



Working papers series

WP BSAD 07.03

Criticism and Counter-Criticism of Public Management: Strategy Models

Luis C. Ortigueira (Pablo de Olavide University)

Keywords: criticism, counter-criticism, public management, public administration, public policies, innovation in communication, communicative innovation, debate.



Department of Business Administration

Criticism and Counter-Criticism of Public Management: Strategy Models

October 2007

Luis C. Ortigueira

Department of Business Administration

Universidad Pablo de Olavide

Carretera de Utrera Km 1

41013 Seville

Spain

email: lcortsan@upo.es

Abstract

Critical control is very important in scientific management. This paper presents models of critical and counter-critical public-management strategies, focusing on the types of criticism and counter-criticism manifested in parliamentary political debates. The paper includes: (i) a normative model showing how rational criticism can be carried out; (ii) a normative model for oral critical intervention; and (iii) a general motivational strategy model for criticisms and counter-criticisms. The paper also presents an example taken from everyday life.

Keywords: criticism, counter-criticism, public management, public administration, public policies, innovation in communication, communicative innovation, debate

Criticism and Counter-Criticism of Public Management: Strategy Models

Introduction

The word ‘criticism’ has had a variety of meanings over the years, also depending on the scientific field (see e.g. criticism in Art; Donmoyer, 1993; Philosophy of Science; Lakatos & Musgrave, 1970; and Politics; Shapiro, 1990, McGee 2001). In the present paper, ‘criticism’ is understood to be a judgment (or set of judgments)—formulated after a process of examination and comparison—that is deemed to establish the truth of the qualities and defects in different forms of behavior.

In the public sector, criticism is formally established on two levels—external and internal (Salanti, 1989). At the *internal level*, critic functions are carried out by certain bodies within the organizational structure of the state, autonomous administrations, or local entities. At an *external level*, critical functions diverge into three fields: (i) the jurisdictional (external control institutions); (ii) the political (national parliaments, parliaments of autonomous provinces, and assemblies of local organizations); and (iii) the judicial (justice tribunals). In addition to the functions of these formal bodies, criticism in the external sphere of the public sector is ultimately the responsibility of citizens, the media, opinion leaders, political parties, and employee and employer associations.

Easton & Araujo (1997) establish that literary criticism comprising four different modes of criticism, mimetic, expressive, pragmatic and objective. Mimetic at two levels: in the superficial or iconic level “the critic can point out the correspondence between the text and apparent reality” (p101), in the profound or conventional level “we would wish to judge whether this is the best way to represent the phenomena and to categorize previous efforts to address the same topic” (p102). In expressive, “the task of the critic in this situation is to interpret the meaning of the text in the light of the context” (p102). ”Expressive criticism argues that an understanding of the authors of theories and the context in which they write, is required before a full understanding of their text is possible” (p102). Pragmatic; centered in the audience effects (persuasion) and involved with the theory of rhetoric.

“Rhetorical theory seeks to answer the question; what rhetorical devices are used to persuade the readers of the value of a text?”(p103), “the task of an economics criticism would be to probe and dissect samples of economic argument to detect, in the manner of a literary or philosophical exegesis, the ways in which the authors attempt to persuade their audience” (McCloskey 1985, p. 69). Objective “meaning is not something that resides in the text but has instead to be imposed on the text. In order to understand and make sense of text the reader must draw on stocks of experience and knowledge, cultural and literary conventions in order to construct and infer meaning” (p105).

This paper focuses on criticism and counter-criticism within parliamentary political debate. Special attention is paid to criticism related to economic activity—especially with respect to management of public-sector companies. A normative model is presented to facilitate rational criticism, using a practical example taken from everyday life. The paper also presents a model for oral critical intervention, and a general motivational strategy model for criticism and counter-criticism.

Existing models of criticism and counter-criticism

There are basically two types of existing models to be found in the literature: a) those intended for practitioners (guidelines on how to analyse and counter criticism, e.g. von Wartburg 1998:23) and b) theoretical models for the use of developing decision support systems or to analyse debate scientifically (e.g. Vahidov & Elrod 1999; Vahidov & Fazlollahi 2004; see also Silverman 1992 for a survey of critiquing systems). Even if this paper ends with some implications, the model presented in this article is closer to the latter of these type.

Based on the literature review and survey of Silverman (1992), Vahidov and Elrod (1999:252) distinguish four types of critiquing knowledge:

- objective-related critique;
- preference-related critique;
- soft constraints-related critique; and

- reactive critique.

Based on this and other models, they propose a simple model to describe the roles and the interaction of a criticism system (Figure 1).

Take in Figure 1 about here

All these models typically developed for the use in DSSs (Decision Support Systems) are, however, too simple to capture the dynamics, intentions and references in a real-life situation, such as for example the types of criticism and counter-criticism manifested in parliamentary political debates. After studying political decision-making especially in economic issues, a more in-depth model is developed in the following.

Formulation of judgment criticisms

Figure 2 presents a descriptive model showing the process by which judgmental criticisms are formulated. Panel (1) represents the *criticized*, its actions, and the results generated by those actions. Panel (2) represents the *critic*, its intentions (constructive vs. destructive), and its objectives in relation to the *criticized* (Baron 1988 & 1990). The ‘sign’ of these intentions and objectives might be favorable, unfavorable, or neutral with respect to the criticized. In a mixed case, the intentions and objectives includes those that are favorable, those that are unfavorable, and those that are neutral (neither favorable nor unfavorable).

Panel (3) of Figure 1 represents the *strategy* formulated by the critic. Its main feature is the choosing of *references*—whereby the actions and results of the criticized can be evaluated. These references might be favorable, unfavorable, or neutral. They could also be mixed—some favorable towards certain actions and results, others unfavorable, and others neutral (neither favorable nor unfavorable).

Panel (4) of Figure 1 *compares* the actions and results of the criticized in relation to the references used.

