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**MEMBERS AREA**

**'RC DAILY DOSE'**  
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**Instructions :** The **RC Daily Dose** is a set of 20 excellent RC practice questions, with detailed solutions. Normally every day, one such set will be uploaded into the MEMBERS AREA. These are PDF files and can be saved on your computer. Enjoy!

**PASSAGE – 1**

More understanding needs to be cultivated of the social process of organizations and, in particular, the role of one's own behaviour in the production and reproduction of organizational life. For it is true that management is too potent in its effects upon the lives of employees, consumers and citizens to be guided by an instrumental form of rationality.

MBA programs strongly advise students on the importance of safeguarding their careers. Almost everything and everyone is seen as a stepping stone or an obstacle in realizing this end. This attitude is still being reinforced by insecurity in business and on the labour market, though to a slightly lesser extent in recent years. To oppose it would only invite resistance. Read how elegantly MBA-director Peters expresses his criticism : " I would like to teach a class on strategy and business integration. I would like to use material that is at a minimum 25 years old and preferably reaching the state of early antiquity. I would like to remove the copyright dates on the material, and I would like to think that I can get away with it, without the least bit suspicion among the class."

In education and educational matters it helps to explicitly discuss the tendency people have of avoiding emotions or discussions on power problems and underlying dynamic processes. The thing that makes experimental learning so very valuable is not possible until there is no escape route left. Students and other participants in the programme will initially be opposed to expressing their emotions and will also feel ill at ease, but getting over this helps and facilitates their learning. It is no less important to stimulate the capacity to doubt the truth of perceptions. For truth is made, not discovered.

Things do not have to be what they seem at first glance. Let me illustrate this. Two children are playing and they both fall into the mud. One of the children didn't get a dirty face and when he sees the soiled face of his friend, it is understandable that he should run inside to wash. The other, the one who actually is dirty and could do with a good wash, stays sitting there quietly. He didn't get a fright at all; after all, his friend looked the same as always. However, it is far less understandable if it is managers who become the unwitting prisoner of supposed "instrumental" perception.

The technical view of management practice can be criticized from both inside and out(side). In the latter case, it is the attempt to dominate others which is criticized. (Looking at the instrumental apparatus from the inside, there is absolutely no proof that control techniques actually lead to the desired control. Drucker has already recognized that "control weakens control." In other words, even within one's own frame of reference, purely technical views on management practice are not particularly moral or effective.

A far more complex picture is to be seen in practice. Nevertheless, it seems as if a large portion of management teaching is playing along with insecurity and greed, and therefore with the idea that "being managerial" can (technically) do everything. What's worse is that a lot of energy goes into the attempts to keep up the illusion on an organizational level. The alternative is to acknowledge that management practice is primarily of a socio-relational and political nature; and to learn to be able to muster the discipline to act within that restriction (or is it in fact an opportunity ?). This means an education plan which emphasizes that a manager will always be a tangible, approachable person have to learn to deal with the insecurity, doubts and mysteries. The lecture hall will often be a safer place than one's place of work of thinking, experimenting, testing, and questioning. It is good place to practice and to learn to be alert in everyday work situations.

The role of management education is therefore inclusive, and is also concerned with accepting daily dilemmas, both moral and instrumental, and no longer believing that a technical approach can be neutral, even though it seems to be taught that way. The past 20 years, which have been characterized in the West by a modern neo-capitalistic political climate, have increasingly validated the usefulness of management education. On the one hand, education is considered as socially competitive. On the other hand, within the framework of an individualistic consumer culture, education is considered personally valuable in so far as it enhances the economic position and career of the individual.

Business studies and management education score well on both criteria. However, this will remain true only if people continue to feel there is a positive relationship between management education, results in management practice, and managers' individual achievements.

