

# Unit 1

## Section One: Reading Comprehension

### Management: Science, Theory and Practice

One of the most important human activities is managing. Ever since people began forming groups to accomplish aims they could achieve as individuals, managing has been essential to ensure the coordination of individual efforts. As society has come to rely increasingly on group effort, and as many organized groups have become large, the task of managers has been rising in importance. The purpose of management theory is to promote excellence among all persons in organizations, specially among managers, aspiring managers, and other professionals.

#### Definition of Management: Its Nature and Purpose

Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. This basic definition needs to be expanded:

1. As managers, people carry out the managerial functions of planning, organizing, staffing, leading, and controlling.
2. Management applies to any kind of organization.
3. It applies to managers at all organizational levels.
4. The aim of all managers is the same: to create a surplus.
5. Managing is concerned with productivity; this implies effectiveness and efficiency.

#### The Functions of Management

Many scholars and managers have found that the analysis of management is facilitated by a useful and clear organization of knowledge. In studying management, therefore, it is helpful to break it down into five managerial functions—planning, organizing, staffing, leading, and controlling—around which can be organized the knowledge that underlies those functions. Thus, the concepts, principles, theory, and techniques of management are grouped into these five functions.



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This framework has been used and tested for many years. Although there are different ways of organizing managerial knowledge, most textbook authors today have adopted this or a similar framework even after experimenting at times with alternative ways of structuring knowledge.

Some scholars have organized managerial knowledge around the roles of managers, as shown in the Perspective. Indeed, this approach has made some valuable contributions to the study of management, since, it also focuses on what managers do and provides evidence of planning, organizing, staffing, leading, and controlling.

Although the emphasis here is on managers' tasks that pertain to designing an internal environment for performance within an organization, it must never be overlooked that managers must operate in the external environment of an enterprise as well. Clearly, managers cannot perform their tasks well unless they have an understanding of, and are responsive to the

**PERSPECTIVE:**  
 THE TEN MANAGERIAL ROLES IDENTIFIED BY MINTZBERG

*Interpersonal roles*

- The figurehead role (performing ceremonial and social duties as the organization's representative)
- The leader role
- The liaison role (communicating particularly with outsiders)

*Informational roles*

- The recipient role (receiving information about the operation of an enterprise)
- The disseminator role (passing information to subordinates)
- The spokesperson role (transmitting information to those outside the organization)

*Decision roles*

- The entrepreneurial role
- The disturbance-handler role
- The resource allocator role → (dealing with various persons and groups of persons)
- The negotiator role

many elements of the external environment—economic, technological, social, political, and ethical factors that affect their areas of operations.

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**Management as an Essential for Any Organization**

Managers are charged with responsibility of taking actions that will make it possible for individuals to make their best contributions to group objectives.

Management thus applies to small and large organizations, to profit and non-profit enterprises, to manufacturing as well as service industries. The term enterprise refers to businesses, government agencies, hospitals, universities, and other organizations, since almost everything said here refers to businesses as well as nonbusiness organizations. Effective managing is the concern of the corporation president, the hospital administrator, the government first-line supervisor, the Boy Scout leader, the bishop in the church, the baseball manager, and the university president.

**Managerial Functions at Different Organizational Levels**

Here, no basic distinction is made between managers, executives, administrators, and supervisors. To be sure, a given situation may differ considerably among various levels in an organization or various types of enterprises. Similarly, the scope of authority held may vary and the types of problems dealt with may be considerably different. Furthermore, the person in a managerial role may be directing people in the sales, engineering, or finance department. But the fact remains that, as managers, all obtain results by establishing an environment for effective group endeavor.

All managers carry out managerial functions. However, the time spent for each function may differ. Top-level managers spend more time on planning and organizing than do lower-level managers. Leading, on the other hand, takes a great deal of time for first-line supervisors. The difference in the amount of time spent on controlling varies only slightly for managers at various levels.

Koontz, H. & Wehrlich, H. (1990). Essentials of management (5th ed., pp. 3-6). McGraw-Hill Co.

**Part I. Comprehension Exercises**

A. Put "T" for true and "F" for false statements. Justify your answers.

1. The writer of the passage places managing among the most significant activities that human beings perform.
2. Managers are concerned with effectiveness and efficiency.
3. All authors have grouped knowledge around the managerial functions of planning, organizing, staffing, leading, and controlling.



- 7... 4. The manager's tasks are those that the definition of management gives.
- 8... 5. The writer believes that managers, executives, administrators, and supervisors are basically different.

**B. Choose a, b, c, or d which best completes each item.**

1. The definition that the writer gives of management is applicable to .....
- profit organization
  - manufacturing firms
  - government organizations
  - all kinds of organization
2. The word 'facilitate' as used in the passage means .....
- promote
  - assist
  - simplify
  - encourage
3. The concepts, principles, theory, and techniques of management are grouped into the five functions mentioned in the passage because .....
- this is a convenient way of dealing with management
  - this is the only way of dealing with management
  - the logical analysis of management requires this
  - the findings of management study dictate this
4. When we break down the roles of managers, we find ..... different types of roles that they assume.
- eight
  - nine
  - ten
  - eleven
5. If the Governor invites the managers of area to a gathering, each one will take part in his ..... role.
- figurehead
  - recipient
  - leader
  - entrepreneurial

**C. Answer the following questions orally.**

- When did managing begin to be one of man's essential activities?
- How does the writer define 'management'?
- What kinds of actions are expected of managers?
- How does the writer differentiate between higher level managers and lower level ones?
- In what way are all managers alike?

**Part II. Language Practice**

**A. Choose a, b, c, or d which best completes each item.**

- A manager's disseminator role is his role as .....
    - the receiver of information from internal sources
    - the receiver of information from external sources
    - the passer of information to higher level managers
    - the passer of information to his subordinates
- 'Effectiveness' refers to .....
    - the achievement of objectives
    - the achievement of objectives with the least amount of resources
    - the quantity of objectives that are achieved
    - objectives no matter whether they are achieved or not
- 'Efficiency' refers to .....
    - the achievement of objectives
    - the achievement of objectives with the least amount of resources
    - the quantity of objectives that are achieved
    - objectives no matter whether they are achieved or not
- The term 'enterprise' refers to .....
    - manufacturing firms
    - government organization
    - all kinds of organizations
    - small profit and non-profit firms
- The term 'surplus' refers to the amount of .....
    - sales dollars or any other currency
    - expense dollars or any other currency
    - expense dollars over sales dollars
    - sales dollars over expense dollars

**B. Fill in the blanks with the appropriate form of the words given.**

- Disseminate  
Managers not only receive information but also ..... it among their subordinates.
  - In his ..... role, a manager only passes information down to his subordinates.
- 2. Effect**
- Productivity presupposes efficiency and **effectiveness**
  - A plan is considered to be ..... if it leads to the achievement of objectives.



