

Learning objectives in this lesson

Reading intensively for detailed comprehension.
Personalizing the content. Scanning the text for specific information. Matching words from the text to their definitions.

- 1 Run through the questions. Check that students understand the meaning of 'gut instinct', i.e. to trust what your stomach tells you, rather than what your brain tells you. Get students to work in pairs to discuss the questions, then take whole class feedback.

Suggested answers

There will probably be an array of answers according to the different personality types in the class. The biggest division is likely to be between those who tend to approach decision making in a logical/scientific way and those who favour more instinctive decision-making. It will be interesting to find out if there is a difference between the way people think they act at work and in their private lives.

- 2 Set students a two minute time limit to read the first paragraph and answer the questions.

Answers

- 1 Day-to-day decisions affect the here and now and may involve troubleshooting; i.e. finding solutions to immediate problems. Tactical decisions concern the medium-term and strategic decisions concern long-term planning.
- 2 The answer will depend on the level of responsibility of the student.

- 3 Give students three minutes to read the second paragraph. Get them to discuss their answers in pairs or groups before leading a whole class feedback.

Answers

- 1 Kepner-Tregoe follows a strict procedure. A statement is formulated, defining what decision needs to be made. It then establishes musts and wants which are given a numerical value and weighting. Those with the highest results are taken through to the next round of decision-making.
- 2 The Kepner-Tregoe model offers a rational scientific approach. Hunch depends on a physical and emotional reaction.
- 3 The big drawback of Kepner-Tregoe is that it can provide so much data that it is hard to arrive at a decision: 'paralysis by analysis'.

- 4 Allow students five more minutes to read the rest of the text. Get them to discuss their answers in pairs or groups.

Suggested answers

- 1 Some answers will certainly depend on how the products are perceived by individuals and what has happened to the company in question. At the time of writing:
Coca-cola – cash cow.
Sony Walkman – dog (it has been superseded by digital technology).
The iPad – problem child (not sure whether it will take off or not).
Toyota Prius – a rising star (more and more people want to reduce their carbon footprint and go for a hybrid vehicle).
- 2 Strengths and weaknesses are internal, opportunities and threats are external to the company.
- 3 Brainstorming is supposed to work by freeing up the mind to generate lots of creative ideas in a short space of time without immediate analysis. Analysis and evaluation of the ideas comes afterwards.

- 5 Students find words in the text which match the definitions.

Answers

- | | |
|-------------------|--------------------|
| 1 troubleshooting | 5 wide-ranging |
| 2 merge | 6 well-established |
| 3 withdraw | 7 divested |
| 4 eliminated | 8 spontaneously |

- 6 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.
- 7 Put the students into small groups or, if you prefer, conduct this as a whole class discussion.

Suggested answers

- 1 Students who believe in 'hunch' and 'gut feeling' will probably be very dismissive of so-called rational approaches.
- 2 Again, students may question the value or legitimacy of techniques that are devised by people who are not in business themselves.
- 3 Very difficult.
- 4 It means if you have to take a decision take it and follow it through. The worse thing to do is to take no decision at all and to waver.