1. All of the following are in agreement with the contents of the passage, except that :

- (1) the lecture hall is a safer and a good place to practice and learn to be alert in everyday work solutions.
- (2) education is considered personally valuable in that it enhances the economic position and career of the individual.
- (3) purely technical views on management practice, within one's own frame of reference, are effective.
- (4) the role of management education concerns with the acceptance of daily dilemmas.

2. Which of the following would best support the author's contention, as brought out in the passage ?
- (1) The role of one's own behaviour in the production and reproduction of organizational life is to be understood.
  - (2) The importance of safeguarding student's careers are illustrated best by management programmes.
  - (3) The last two decades have increasingly validated the utility and relevance of management education.
  - (4) All of the above.
3. Which of the following is not a characteristic of business and management education, as described by the passage ?
- (1) It least caters to the daily dilemma affecting a person.
  - (2) A positive relationship exists between management education, results in management practice and manager's individual achievements.
  - (3) It does not believe in the neutrality of technical approach.
  - (4) It is socially as well as economically relevant for a person pursuing it.
4. As per the passage, the students of management education :
- (1) assert themselves convincingly.
  - (2) initially feel inhibited in expressing their emotions freely and feel ill at ease.
  - (3) dread experimental learning.
  - (4) become hysterical in their behaviour.
5. Education in management, as per the passage, is given prime importance, because :
- (1) it makes a person refined.
  - (2) it makes a person powerful.
  - (3) it shapes the career of a person and increases the economic position considerably.
  - (4) it sharpens the business acumen.
6. According to the passage, management education plan ensures that the manager will always be :
- (1) a tangible and an approachable person.
  - (2) resourceful in dealing with the insecurity, doubts and mysteries.
  - (3) rich and ruthless.
  - (4) All except (3).
7. The passage has been handled in a manner which is :
- (1) factual.
  - (2) subjective.
  - (3) incoherent.
  - (4) imaginary.
8. A suitable title for the passage is :
- (1) Management Education - Its irrelevance To Today's Times.
  - (2) The Intricacies Of Management Education.
  - (3) The Limitation Of Management Education.
  - (4) The Importance Of Management Education.
9. The passage is most likely an extract from :
- (1) an article on the relationship between education and vocation.
  - (2) the deliberations during the counseling session for students who have graduated from colleges.
  - (3) an essay on 'Management Education'.
  - (4) a presentation during the seminar on 'Entrepreneurial Skills.'
10. According to the passage, 'control weakens control' suggests that :
- (1) iron-hand tactics are out of vogue and needs to be replaced by better control techniques.
  - (2) too much control implemented recklessly would render situations uncontrollable.
  - (3) there are no hard and fast rules for effecting control.
  - (4) None of the above.

## PASSAGE – 2

The most important problem posed by the existence of different interests, that is to say different mental models and paradigms about and within organizations, is how to tackle their (potential) incompatibility. In order to manage the cognitive and normative differences and preferences as part of organizational practice, knowledge management and thus management education will have to detach themselves from a functionalist management ideology, and the positivistic idea of knowledge and rationality which is associated with it. Such concepts as deuterio learning, n-th order changes, and innovation (instead of improvements) do not fit into the latter approach. Functionalism has a marked preference for unity above diversity, for harmony above conflict, for (functional) integration, and it chooses order above the potential chaos of continuous change.

Incompatibility or incommensurability are then seen as a grave threat to vested interests. Functionalists in particular react too emotionally and with disgust at the idea of (apparent) unreconcilable differences which adhere to incommensurability. If, however, knowledge management and therefore also management education wish to be able to pride themselves on the fact that they aspire to continuous innovation and learning in organizations, then the management of irreconcilability and pluriformity will be an unavoidable and indispensable prerequisite for its success.

Postmodernism belies all grand narratives like those of positivism and even Habermas's theory of rationality, that try to force people into the mold of a specific way of thinking and acting. Postmodernism explains this tendency of grand theoretical system by positing two central characteristics of human reason : first, there is the fundamental and inalienable freedom or reason to conceptualize 'the world' in different ways, while second, each of these conceptualizations has a built-in and irreducible claim to universality.

