if + Past Simple, Would + Verb

◆ **Example:** *«If the department **had** a larger budget, we **would hire** more analysts»*

Third Conditional

◆ **Use:** to analyze past administrative failures or missed opportunities.

◆ **Form:** if + Past Perfect, Would have + V3

◆ **Example:** *«If the council **had updated** the software, the data breach **would not have occurred**».*

Mixed Conditionals

Type A: Past Action → Present Result

◆ **Form:** if + Past Perfect, Would + Verb

◆ **Example:** *«If the candidate **had passed** the exam last month, she **would be** a senior officer now».*

Type B: Permanent Condition → Past Result

◆ **Form:** if + Past Simple, Would have + V3

◆ **Example:** *«If the Minister **were** more decisive, the law **would have been passed** years ago».*

1. Rewrite these general administrative facts into Zero Conditional sentences (If + Present Simple, Present Simple).

1. Reaching the age of 65 means an employee is eligible for retirement.
2. Breaking the confidentiality agreement results in immediate dismissal.
3. Every time the budget increases, the department hires more interns.
4. Working on a public holiday entitles staff to double pay.
5. Missing three consecutive meetings leads to a formal warning.
6. Submitting a late tax return triggers an automatic fine.
7. Public servants get a promotion when they pass the national exam.
8. Without a valid ID, citizens cannot enter the ministry building.
9. An application is rejected if it doesn't have a signature.
10. Validating a parking permit makes it free for visitors.

2. The following sentences regarding future policy predictions have mistakes. Rewrite them correctly using the First Conditional (If + Present Simple, Will + Verb).

1. If the minister will resign, the department is in chaos.
2. If we increase taxes, the public would complain.
3. If the software is updated tomorrow, the efficiency improves.
4. Unless the government doesn't act, the crisis will worsen.
5. Provided that the mayor signs, the project start next week.
6. If the audit found errors, the director will be held responsible.
7. We will hire more staff if the funding is arriving.
8. If you won't submit the form, we won't process your request.
9. As long as the law passes, the new rules are mandatory.
10. If the training is successful, employees will more productive.
11. If there will be a strike, public transport stops.
12. The council will approved the plan if the costs are low.
13. If she pass the interview, she starts work in June.
14. Unless the report is finished, we will not having the meeting.
15. If the data is leaked, the agency will faced a lawsuit.

3. Complete the sentences with the correct form of the Second Conditional (If + Past Simple, Would + Verb).

1. If the administration _____ (have) more transparency, the public _____ (trust) them more.
2. The department _____ (save) millions if they _____ (digitize) all records.

3. If I _____ (be) the Head of HR, I _____ (implement) a four-day work week.
4. We _____ (not / need) to cut the budget if the economy _____ (be) stronger.
5. If the office _____ (be) located in the city center, commuting _____ (be) easier for staff.

4. Complete the sentences with the correct form of the Third Conditional (If + Past Perfect, Would have + V3).

1. If the security team _____ (identify) the threat earlier, the data _____ (not / be) stolen.
2. The reform _____ (be) more successful if the public _____ (be) consulted.
3. If the candidate _____ (not / lie) on their CV, they _____ (not / be) disqualified.
4. Many jobs _____ (be) saved if the subsidy _____ (be) approved in time.
5. If the previous mayor _____ (invest) in infrastructure, the bridge _____ (not / collapse).

5. These sentences describe how past actions affect current states, or how permanent facts affected past events. Each sentence has one or more mistakes. Rewrite them correctly.

1. If he had finished the report yesterday, he would be free now. (Correct, but identify mistakes in others).
2. If I would have been more careful, I wouldn't have this problem now.
3. If the department wasn't so understaffed, we would have finished the project last month.
4. If she had passed the bar exam, she would has been a lawyer today.
5. If the law were passed in 2020, we wouldn't be in this mess now.
6. If the city was richer, it would have built a new hospital years ago.
7. If you hadn't forgotten the keys, we wouldn't be stand outside the office now.
8. If the manager was a better leader, the team wouldn't have resigned last week.
9. If they had followed the rules, the audit wouldn't be showing errors today.
10. If the building were renovated last year, it would look better now.
11. If the government had saved money, the economy wouldn't be so weak currently.
12. If I were born in the US, I would have had a different career.
13. If the files hadn't been deleted, we would be able to check them yesterday.
14. If the minister was more honest, he wouldn't have been caught in that scandal.
15. If the tax reform had worked, the citizens would be happier now.

REPORTED SPEECH

◆ **Use:** to relay what was said by a third party (e.g., an official or a citizen) in a formal report or memorandum.

◆ **Form:** usually involves a "backshift" in tenses (Present → Past) and changes in pronouns/time expressions.

◆ **Example:** Direct: *«The budget is insufficient», said the Director.*

Reported: *«The Director said that the budget **was** insufficient».*

2. Reporting Verbs: Claim, Argue, Suggest

◆ **Claim:** used when someone states something is true, often without definitive proof.

◆ **Example:** *«The applicant **claimed** that his credentials had been verified by the board».*

◆ **Argue:** used when someone provides reasons to support a specific position or policy.

◆ **Example:** *«The committee **argued** that a salary increase would improve personnel retention».*

◆ **Suggest:** used to propose a course of action or a possibility.

◆ **Example:** *«The HR manager **suggested** that the department implement a flexible working schedule».*

3. Indirect Questions

◆ **Form:** no question mark (usually), no auxiliary verb (*do/does/did*), and the word order is like a statement (Subject + Verb).

Use with "if/whether": for Yes/No questions.

◆ **Example:** Direct: *«Has the reform started»?*

Indirect: *«The auditor asked **whether the reform had started**».*

1. Rewrite the following direct statements into reported speech.

1. "The new payroll system is working efficiently," the manager said.
2. "We will hire five more specialists next quarter," the director stated.
3. "The department has exceeded its annual budget," the auditor noted.
4. "I am reviewing the personnel files now," the HR clerk said.
5. "The government must transparency in this matter," the activist claimed.
6. "We finished the risk assessment yesterday," the team leader reported.
7. "The applicants can submit their forms online," the official explained.
8. "The reform won't be ready by Monday," the consultant warned.
9. "You need to update your password every month," the IT officer told me.
10. "The office was closed for the holiday," the secretary mentioned.