Finally, panel (5) depicts the *conclusion* of the critical process. The conclusion could be a completely favorable judgment, a completely unfavorable judgment, or a completely neutral judgment. It could also be mixed—with favorable, unfavorable, and neutral elements. The sign of the critical process could polarize in either direction, with greater or less intensity—from very favorable to very unfavorable. The impact of judgment depends on the critic, criticized and arguments credibility and their persuasion abilities. Argument, credibility and persuasion have been widely researched (Moulin B. et al. 2002; van Bruggen J.M. et al. 2002).

Take in Figure 2 about here

It is important to note that the references chosen by the critic are not always based on tested realities of things that have happened. Such references are frequently ‘pure beliefs’—mental representations that have not been experienced. Indeed, on occasions, the references can be mere fantasies, pure entelechy, or perhaps ‘nothing at all’.

Counter-criticism

The position of the criticized with respect to the judgments formulated by the critic can take several forms: (i) accepting the negative, positive, and neutral judgments; (ii) rejecting the negative, positive, and neutral judgments; or (iii) accepting *and* rejecting the positive, negative, and neutral judgments. It should be noted that the rejection of positive judgments can, in some cases, be helpful to the criticized because it demonstrates the honesty of the criticized and, simultaneously, demonstrates any inconsistencies that might have occurred in the analysis carried out by the critic.

In Figure 3, a counter-criticism model is presented. This has three fundamental elements: (i) the possible intentions or objectives of the critic; (ii) the references used by the critic; and (iii) the actions and results of the criticized that are the subject of the criticism.

In panel (5) of Figure 3, a counter-criticism is offered that has a bearing on one of the two pillars that give support to the criticism. The criticism is effectively dispelled when the intentions or

objectives of the critic are directed towards personal interest, rather than being in accordance with the general interest of citizens (Leung, Su & Morris 2001, 1156). If this becomes apparent, the hypocrisy of the criticism becomes evident and the failure of the criticism is assured. The criticism will also fail if it becomes apparent that is based on personal beliefs, fantasies, or simply ‘nothing’. Such criticism is marked by inconsistency, subjectivity, and arbitrariness—and this makes the criticism unacceptable (see Jorgensen et al. 1998; Gordon & Miller 2004).

Panel (6) of Figure 3 refers to the references used by the critic. In the absence of references, the judgments of the critic become arbitrary and subjective (Miller & McKerrow 2001). This also occurs if the proposed references are inappropriate, inadmissible, incoherent, or inconsistent in relation to the actions and results to be criticized. For example, it would not be reasonable to pass judgment on the results of a regional public-sector company with a capital of 100 million dollars using as the references a multinational company with a capital of 200,000 million dollars.

Take in Figure 3 about here

In panel (7) of Figure. 3. The model shows the possibility to carry out a counter-criticism supported in the lack of knowledge or the partial knowledge that the critic has of the actions and results of the one criticized.

Finally, in panel (8) of Figure 3, a summary is presented. The counter-criticism highlights the inconsistency of the criticism—which is thus shown to be reliant on gratuitous argument, incorrect interpretations of the actions/results, illogical argument, contradictions, and emotional ideological arguments (see Jorgensen et al. 1998; Gordon & Miller 2004).

To strengthen the effectiveness of the counter-criticism, Table 1 presents a model of the counter-criticism that offers alternative strategies. These alternatives, as can be seen from the table, reflect alternative positions of the critic.

In line (a) of Table 1, a criticism that has been based on sound principles (such as efficiency and economy as essential factors) could oppose a counter-criticism supported by the principle of equity. In

a similar way, a criticism that is fundamentally based on established facts (such as the national inflation rate) could neutralize a counter-criticism using other facts (such as high wages) or another interpretation of these facts (such as the rate of regional inflation) (see Jorgensen et al. 1998; Gordon & Miller 2004).

In line (b) of the Table 1, criticism based on irrational and unreal arguments is offered. In this case rational arguments must be used.

In lines (c) and (d) further confrontations are presented. These reflect the logic, the vagueness, the paradoxes, and the annoyances of the real world, the ideological and emotional factors, the rationalities, and the principles.

Finally, in lines (e) and (f), criticism and counter-criticism cases supported by different epistemology foci are offered.

Take in Table 1 about here

Organisational excellence and rational criticism: A normative model

Given that the activities of public-sector services have expanded to unexpected levels, much of the critical political debate has centered on questions of organizational excellence. Efficiency and effectiveness in public management have become topics of widespread interest and concern. The terms 'efficiency' and 'effectiveness' are used with such frequency that they are often used lightly and gratuitously. Criticism that a service 'is not efficient' or 'is not effective' has become commonplace in everyday conversation, in the media, in business, and in parliaments. The present study addresses this debate by contributing some novel approaches that demonstrate the critical processes that are involved, with a view to providing a normative model that provides a critical base for a more informed debate than is presently the case.

Figure 4 provides a brief summary of the terms and concepts of the model. As can be seen in Figure 4, three methods are used to measure the success or excellence of a productive public-sector organisation: (i) efficiency; (ii) effectiveness; and (iii) social effectiveness. In the proposed scheme,

various aspects of efficiency are presented—output, productivity, and profitability (with special emphasis on some types of productivity). The key concept is the global productivity surplus (GPS)—which has not received the attention that it deserves, as revealed by studies carried out in various French sectors, in particular the energy sector (French Gas and French Electricity). The concept of ‘efficiency’ specified here is similar to the concept of “eficacité social” used by the French administration.

Take in Figure 4 about here

Parliamentary criticism alleging ‘inefficiency’ is frequently directed at the economic management of public-sector organizations in nearly all countries. In many cases, such criticism lacks sound argument (Gordon & Miller 2004). To facilitate debate on a more rational basis, the present study proposes a model whereby such criticism might be more solidly based on the public interest that politicians should endeavor to serve. A realistic example is provided of an investment carried out by a public-sector organization that will be called the ‘Community Education Public Limited Company’ (CE Plc).