3. Efficient

- a. A plan is considered to be ..... if it leads to the achievement of objectives with the least amount of resources.
- b. Higher ..... can result in a higher surplus.

4. Lead

- a. One of the basic functions of management is 1. leading.
- b. A good manager is often a good leader too.

5. Receive

- a. One of the basic functions of management is ..... information.
- b. One of the three informational roles of managers is the ..... role.

C. Fill in the blanks with the following words.

- (1) managerial attitude
- (2) companies
- (3) difference
- (4) positions
- (5) significant
- (6) progress
- (7) reasons
- (8) for this
- (9) development
- (10) are laws governing fair
- (11) practices, changing social attitudes
- (12) towards women in the workplace, and the desire of
- (13) to project a
- (14) favorable image by placing qualified women in
- (15) positions.
- (16) In 1965, readers of the Harvard Business Review were surveyed to
- (17) determine their
- (18) towards women in business organizations. About half of
- (19) the men and women (and there was not much
- (20) between them)
- (21) responding felt that women seldom expected to
- (22) or even desired
- (23) of authority.

In this context, science and art are not mutually exclusive; they are complementary.

As science improves, so should art, as has happened in the physical and biological sciences. To be sure, the science underlying managing is fairly crude and inexact. This is true because the many variables with which managers deal are extremely complex. Nevertheless, such management knowledge can certainly improve managerial practice. Physicians without the advantage of science would be little more than witch doctors. Executives who attempt to manage without management science must trust to luck, intuition, or what they did in the past.

In managing, as in any other field, unless practitioners are to learn by trial and error (and it has been said that managers' errors are their subordinates' trials), there is no place they can turn for meaningful guidance other than the accumulated knowledge underlying their practice.

Elements of Science

Science is organized knowledge. The essential feature of any science is the application of the scientific method to the development of knowledge. Thus, a science comprises clear concepts, theory, and other accumulated knowledge developed from hypotheses (assumptions that something is true), experimentation, and analysis.

The Scientific Approach

The scientific approach first requires clear concepts—mental images of anything formed by generalization from particulars. These words and terms should be exact, relevant to the things being analyzed, and informative to the scientist and practitioner alike. From this base, the scientific method involves the determination of facts through observation. After classifying and analyzing these facts, scientists look for causal relationships. When these generalizations or hypotheses are tested for accuracy and appear to be true, that is, to reflect or explain reality, they are called principles. They have value in predicting what will happen in similar circumstances. Principles are not always unquestionably or invariably true, but they are considered valid enough to be used for prediction.

Theory is a systematic grouping of interdependent concepts and principles which give a framework to, or tie together, a significant area of knowledge. Scattered data, such as the notations left on a blackboard after a group of engineers has been discussing a problem, are not information unless the

Section Two: Further Reading

Managing: Science or Art?

Managing, like all other practices—whether medicine, music composition, engineering, accountancy, or even baseball—is an art. It is know-how. It is doing things in the light of the realities of a situation. Yet managers can work better by using the organized knowledge about management. It is this knowledge that constitutes a science. Thus, managing as practice is an art; the organized knowledge underlying the practice may be referred to as a science.



observer has knowledge of the theory which will explain relationships. Theory is, as Homans has said, "in its lowest form a classification, a set of pigeon holes, a filing cabinet in which fact can accumulate. Nothing is more lost than a loose fact."

### The Role of Management Theory

In the field of management, then, the role of theory is to provide a means of classifying significant and pertinent management knowledge. In the area of designing an effective organization structure, for example, there are a number of principles that are interrelated and that have a predictive value for managers. Some principles give guidelines for delegating authority; these include the principle of delegating by results expected, the principle of equality of authority and responsibility, and the principle of unity of command.

Principles in management are fundamental truths (or what are thought to be truths at a given time), explaining relationships between two or more sets of variables, usually an independent variable and a dependent variable. Principles may be descriptive or prescriptive, and not prescriptive. That is, they describe how one variable relates to another—what will happen when these variables interact. They do not prescribe what people should do. For example, in physics, if gravity is the only force acting on a falling body, the body will fall at an increasing speed; this principle does not say whether anyone should jump off the roof of a high building. Or take the example of Parkinson's Law: *Work tends to expand to fill the time available.* Even if Parkinson's somewhat frivolous principle is correct (as it probably is), it does not mean that a manager should lengthen the time available for people to do a job. As another example, in management the principle of unity of command states that *the more often an individual reports to a single superior, the more likely it is that the individual will feel a sense of loyalty and obligation and the less likely it is that there will be confusion about instruction.* The principle merely predicts. It in no sense implies that if they do so, their managers must be aware of the possible dangers and should take these risks into account in balancing the advantages and disadvantages of multiple command.

Like engineers who apply physical principles to the design of an instrument, managers who apply theory to managing must usually blend principles with realities. An engineer is often faced with the necessity of combining considerations of weight, size, conductivity, and other factors in designing an instrument. Likewise, a manager may find that the advantages of giving a controller authority to prescribe accounting procedures throughout

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ان organization outweigh the possible costs of multiple authority. But if they know theory, these managers will know that such costs as conflicting instructions and confusion may exist, and they will take steps (such as making the controller's special authority clear to everyone involved) to minimize disadvantages.

### Management Techniques

Techniques are essentially ways of doing things, methods of accomplishing a given result. In all fields of practice they are important. They certainly are in managing, even though few really important managerial techniques have been invented. Among them are budgeting, cost accounting, network planning and control techniques like the Program Evaluation and Review Technique (PERT) or the Critical Path Method (CPM), rate-of-return-on-investment control, various devices of organizational development. Techniques normally reflect theory and are a means of helping managers undertake activities most effectively.

Koontz, H. & Weirich, H. (1990). Essentials of management (5th ed., pp. 10-12). McGraw-Hill Co.