2. The use of claim, argue, or suggest is incorrect in these sentences (either in grammar or meaning). Rewrite them correctly.

1. The director suggested that the staff must to work on Saturdays.
2. He claimed for being the rightful owner of the property.
3. The union argued the government for better working conditions.
4. She suggested us to change the recruitment policy.
5. They claimed that they have not seen the memo yesterday.
6. The lawyer argued that the law is being unconstitutional.
7. I claim that we should take a short break now. (Use a better verb for a proposal)
8. The official suggested me to contact the tax office.
9. It was argued that the budget is increasing last year.
10. The applicant claimed to had the necessary experience.
11. He argued that the new policy will being a failure.
12. The consultant suggested that the department hires a new manager. (Use subjunctive or *should*)
13. They claimed about the documents being lost in the mail.
14. She argued her point of view very strong during the meeting.
15. I suggest to submitting the report by email.

3. Complete the sentences with the correct form of claim, argue, suggest, state, or deny.

1. The spokesperson _____ that the allegations of corruption were completely false.
2. The report _____ that all employees must complete the training by June.
3. Several staff members _____ that the workload was distributed unfairly.
4. The auditor _____ that the department implement a more secure filing system.
5. Although he was accused of negligence, the clerk _____ making any errors.

4. Convert these direct questions into indirect questions.

1. "When will the results be published?" (The candidate asked...)
2. "Does the department have enough funding?" (The journalist inquired...)
3. "Who is responsible for this error?" (The director wanted to know...)
4. "Can we extend the deadline for the project?" (The team asked...)
5. "Where did the archives go?" (The supervisor asked...)
6. "Is the Minister attending the conference?" (I inquired...)
7. "How many people applied for the position?" (The clerk asked...)
8. "Why was the meeting cancelled?" (The staff wondered...)
9. "Have you received the invitation?" (She asked me...)

10."Which policy is currently in effect?" (The citizen inquired...)

5. Each sentence has one or more mistakes. Rewrite them correctly.

1. She told that she was tired of the bureaucracy.
2. The manager asked me where did I put the keys.
3. He said he will call the ministry the next day.
4. The official asked if I have my passport with me.
5. They told to us that the office was moving.
6. The report said that the population had increase by 2%.
7. He asked me what was my name.
8. The secretary said she has already sent the email.
9. They wanted to know if could they see the manager.
10. The clerk said me that I was late for the appointment.
11. He stated that the project is finished two days ago.
12. She asked if I could helped her with the files.
13. The director said the staff that the budget was cut.
14. I asked him how long had he been working there.
15. They said they are going to the meeting now.

VERB PATTERNS

1. Verb + Object + to-Infinitive

Allow

◆ **Use:** to give permission or provide the necessary resources/tools for an action.

◆ **Form:** subject + allow/enable + Object + to + Verb

◆ **Example:** *«The new regulation **allows citizens to access** their records online».*

Require

◆ **Use:** to state a mandatory obligation or a prerequisite.

◆ **Form:** subject + require + Object + to + Verb

◆ **Example:** *«The law **requires all public servants to disclose** potential conflicts of interest».*

2. Verb/Adjective + Preposition + -ing (Gerund)

Insist on

◆ **Use:** to demand something forcefully or to maintain a firm position.

◆ **Form:** subject + insist + on + Verb-ing

◆ **Example:** *«The auditor **insisted on reviewing** every transaction from the previous fiscal year».*

Be responsible for

◆ **Use:** to define a specific duty, job role, or the cause of an outcome.

◆ **Form:** subject + be + responsible + for + Verb-ing

◆ **Example:** *«The Personnel Department **is responsible for recruiting** new civil servants».*

1. Complete the sentences using the correct form of the verbs in brackets (allow, require, enable) and the to-Infinitive.

1. The digital reform _____ (enable / citizens) _____ submit their applications without visiting the office.
2. Current labor laws _____ (require / employers) _____ provide a safe working environment.
3. The supervisor _____ (not / allow / staff) _____ use personal mobile phones during the audit.
4. Flexible scheduling _____ (enable / personnel) _____ balance their professional and private lives better.
5. The mandate _____ (require / the department) _____ publish a transparency report every six months.

2. Fill in the blanks with the correct preposition and the -ing form of the verb in brackets.

1. The Chief Administrative Officer insists _____ (verify) the credentials of every applicant.
2. The HR manager is responsible _____ (coordinate) the annual performance reviews.
3. Our legal team specializes _____ (draft) inter-governmental agreements.
4. The clerk apologized _____ (place) the files in the wrong cabinet.
5. Success in this role depends _____ (be) able to handle high-pressure situations.

3. Rewrite the following sentences using the specific verb pattern indicated in brackets.

1. It is mandatory for all visitors to wear a badge. (**Require**)
2. The new software makes it possible for us to track expenses in real-time. (**Enable**)
3. The director said he must see the original receipts; he won't take "no" for an answer. (**Insist on**)
4. Managing the pension fund is the duty of the Finance Department. (**Responsible for**)
5. You have permission to work from home on Fridays. (**Allow**)

4. Each sentence has one or more mistakes regarding verb patterns. Rewrite them correctly.

1. The law requires that all officials to sign the ethics code.
2. We enable our employees for participating in international seminars.
3. The department is responsible to maintaining the public archives.
4. The mayor insisted on to increase the budget for public parks.
5. This policy allows personnel taking a leave of absence for study.
6. Who is responsible for handle the citizen complaints?
7. The system doesn't enable to users to change their own passwords.
8. The manager insists for checking every report before it is sent.
9. Are the candidates required to attending the orientation?
10. The grant allows for the city to building a new library.

5. Choose the correct option to complete this paragraph about administrative changes.

To modernize the civil service, the Ministry has decided to (1) **require / insist** all departments to adopt digital workflows. This change will (2) **allow / enable** the government **to reducing / to reduce** paper waste significantly. Furthermore, senior officers will be (3) **responsible for / responsible to** (4) **monitoring / monitor** the transition. Although some staff (5) **insist on / insist to** keeping traditional methods, the new system is mandatory for everyone.

FUTURE FORMS

1. Will vs. Going to vs. Present Continuous

Will: Formal Commitment & Predictions

◆ **Use:** to express formal promises, official decisions made at the moment of speaking, or future facts. In policy, it signifies a **definite commitment**.