The human resources of this public-sector organization constitute an authentic investment in human capital for the community.

The questions raised by the hypothetical opposition members of parliament, and those that any citizen might legitimately ask in relation to this company (or in relation to any public investment in human capital), are as follows:

- Are we receiving from this investment everything that it could possibly provide?
- Would it be possible to obtain better financial return than that which is currently being achieved?

The study posits that the answers to the proposed questions are in the negative and the affirmative respectively.

It is not the intention of the present study to construct an alternative overall strategy for this company. That would be outside the purposes of the present study. The intention is restricted to indicating that the company appears to have ignored measures that might have had a beneficial effect. These measures fulfil three important requirements. They should:

- be technically viable;
- be financially legitimate; and
- be politically and socially acceptable.

The position adopted by the present study is based on five essential steps:

- symptoms;
- aetiology;
- aims;
- strategy; and
- consequences.

Each of these is discussed below.

Symptoms

Investigations of CE Plc's educational services have detected significant deficiencies in study methods among students. In many cases they use methods that are inappropriate for their particular abilities and resources. The lack of an established study method is the most significant finding.

Similarly, serious deficiencies have been detected in the student's use of their 'logical intelligence', 'critical intelligence', and 'creative intelligence'. These weaknesses were noticed during a period of interaction with the students and was clearly apparent from their final marks.

Thirdly, a general lack of enterprising spirit was noticed. There was an inclination to avoid undertaking enterprising actions and incurring the risk involved in such activities.

In addition to these symptoms, other deficiencies were apparent: (i) insufficient grounding in knowledge and abilities (for example, in languages); (ii) lack of a study routine; and (iii) insufficient motivation.

If the students were 'companies', it might be said that they have serious problems with competitiveness. They do not select their inputs correctly, they take too much time and effort in acquiring them, and they place such inputs in a disorganised warehouse (with the consequence that they later employ too much time in finding them). In addition, they have to deal with limited stock levels and an exaggerated decrease in time units.

These 'companies' thus manufacture their outputs with rudimentary, out-of-date, and defective production programs. Their operations require a considerable amount of time and energy. In addition, a lack of experience and motivation within the human teams means that the generated products are not in a position to compete with established players in the market. These 'companies', in most circumstances, would be content to merely survive in marginal markets.

Aetiology

Those associated with CE Plc apparently do not recall that, during their time as students, they were provided with effective instruments that allowed them to undertake the tasks of study and reflection effectively. These instruments and methods were appropriate to their personal characteristics, abilities, and resources. With respect to an entrepreneurial spirit, if any of them had such a spirit, the system removed it from them.

Aims

CE Plc should provide its students with study methods, methods of reflection, and the abilities needed to use these methods. Similarly, it should encourage an entrepreneurial spirit among its students. These tasks should be carried out at all active levels within CE Plc.

Strategy

CE Plc should put into place training programs for its production personnel (preferably new teachers). They should also prepare Internet teaching programs and other technological teaching methods (for example, video and CD programs). These innovations will service the direct and indirect users of the organization (teachers, students, and other interested parties).

With the measures outlined above, an increase in CE Plc user output will be achieved, along with an increase in the level of competitiveness. This will lead to an increase in the profitability of the investment (efficiency) in CE Plc. Its social efficiency will similarly increase.

Carrying out criticism and counter-criticism

The type of criticism and counter-criticism examined here is located in a framework of an oral intervention process, which can be structured into several interrelated stages. Table 2 proposes a way of adapting criticism to an effective model of intervention (Lassus, 1992; von Wartburg, 1998:23)—which could be used as a guideline.

Take in Table 2 about here

Criticism and counter-criticism motivation

At stage 6 of the oral intervention model shown in Table 2, ways of motivating the audience can be included—such they share the critical and counter-critical arguments. To achieve this, a wide range of strategy models can be used—based on the general formula detailed in Table 3 (Ortigueira & Ortigueira, 2001).

Take in Table 3 about here

It is important to highlight that, whenever possible, both benefit and detriment should be defined in exact terms—either quantitative (in monetary terms) or qualitative (high, medium, low). People are not motivated by vague concepts of ‘money’, ‘justice’, ‘social harmony’, or ‘achievement’, but rather by *certain amounts* of money, or *certain levels* of justice, social harmony, and achievement (Jorgensen et al. 1998).

Final notes

To summarize, effective criticism can be formulated in various ways. This can serve to improve the actions and results in the public sector. It can also be used effectively in counter-criticisms that rebut absurd speculation that does not contribute to the public interest (Price, Capella & Nir 2002). Against this background, the following conclusions are presented.

First, in the example presented here (CE Plc), the *references* has not been specified. It might well have been another organization from the same education sector with a better production system. If knowledge of the *real situation* is demonstrated, this allows criticism to be mounted on the basis of *logical argument*—which extends to, and includes, the solutions being offered.

Secondly, in this case it would have been regrettable to use the argument of ‘inefficiency’ or ‘ineffectiveness’ without further explanation. Such behavior is typical of those who lack a rational basis for their criticism, or of those who adopt a simplistic position of criticism. Criticism is a difficult task that takes time, energy, and collaboration. When this fails, critics turn to that which is easy—an argument attributing ‘inefficiency and ineffectiveness’ to the organization.

Thirdly, against this argument, without REFERENCES, without reasonable knowledge of reality, counter-criticism can be carried out providing that truly serious criticism is articulated by mentioning more than just inefficiency. The variable efficiency can take different values; or more exactly, it could be said that different levels of efficiency and inefficiency, including, efficiency can be non-existent. On the other hand, exist a lot of indicators to measure this concept and the difference between them is significant. An informed, reliable criticism requires accuracy. The indicators of effectiveness include the profitability of the company and the global productivity surplus (GPS). Similar arguments apply when speaking of ‘inefficiency’. What does it refer to? Does it refer to internal efficiency or social efficiency? Are the objectives set out by the company being questioned? Is the range of these objectives questioned?