### Comprehension Exercises

A. Put "T" for true and "F" for false statements. Justify your answers.

- ..... 1. The practical manager is an artist, but he can improve his managing by making use of science.
- ..... 2. The writer believes that one important difference between management science and physics is precision.
- ..... 3. The writer is in favor of those managers who make use of the findings of management science.
- ..... 4. Scientists look for causal relationships among facts and then classify them.
- ..... 5. Principles are descriptive, predictive, and prescriptive.

B. Write the answers to the following questions.

1. How does the writer define science?
2. Why does the writer mention the case of physicians and witch doctors?
3. What does the writer mean by the sentence "managers' errors are their subordinates' trials"?
4. How does the writer define 'concept'?
5. What is the writer's definition of 'principle'?

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6. What is the writer's definition of 'theory'? How does Homans define it?
7. What is the role of theory in management?
8. Which principles give guidelines for delegating authority?
9. How certain is the writer that Parkinson's Law is correct?
10. How advanced is the field of management with respect to inventing techniques?



Section Three: Translation Activities

A. Translate the following passage into Persian.

### Managerial Skills and the Organizational

#### سلسله مراتب یا تعیین کردن سازماندهی Hierarchy

Robert L. Katz identified three kinds of skills for administrators. To these may be added a fourth—the ability to design solutions.

1. Technical skill is knowledge of and proficiency in activities involving methods, processes, and procedures. Thus, it involves working with tools and specific techniques. For example, mechanics work with tools, and their supervisors should have the ability to teach them how to use these tools.

Similarly, accountants apply specific techniques in doing their job.

2. Human skill is the ability to work with people; it is cooperative effort; it is teamwork; it is the creation of an environment in which people feel secure and free to express their opinions.

3. Conceptual skill is the ability to see the 'big picture', to recognize significant elements in a situation, and to understand the relationships among the elements.

4. Design skill is the ability to solve problems in ways that will benefit the enterprise. To be effective, particularly at upper organizational levels, managers must be able to do more than see a problem. They must have, in addition, the skill of a good design engineer in working out a practical solution to a problem. If managers merely see the problem and become 'problem watchers', they will fail. Managers must also have that valuable skill of being able to design a workable solution to the problem in the light of the realities they face.

B. Find the Persian equivalents of the following terms and expressions and write them in the spaces provided.

1. budgeting ..... بودجه بندی
2. cost accounting ..... حسابداری هزینه ها
3. Critical Path Method ..... روش مسیر بحرانی
4. delegating by results expected ..... تفویض اختیار بر مبنای نتایج مورد انتظار
5. descriptive ..... توصیفی
6. disseminator role ..... نقش پخش کننده
7. effectiveness ..... اثربخشی
8. efficiency ..... کارایی
9. enterprise ..... شرکت
10. entrepreneurial role ..... نقش کارآفرینی
11. equality of authority and responsibility ..... برابری اختیار و مسئولیت
12. multiple authority ..... اختیارات چندگانه
13. network planning ..... برنامه ریزی شبکه
14. Parkinson's Law ..... قانون پارکینسون
15. predictive ..... پیش بینی
16. Programme Evaluation and Review Technique ..... روش ارزیابی و بازنگری برنامه
17. rate-of-return-on-investment control ..... کنترل نرخ بازگشت سرمایه
18. recipient role ..... نقش دریافت کننده
19. resource allocator ..... تخصیص دهنده منابع
20. surplus ..... مازاد
21. unity of command ..... وحدت امر



## Unit 2

### Section One: Reading Comprehension

## Management Theory

Managers make things happen: that is their duty. Management therefore attracts people of a certain psychological make up who want to get on with the job of running their organizations and are therefore dissatisfied with theorizing. In short, they are looking for a recipe that they can use with some assurance that it will work. Students who hope one day to be managers realize also that such a recipe would improve their chances of coping with the 'real' world. Moreover, such a recipe would make it easy to deal with examination questions in management.

Yet when they come to study 'Organization and Management' they do not find any recipe. Instead they are faced with a number of complex and often contradictory theories. It is small wonder that one of the specialists surveys the literature and refers to it as the 'management theory jungle'.

I believe that there is only one satisfactory way for the reader to cope with the 'management theory jungle' ... and cope with it he must. For, although sometimes every manager and student feels that he does not need theories and that he should get on with the job without a theory, this is not a realistic option. The student cannot afford to do this because he has examinations to pass. Neither can the practising manager.

The problem of finding a path through the 'management theory jungle' is made more difficult for students and managers by the nature of the two categories into which most of the texts naturally fall. These are:

(1) Texts that are prescriptive. These are the work of authors who have identified some organization and management problem to which they think they have a solution. Because they are trying to justify their claims their writing is propagandist in tone. This is understandable, but it can also mean that they may sometimes overstate their case, or avoid talking about aspects of certain problems that their proposals will not solve. If they do mention such problems, they either talk about them as if these magnet problems are not so important or they say that they rarely occur, or that they are the result of bad management practice. On the occasions when prescriptive texts suffer from these shortcomings (and as we shall see these are many) they make the

problem facing the manager or student more difficult. They do so because they add to the theories which form the management theory jungle without being able to eliminate from that jungle the theories they were aiming to replace.

(2) Texts which are descriptive. These are written by authors who fulfill the useful function of giving a panoramic view of the texts of the prescriptive authors. But, unless they too are prepared to be prescriptive (for criticism requires us to be prescriptive) they will give the reader no real help. Some may think that this is academically desirable. Yet, in fact it presents to the reader what may be little more than a list of those who have written on the topic: "On the one hand Smith says this, while on the other Jones says that." Although such texts increase the reader's awareness that the management theory jungle is complex, they carefully avoid suggesting which is the 'right' path.

Faced with this situation, the student or manager has really only one piece of methodology that he can use to make any sense out of the confusion that appears to face him. This is to deal with the problem as he would deal with any jigsaw puzzle that he was required to solve and for which he had no finished picture from which to work. Just as in the case of a jigsaw some parts can be said to fit each other because of their general coloring, so some bits of management theory can be seen as fitting together because they have the same general coloring. By that I mean that two or more concepts can be recognized as being consistent with a particular way of looking at things and therefore can be seen as being different parts of a wider conceptual system.

Having put these bits of the jigsaw into a system he will look at the remaining pieces of theory in order to construct another system. Of course, if he follows this way he will be left with the problem that none of these systems will be related to any other. They will seem to be parts of different puzzles. With such an approach the problem of not understanding the basic diversity remains. The student can find enough material to pass an examination which asks superficial questions. But, because he cannot understand why all the bits of the picture are so different, he cannot see the good points and the bad points of different systems. For the same reason, neither will the manager be able to select the theory upon which his actions will be based because he will have no means of knowing which is 'best', nor even what 'best' means.