◆ **Form:** subject + will + Verb

◆ **Example:** *«The Ministry **will publish** the revised guidelines on January 1st».*

Be going to (Intentions & Pre-existing Plans)

◆ **Use:** to express a plan or intention that was decided before the moment of speaking. It is slightly less formal than *will* but common in speeches.

◆ **Form:** subject + am/is/are + going to + Verb

◆ **Example:** *«The administration **is going to prioritize** digital literacy in the upcoming fiscal year».*

Present Continuous :Fixed Arrangements

◆ **Use:** for actions that are already scheduled with a specific time and place (e.g., meetings, summits).

◆ **Form:** subject + am/is/are + Verb-ing

◆ **Example:** *«The HR committee **is meeting** with union representatives at 10:00 AM tomorrow».*

2. Future in Reports: Projections & Expectations

The Policy is expected to...

◆ **Use:** to provide a professional forecast based on data or trends without making a 100% guarantee.

◆ **Form:** subject + be + expected / anticipated / projected + to + Verb

◆ **Example:** *«The new tax reform **is expected to generate** an additional 5% in revenue».*

The Policy is to...

◆ **Use:** to describe an official instruction or a scheduled event (common in administrative memos).

◆ **Form:** subject + be + to + Verb

◆ **Example:** *«The subcommittee **is to submit** its findings by the end of the month».*

The Policy is likely to...

◆ **Use:** to express probability.

◆ **Form:** subject + be + likely / unlikely + to + Verb

◆ **Example:** «The staff restructuring **is likely to reduce** operational delays».

1. Choose the most appropriate future form based on the administrative context provided in brackets.

1. The Ministry _____ (publish) the recruitment results on the official portal this Friday. (**Official commitment**)
2. We _____ (meet) with the labor union representatives at 2:00 PM in Conference Room B. (**Fixed arrangement**)
3. The department _____ (implement) a new training module; the planning phase was completed last month. (**Pre-existing intention**)
4. I believe the new digital system _____ (simplify) the application process for all citizens. (**Prediction based on opinion**)
5. The HR Director _____ (attend) the international summit in Geneva next week. (**Scheduled event**)

2. Rewrite the following direct predictions using the formal reporting structure: "The (Policy/Action) is expected/projected to..."

1. "We think the new tax law will reduce the deficit by 2%."
2. "Experts believe the population of the district will grow significantly by 2030."
3. "Our analysts say the restructuring will save the department $1 million annually."

4. "The committee thinks the new regulations will encourage more small business applications."
5. "The forecast shows that energy consumption in public buildings will drop next winter."

3. Complete the sentences using the «be to + verb» structure to express official instructions or scheduled requirements.

1. All personnel _____ (submit) their signed non-disclosure agreements by the end of the shift.
2. The subcommittee _____ (review) the ethics complaints before the general assembly meets.
3. No government property _____ (remove) from the premises without a signed permit.
4. The newly elected officials _____ (take) the oath of office at noon tomorrow.
5. This policy _____ (apply) to all departments, including regional branches.

4. Rewrite these sentences to express professional probability using «is/are likely to» or «is/are unlikely to».

1. It is probable that the budget will be approved without further amendments.
2. I doubt that the recruitment process will finish before the holiday break.
3. There is a strong chance that the new software will encounter initial technical bugs.
4. It is improbable that the Minister will veto the proposed administrative reform.
5. Evidence suggests that flexible working hours will increase employee retention rates.

5. Each sentence has a mistake in the use of future forms. Rewrite them correctly.

1. The board is expected for announcing the winner tomorrow.
2. We will meeting the delegates at the airport at 5 PM.
3. The policy is to being implemented starting next month.
4. According to the report, the costs are projecting to rise.
5. I'm sure the new law is going to being successful.
6. The department shall to notify all applicants by email.
7. Next year, the city hall is celebrate its 100th anniversary.
8. The reform is likely for improving the efficiency of the office.
9. By the time we arrive, the ceremony will started.
10. We are to meeting with the auditors on Monday morning.

Glossary

abuse of power – misuse of authority for unfair advantage. **E.g.,** *Abuse of power can undermine public trust and damage the reputation of government institutions. Strict legal frameworks are necessary to prevent abuse of power in public administration.*

accomplishment – something that has been achieved successfully through effort and skill. **E.g.,** *Completing the project ahead of schedule was a significant accomplishment for the entire team. Publishing the research article in a leading journal marked a major professional accomplishment.*

accountability – responsibility for actions and decisions, especially to the public **E.g.,** *Public officials must demonstrate accountability by reporting their actions and decisions openly to citizens. Public officials must show* ***accountability*** *by explaining how they use public funds. Greater* ***accountability*** *in government increases citizens' trust and reduces corruption.*

accountable – responsible for explaining actions and decisions. **E.g.,** *Managers are accountable for ensuring that all team members follow organizational policies. Public authorities must remain accountable to citizens for the outcomes of their decisions.*

adaptability – the capacity to adjust quickly to new conditions or changes in the environment. **E.g.,** *Adaptability is essential in rapidly changing professional environments. Employees with high adaptability can respond effectively to unexpected challenges.*

adaptive governance – a flexible approach to policy where the government monitors results and changes its methods as new information becomes available. **E.g.,** *Adaptive governance allows institutions to revise policies in response to emerging data. In complex systems, adaptive governance helps maintain stability by adjusting strategies over time.*

administration – the process or group responsible for managing and organizing the work of government or an institution. **E.g.,** *The new* ***administration*** *promised to improve healthcare and education systems. Effective* ***administration*** *requires clear communication between national and local offices.*

administrative – related to managing or organizing work. **E.g.,** *Administrative tasks require careful coordination and attention to detail. She is responsible for administrative duties such as scheduling meetings and managing records.*

alteration– a change or modification made to a plan, document, or physical object. **E.g.,** *The document was updated after several minor alterations were made. Any alteration to the original plan must be approved by the supervisor.*

analytical skills – capacity to examine information critically and logically. **E.g.,** *Strong analytical skills are necessary for interpreting complex data. The role requires analytical skills to evaluate risks and propose effective solutions.*

anchoring – a cognitive bias where we rely too heavily on the first piece of information we receive when making a decision. **E.g.,** *Anchoring can influence how individuals evaluate prices or estimates. In negotiations, anchoring often affects the final agreement more than expected.*