Fourthly, when speaking of inefficiency and ineffectiveness, other questions should be formulated in addition to those already asked. What are the telltale signs of these deficiencies? What

causes are associated with these signs? What objectives should be modified or established? What strategies, measures, or resources should be activated? What effects can be expected? And, ultimately, can a relationship between effectiveness and social efficiency be contemplated? In achieving certain objectives in social efficiency in public-sector companies, high levels of efficiency (for example, profitability) are not always easy to attain. This might be so in the case, for example, of a public-sector company that has been created in the general interest of a community that has been shaken by high unemployment.

Fifthly, when constructing counter-criticism, it is important to review the contents of Tables 1 and 2. The formulated criticism of rivals could have the errors shown in Table 4 (apart from those already pointed out).

Take in Table 4 about here

The ideas presented here have already been successfully put into practice in various environments characterized by strong confrontations. However, it should be noted that, for reasons of lack of space, not all questions relating to the present advanced models and techniques of communication and motivation have been dealt with here. We continue to improve the critical and counter-critical models and methods presented here in a variety of different fields.

References

- Baron, Rober A. (1988) ; Negative effects of destructive criticism: impact on conflict, self-efficacy, and task, *Journal of Applied Psychology*, Washington, Vol.73, Iss. 2; pg. 199. ISSN 00219010.
- Baron, Robert A. (1990) ; Countering the Effects of Destructive Criticism: The Relative Efficacy of Four Interventions, *Journal of Applied Psychology*, Washington, Iss. 3; pg. 235. ISSN 00219010.

Donmoyer, Robert (1993) ; Art criticism as a guide to student evaluation, *Theory into Practice*,
College of Education, The Ohio State University. Volume 32, Number 4.

Easton, Geoff, Araujo, Luis (1997); Management research an literary criticism, *British Journal of
Management*, Vol. 8, 99-106.

Gordon, Ann & Miller, Jerry L.(2004) ; Values and persuasion during the first Bush-Gore presidential
debate, *Political Communication*, Volume 21, number 1.

Jorgensen et al. (1998) ; Rhetoric that shifts votes: an exploratory study of persuasion in issue-oriented
public debates, *Political Communication*, Volume 15, number 3 (1).

Kwok Leung, Steven Su, Michael W. Morris (2001) ; When is criticism not constructive? The roles of
fairness perceptions and dispositional attributions in employee acceptance of critical supervisory
feedback, *Human Relations*, volume 54(9), 1155-1187: 018913.

Lassus, R. (1992) ; *La communication efficace par la PNL* (The effective communication for the
NLP) , Marabout, Alleur (Belgique).

Lakatos, Imre & Musgrave, Alan (1970) ; Criticism and the growth of knowledge ; Volume 4:
Proceedings of the International Colloquium in the Philosophy of Science, London. Cambridge
University Press, September 2. ISSN 0521096235.

McCloskey, D. N. (1985). *The rhetoric of economics*. The University of Wisconsin Press, Madison,
WI.

McGee, Brian R. (2001); Assessing argumentation in the 2000 political campaigns, *Contemporary Argumentation & Debate*, Vol 22, p41.

Miller, Jerry L. & McKerrow, Raymie E. (2001); Political argument and emotion: an analysis of 2000 presidential campaign discourse, *Contemporary Argumentation & Debate*, Vol 22, p43. ISSN 1088-498X.

Moulin B., Irandoust H., Bélanger M. & Desbordes G. (2002); Explanation and Argumentation Capabilities: Towards the Creation of More Persuasive Agents, *Artificial Intelligence Review* 17: 169–222, 2002.

Ortigueira Bouzada, Manuel (1988); *A Contabilidade de Excedentes na extrategia social da empresa: esboço de uma nova teoria do empresario* (The accounting of surpluses like social strategy of the company: A new manager theory sketch), *Jornal do Técnico de Contas e da Empresa: Revista de Economia, Contabilidade e Finanças*, Lisboa, Janeiro, nº 269, pp. 1-10.

Ortigueira Bouzada, M. & Ortigueira Sánchez, M. (2001); *Liderazgo organizacional: instrumentos para dominar y controlar situaciones y problemas difíciles* (Organizational leadership: Instruments to dominate and control situations and difficult problems), Editorial @ 3D, Sevilla.

Ortigueira, Luís C. (2003); *Marketing Público: evaluación integrada de políticas públicas locales* (Public Marketing: Integrated evaluation of local public policies), Tesis Doctoral, Universidad de Sevilla, 415 pp. + Anexos (260 pp. en CD).

Price, Capella & Nir (2002) Does disagreement contribute to more deliberative opinion?, *Political Communication*, Volume 19, number 1.

Salanti, Andrea (1989); Distinguishing 'Internal' from 'external' criticism in economic methodology,

History of Political Economy, Durham, Winter 1989, Vol. 21 Issue 4, p635. ISSN 0018-2702.

Shapiro, Ian (1990); *Political Criticism*, University of California Press. July1 (238 pages), ISBN
0520066723

Silverman, B (1992) ; Survey of expert critiquing systems: practical and theoretical frontiers,
Communications of the ACM, 35(4)106-127.

Vahidov, R. & Elrod, R. (1999) ; Incorporating critique and argumentation in DSS, *Decision Support
Systems*, 26.

Vahidov, R. & Fazlollahi B. (2004) ; Pluralistic multi-agent decision support system: a framework and
an empirical test, *Information & Management*, Volume 41, Issue 7 , September 2004, Pages 883-
898

van Bruggen J.M., Kirschner P.A. & Jochems W. (2002) ; External representation of argumentation in
CSCL and the management of cognitive load, *Learning and Instruction* 12 121–138.

Von Wartburg, Walter P. (1998) ; Dealing with public criticism – The lessons of experience, *Strategic
Communication Management*. April/May.

Figure. 1: Interaction of roles in a critiquing DSS (Vahidov & Elrod 1999).