As students and managers think about the diversity of the theories that they find in books, they may find it difficult to understand why there are so many theories for so few problems. In particular, they may find it strange that



theories that propose opposed actions could grow from the same root problem. Yet it is so. This is why, if we are to hope to understand the differences between the different theories, it is necessary for us to get back to the root cause of such diversity. For this return to the basic problem not only reduces the complexity which faces us (since there are fewer problems than answers) but it is through the return to the common problem that different theorists try to resolve that we can compare and choose between their theories on the basis of how well, in our judgment, each may succeed.

Butler, G. V. (1986). *Organization and management: Theory and practice*. Prentice-Hall International.

### Part I. Comprehension Exercises

#### A. Put "T" for true and "F" for false statements. Justify your answers.

- ..... 1. It is the manager's duty to control other people.
- ..... 2. Managers and students of 'Organization and Management' expect courses on management to give them clear instructions as to what they should choose.
- ..... 3. Prescriptive texts in management give a true picture of all the aspect of problems.
- ..... 4. Purely descriptive texts are academically desirable.
- ..... 5. Managers can learn from the way jigsaw puzzles are dealt with.

#### B. Choose a, b, c, or d which best completes each item.

1. According to the passage, there are .....
  - a. more problems in management than there are solutions
  - b. as many problems in management as there are solutions
  - c. more solutions in management than there are problems
  - d. many problems in management but there are no solutions
2. The word 'tone' in paragraph 5 means .....
  - a. sound, specially with reference to its quality, pitch, duration, feeling, etc.
  - b. the pitch aspect of a syllable
  - c. general spirit or character of something
  - d. shade (of color)
3. The author believes that the texts which say "on the one hand Smith says this, while on the other Jones says that" have .....
  - a. one advantage and one disadvantage

- b. one advantage but no disadvantage
  - c. more advantages than disadvantages
  - d. more disadvantages than advantages
4. If the student of management deals with the problems as he would deal with a jigsaw puzzle, he .....
  - a. may pass an easy examination but will not be able to construct one single picture from these systems
  - b. will fail in his examination
  - c. will pass his examination and will see why there are so many solutions for management problems
  - d. will not pass his examination and will be unable to see the reason for the diversity
5. The author suggests that in organization and management, .....
  - a. there are sometimes contradictory solutions for the same problem
  - b. opposing solutions are never given for the same problem
  - c. one solution applies to all situations
  - d. there is no path through the management theory jungle

#### C. Answer the following questions orally.

1. What do managers and students of management actually find in courses on Organization and Management?
2. What kind of author writes prescriptive texts? Why is his writing propagandist in tone?
3. How can the manager or the student of management find out which bits of management theory fit together?
4. How many courses of action does the writer suggest for managers and students of management if they wish to make sense out of the confusion?
5. What is the writer's suggestion as to how managers and students of management can compare and choose between theories?

### Part II. Language Practice

#### A. Choose a, b, c, or d which best completes each item.

1. People who make things happen are called .....
  - a. doers
  - b. managers
  - c. employees
  - d. employers
2. In 'Organization and Management', organization is defined as .....
  - a. the act of organizing
  - b. the condition of being organized
  - c. an organized system
  - d. an organized construction



3. A text that will give the managers clear instructions about how they should solve their problems is called ..... text.
- prescriptive
  - propagandist
4. A text that is about the theories of management is called ..... text.
- prescriptive
  - propagandist
  - descriptive
  - non-scientific
5. A general statement about how the real world behaves is called .....
- recipe
  - proposition
  - instruction
  - theory

**B. Fill in the blanks with the appropriate form of the words given.**

1. Describe
- Scientific accounts of management and organization are ..... in nature.
  - Theories are statements which ..... some aspect of the real world.
2. Manage
- Although ..... believe that they do not need theories but it has to be stated that having a deep understanding of theories will help them to develop an insight into the nature of their jobs.
  - Most books on ..... and organization have a propagandist tone.
  - Not all people are good at and interested in ..... work.
3. Organize
- Technology has a key role in determining ..... designs and operations.
  - The operation of an organization requires the ..... behavior of the people who work on it.
  - The ..... of the meeting became surprised when he realized that only a few attended the meeting.
4. Prescribe
- One of the disadvantages of ..... texts on management is that they are the results of personal experience and they dictate solutions.
  - Prescriptive texts are like doctors' .....
5. Theorize
- A ..... is a general statement about the way the real world operates. It may be true or false.
  - Managers often want to get along with the job of running their organizations. They believe they can do this without ..... knowledge.

- ..... about management is the job of the academic specialist. The practical manager sometimes finds practical solutions that do not fit in theories.

**C. Fill in the blanks with the following words.**

- |              |         |        |
|--------------|---------|--------|
| organization | dealing | appear |
| drawbacks    | tangle  | solve  |
| concepts     | alien   | face   |

Before we go on to consider my claim that there is a better way of ..... with the management theory jungle—a term we shall continue to use because it expresses so well the .....—we should also stress that it is a term with certain ..... . When we find ourselves in a real jungle the flora and fauna which surround us are alien to our experience. By contrast, however, dense the management theory jungle may ..... to be, the individual 'plants' that create it are far from ....., for they are not plants but theories, and however many there may be, and however difficult they may be to untangle, they are human ..... . They are the creation of the minds of men and women who are striving to identify and ..... a relatively small number of problems which recurrently ..... all those who try to make sense of ..... and management.



Section Two: Further Reading

**Management Theory and Value Systems**

Indeed, we might say that all of organization and management theory has come into existence from one single deep and intractable human problem. It is not a problem that has bothered only the theorists of twentieth-century organization and management. Every age and every society has had to come to terms with it, and its intractability lies in the fact that it has both a moral and a practical dimension. It is the fundamental problem of "What right does one section of society, A, have to use the means that it does to seek the goals that it does? In particular, what right does it have to cause other sections of society to become part of that means and also to expect those sections to avoid such actions as A considers to be problematic for its goal achievement?" Even if, in practice, A manages to get others to act in a manner which



satisfies A, it does not get rid of the moral and practical questions which need to be resolved. Here are seven of them. I am sure that the list is not complete but it makes the point:

- (1) What was A's goal: was it clear and easy to understand?
- (2) Was A's goal legitimate, and if so, was it also the 'best' of the goal options?
- (3) What does 'best' mean in this context?
- (4) Was the method used by A to induce others to do things legitimate, and if so, was it also the 'best' method?
- (5) What does 'best' mean in this context?
- (6) Was the technical means chosen by A legitimate, and if so, was it also the 'best' of the technical options?
- (7) What does 'best' mean in this context?