anchoring and adjustment– a psychological heuristic where people start with an initial idea and then make (often insufficient) adjustments to it to reach a final decision. **E.g.,** *Anchoring and adjustment may lead to biased judgments in decision-making processes. Experts attempt to reduce errors caused by anchoring and adjustment by reviewing multiple data sources.*

anticipate – to realize beforehand or predict a future event or problem so you can prepare for it. **E.g.,** *Effective managers anticipate potential challenges before they arise. The team failed to anticipate the impact of the new regulations on their workflow.*

authority – the legal or official power to make decisions, give orders, and enforce rules. **E.g.,** *The mayor has the **authority** to approve new urban development projects. Teachers exercise **authority** in the classroom to maintain order and fairness.*

automated platforms – digital systems or software that perform tasks without human intervention, often used to streamline applications, filing, or data processing. **E.g.,** *Automated platforms are widely used to process applications more efficiently and reduce human error. The organization relies on automated platforms to manage large volumes of data in real time.*

beneficiary – the person or group that receives an advantage or profit from a decision or policy. **E.g.,** *Local communities became the main beneficiaries of the new development program. Each beneficiary must meet specific criteria to qualify for financial support.*

bounded rationality – the concept that decision-making is limited by available information, the cognitive limits of the mind, and the time available to make a choice. **E.g.,** *Decision-makers often operate under bounded rationality due to time constraints and limited information. The concept of bounded rationality explains why individuals do not always choose the optimal solution.*

budget – a plan for managing income and spending. **E.g.,** *The department must prepare a detailed budget for the upcoming fiscal year. Effective budget planning helps organizations allocate resources more efficiently.*

bureaucracy – a system of administration with many rules, procedures, and officials that helps manage large organizations or governments. **E.g.,** *Modern **bureaucracy** ensures that laws are applied consistently across all regions. Many citizens complain that **bureaucracy** slows down access to basic public services.*

bureaucratic barriers – obstacles caused by excessive rules or administrative complexity. **E.g.,** *Entrepreneurs often face **bureaucratic barriers** when trying to register a new business. Digital reforms can help reduce **bureaucratic barriers** and speed up decision-making.*

bureaucratic procedures – the established rules, "red tape," and routine processes that government agencies must follow. **E.g.,** *Bureaucratic procedures can delay*

the implementation of urgent policy decisions. All applications must go through standard bureaucratic procedures before approval is granted.

checks and balances – system preventing any branch from gaining too much power. **E.g.,** *The system of* ***checks and balances*** *prevents any branch of government from becoming too powerful.* ***Checks and balances*** *are essential to protect democracy and ensure fair governance.*

citizens' needs – requirements and expectations of the public. **E.g.,** *Public policies should be designed to address citizens' needs effectively. Local authorities must regularly assess citizens' needs to improve service delivery.*

civil society – organizations and groups that represent citizens outside of government. **E.g.,** ***Civil society*** *plays a key role in monitoring government actions and promoting transparency. Environmental groups are part of* ***civil society****, working to influence policy through public campaigns.*

cognitive bias – systematic errors in thinking that occur when people are processing and interpreting information. **E.g.,** *Cognitive bias can lead to flawed judgments in complex decision-making situations. Training programs aim to reduce the impact of cognitive bias in professional environments*.

coherence – logical connection and consistency among actions or policies. **E.g.,** *Policy coherence is essential for achieving long-term strategic goals. A lack of coherence between departments can weaken overall performance.*

collaboration – the action of working with someone or a group to produce or create something. **E.g.,** *Successful projects often depend on effective collaboration between team members. International collaboration is necessary to address global challenges.*

communication abilities – skills of expressing and exchanging information clearly. **E.g.,** *Strong communication abilities are crucial for effective leadership. The position requires communication abilities to convey complex ideas clearly.*

complex data – information that is multi-faceted, large in scale, or difficult to interpret without advanced analysis. **E.g.,** *Specialized tools are needed to analyze complex data accurately. Researchers rely on advanced methods to interpret complex data sets.*

comply – to act in accordance with a wish, command, or set of rules. **E.g.,** *All employees must comply with the company's regulations. Organizations are required to comply with national legal standards.*

compounded optimization – the cumulative effect of making small improvements across many different areas of a system. **E.g.,** *Compounded optimization can significantly improve system performance over time. Small changes in multiple areas contribute to compounded optimization.*

conduct an exhaustive search – the act of carrying out a complete investigation without skipping any possibilities. **E.g.,** *The team conducted an exhaustive search before selecting the final solution. Researchers must conduct an exhaustive search to ensure no data is overlooked.*

confide – to entrust a secret or a task to someone; to show trust in another's reliability. **E.g.,** *She chose to confide in a colleague about the issue.*

Managers must create an environment where employees feel safe to confide their concerns.

confide security to the state – the act of citizens entrusting their safety, rights, and protection to a government body (a core part of the "Social Contract"). **E.g.,** *Citizens confide security to the state in exchange for protection and stability. A breakdown in trust occurs when people no longer confide security to the state.*

conflict resolution – process of settling disagreements. **E.g.,** *Effective conflict resolution is essential in maintaining workplace harmony. Training in conflict resolution helps reduce misunderstandings.*

cooperate – to work together for a common purpose. **E.g.,** *Departments must cooperate to achieve organizational objectives. Countries often cooperate to address environmental issues.*

coordination – the synchronization of different parts of an organization or system to ensure they work together effectively toward a goal. **E.g.,** *Proper coordination ensures that all tasks are completed efficiently. Lack of coordination can lead to delays and confusion.*

corruption – dishonest or illegal behaviour for personal gain. **E.g.,** *Corruption undermines public trust in government institutions. Strict regulations are necessary to prevent corruption.*

council – an elected or appointed local governing body. **E.g.,** *The city council approved the new development plan. Members of the council are responsible for local governance decisions.*

creditable – deserving of praise or recognition; performance that is good enough to bring honor to the individual or organization. **E.g.,** *The team delivered a creditable performance despite limited resources. Her efforts resulted in a creditable outcome for the organization.*

creeping normality – a process by which a major change or disaster is accepted as a "normal" situation because it happens through a series of small, gradual increments. **E.g.,** *Creeping normality can cause societies to overlook gradual negative changes. Environmental degradation is often accepted due to creeping normality.*