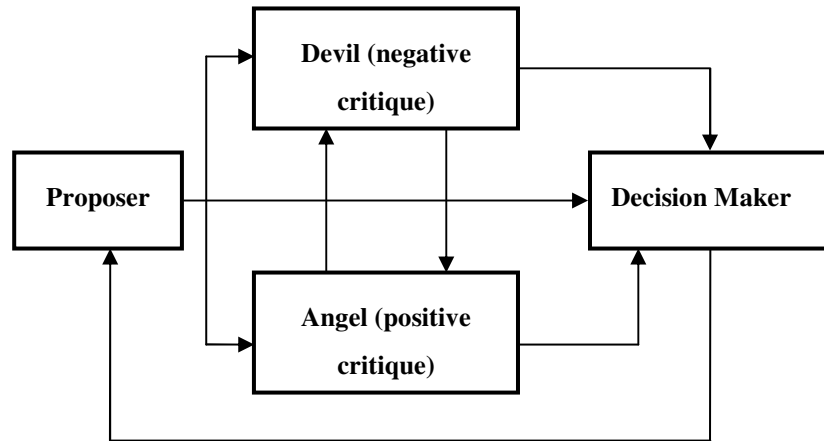


Figure. 2: Model for the Formulation of Judgement Criticisms (Own Elaboration)

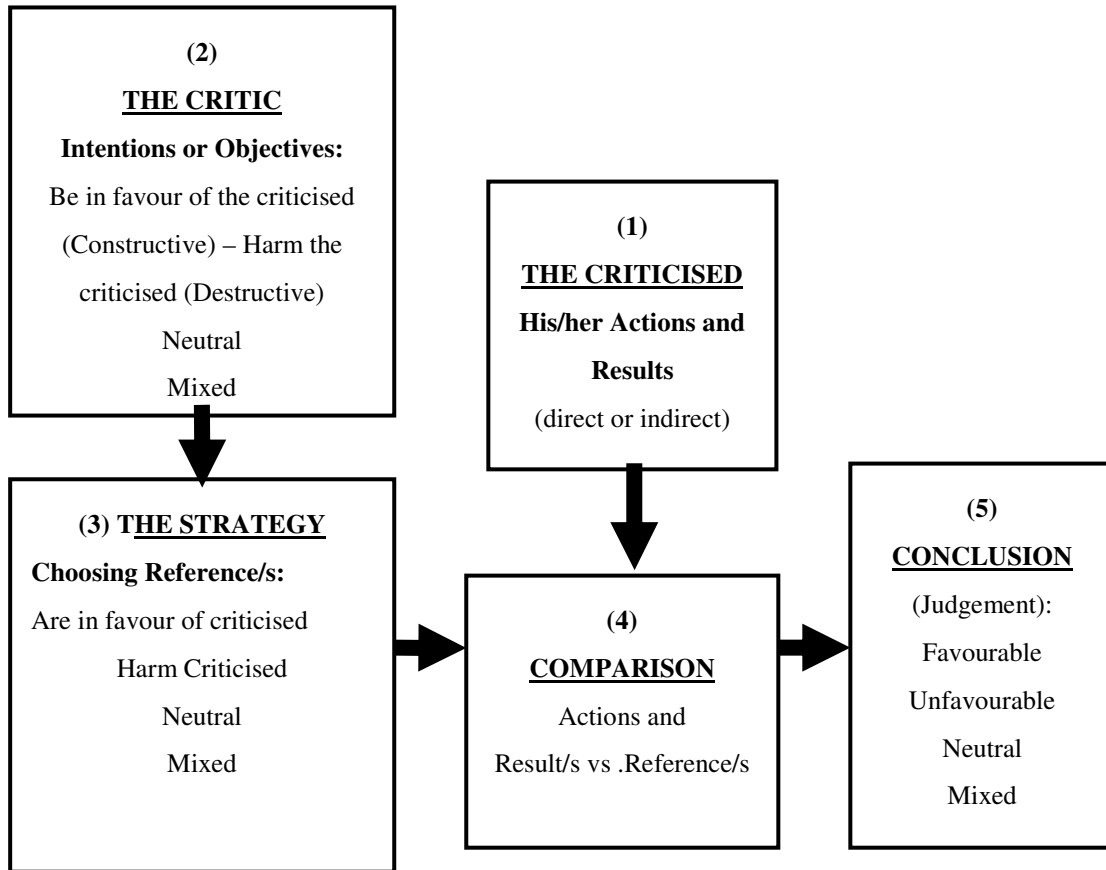


Figure 3: Counter-Criticism Model (Own Elaboration)