If these are central to the fundamental problem faced by management theorists, we need no longer wonder at the diversity of their answers. We could perhaps wonder at their hastiness in attempting to answer the questions at all.

From what I have just said, we can see why a text which says "On the one hand Smith says this, while on the other hand Jones says that" cannot help us to understand and compare theories. For it is only at the level of the root problem, and only if the reader is prepared to bring his own value system into play, that any useful comparison can be made. The question of value systems needs a separate analysis. What we need now to do is to understand that our insights so far have also determined our methodology as follows:

- (1) We consider the theory in question and the action that the theorist is recommending.
- (2) We look at the basic problem which the theory is supposed to help us to solve and identify those aspects of the problem to which the theorist has paid little or much attention in order to 'sell' the theory.
- (3) We attempt to discover the 'frame of reference' within which the theorist is operating and which thus led him to pay much or little attention to the particular aspects that he chose to do. (The 'frame of reference' could be many things—an ideology, limitations caused by technology, the models that are hidden in the use of language—in short anything that the theorist has used to construct a model of 'how-the-world-is' when he attempted to deal with the problem.)
- (4) We then repeat the process for all the competing theories.
- (5) Finally we compare the various 'frames of reference' and decide which one we think to be the best.

Will this approach be too demanding? Well, that is for the reader to decide. But the rewards for doing so are very high. In my experience, good students are annoyed when they cannot put together their bits of knowledge of a subject. But, when students are able to make the apparently different theories 'fit' within a larger system, they appear to find that a rewarding experience.

Yet even for those students who would not derive this gratification, the approach that I have suggested is still advantageous. For if they are able to understand the relationship between apparently contradictory theories they will be able to make a critical evaluation of each and thereby raise the general standard of their essay-writing.

The manager should find even greater rewards. He must always have sensed, however fleetingly, that the problem that he has faced, year in year out, are the fundamental issues of management in relations to value systems. Yet whereas previously the profusion of theories would have worried and confused him, now he can see that, thanks to the various theorists, he does not have to start, so to say, 'inventing the wheel all over again'. Even if his ultimate course is to adopt some hybrid model of his own, at least the theorists posed to him their alternatives: alternatives that gave him a 'head start' over the situation that would have existed if they had never written. His job now is to use the methodology that I have suggested here in order to make his choice.

Butler, G. V. (1986). *Organization and management: Theory and practice*. Prentice-Hall International.

### Comprehension Exercises

#### A. Put "T" for true and "F" for false statements. Justify your answers.

- ..... 1. The problem that the writer is referring to in the first paragraph did not start with the Industrial Revolution.
- ..... 2. The writer implies that A sometimes does not have the right to use the means that it does to seek its own goals.
- ..... 3. There are more than seven moral and practical questions which need to be resolved.
- ..... 4. Even if we consider the moral and practical questions, the diversity of the answers to the problems will be surprising.
- ..... 5. Religion can be a 'frame of reference'.



**B. Write the answers to the following questions.**

1. Why is the root problem to which the writer refers in the passage intractable?
2. What is the deep and intractable problem of organization and management theory?
3. Why is step No. 4 of the methodology necessary?
4. Why does the writer avoid talking about the question of value systems?
5. What is the writer's judgment about the 'best frame of reference'?
6. How do good students feel when they are able to make the apparently different theories fit within the framework of a larger system?
7. What is the writer's criticism of the texts which say "On the one hand Smith says this, while on the other Jones says that?"
8. What kind of texts does the writer favor most? Explain your answer.
9. In which section(s) of the passage does the writer suggest that theorists may not state the absolute truth about problems?
10. Do you think that this text is descriptive or prescriptive? Why do you think so?



Section Three: Translation Activities

**A. Translate the following passage into Persian.**

**Norms in Decision Making**

The reason why I am stressing the existence of norms in decision making is that it is frequently unrecognized: surely a circumstance that raises questions about our educational system. Let me illustrate this with two quotes from third-year Honors Degree students in management:

Student A: "... But I don't see why one has to define the sort of society one wants to bring about before one can decide upon what economic strategy a government should follow ..."

Student B: "... All that I want to do is to show how French Railways are better than British Rail. You (the author) are the one who keeps on bringing in value judgments ..."

However, there is a further reason for my having stressed the normative nature of decision making, for it presents the manager who reads this text

with a problem which the student can avoid. Even after we have exposed the various frames of meaning which explain the diverse theories that have been propounded, the student can still adopt a non-allied stance. He can lift the level of his work by his new-found capacity to explain what prompted the theories without being forced to choose between them. For him there is still the luxury of philosophizing about the issues in the happy knowledge that, for a little while at least, he can enjoy sitting on the fence.

The position of the manager is quite different. Even if, as a result of understanding the frames of reference from which the theories spring, he is able to understand their diversity, he still has to make a positive choice from among them if he is to act.

**B. Find the Persian equivalents of the following terms and expressions and write them in the spaces provided.**

1. conceptual system .....
2. contradictory theories .....
3. descriptive texts .....
4. frame of reference .....
5. goal achievement .....
6. legitimate .....
7. management theory jungle .....
8. manager .....
9. organization .....
10. prescriptive texts .....
11. root problem .....
12. theorizing .....
13. value systems .....



# Unit 3

## Section One: Reading Comprehension

### Facts and Theories

Practicing managers may ask themselves why we do not separate the facts from the theories. Whether in the 'hard science' of physics or the 'soft science' of sociology (and management has obvious relationships with both) there are no 'facts' that are free of interpretation by the human mind. I would not agree with those who say that there is no significant difference between 'hard' and 'soft' sciences. The physicist draws conclusions about what is going on in the objects he studies. By contrast, the sociologist draws conclusions and makes theories from analyzing the behavior of the subjects that he studies. But they are subjects and not objects. This makes the whole study more difficult. Let us see why this would be so.

It must be clear that a sociologist cannot make sense of what is happening in the world of the people whom he is studying unless he is able to get inside their skins and see that world with their eyes: that is to say, their 'frame of reference'. Yet, he must be able to step back into another 'frame of reference', that of the sociologist. Thus the problem is complicated to a degree not experienced by the physicist. But worse is to follow.