critical thinking – the objective analysis and evaluation of an issue in order to form a judgment. **E.g.,** *Critical thinking is necessary for evaluating complex issues objectively. Educational systems aim to develop students' critical thinking skills.*

damage – to harm or weaken something. **E.g.,** *The policy change could damage the organization's reputation. Poor decisions may damage long-term stability.*

decentralization – transferring power and responsibility from central to local authorities. **E.g.,** *Decentralization allows local authorities to respond more effectively to community needs. The reform focused on decentralization of administrative powers.*

decision-making – the process of choosing between possible actions. **E.g.,** *Effective decision-making requires access to reliable information. The process of decision-making involves evaluating multiple alternatives.*

deep-seated resentment – a long-lasting, profound anger that is often rooted in history or systemic injustice, making it difficult to resolve. **E.g.,** *The policy led to deep-seated resentment among affected groups. Resolving deep-seated resentment requires long-term efforts.*

define an objective – the act of clearly stating the specific goal or result that an individual or group aims to achieve. **E.g.,** *Leaders must clearly define an objective before implementing a strategy. The first step is to define an objective and outline expected outcomes.*

design – to plan and create something. **E.g.,** *The committee was tasked to design a strategy for improving public services. Urban planners design cities to meet the needs of growing populations.*

determine – to decide or influence the result of something. **E.g.,** *Economic conditions often determine the success of public policies. Statistical data will determine whether the reform should be continued.*

digital literacy – the ability to find, evaluate, and communicate information through various digital platforms; a crucial skill for both modern workers and citizens. **E.g.,** *Government programs aim to improve citizens' digital literacy. Limited digital literacy can reduce access to e-government services.*

digital transformation – adoption of technology to improve administrative efficiency and transparency. **E.g.,** *Digital transformation has improved transparency in public administration. The ministry accelerated its digital transformation to enhance service delivery.*

diligence – consistent, careful, and persistent effort to complete a task correctly and thoroughly. **E.g.,** *The policy was implemented with diligence and careful monitoring. Civil servants must demonstrate diligence when handling public funds.*

dismissal – the act of ordering someone to leave, or the act of rejecting an idea or option as unworthy of consideration. **E.g.,** *The proposal faced dismissal by the parliamentary committee. Premature dismissal of policy alternatives can weaken decision-making.*

diverse citizenry – a population characterized by a wide variety of backgrounds, experiences, and needs, requiring inclusive governance. **E.g.,** *Public policies must address the needs of a diverse citizenry. Local governments develop inclusive strategies to serve a diverse citizenry effectively.*

division of powers – distribution of authority among branches of government. **E.g.,** *The constitution establishes a clear division of powers among state institutions. The division of powers prevents the concentration of authority in one branch of government.*

efficiency – ability to achieve results with minimal waste of time and resources. **E.g.,** *Efficiency in public administration reduces costs and improves service delivery. Governments seek to increase efficiency through administrative reforms.*

efficient – achieving results with minimal waste of time, effort, or resources. **E.g.,** *An efficient system allows citizens to access services without unnecessary delays. Efficient resource allocation is essential in public budgeting.*

E-government – the use of technological communications devices, such as computers and the internet, to provide public services to citizens and residents. **E.g.,** *E-government platforms provide citizens with online access to public services. The development of e-government improves transparency and accountability.*

emotional intelligence (EQ) – the ability to understand and manage your own emotions, and those of the people around you. **E.g.,** *Public leaders with high emotional intelligence can manage conflicts more effectively. Emotional intelligence is important in communication between officials and citizens.*

ensure – to make certain that a specific outcome or condition will occur. **E.g.,** *Governments must ensure equal access to essential services. Regulatory bodies ensure compliance with national standards.*

environmental protection – preservation of natural resources and ecosystems. **E.g.,** *Environmental protection is a key priority in national policy agendas. Local authorities implement measures to support environmental protection.*

ethical – following accepted moral principles.**E.g.,** *Public officials are expected to follow ethical standards in decision-making. Ethical behavior strengthens trust in government institutions.*

ethical behavior – acting in accordance with perceived values and standards of "right" versus "wrong." **E.g.,** *Public officials must demonstrate ethical behavior in all administrative decisions. Ethical behavior helps build trust between government and citizens.*

ethical standards – moral principles guiding professional conduct in administration. **E.g.,** *Civil servants are required to follow strict ethical standards in their work. Ethical standards guide professional conduct in public administration.*

executive branch – part of government that carries out and enforces laws. **E.g.,** *The executive branch is responsible for implementing national policies. The executive branch enforces laws passed by the legislature.*

exhaustive search – a thorough, comprehensive search that examines every possible option or data point within a defined set. **E.g.,** *Officials conducted an exhaustive search before selecting the policy option. An exhaustive search ensures that all possible solutions are considered.*

expiration of time – the point at which the time allotted for a decision or task runs out, forcing action regardless of whether information is complete. **E.g.,** *Decisions must be made upon the expiration of time allocated for review. The expiration of time often forces policymakers to act under pressure.*

foster – to promote the growth or development of something. **E.g.,** *Governments aim to foster economic growth through strategic planning. Public institutions foster cooperation between different sectors.*

foster innovation – to encourage, promote, and provide the environment necessary for new ideas and creative problem-solving to flourish. **E.g.,** *Policies are designed to foster innovation in public services. Government programs foster innovation through funding and support.*

globalization – the process by which organizations or governments develop international influence or start operating on an international scale. **E.g.,** *Globalization influences national policy-making processes. Governments must adapt to globalization in economic and social planning.*

governance – the act or manner of governing; management of public affairs. **E.g.,** *Effective governance ensures transparency and accountability. Governance structures define how public institutions operate.*

implement – to put a plan, law, or policy into action and make it work in practice. **E.g.,** *Authorities must implement policies efficiently and transparently. The ministry will implement the reform in several stages*

implementation – the process of putting policies or laws into effect. **E.g.,** *Implementation Successful implementation requires coordination between agencies. Policy implementation often depends on available resources.*

impoverish – to make poor; to exhaust the strength or richness of something (like soil or a community). **E.g.,** *Poor governance can impoverish local communities over time. Economic instability may impoverish public resources.*