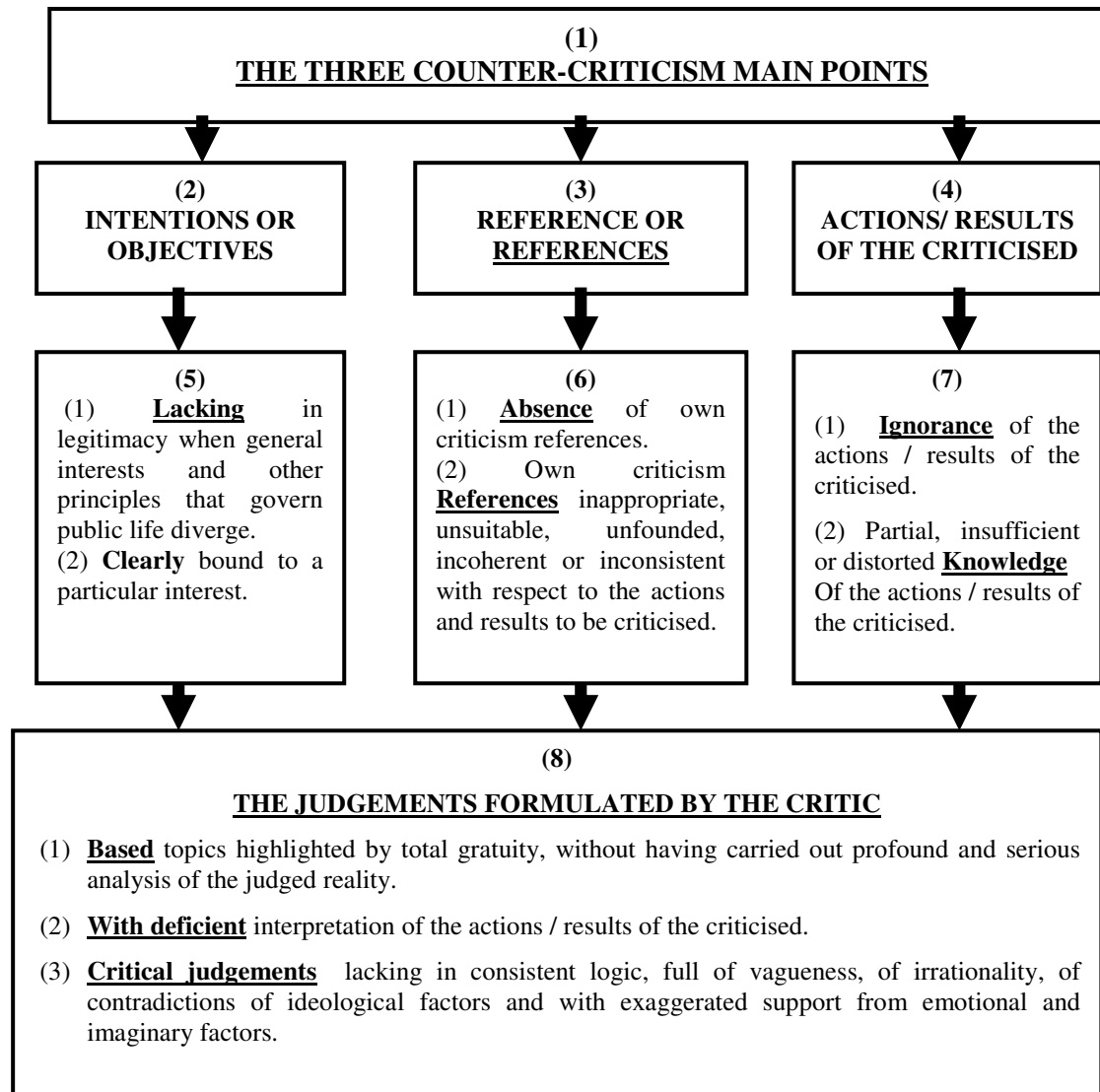


Table 1: Alternative Strategies of Criticism and Counter-Criticism (Own Elaboration)

(1) CRITICISM Based on....	(2) COUNTER-CRITICISM Based on....
<p>(a) Principles: —————→</p> <p>“The policy that you present is clearly too extravagant. There are alternatives that are much more economic and efficient”</p> <p>Facts: —————→</p> <p>“The country’s average yearly inflation rate is 4%, and in your proposed Budget, civil servants’ income has only been put up by 2 points”.</p>	<p>→ Other principles:</p> <p>“But those alternatives do not introduce fairness, always so highly sought after, into the “System”. Our policy, although slightly more costly than the alternatives you refer to, is infinitely fairer.”</p> <p>→ Other facts.</p> <p>Another interpretation of the facts</p> <p>“The income of the civil servants under our government is 3 points higher than the average income under our counterpart governments. Furthermore, the yearly inflation rate in our region is 2.9%, in other words, lower than the national rate by 1.1 points”.</p>
<p>(b) Rationality —————→</p> <p>“Given that the <u>goal</u> that you have set for your <u>Sports Policy</u> is to get 70% of citizens taking part in some form of sport, it seems to us that your <u>decision to build a large racecourse in Area 7 of our town</u> is completely irrational; it is not coherent with your goal. And all of this <u>bearing in mind</u>, of course, that the <u>income in this region is very low and none of the inhabitants take part in horse sports</u>”</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>CRITICISM:</p> <p>BASE: Transparency principle.</p> <p>“The explanation you have just given us exposes your lack of respect for the principle of “transparency”. You have revealed your deliberate lack of clarity with those of us who are the legitimate representatives of the citizens”</p> </div> <p>Rationality —————→</p> <p>“The policy you propose is simply not rational, insofar as the <u>objectives you establish go way</u></p>	<p>→ Irrationality (relative)</p> <p>“<u>Sports Policy</u>, just as any other public policy, is not a closed issue but rather an open one, that is to say, it interacts with other policies. From a <u>closed perspective</u>, the decision to build a racecourse in Area 7 could be viewed as irrational, and lacking in coherence with the proposed objective. But, looking at it with an <u>open attitude</u>, the decision is rational, since the future racecourse will attract large crowds, and will enable us to achieve significantly the aims set out in our <u>Municipal Integration Policy</u>. Area 7 is the chasm that divides our town into two, and this racecourse is the “bridge” that will solve this problem. Furthermore, the cost will be null, since we have reclassified the land in Area 7, which will benefit the <u>Promotion and Employment</u> policy, the urban policy, and the <u>Financial Policy</u> of our town council.</p> <p>→ The imaginary</p> <p>“The objectives we have set for our Policy are supported by speculative objectives generated by our</p>

