

## Text und Übungen zur Selbsteinschätzung der Fähigkeiten im Englischen (mind. 6 Jahre Vorkenntnisse)

**Dieser Text ist ein typisches Beispiel für das im Englischunterricht des Studiengangs BIBA verwendete Material.**

In performing the tasks highlighted above managers are involved in the process of decision making. Decision making is the basic task of all managers in whichever functional area they operate. Obviously we all make countless decisions in the course of a day but managerial decisions are designed to influence the actions of other people. Hence, a change in the pay structure of employees is designed to alter work practices to achieve an increase in productivity (output per man-hour). Similarly, a change in the price of the product is designed to influence the buying behaviour of customers.

Decisions can be classified in two ways. First, we can distinguish between strategic decisions and tactical decisions. Strategic decisions concern the broad objectives, policies and plans of the organisation and, as such, are taken at a high level within the organisation. Tactical decisions are concerned more with day-to-day operations. They fill in the details of the strategic decisions and are more concerned with *how* objectives are to be achieved than *what* is to be achieved.

A second distinction is between programmed decisions and unprogrammed ones. The former are routine, repetitive and handled by a definite procedure. The latter are unique and non-repetitive with the result that no procedure is established. As a general rule we can say that the higher the individual manager's position within the hierarchy, the more likely he or she is to be involved in strategic and unprogrammed decisions as distinct from tactical and programmed ones.

We can develop a model of the decision-making process (...) involving:

- constraints
- objectives
- data collection and analysis
- choice of action to be followed
- implementation
- evaluation.

**Grammatikübungen (vom vorangegangenen Text unabhängig):**

**In the texts below, put one word in each space.**

1. The new scheme for training teachers envisages a radical departure from the previous system. The old division of training courses into periods of theoretical study dealing with (1) ..... subjects as sociology and psychology, and teaching practice, will largely disappear. Trainees will instead be attached to schools for most of their course, and learn the skills of classroom teaching through practical experience. They will be supervised by practising teachers, rather (2) ....., as formerly, supervised by educationalists who no (3) ..... actually teach. These changes seek to answer the complaints of trainees (4) ....., who tend to feel that they have acquired (5) ..... little practical knowledge, and of schools, who frequently report that new teachers (6) ..... basic classroom abilities. (7) ....., there are some obvious objections to (8) ..... a scheme. (9)

..... of all, it places a heavy burden onto the shoulders of teachers who already complain of being overworked, and of having too many administrative tasks. Secondly it runs the risk of going (10) ..... far from one extreme to (11) ....., and of creating a breed of teachers (12) ..... plenty of superficial classroom skill, but no theoretical understanding of wider educational issues. There are (13) ..... some voices raised in protest at (14) ..... they see as an attempt by the government to cut back the role of training colleges as places where new ideas can be developed and put into practice. However, it may (15) ..... be that changes in education are best pioneered in the schools themselves, to develop from the grass roots, as it (16) ....., rather than being imposed from above. (17) ..... the success of the new scheme, it throws into even more urgent relief the unavoidable fact that education in Great Britain has yet to firmly decide (18) ..... it should be teaching, (19) ..... it should be teaching it, and (20) ..... best to organise its schools.

2. Recently there have been doubts about the proper functioning of the English legal system, after several well-publicised cases in (1) ..... police evidence was eventually shown to be suspect, but (2) ..... after the wrongful conviction of the accused. In several of (3) ..... cases, the crimes involved acts of terrorism, and the police were (4) ..... considerable pressure to discover (5) ..... had been responsible. Although this in no way excuses the actions of police officers (6) ..... may have falsified evidence, or suppressed evidence which worked against their case, (7) ..... underlines the ways (8) ..... which publicity in the press and on television exercises an enormous influence, (9) ..... the supposed guarantees under the law designed to prevent a jury from becoming unduly influenced. The specific details of a criminal case are not discussed in the press before a case reaches the courts, and the names of those involved (10) ..... often withheld. (11) ....., as many recent murder trials make clear, the press all too often reaches its (12) ..... verdict to suit its taste for sensationalism and members of the police might be accused of enlisting the aid of the press by 'leaking' details of a prosecution. Unfortunately, far too (13) ..... press reports of court cases examine the evidence (14) ..... the defence in the same spirit as (15) ..... for the prosecution. And a verdict of guilty simply seems to confirm that all those details of defence evidence are (16) ..... 'true'. (17) ..... is also the assumption that if a case has reached the courts, then the police have sufficient evidence, and that therefore the establishing of a guilty verdict is just a (18) ..... of course. Ironically, there is (19) ..... a well-established tradition of investigative journalism which is devoted to setting right miscarriages of justice, and in (20) ..... such investigations carried out by newspapers and television programmes have led to the overturning of convictions, often when innocent parties have spent ten years or more behind bars.