impoverish social capital – the process of draining the "glue" of society – the trust, shared values, and cooperation that allow people to work together. **E.g.,** *Corruption can impoverish social capital within society. Lack of trust may impoverish social capital in communities.*

incremental adjustments – small, ongoing tweaks made to a system to keep it aligned with its goals without causing major disruption. **E.g.,** *Governments often rely on incremental adjustments to improve policies. Incremental adjustments reduce the risk of major disruptions.*

incrementalism – a method of change by degrees; making small, policy-level adjustments over time rather than a single, sweeping shift. **E.g.,** *Incrementalism allows gradual policy development over time. Many reforms follow the principle of incrementalism.*

infrastructure – basic systems such as roads, transport, and energy networks. **E.g.,** *Investment in infrastructure supports economic development. Modern infrastructure is essential for efficient public services.*

innovation – the introduction of new ideas, methods, or products to improve efficiency or solve old problems in new ways. **E.g.,** *Innovation improves the quality of public administration. Governments encourage innovation to solve complex problems.*

institutional identity – the core characteristics, values, and beliefs that make an organization unique and give its members a sense of purpose. **E.g.,** *Institutional identity shapes the values of public organizations. A strong institutional identity supports consistent policy-making.*

integrity – the quality of being honest and having strong moral principles; doing the right thing even when no one is watching. **E.g.,** *Integrity is essential for maintaining public trust. Officials must act with integrity in all decisions.*

interpersonal skills – the ability to communicate and interact well with others (empathy, active listening, and conflict resolution). **E.g.,** *Interpersonal skills are*

important for effective public communication. Public managers need strong interpersonal skills to resolve conflicts.

iterative change – a process of making small, repetitive improvements or cycles of change to reach a final goal. **E.g.,** *Policy development often involves iterative change. Iterative change allows continuous improvement in governance.*

judiciary – courts that interpret laws and ensure justice. **E.g.,** *The judiciary ensures that laws are applied fairly. The judiciary protects citizens' rights.*

Kaizen Effect – derived from Japanese business philosophy, it refers to the continuous, long-term improvement of processes and quality through small, daily changes. **E.g.,** *The Kaizen Effect promotes continuous improvement in public administration. Small changes under the Kaizen Effect can lead to significant results.*

legislature – body that debates and creates laws. **E.g.,** *The legislature is responsible for creating laws. The legislature debates policy proposals before approval.*

legitimate – lawful, fair, and acceptable according to recognized rules or principles. **E.g.,** *Decisions must be perceived as legitimate by the public. Legitimate authority is based on legal and moral principles.*

loyal – showing support and commitment. **E.g.,** *Public servants must remain loyal to the constitution. Officials are expected to be loyal to democratic values.*

loyalty – strong support or commitment to a person, organization, or set of principles. **E.g.,** *Loyalty to public service principles is essential for civil servants. Excessive loyalty to individuals can undermine institutional integrity.*

machinery of government – the system and organization through which a government operates. **E.g.,** *The machinery of government ensures the functioning of public administration. Reforms often aim to improve the machinery of government.*

manage – to direct or control operations. **E.g.,** *Administrators must manage public resources effectively. Leaders manage teams to achieve policy goals.*

marginal gain – the theory that small, 1% improvements in every area of a process lead to a significant overall improvement when combined. **E.g.,** *The concept of marginal gain improves efficiency in public systems. Small improvements lead to marginal gain across departments.*

marginal shifts – very small changes in position, policy, or performance that, while minor individually, can lead to larger trends. **E.g.,** *Marginal shifts in policy can influence long-term outcomes. Governments monitor marginal shifts in public opinion.*

ministries / departments / agencies – main administrative units responsible for different policy areas. **E.g.,** *Ministries and agencies implement sector-specific policies. Departments coordinate activities across government structures.*

mission drift – when an organization gradually moves away from its original purpose or core goals, often due to financial pressures or chasing new trends. **E.g.,** *Mission drift can weaken the focus of public institutions. Organizations must avoid mission drift to maintain effectiveness.*

monitor – to observe and check progress or quality. **E.g.,** *Authorities monitor policy outcomes regularly. Regulators monitor compliance with legal standards.*

most beneficial outcome – the result that provides the greatest advantage or "win" for the most people involved. **E.g.,** *Policymakers aim to achieve the most beneficial outcome for society. Decisions are evaluated based on the most beneficial outcome.*

national infrastructure – the fundamental facilities and systems serving a country, city, or area. **E.g.,** *National infrastructure supports economic stability. Investment in national infrastructure is a government priority.*

negligence – failure to take proper care in doing something, resulting in damage or injury to others. **E.g.,** *Negligence in public administration can lead to serious consequences. Officials may be held accountable for negligence.*

negotiate – to discuss in order to reach an agreement. **E.g.,** *Governments negotiate agreements with international partners. Officials negotiate policy terms with stakeholders.*

objective – a specific, measurable goal. **E.g.,** *The ministry set a clear objective to improve service delivery within one year. Each reform must be guided by a measurable objective.*

obsolete / obsolescence – no longer produced or used; out of date (e.g., a paper filing system in a digital age). **E.g.,** *Paper-based systems have become obsolete in modern public administration. Obsolescence of outdated procedures can slow down administrative processes.*

official – a person who holds a position of responsibility in government or another organization. **E.g.,** *The official announced new regulations during the press conference. Government officials are responsible for policy implementation.*

ordinary citizens – the general public; people who do not hold specialized positions of power or office. **E.g.,** *Policies must reflect the needs of ordinary citizens. Ordinary citizens rely on public services for everyday needs.*

organize – to arrange systematically. **E.g.,** *Authorities must organize resources efficiently during crises. The department organizes data to support decision-making.*

paperwork – official documents and written records. **E.g.,** *Excessive paperwork can delay administrative procedures. Digital systems reduce the need for manual paperwork.*

personnel – the people employed in an organization or engaged in an organized undertaking. **E.g.,** *Qualified personnel are essential for effective governance. The agency trains its personnel regularly.Government policies aim to improve economic stability. New policies were introduced to enhance transparency.*

policy / policies – official plans or decisions made by government. **E.g.,** *The policy draft was reviewed by experts before approval. Stakeholders provided feedback on the policy draft.*

