

Summary of Book "The Image of the Organization from the Islamic Point of view in the Light of the Metaphor of Trust"



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Introduction

The book "The image of the organization from the Islamic point of view in the light of the metaphor of trust" written by Dr. Morteza Javanali Azar was published in 2012 by Imam Sadiq University Press. This book has seven chapters.

The first chapter of the book, entitled "Metaphor and Metaphorical Cognition", deals with the definition and history of metaphor and explains the place of metaphorical studies in science and the way metaphors are presented, and expresses the flaws of metaphors.

The second chapter of the book, entitled "Metaphors in texts and religious sciences", examines the possibility of metaphors in the field of religion and explains the place of using allegory and metaphorical knowledge in religious

texts. It also examines whether there is a possibility of dysfunction in religious metaphors.

The third chapter, entitled "**Metaphors in Management and Humanities Literature**", reviews the role of metaphorical recognition and metaphorical research in the field of organization and management and examines the various divisions that can be made about metaphors.

In the fourth chapter of the book entitled "**Trust; Metaphors from verses and narrations**" The concept of trust is explained and deals with the position of trust in terms of reason and narration. In this chapter, the evidence that suggests that Islam views the organization as trustworthy is presented and examined.

The title of the fifth chapter is "**Trustworthiness conditions and trustworthy characteristics**", which discusses the network of concepts related to trustworthiness in the Qur'an and hadiths.

The sixth chapter of the book, entitled "**Effects and results of the metaphor of trust**", explains the effects of trust and the effects of betrayal and explains their differences.

The seventh chapter of the book is a summary of the previous six chapters. At the end of the book, there is an appendix entitled "**Metaphors in Action**" which provides an overview of strategic schools and provides metaphors appropriate to each of the strategic schools.

The summary of each chapter of the book is as follows:

Chapter One: Metaphor and Metaphorical Cognition

Over time, the human has sought to know the phenomena around him, in which metaphors as a method of cognition have always had a special place. Scientists usually need a tool to convey their intentions to others and to teach their theory to others. Metaphors often help in this position as well.

It is possible to present a metaphor in several ways: From one perspective, in order to present a metaphor, one can re-read the mental metaphor of some members of the metaphorical audience community and deduce and extract a metaphor, while in a completely opposite approach, a metaphor can be prescribed according to an opinion, philosophy, ideology, etc., regardless of the audience community.

The metaphors performed in the study space of the organization can be considered as allegories, some of which are for reading and some for prescribing. Proper metaphORIZATION in order to present a worthy metaphor must be done in accordance with certain rules, these rules are: the integration rule, the relationship rule, the continuity rule, the accessibility rule, the distance rule, and the perceptibility rule.

Given that cognition derived from cognitive metaphor is partial, its use is always exposed to the serious damage that the rules and effects of metaphor are developed to the phenomenon under study and the users of metaphor are mistaken. This inherent flaw is called metaphorical cognitive dysfunction.

Chapter Two: Metaphors in Religious Texts and Sciences

Since metaphors can present the deepest and most complex knowledge in simple and comprehensive language, they have a high place in science and scientific research. Religious texts, because they are presented to the general public, this feature of metaphors leads to the use of both types of metaphors (as a definition and as an argument) in religious texts.

Metaphors have many applications in religious sciences and the scope of their use has started from sciences such as mysticism and Islamic philosophy and has extended to Islamic ethics and the principles of jurisprudence. Among Islamic sciences, the only science in which the use of metaphor is not allowed is jurisprudence; Because epistemology is a metaphor of suspicion, and in the science of jurisprudence, the principle is not to use suspicion, and only some suspicions (it is only through the approval of the lawgiver) are put into practice.

With the obtained results, we can talk about presenting Islamic metaphors for the organization, but it is not possible to deduce jurisprudential rulings for the jurisprudential dimensions of the organization's administration based on this metaphor.

Chapter Three: Metaphors in Management and Organization Literature

Metaphors are influential in the study of the field of organization and management in facilitating the understanding of the organization. On the other hand, they cause perceptual limitations in understanding the organization.