There is nothing to separate the people being studied from the knowledge of the conclusions which the sociologist has reached. As an example, let us take the concept of alienation. All writers are implying that the alienated person is at odds with the world, with his fellow-men, and not least with himself. Most sociologists suggest that placing a person in the sort of intellectually undemanding repetitive type of work that we find in industry tends to create alienation. True or false, the concept seeps back on to the shop-floor and enters the consciousness of the worker who is the subject of study. It therefore becomes part of the frame of reference which he applies to the world and of his perception of himself within that world. There is therefore a priori reason to believe that the original theoretical conclusion reached by the sociologist will seep through to the frame of reference of his subject, and (to the extent that it materially affects the subject's future actions) become a self-fulfilling prophesy.

This slippage between frames of reference makes the methodological problems of the sociologist very difficult.

Not that the ground of 'hard science' is so very much firmer. Indeed, the earthquake caused by Einstein's theory at the beginning of this century was strong enough to bring down the whole of Newtonian physics. Later we were warned by other scientists and philosophers against ever trying again to create such a structure of knowledge as that of Newtonian physics.

For the whole approach to science in the nineteenth century, which was to try to collect a mass of incontrovertible knowledge, is now believed by most scientists to be a mistaken goal. Worse still, it is seen as being a goal which is not in agreement with the true spirit of research which must exist if science is not to become dogmatic. This is one of the reasons given by Popper, the philosopher of science, against induction, because the psychological result of attempting to prove a theory right is that the scientist will tend to protect a theory. Although Popper's approach is not free of criticism, it has an advantage; for he believes that the scientist should try to prove his theory wrong, this is not only psychologically better but also that it is logically and methodologically so.

Although it is always easy to be wise after the event, there were at least two reasons why, even in the nineteenth century, they might have suspected that the structure of Newtonian science might fall down to pieces no matter how firm it then appeared to be. The first was that any finite number of observations can be explained in an indefinite number of ways. This means that just because certain observed facts support a particular theory, the same facts could not equally be used to support a completely different theory.

The second warning had come from Kant in the nineteenth century when he had pointed out to us that we cannot obtain any knowledge of the real world except by means of our five senses. But our senses do not receive stimuli as they are. They manipulate them in some way. As a result we never really know the world as it is: we can only know our interpretation of that world through the manipulated stimuli.

These then are the reasons why we cannot break the world into 'fact' and 'theory'. This is why the laws of Newtonian science were proved wrong after scientists had tried for 200 years to prove them right. For they had not come from the world of 'facts'. They had come from the world of Newton's imagination.

So, partly because more than one theory will fit the 'facts' and partly because those 'facts' are the modified and interpreted stimuli that our senses have received, we should approach all theories, whether in 'hard' or 'soft' science, with caution. This does not mean that we should have no theory. For without theory we should be incapable of rational action. What it does mean



is that we should approach each theory with an awareness that our understanding of the truth is incomplete.

Incidentally, the fact that the same set of observations could be used to support more than one theory is the reason why Popper's approach of trying to prove a theory wrong, that is to say to 'falsify' it, is *logically better* than trying to prove it right. There is a basic difference between the two approaches. If the observations do not support the theory then it must fall, but if the observations do support the theory it does not necessarily mean that it is right.

The reason why Popper's approach of trying to 'falsify' theories instead of trying to prove them right is said to be *methodologically better* seen if we consider that we can boil a million litres of water at 100°C at sea-level and learn nothing. It is only when we take the water up the mountain that we find that it boils at a lower temperature because of the lower atmospheric pressure. Yet, if we do not *methodologically* try to falsify the theory, and therefore to take the water up the mountain as part of a methodological program which attempts to *disprove* that water will always boil at 100°C, we shall only make such a discovery by blind chance.

Thus our attitude to theory, like our attitude to so many other things, proves to be most realistic when we consider that theories may be right or wrong. We need to develop theories to guide our steps, yet anything less than a healthy caution regarding all theory, whether in 'hard' or 'soft' science, will itself be unscientific.

What we often need to do is to compare the 'frames of reference' within which different theorists are working. If we were to try to compare the 'frame of reference' of one theorist with that of another in order to decide which one we would choose to accept as the basis of management action, are we put in the position of having to find some sort of platform, some 'super frame of reference' from which to judge? Secondly, if we fail to find and justify such a platform, should we wonder about in a sea of relativism? These are the questions which we must answer.

Butler, G. V. (1986). *Organization and management: Theory and practice*. Prentice-Hall International.

### Part I. Comprehension Exercises

#### A. Put "T" for true and "F" for false statements. Justify your answers.

1. The writer believes that there are no basic differences between the 'hard' sciences and the 'soft' ones.

2. It is understood from the passage that giving a person an intellectually undemanding repetitive type of job may cause him to be at odds with the world, with his fellow-men and not least with himself.

3. The writer is implying that the nineteenth-century approach to science could cause science to become dogmatic.

4. We understand from the passage that our knowledge of the world is equal to the stimuli perceived by our senses.

5. The writer is suggesting that we should trust theories as far as they can guide us through our search for knowledge.

#### B. Choose a, b, c, or d which best completes each item.

1. The phrase 'frame of reference' is used twice in paragraph 3, .....

- a. the first one refers to the researcher's 'frame of reference'; the second one refers to that of the subject being studied
- b. both refer to the 'frame of reference' of the researcher
- c. both refer to the 'frame of reference' of the subject being studied
- d. the first one refers to the 'frame of reference' of the subject being studied; the second one refers to that of the researcher

2. The word 'firm' as used in the passage means .....

- a. showing strength of character and purpose
- b. solid; hard; not yielding
- c. make or become hard
- d. a business company

3. The reason why the laws of Newtonian physics could be proved wrong was that .....

- a. Newton had made them from facts by using his imagination
- b. facts had played a partial role in their construction
- c. facts alone do not result in theory
- d. a, b, and c

4. By 'platform' in the last paragraph of the passage, the writer means .....

- a. flat surface built at a higher level than the track in a railway station, used by travellers
- b. flat structure raised above floor-level for speakers in a hall or in the open air, teachers in a classroom, etc.
- c. super frame of reference
- d. facts that are used in theorizing



5. The writer refers to ..... factors which make the job of the researchers more difficult.

- a. three
- b. four
- c. five
- d. six

### C. Answer the following questions orally.

1. How can a sociologist make sense of what is happening in the world of the people he is studying?
2. What was the aim of the nineteenth-century approach to science? Was it a realistic one?
3. In what way is 'hard' science similar to 'soft' science?
4. What is Popper's approach of trying to falsify a theory?
5. What do we need if we try to compare the 'frame of reference' of one theorist with that of another?