policy draft – an early version of an official plan or document. **E.g.,** *Policy implementation requires coordination between agencies. Effective policy implementation ensures real impact on society.*

policy implementation – the stage of the policy process where a law or plan is put into action by administrative agencies. **E.g.,** *Policy implementation requires coordination between ministries and agencies. Effective policy implementation ensures that laws produce real outcomes for citizens.*

political pressure – the influence exerted by politicians, lobbyists, or interest groups on decision-makers to achieve a specific outcome. **E.g.,** *Political pressure can influence administrative decisions. Officials must resist political pressure to remain objective.*

political transitions – the process by which one government administration hands over power to another. **E.g.,** *Political transitions require stability in public administration. Clear procedures ensure smooth political transitions.*

practical existence – something that is real or functional in everyday application, rather than just existing in theory. **E.g.,** *The reform exists not only in theory but also in practical existence. Policies must prove their value in practical existence.*

prevent the abuse of power – the act of creating laws, audits, and oversight to ensure leaders do not use their positions for the wrong reasons. **E.g.,** *Legal frameworks are designed to prevent the abuse of power. Independent institutions help prevent the abuse of power.*

primary defense - the first line of protection against a threat. **E.g.,** *Transparency acts as a primary defense against corruption. Accountability mechanisms serve as a primary defense in governance.*

procedure – a fixed or established way of doing something. **E.g.,** *Each application must follow a standard procedure. Clear procedures improve administrative efficiency.*

professional – connected with a job requiring training and skills. **E.g.,** *Public service requires a professional approach to decision-making. Officials must maintain professional conduct at all times.*

professional standards – the set of practices, ethics, and behaviors that members of a particular profession must adhere to. **E.g.,** *Civil servants must adhere to professional standards. Professional standards ensure consistency in public service.*

project supervision – control and guidance over a planned activity. **E.g.,** *Effective project supervision ensures timely completion. The ministry is responsible for project supervision.*

public administration – the organization and management of government activities, policies, and services that serve the public interest. **E.g.,** *Public administration focuses on delivering services to citizens. Reforms aim to modernize public administration.*

public institution – organization run by the government. **E.g.,** *A public institution must operate transparently. Public institutions provide essential services to society.*

public trust – citizens' confidence in government fairness and integrity. **E.g.,** *Public trust is essential for effective governance. Corruption can damage public trust in institutions.*

public values – the principles and standards that a society considers important, such as equity, justice, and efficiency. **E.g.,** *Public values guide decision-making in public administration. Policies must reflect core public values such as equity and justice.*

public-private cooperation – collaboration between government and private sector for public benefit. **E.g.,** *Public-private cooperation improves infrastructure development. Governments rely on public-private cooperation to deliver complex services.*

quality of governance – a measure of how well a government manages its resources and exercises its authority to serve the people. **E.g.,** *The quality of governance affects economic and social outcomes. High quality of governance ensures transparency and accountability.*

radical audit – a deep-dive, comprehensive examination of every part of an organization's finances or operations, often used to root out systemic corruption or inefficiency. **E.g.,** *A radical audit was conducted to identify inefficiencies in the system. Governments may use a radical audit to combat corruption.*

radical restructuring – a complete and fundamental overhaul of an organization's hierarchy, processes, or mission to address major failures or shifts in the market. **E.g.,** *Radical restructuring was necessary to improve institutional performance. The agency underwent radical restructuring after the reform.*

reform – the improvement or amendment of what is wrong, corrupt, or unsatisfactory in a system. **E.g.,** *Administrative reform aims to improve public service delivery. The government introduced reform to increase efficiency.*

regional administration – local governing bodies within a larger state. **E.g.,** *Regional administration manages policies at the local level. Effective regional administration supports balanced development.*

regional and local administrations – lower levels of government closer to citizens. **E.g.,** *Regional and local administrations implement national policies. Cooperation between regional and local administrations is essential.*

relevance – the degree to which a piece of information or an option is actually applicable or helpful to the matter at hand. **E.g.,** *Data must have relevance to current policy challenges. Officials evaluate the relevance of information before making decisions.*

reputation – public opinion about a person or institution. **E.g.,** *The reputation of public institutions depends on transparency. Poor governance can damage the reputation of authorities.*

resentment – a bitter feeling of indignation caused by a sense of being treated unfairly or ignored by those in power. **E.g.,** *Inequality may lead to resentment among citizens. Public dissatisfaction can create resentment toward institutions.*

resolve – to find a solution to a problem or conflict. **E.g.,** *Authorities must resolve conflicts through dialogue. Effective leadership helps resolve complex issues.*

responsibility – duty to take care of something or someone. **E.g.,** *Public officials have a responsibility to serve citizens. Responsibility for decisions lies with senior management.*

responsible – having a duty to deal with something. **E.g.,** *Each department is responsible for its operations. Officials are responsible for ensuring compliance with laws.*

risk mitigation – the process of developing options and actions to enhance opportunities and reduce threats to project objectives. **E.g.,** *Risk mitigation strategies are essential in public projects. Authorities develop plans for risk mitigation in advance.*

rule of law – principle that everyone, including government, is subject to the law. **E.g.,** *The rule of law ensures equality before the law. Strong institutions uphold the rule of law.*

secure – safe from danger, threat, or loss; protected and stable. **E.g.,** *Governments must secure public data against threats. A secure system protects sensitive information.*

selection – the final act of choosing one option from a group of alternatives. **E.g.,** *The final selection of policies requires careful analysis. The selection process must be transparent.*

sense of duty – a moral or legal obligation to perform a task or serve the public. **E.g.,** *A strong sense of duty motivates public servants. Officials must act with a sense of duty toward society.*

service delivery – providing public services to citizens. **E.g.,** *Improved service delivery benefits citizens directly. Governments aim to modernize service delivery systems.*

social capital – the networks of relationships among people who live and work in a particular society, enabling that society to function effectively. **E.g.,** *Social capital strengthens cooperation within communities. Trust is a key component of social capital.*

social expectations – the internal standards of behavior or "unwritten rules" that a community expects from its leaders. **E.g.,** *Leaders must meet social expectations of fairness. Social expectations influence public behavior.*

social progress – improvement in people's quality of life and social conditions. **E.g.,** *Effective governance promotes social progress. Education reforms contribute to social progress.*