Management of incommensurability and heterogeneity in organizations expressly demands a postmodern epistemological perspective. Such concepts as incommensurability and internal differences have a prominent place in postmodernism. As is evident from the above quotation, postmodernism believes all great narratives on the levels of both epistemology and social philosophy. Positivism and even Habermas's theory of rationality, which under the guise of universality attempted to force people into a certain way of thinking and acting, as history has so adequately demonstrated, do not shrink from a totalitarian approach.

Postmodernism shows that the incompatibility of grand theoretical systems is to be traced to two central features of human reason : first, the fundamental freedom of thought with which to view the world in one's own and therefore different way, and second, the inbuilt claim to universality, i.e., that one considers one's own point of view to be the best. It is for this reason that in practice it is not enough to minimize the differences between alternative perspectives (which could lead to a kind of pluralistic indifference); neither would it do to resolve the conflicts between them in a forcible manner (this would lead only to dogmatism). Managing differences will therefore be a challenge for knowledge management to find which leading element would be helpful in steering the ship of organization past the rocks of totalitarian rule and then around the cliffs of indifference.

11. *All of the following are true, with respect to the passage, except that :*
- (1) vested interests are gravely threatened by incompatibility.
  - (2) management of incommensurability and heterogeneity in organisations demands a post modern epistemological perspective.
  - (3) the compatibility of grand theoretical systems is to be traced to central features of human reason.
  - (4) None of the above.
12. *Which of the following best denotes the characteristic features of functionalism, as brought out in the passage ?*
- (1) It prefers unity above diversity.
  - (2) It places harmony above conflict.
  - (3) It values order above the potential chaos caused by continuous change.
  - (4) All of the above.
13. *According to the passage, post modernism :*
- (1) gives weightage to incommensurability and homogeneity.
  - (2) believes all great narratives on the levels of both epistemology and social philosophy.
  - (3) Both (1) and (2).
  - (4) None of the above.
14. *As per the passage, knowledge management will find its challenge in :*
- (1) managing pluralisation indifference.
  - (2) convincing practitioners about its relevance.
  - (3) making its impact felt in today's changing times.
  - (4) changing the ethos of working in the industry.
15. *All of the following are false, with respect to the passage, except that :*
- (1) the most important problem posed by the existence of different interests is to tackle their incompatibility.
  - (2) knowledge management and management education will have to align themselves with a functional management ideology.
  - (3) tackling incompatibility of different models and paradigms is less difficult.
  - (4) None of the above.
16. *The passage traces the incompatibility of grand theoretical systems constituting post modernism to :*
- (1) the wonderful harmony prevailing in the thought structure.
  - (2) two central features of human reason.
  - (3) contemporary thinking and opinionated approach of men who mattered.
  - (4) All except (1).

17. *A suitable title for the passage could be :*
- (1) Contradictions In Theoretical Systems Of Post Modernism.
  - (2) Management Of Incompatibility In A Post Modern Perspective.
  - (3) Heterogeneity In Management Ideology.
  - (4) Irreconcilability And Pluriformity- Facets Of Post Modernism.
18. *The passage is an extract from :*
- (1) the report of a management survey.
  - (2) an article on 'Emerging trends of Post Modernism'.
  - (3) the deliberations during the Conference on Various Levels of Thought.
  - (4) mystic writings of thinkers in the Medieval Age.
19. *The passage has been handled in a manner which is :*
- |                  |                    |
|------------------|--------------------|
| (1) descriptive. | (2) philosophical. |
| (3) factual.     | (4) fictional.     |
20. *The passage states incompatibility as :*
- (1) a grave threat to vested interests.
  - (2) as an unmanageable feature of post modernism.
  - (3) inherent in every ideological system, irrespective of the time they are in vogue.
  - (4) All except (3).