<p style="text-align: center;"><u>Emotional factors:</u></p> <p>“This bill regarding the reservoir and hydroelectricity plan, which will certainly destroy the countryside and flood our valley, not only saddens even the most insensitive minds, but also buries the soul”</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">CRITICISM <u>BASIS: Another rationality / Principle of Efficiency and Economy</u></p> <p>“If your Government had implemented a strong system of public transport during your time in power, there would be no need to look for more energy. Now, we waste staggering amounts of energy, have intolerable levels of pollution and cities that impossible to get around, packed with vehicles as far as the eye can see”.</p> </div> <p style="text-align: center;">CRITICISM <u>BASIS: Another rationality / General Interest Principle</u></p> <p>“If our citizens had the alternative of solid public transport services, they would not have taken the crazy option of using their car. Furthermore, you had the obligation to educate people, to inform them about the consequences of massive car usage. You had quite a few negative experiences, but you still preferred to take the easy route, go for the short-term vote, distract the voters. And this says a great deal about your history of irresponsible behaviour in government”</p>	<p style="text-align: center;">and authorized therapists”</p> <p style="text-align: center;"><u>Rational bases:</u></p> <p>“If we want to eliminate poverty and emigration, we have to develop the economy. This achievement requires energy, produced if possible cleanly and cheaply. It’s true that the negative effects of this bill might sadden even the most insensitive minds, and perhaps even bury the soul; but it’s a sadder sight to see thousands of people emigrate; and when people live in poverty, without work and without hope, that is also enough to bury anyone’s soul”</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">COUNTER-CRITICISM <u>BASIS: General Interest Principle</u></p> <p>“People want the freedom given to them by having their own car”</p> </div>
<p>(e) <u>Substantialist Approach:</u></p> <p>““ The solution you proposed for the public problem that concerns us, reveals your inability to separate the problem from its context”</p> <p style="text-align: center;"><u>Externalist approach:</u></p> <p>“The Bill you propose to curb the increase of variable X in our country has focused exclusively on internal means or factors, when the existence of external</p>	<p style="text-align: center;"><u>Extantialist Approach:</u></p> <p>“Certainly, it is impossible to use a Substantialist epistemological approach, since the problem cannot be separated from its context. We have opted therefore to define a conventional boundary, typical of an extantialist approach, bearing in mind that this problem has very blurred boundaries”.</p> <p style="text-align: center;"><u>Internalist approach:</u></p> <p>“The internal causalities were the only ones we were able to evaluate with reliable, objective and precise data. Managing external causalities without any</p>

<p>causalities is extremely likely. While we remain ignorant of the identity and magnitude of these causalities, the effectiveness of your policy will be very limited”</p>	<p>quantified assessment of them will not make our task easier. We are trying to find a solution, as soon as possible, to this problem, for which we have just created Unit M in Department K.”</p>
<p>(f) Structuralist approach: (Existence of relatively stable characteristics in the System)</p> <p>“The Policy that you propose to achieve the objectives of economic industry X has been formulated without taking into consideration the existence of characteristics that could reveal themselves to be relatively stable in the industry”.</p> <div data-bbox="212 748 793 1137" style="border: 1px solid black; padding: 5px;"> <p>Yes, and as a consequence, budgetary investments could reach colossal figures. It would be more reasonable to work with both approaches, offering two hypotheses: one, for those characteristics that seem more stable; and another for those characteristics that could prove to be highly dynamic.</p> </div>	<p>Genetic approach: (Existence of continuous transformations in the characteristics of the System)</p> <p>“In the absence at this time of reliable forecasts regarding the possible future evolution of the industry, we have started from a hypothesis that takes into consideration an evolution made up of continuous transformations. We acknowledge that this position is very protectionist, but it is the most suitable”</p> <div data-bbox="831 846 1412 1120" style="border: 1px solid black; padding: 5px;"> <p>“Who knows which characteristics belong to which group? Our approach (hypothesis) protects us from the types of mistakes that originate from a subjective appraisal for all the various kinds of characteristics”</p> </div>
<p>Functionalist approach: (The system has ways of operating that determine its overall evolution)</p> <p>“In the design of your Policy for the X sector, you have established its evolution without taking into account the peculiarities of how it operates, which are important”</p> <div data-bbox="204 1420 786 1592" style="border: 1px solid black; padding: 5px;"> <p>“Both approaches are complementary and encourage success in the direction of the X industry Policy”</p> </div>	<p>Evolutionalist approach: (The long-term evolution trends of the System determine how it operates)</p> <p>“We have focused on what we believe to be most important, that’s to say, on the long-term evolution trends of the industry. Because, among other reasons, we believe these trends to be the decisive factors in how the industry operates”</p>

Figure 4: Success and Excellence: Typology (Own Elaboration)