Numerous metaphorical researches have been done in the field of organization and management. These studies include: **Organization as a machine** (rule of machine thinking), **Organization as a living being** (environmental intervention in the organization), **Organization as brain** (learning and self-organization), **Organization as culture** (creation of social reality), and

Different divisions can be made about metaphors:

- Classification of metaphors based on existential and nature metaphors
- Divide metaphors based on root and non-root metaphors
- Divide metaphors based on the presentation of positive and negative guidelines

- Divide metaphors based on metaphors of the current situation and the desired situation
- Classification of metaphors based on knowledge, insight-attitude and instrumental metaphors
- Summarize the divisions and provide a complete table for classifying metaphors

Chapter Four: Lending; A metaphor derived from verses and hadiths

By reviewing the verses of the Holy Quran and the narrations of the Infallibles (peace be upon them), it can be concluded that all social positions are trustworthy and the authorities should define their relationship with the responsibility entrusted to them as a trustworthy relationship and a trusted trust, as the Infallibles (peace be upon them) have asked their governors and agents to do the same.

Examining the sermons in the narrations and analyzing the above narrations, it can be concluded that the governors of the Imams, knew the meaning of trust and were familiar with the deeds that were considered as trust or betrayal in trust, because otherwise, ordering them to observe the trust in relation to the responsibility or organization under their command is considered useless, from which the realm of the Infallibles (peace be upon them) is certainly pure.

Chapter Five: Trust Conditions and Trustworthy Characteristics

Trustworthiness has certain conditions and a trustworthy person must have characteristics that in the light of the Holy Quran are:

- 1) Having knowledge commensurate with maintaining trust
- 2) Benefiting from a compassionate attitude to create a sense of benevolence towards the person who entrusted us with the trust and to evoke a spirit of responsibility to protect that trust from external pests
- 3) Having justice in the position of behavior

By examining the narrations of the Infallibles (peace be upon them), we are faced with a system of concepts and indicators, all of which are organized around the three key concepts of **science**, **mercy**, and **justice**, the executive guarantee and support of which is faith in God.

Chapter Six: The Metaphorical Effects and Consequences of Lending

Trust has implications, some natural and some managerial. The natural effect of fiduciary duty is **to increase sustenance**, because whoever is trustworthy, his desire for community has increased, and naturally people will welcome him to do economic activities with him and will have more confidence in his work. From a managerial point of view, fiduciary duty has effects such as **immunity from charge** and **non-guarantee against unintentional damages**. As a result, if a manager does not succeed in doing so despite all the efforts he or she makes to reform an organization, then he or she will not be a guarantor of the outcome; More precisely, the manager is in charge of the task, not the result investigator.

Betrayal also has effects such as **famine and drought, ruin of life, refusal to testify** and **imprisonment**. The famine and drought seem to be due to a divine and unseen tradition and according to the content of the narrations, it happens if betrayal becomes a social disease. The ruin of life can be explained both through normal and social relations and can also originate from the unseen and intangible traditions that govern the world. Refusal to testify and imprisonment are the managerial-legal effects of treason.

Appendix: Metaphors in action

Given that Morgan's metaphors and strategic schools are both presented in the modern literature of organization and management, we explain the relationship and effect of Morgan's metaphors on the choice of strategic schools:

Table 0-1) Comparative table of metaphors of the organization and corresponding strategic schools

Type of organizational metaphor	Strategic school fits
Machine	Schools of design, planning, positioning
Alive creature	Environmental school
The brain	School of learning
Culture	School of Entrepreneurship and Culture
Political system	School of Power
The tool of domination	Descriptive approach: School of power Prescriptive approach: School of learning
Prison of the soul	Cognitive school
A multifaceted phenomenon	Combination approach

Source: Research Findings

The association of metaphors with the schools of choice of managers or any decision they make about the organization is an unintentional choice, or to be more precise, an unconscious one.

Over time, managers gain knowledge of the organization through the experiences they gain, which is metaphorical cognition due to the complexity of the organization.

One of the things that is influenced by metaphors is the selection of a strategic school to formulate appropriate strategies for the organization. The table above is in fact an answer to the question of which school or schools of thought is likely to lead to the choice of which metaphor, given the current theoretical issues.