## Part II. Language Practice

### A. Choose a, b, c, or d which best completes each item.

1. The shop-floor is the place where .....
  - a. managerial work takes place
  - b. workers perform the physical tasks of production
  - c. the products of a factory are displayed
  - d. the products of a factory are sold
2. To falsify a theory is to try .....
  - a. to prove that it is false, if it is in fact false
  - b. to argue that it is false no matter whether it is true or false
  - c. to prove it is false even if one knows that it is true
  - d. to prove that it is true
3. Stimuli are .....
  - a. objects as they are perceived
  - b. our mental representations of objects
  - c. the sensations that are the output of our senses
  - d. objects or qualities which affect our senses
4. Alienation refers to a person's being .....
  - a. unfriendly, indifferent
  - b. strange or unfamiliar
  - c. foreign to a country
  - d. a member of a society
5. A person's frame of reference is .....
  - a. his method of judgment
  - b. his habits and behavior

- c. his moods and feelings which form the basis of his behavior
- d. his system of values which form the basis of his judgments

### B. Fill in the blanks with the appropriate form of the words given.

#### 1. Alienate

- a. There is no disagreement about the fact that the ..... person is at odds with everybody.
- b. It is commonly believed that uninteresting work conditions may lead to .....

#### 2. Falsify

- a. In the early decades of this century, some philosophers believed that ..... is the best method of dealing with the truth or falsity theories, but Popper proved that ..... is a better way.
- b. To try ..... a theory does not necessarily mean that the theory will be false.
- c. One of the criteria for a theory to be taken seriously is the criterion of .....

#### 3. Frame of reference

- a. The researcher views his subjects through his own .....
- b. People's ..... are not exactly the same. However, there is a great deal of overlap.

#### 4. Stimulate

- a. We do not perceive ..... as they actually are.
- b. Do you know what ..... him to further action?
- c. Coffee is a .....

### C. Fill in the blanks with the following words.

- |               |        |       |       |
|---------------|--------|-------|-------|
| unconsciously | hidden | event | value |
| modelling     | favour | bias  | way   |

The best way to convince the reader of his own unconscious ..... is to give him an exercise to perform. This is to examine the models ..... in a typical school history question, namely "What were the causes of the French Revolution?" Now this question is 'loaded'. The examiner has, perhaps ....., put a bias into the question. If the reader did not discover this ..... and were to accept the question at its face ....., then he would also have accepted this same bias. (Incidentally, in dealing with this problem it is quite unnecessary



for the reader to need to know any history other than that there was a/an ..... called the French Revolution in which the monarchy was overthrown in ..... of a republic.) Here is the problem: "What is the bias, and how does the ..... the question is posed introduce that bias?"



### Section Two: Further Reading

## Mediation Between Frames of Reference

The sociologist needs to get inside the skins of other people he studies and then to go back into his own skin for the purpose of evaluation. Suppose that we are sociologists who have succeeded in getting into the skin of an African witch-doctor and in seeing the world with his eyes. Only in this way could we make sense of his frame of reference. How did we do this? We did this by accepting his standards of comparison. Any other standard of comparison would, by definition, make the witch-doctor's actions meaningless. The difficulty is that if we accept his standard of comparison it can never be meaningless. We have decided before-hand that he will always be right. But worse is to follow.

If we go through the same procedure with a university educated doctor, we shall equally always prove him right. Now comes the very important question: *How do we choose between the witch-doctor's truth and the physician's truth?*, or, more generally, *How do we mediate between different frames of reference?* Such a question is frequently seen as requiring us to build some 'super frame of reference' from which to judge. This sounds like a very unlikely possibility.

Yet if, as is often suggested, there is no possibility of justifying the basis upon which we can attribute a greater truth to this third frame of reference than we did to the other two, we are in deep trouble. As sociologists, managers, and students of management we would like to be able to compare various frames of reference and decide which one we consider to be the most valid. It now appears possible that we may not be able to do so.

By now the 'practical' student or manager may feel angry; and rightly so. He may refuse even to think about the idea that, if a parent has a sick child, he would have any problem in deciding whom to send for, witch-doctor or physician. But that is precisely why I chose this example: to show the reader that it is possible to mediate between frames of reference, even though it is difficult. Yet I must warn the reader that if he were philosophically to attempt

to justify choosing the physician's frame of reference in preference to the witch-doctor's, with arguments which relied upon the culture he shares with one rather than the other, he would find it extremely difficult.

I suspect that most philosophers would agree that **some** mediation between frames is possible. Pears does so. He was referring to this very same problem in the field of philosophy itself, for, given **his** frame of reference of what philosophy was about, Bertrand Russell was completely unable to evaluate the later work of Wittgenstein. Yet Pears believes that some mediation between frames of reference is possible. He says:

The difficulty ... occurs in many places where criticism and evaluation are needed. Something has to be measured, but when we set about the task, we find that the first thing to be done is to select the right scale of measurement. But what is the right scale? If there is no objective way of arriving at the answer to this question, how are we to start?

Interestingly enough, although Pears is seeking to mediate between philosophies and **not** management theories, he proposes the same solution that I wish to propose, namely, to go back to their roots.

The problem is not quite as difficult as it appears to be. The different ways in which different theories have developed from their common root can be described and to some extent justified. So when the theorists try to shout each other down, we need not listen. We can ignore their arguments against each other and then reach some degree of objectivity by studying the different ways in which they have developed from a single starting point.

This is correct. Let me tell you a story. The situation is not unlike the incident in one of G. K. Chesterton's novels. A young man, an Oxford University student, runs after one of Oxford University professors over the roofs of the college while armed with a revolver. The incident ends with the professor hanging from the roof and begging for his life. The professor is the tutor of the young man and a nihilist-philosopher. The young man was sure that nihilism was wrong but he was intellectually helpless against the professor's arguments. One day he thought of this way of getting the professor to give up nihilism. And what a superb argument it was despite its simplicity! Chesterton, who is a Catholic, has made his point and none of his readers will ever again regard nihilism as true. For he shows the fundamental absurdity of its claims.