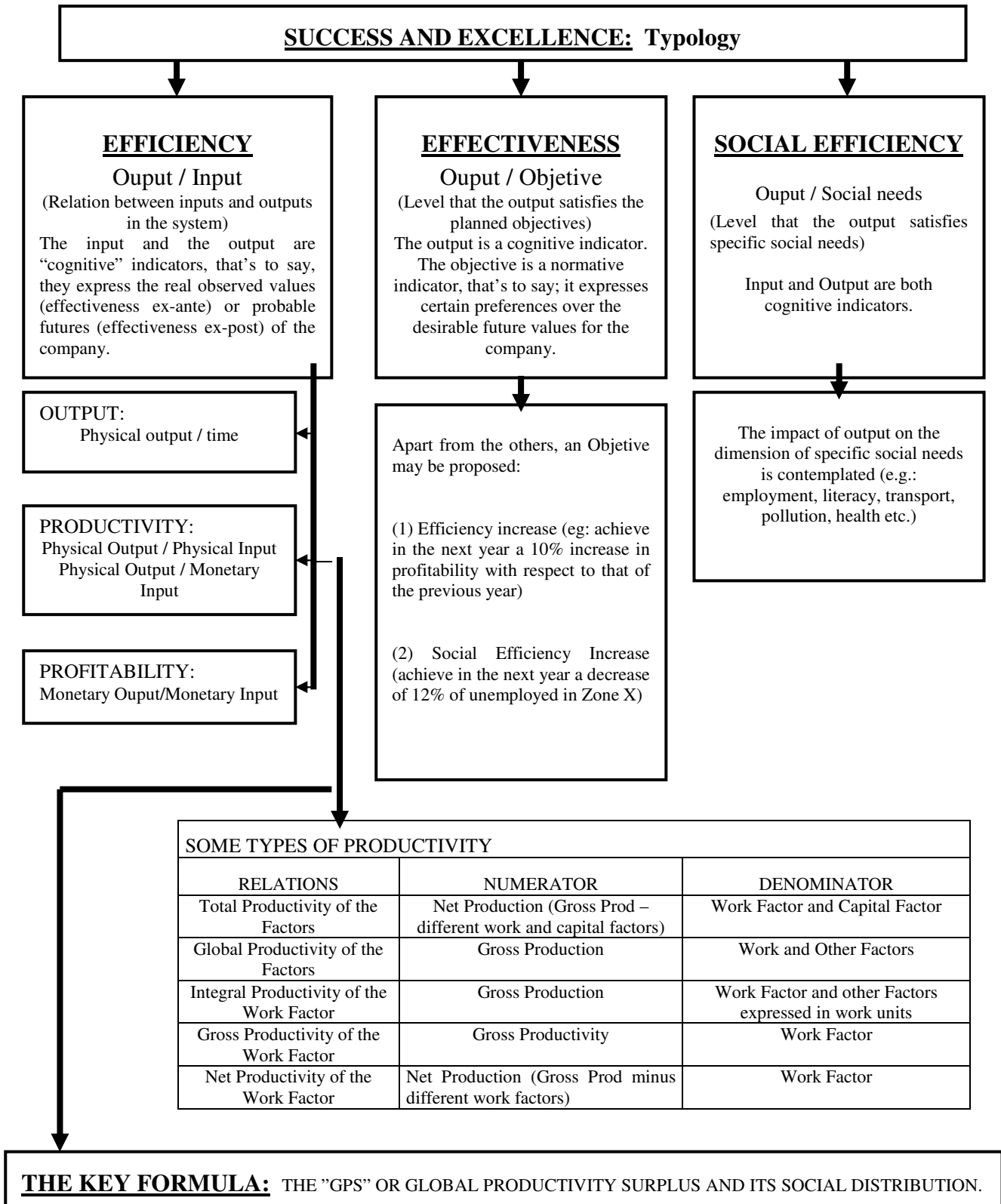


Table 2: Oral intervention normative model: stages.

Stages	T A S K S
1) Definition of boundaries	1) Make it clear what to include and what to exclude within the maximum time established. Try not to get bogged down in the details, except when your strategy calls for it.- 2) Determine or limit the level of criticism and counter-criticism you are prepared to formulate.
2) Be in tune with the audience	1) Create a strong relationship with the audience using calibration (sensorial awareness) and verbal and physical synchronization (reflect the audience, use the names of the interlocutors, shared values, maintain visual contact, control your emotions during explanations, etc.). - 2) You should not formulate humiliating or upsetting criticism or counter-criticisms that destroy the image of the person being criticized, thus creating profound resentment. Criticism should not get personal, and should remain focused on behavior.- 3) Criticism should not lead to confrontation or personal competition. “Power games” never put you on the same level a the audience. At times you need to lose the odd battle to win the war.- 4) You must try and identify the sensitive personal points of the other party so as to avoid irritating them. Insults and damaging comments must be avoided at all costs, since they can lead to long-term hatred. Unfortunately, some people enjoy participating in such behavior.- 5) Criticism or counter-criticism based on exaggeration destroys the credibility of the critic. Effective critical formulation requires a certain level of shyness. You must know and understand the other party’s feelings, and help them, at times, to maintain their self-esteem.- 6) Establish an appropriate balance, combining criticism with praise and constructive criticism, based on culture and religious values.- 7) Avoid personal “vendettas”.- 8) Admitting that you are wrong can give good results, since to make mistakes is only human.
3) Information	Gather information on the other party, their possible and foreseeable critical and counter-critical arguments, their habits and style when illustrating them. Also, about their deep beliefs, prejudices, experiences, teleological beliefs, about the ego etc.
4) Goals	Establish exactly what you want to achieve by critical intervention: improve your image, damage the image of the other party, win votes, get the other party to change their behavior or objectives, etc.
5) State of Full Resourcefulness	Aim to achieve “Full Resourcefulness” with regards successful formulations of criticism and counter-criticism. Take the other to the appropriate status.

6) Intervention	Determine your strategy: What to say (ideas, critical and counter-critical arguments, etc.), How to say it (Stage 2: tone, rhythm, melodic line, gestures, etc) and When to say it .- Anticipate counter-criticism.
7) The Future	Link your critical or counter-critical argument, or rather the bills and proposals of the other party, to the future.
8) Control.	Check the future consequences of the results achieved by your intervention.

Table 3: General Motivation Formula (Ortigueira & Ortigueira, 2001).

<p>MEANS OF MOTIVATION</p>	<p>HAPPINESS → UNHAPPINESS/PAIN → HAPPINESS (Attraction) (Repulsion) (Attraction)</p>		
<p>EXAMPLE</p>	<p>Those who share our critical arguments are putting their faith in..... SAVINGS, HEALTH HONOUR,</p>	<p>Instead of encouraging..... WASTEFULNESS, DISEASE And CORRUPTION</p>	<p>In short, those who support out criticism walk the path of..... EFFICIENCY, LIFE And HONESTY</p>

Table 4: COUNTER-CRITICISM

Nº	COUNTER-CRITICISM
1	Lack of informed base of references, facts, results etc.
2	Deficiencies in the interpretation of facts and information.
3	Irrationality, contradictions, lack of coherence, intelligibility.
4	Lack of a consistent, firm, solid and logical argument.
5	Marginalization of certain rudiments that govern or inspire the “public thing”.
6	Conceptional, technical and methodical errors and deficiencies.
7	Vagueness, mixture of components lacking in sense and unsystematic.
8	Imagined constructions, lacking in verification, uncertain.
9	Use of ideological factors in inappropriate context
10	Disproportioned and / or emotional arguments.
11	Use of particular interest in place of general interest.
12	Lack of transcendental, operational or useful contributions.
13	Assumptions, generalisation of assumptions, inappropriate application of rules.
14	Use of unethical falsities, lies and tricks.