social welfare – well-being and quality of life of citizens ensured by public policy. **E.g.,** *Social welfare programs support vulnerable groups. Governments invest in social welfare initiatives.*

soft skills – non-technical skills that relate to how you work, including communication, listening, and empathy. **E.g.,** *Public servants need strong soft skills for communication. Soft skills improve interaction with citizens.*

stability – a condition of being steady and not likely to change suddenly. **E.g.,** *Stability in public administration ensures continuity in government policies and services. Effective governance contributes to social and economic stability in society.*

stagnate – to cease developing, progressing, or moving; becoming stale or inactive. **E.g.,** *Public institutions may stagnate without continuous reform and innovation. Economic development can stagnate if governance is ineffective.*

status quo – the existing state of affairs, especially regarding social or political issues. People often resist change to maintain this state. **E.g.,** *Officials may resist change to preserve the status quo in administration. Maintaining the status quo can prevent necessary reforms.*

strategic guidance – high-level direction or advice that aligns actions with long-term objectives. **E.g.,** *Leaders provide strategic guidance to ensure policy alignment with national priorities. Strategic guidance helps institutions adapt to long-term challenges.*

strategic planning – long-term plan to achieve specific goals. **E.g.,** *Strategic planning is essential for sustainable public sector development. Governments use strategic planning to achieve long-term policy objectives.*

strategy – a planned set of actions designed to achieve a long-term goal. **E.g.,** *The government developed a strategy to improve public service delivery. A clear strategy helps public administrators make effective and consistent decisions.*

sunk cost – the tendency to continue an endeavor or project because of the resources (time, money, effort) already invested, even if the current costs outweigh any potential future benefit. **E.g.,** *Decision-makers may continue ineffective projects due to the sunk cost effect. Public authorities must avoid the sunk cost fallacy when evaluating policies.*

superior alteration – a change that results in a significantly better version of the original plan. **E.g.,** *The reform introduced a superior alteration to the existing administrative system. Experts proposed a superior alteration to improve policy outcomes.*

supervise – to oversee and guide others' work. **E.g.,** *Managers supervise the implementation of public programs. Senior officials supervise staff to ensure compliance with regulations.*

surpass – to exceed; to be greater than or better than. **E.g.,** *The new system aims to surpass previous performance levels in service delivery. Reforms are designed to surpass outdated administrative practices.*

systematic evaluation – a methodical, step-by-step process of assessing something based on specific criteria to minimize bias. **E.g.,** *Policies require systematic evaluation to ensure effectiveness. Systematic evaluation helps reduce bias in decision-making processes.*

systemic accountability – a framework where the system itself (not just individuals) has checks and balances to catch errors or corruption. **E.g.,** *Systemic accountability ensures transparency across institutions. Effective governance relies on systemic accountability mechanisms.*

systemic drift – the slow, often unnoticed departure of a system's performance from its intended path, which can eventually lead to a catastrophic failure. **E.g.,** *Lack of oversight can lead to systemic drift in public institutions. Systemic drift may gradually weaken policy effectiveness over time.*

systemic stability – the ability of an entire system to remain balanced and functional, even when individual parts are under stress. **E.g.,** *Effective governance ensures systemic stability during crises. Strong institutions maintain systemic stability under pressure.*

tangible consequences – clear, measurable, and physical results of a decision or action (e.g., a bridge being built or a fine being paid). **E.g.,** *Policy decisions must result in tangible consequences for citizens. Reforms should produce tangible consequences such as improved infrastructure.*

technical debt – the future cost of rework created by choosing an easy or "quick. **E.g.,** *Poor planning in public IT systems can create technical debt. Governments must address technical debt to avoid future costs.*

technical expertise – specialized knowledge and proficiency in a specific field (e.g., engineering, law, or data science). **E.g.,** *Public administration requires technical expertise in various fields. Officials rely on technical expertise to implement complex policies.*

total weight – the sum of all calculated values or importance assigned to different factors in a decision. **E.g.,** *Decision-makers assess the total weight of all factors before choosing a policy. The total weight of economic and social impacts influences final decisions.*

translate (decisions into actions) – to turn ideas or policies into practice. **E.g.,** *Authorities must translate decisions into actions effectively. Policy success depends on the ability to translate decisions into actions.*

transparency – openness and clarity in decisions and actions. **E.g.,** *Transparency improves accountability in public administration. Transparency allows citizens to monitor government activities.*

transparency and honesty – operating in such a way that it is easy for others to see what actions are being performed, coupled with truthfulness. **E.g.,** *Transparency and honesty are essential for ethical governance. Leaders must demonstrate transparency and honesty in decision-making.*

transparent – open and easy to understand. **E.g.,** *A transparent system allows public access to information. Procedures must be transparent to ensure fairness.*

trust – belief in the honesty or reliability of someone. **E.g.,** *Trust is essential for effective cooperation between citizens and the state. Public policies aim to strengthen trust in institutions.*

trust in state institutions – the level of confidence that citizens have in their government's ability to act fairly and effectively. **E.g.,** *Trust in state institutions supports political stability. Low trust in state institutions can weaken governance.*

ultimate accomplishment – the highest or final achievement in a series of efforts; the "crowning glory" of a project or career. **E.g.,** *Successful reform of public administration is an ultimate accomplishment. Improving service delivery is considered an ultimate accomplishment of policy efforts.*

vital link – a person or process that connects two important areas. **E.g.,** *Communication acts as a vital link between government and citizens. Local authorities serve as a vital link in policy implementation.*

volatile environments – settings characterized by rapid, unpredictable, and significant change (e.g., a country during a political revolution or a fast-shifting tech market). **E.g.,** *Public institutions must operate effectively in volatile environments. Decision-making becomes more complex in volatile environments.*

weigh – to balance and compare different factors (pros and cons) to determine which is more important or impactful. **E.g.,** *Officials must weigh all policy options carefully. Decision-makers weigh risks and benefits before acting.*

weigh the alteration – the process of evaluating whether a proposed change is worth the effort or cost. **E.g.,** *Authorities must weigh the alteration before approving policy changes. Experts weigh the alteration to assess its impact on public systems.*

Sources of Text Materials

The texts included in this practicum are adapted and compiled by the authors on the basis of contemporary academic publications in public administration and governance. The materials have been modified for educational purposes and supplemented with original exercises and learning activities.

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