The reader may feel that there could be no such parallel to the Chesterton study in management theory. I believe that there is an almost exact parallel in the work of the **neo-human relations school** of writers. The late Abraham Maslow was the founding father of this school. I suggest that



Maslow's is a view of society which invites us to apply to it the Chesterton method. For, whereas nihilism was absurdly negative, Maslow takes such a positive view of life that it reaches levels that can also be said to be absurd. He implies that anyone in American society who seeks to satisfy his need for safety has little legitimate reason for doing so.

If I understand Maslow correctly, he believes no healthy American has any legitimate unsatisfied safety needs, since there is nothing to fear. It seems to be an ideal case for the Chesterton method. We might ask ourselves such questions as "I wonder if Maslow ever locked his door?" "I wonder if he ever walked down dark alleys with \$10 bills sticking out of his pocket?" "I wonder whether he was ever one of the mass of unemployed?" The result of such questions would be to impress the reader that this position, whether really held by Maslow or not, could be regarded as absurd.

Moreover, Douglas McGregor (of whom Maslow approves and whose work is based upon Maslow's theories) ignores the whole problem of safety as a motivator, even though the philosopher Hobbes (who wrote in 1651) saw safety as being man's main motivator and the reason why man was prepared to be under a higher authority.

When one tries to explain the existence of trade unions without including some reference to a search for safety, it is clear that the neo-human relations position, which, by the most likely interpretation denies the need to seek safety, and by the most generous interpretation ignore and need, is somewhat absurd. Indeed if the reader is brought to choose between McGregor's position and mine, it will be his sense of the absurd that will mediate between our two frames of reference. However, it would not be right to leave this topic without a word of warning.

If we are to mediate between frames of reference, we have to get back to the roots of the problem and then by using our sense of absurdity we can make any reliable judgments. But we must beware. Once upon a time it was absurd to believe that the Earth was round. The assumptions in our own models may be absurd, and more so when they are unconscious assumptions.

Butler, G. V. (1986). *Organization and management: Theory and practice*. Prentice-Hall International.

### Comprehension Exercises

A. Put "T" for true and "F" for false statements. Justify your answers.

- ..... 1. The writer believes that comparing frames of reference is a difficult but not impossible task.

..... 2. Douglas McGregor's work is based on Maslow's theories.

- ..... 3. The writer thinks that the practical student or manager may feel angry because the problem of choosing between the witch-doctor's truth and the physician's truth is really an easy one to solve.
- ..... 4. Bertrand Russell was completely unable to evaluate the later work of Wittgenstein, because comparison and evaluation of frames of reference are impossible in the field of philosophy.
- ..... 5. The writer of the passage and Pears disagree over the possibility of mediating between frames of reference.

### B. Choose a, b, c, or d which best completes each item.

1. The sociologist, the manager, or the student of management will fail to achieve a satisfactory evaluation of the witch-doctor and the physician if he uses .....
- philosophical arguments
  - cultural arguments
  - the witch-doctor's frame of reference
  - a, b, and c
2. The word 'scale' as used in the passage means .....
- a series of marks at regular intervals for the purpose of measuring
  - ruler or other instrument marked in this way
  - system of units for measuring
  - arrangement in steps or degrees
3. The writer brings up the discussion of the neo-human relations school in order to .....
- criticize and evaluate it
  - show that it is possible to evaluate management theories
  - show that the existence of trade unions means that safety is a human motivator
  - criticize Maslow for implying that Americans have nothing to fear about
4. Nihilism is .....
- opposed to Catholic beliefs
  - opposed to negativism
  - in agreement with the neo-human relations school of thought about the society
  - a, b, and c
5. The writer agrees with the views of .....
- McGregor
  - Pears
  - Hobbes
  - b and c



**C. Write the answers to the following questions.**

1. What does the sociologist want to evaluate when he moves between his subject's frame of reference and his own?
2. What is the use of the 'super frame of reference'? Is it possible to arrive at a 'super frame of reference'?
3. For what purpose does the writer talk about the witch-doctor and the physician? Why does he use this particular example for his analysis?
4. What does the writer of the passage think about the Chesterton method of solving problems?
5. What is the most generous interpretation of Maslow's theory? What is the most likely interpretation? Which of those are in line with what McGregor has said?
6. What do you think is Pears's subject of investigation?
7. Who has written the story of the Oxford University student threatening to kill his tutor?
8. Why did the student threaten to kill his tutor? Could he not sit down and discuss the matter with him?
9. What does the writer of the passage suggest should be used as the platform or 'super frame of reference' for making reliable judgments?
10. What is the writer's warning regarding our unconscious assumptions?



Section Three: Translation Activities

**A. Translate the following passage into Persian.**

**Unconscious Bias**

Some may not believe that there can exist any amount of unconscious bias. It is therefore very important that any such reader should be shown the extent of such bias as quickly as possible, and for two reasons:

- (i) If he is not convinced of the extent of such bias he will not look for it as hard as he should, either in his own or in other people's thought.
  - (ii) If he is not convinced of it he will tend to attribute any distortion to the **conscious** bias of its author, thereby doubting the intellectual character of an honest writer.
- I have an interest in getting students to look for unconscious modelling.

It does me good and it does them good. Many of the views I have discarded over the years have been dropped because my students rightly challenged my models. Here is an example. Bureaucracy is a particular type of authority. In common with many textbooks on the topic, I used to teach that in bureaucracies nepotism is not only rare, but few people **suspect** the system of being corrupt.

The naivety of this statement caused one of my students to laugh. After some discussion I realized that he was absolutely right. He argued that bureaucracy is a marvellous machine for transmitting the *norms* of the top people. If they are honest there is no problem. But if they are corrupt then bureaucracy is a marvellous machine for the spread of corruption.

But perhaps the best way to convince the reader of his own unconscious modelling is to give him an exercise to perform. This is to examine the models hidden in a typical school history question, namely, "What were the causes of the French Revolution?" Now this question is biased. The examiner has perhaps unconsciously, put a bias into the question. If the reader did not discover this bias and were to accept the question at its face value, then he would also have accepted this same bias.

**B. Find the Persian equivalents of the following terms and expressions and write them in the spaces provided.**

1. alienation
2. bias
3. face value
4. falsify a theory
5. incontrovertible knowledge
6. induction
7. motivator
8. neo-human relations
9. nihilism
10. norm
11. practicing managers
12. relativism
13. shop-floor
14. super frame of reference
15. trade-union
16. unconscious assumptions