## Detailed Solutions

1. **Ans.(3).** Options (1), (2) and (4) are mentioned in the passage. The penultimate paragraph and the last paragraph state and uphold them. Option (3) falls out, as the last line of the fifth paragraph refutes it. Option (3) is the one sought.
2. **Ans.(4).** Each of the options (1), (2) and (3) finds its place in the passage. The opening paragraph, the opening line of the second paragraph and the last paragraph all state and uphold them. Hence option (4), their combination, is the appropriate one.
3. **Ans.(1).** Options (2), (3) and (4) are stated in the passage. The last line of the passage, the opening line of the penultimate paragraph and the last line of the penultimate paragraph all state and uphold them. Option (1) falls out and is the sought one, since the opening line of the penultimate paragraph refutes this.
4. **Ans.(2).** The third paragraph is all about students of management education. Option (2) correctly matches with that given in the passage. This is upheld in the cited paragraph. Options (1), (3) and (4) are not stated in the passage and are not apt.
5. **Ans.(3).** Option (3) is agreed to by the author, in the penultimate paragraph of the passage. Options (1), (3) and (4) are not stated in the passage and can be ignored.
6. **Ans.(4).** Option (3) finds no place in the passage and is rejected. Options (1) and (2) find a mention in the sixth paragraph and are intact. However, option (4), a combination of (1) and (2), is the chosen one.
7. **Ans.(1).** The correct option is (1). The passage contains facts. The remaining options are not correct.
8. **Ans.(4).** The title for the passage is the overall theme. Options (1), (2) and (3) do not fall in line. Option (4) aptly represents the theme of the passage and is its best title.
9. **Ans.(3).** Option (3) best represents the source of extraction of the passage. Options (1), (2) and (4) are far from being the correct answers.
10. **Ans.(2).** The expression, in question, appears in the fifth paragraph of the passage. Option (2) best denotes the meaning and significance of this expression. The remaining options are not apt and can be rejected.
11. **Ans.(4).** Each of the options (1), (2) and (3) finds its place in the passage. The second, fourth and fifth paragraphs state and uphold them. Hence none of them is false, making option (4) as the correct one.
12. **Ans.(4).** Each of the options finds a place in the passage. The opening paragraph states all of them and upholds them. All of them are intact, making option (4), their combination, the best one.
13. **Ans.(3).** Options (1) and (2) are in place. The fourth paragraph states and upholds them. Option (3), a combination of (1) and (2), is the best one. Option (4) is wrong.
14. **Ans.(1).** Options (2), (3) and (4) are out of the purview of the passage. Option (1) is in place, as the concluding lines of the passage contain it.
15. **Ans.(1).** Options (2) and (3) are false, as the passage makes out. Option (1) is in place, as the passage, in the opening paragraph states and upholds it.
16. **Ans.(2).** Options (1) and (3) are not the contents of the passage. Option (2) is mentioned in the last paragraph and is the one chosen.
17. **Ans.(2).** The passage is about managing incompatibility in a post modern perspective. Option (2) is the suitable title for the passage. The remaining options are not representative of the contents of the passage and are not suitable titles.
18. **Ans.(2).** Option (2) is the likely source of extraction of the passage. Options (1), (3) and (4) are not appropriate, as they least represent the source of extraction of the passage.
19. **Ans.(3).** Clearly, option (3) gets the tick. The passage is factual. Options (1), (2) and (4) are incorrect.
20. **Ans.(1).** Option (1) is intact, as the opening line of the second paragraph makes it out. Options (2) and (3) find no place in the passage and are not correct. Option (4) is wrong.

## Answer Keys

1.(3)	2.(4)	3.(1)	4.(2)	5.(3)	6.(4)	7.(1)	8.(4)	9.(3)	10.(2)
11.(4)	12.(4)	13.(3)	14.(1)	15.(1)	16.(2)	17.(2)	18.(2)	19.(3)	20.(1)