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English for Professionals:
READINGS IN MANAGEMENT

Sandra Costinett

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English for Professionals

READINGS IN MANAGEMENT

by
Sandra Costinett

Intermediate Level

**English Teaching Division
Educational and Cultural Affairs
International Communication Agency
Washington, D.C. 20547**

FOREWORD

I. Description and Aims of this Course

Readings in Management is a ten-unit course of readings and exercises on topics related to the functions of management. It is designed for use by non-native speakers of English with some formal training, experience and/or special interest in management.

In general terms, the material is of an intermediate level of difficulty. Specifically, the Readings are short, from one to three pages, and graded in length; the sentences are relatively simple, with few very complex structures and minimal use of the perfect tenses or the passive voice. Words above the 3,000 level of frequency as well as some idioms and special expressions are glossed.

The core of each unit is a Reading, which is intended to provide reading practice at a comfortable level of difficulty and to introduce new vocabulary items (both general and specialized) within familiar grammatical structures and a familiar conceptual framework. The target of the material is English language instruction rather than training in basic management concepts.

The exercises following the Readings are of four general types: grammar, vocabulary, conversation, and writing exercises.

The grammar exercises are intended to review and reinforce previously studied structures through various types of identification and manipulation practices.

The vocabulary exercises reintroduce and add to the general and specialized vocabulary items in the Readings.

The conversation exercises are intended to stimulate discussion in which the new lexical items may be used. It is hoped that the general topic of the Reading itself will suggest other sidelines for discussion.

The material of each unit has been organized in such a way that the students should be able to write a brief controlled composition as the final exercise. The Oral Review—actually a sentence outline on which the students are to expand orally—is an exercise in skimming the material and handling it in reduced and expanded form. The Writing Practice guides them through the outline and expansion stages in written form.

To summarize, the aims of the course are as follows:

- to review and reinforce structure recognition, production, and manipulation skills already learned.
- to increase competence in reading and conversation skills through additional practice and enriched vocabulary, both general and specialized.
- to provide elementary writing practice through controlled experiences in skimming, outlining and expanding.

Upon successful completion of this course, the students should have reinforced their mastery of intermediate structures, improved their reading and conversational ability, familiarized themselves with a simple procedure for writing compositions on the basis of written material, and expanded their general and specialized lexical inventory.

II. Presenting the Material

Contents of the Units Each unit consists of the following parts:

1. a reading passage that gradually increases in length from one page in Unit One to three pages in the final unit
2. an oral review
3. a comprehension exercise
4. two or more grammar exercises
5. one or more vocabulary exercises
6. a series of questions and topics for discussion
7. a writing exercise in two parts

General Comments on Presenting the Material Unlike teaching a beginners' class that is (or that should be) starting with a clean slate or an advanced class that is often mainly concerned with correcting bad linguistic habits and working with complex structures, teaching an intermediate class involves problems in setting and realizing clear-cut objectives. The makeup of the class is often extremely varied, in terms of what has been already learned. One student may have learned to manipulate many basic structures with a very restricted vocabulary. Another may have acquired a limited number of patterns with a fairly large vocabulary. Another one may be unable to read at all, may be very fluent in spoken English that is effective but ungrammatical. Add one more who can read Milton but can scarcely ask what time it is, and you have an intermediate group that will not sound particularly unlikely to an experienced teacher.

Given the fact that the intermediate class is often heterogeneous, the teacher may reasonably expect to have to vary his or her presentation of the course material. One group may require extensive work on the Reading before subsequent exercises can be done. Another group may quickly and easily do the Reading only to bog down on a particular exercise. It may happen that a group will perform well in controlled exercises but do badly in the discussion segment. The teacher will have to consider the specific needs of the class along with the demands of the time schedule in deciding how extensively to work on each of the exercises. If class time is strictly limited, it may be necessary to present only certain exercises.

Suggestions for Presenting and Working with the Reading and Exercises

Reading Independent study of the Reading prior to class presentation should probably be discouraged. While students in an advanced class may benefit from study on their own, such study is generally unproductive or counterproductive with intermediate students.

In presenting the Reading, the following steps are suggested:

1. Read the entire Reading through at normal speed, the students with books open.
2. Going back to the beginning and reading sentence by sentence, answer the students' questions about structure and meaning, with their books open.
3. Have individual class members read aloud. The number of sentences read will depend on the size of the class and, of course, the time available. Individual and group repetition of the sentences as well as certain words and expressions may be necessary at this point.
4. Have the students close their books. Read the entire reading section through at normal speed. If the students have additional questions, they may ask them at this point.

Oral Review Except for Unit One, in which it appears as a series of questions, the Oral Review represents an outline of the Reading in topic sentences. First of all, it, gives the students a passive experience in summarizing the material they have covered, an experience which they will later utilize in generating their own topic outline of the material. Second, the topic sentences provide a skeleton that the students may fill out with their ideas and information of the Reading.

The objectives of the exercise are to give the students the experience of (1) going over the material of the Reading again in a new way, (2) seeing the material in outline form, (3) skimming over the material for information with which to fill in the outline, (4) expanding on an outline, and (5) producing some of what they have learned in the Reading in oral sequences.

The objective of the Oral Review is **not** to test comprehension. Books are open during this exercise.

Comprehension Exercise The Comprehension Exercise is a test, and students should not refer to the Reading in doing the exercise. Each Comprehension Exercise should be used to check on the students' understanding of the Reading, so that any further work necessary may be done at this point, before the class proceeds to the grammar and vocabulary exercises.

In addition, the Comprehension Exercise may be useful in identifying problem areas for particular students or the entire class. For example, failure to distinguish the differences in the following series of three sentences, in which the same lexical items (**labor, management, want, speedy, settlement, grievance**) appear in a variety of structural arrangements, would signal weaknesses in the students' grasp of those structures.

Labor wants speedier settlement of grievances with management.

Management wants speedier settlement of grievances than labor.

Labor and management both want speedier settlement of grievances.

Should such a problem become apparent, the teacher might wish to supplement the planned lesson with some work on the problem. This is, incidentally, an apt illustration of the popular management expression **muddling through**, which appears in Unit Six: "It is actually sometimes better to 'muddle through' than to stick inflexibly to set plans."

Grammar Exercises The grammar exercises fall into two categories, structure identification exercises and sentence revision exercises.

The Structure Identification exercises consist of sentences taken or adapted from the Reading, each of which contains one or more instances of a particular structure. The students are to identify the structure and may be asked in the directions to give some other information about the structure.

The Sentence Revision exercises require the students to alter a sentence or a group of sentences structurally. Examples are given with each exercise.

Vocabulary Exercises The aim of the vocabulary (Word Study) exercises is to add to the students' general vocabulary and inventory of words and expressions used in management literature.

The vocabulary items are often presented in pairs, in an exercise in which one synonymous word or phrase is to be substituted for another within a sentence. Since the aim is vocabulary enrichment, the teacher should encourage the class members to suggest additional synonymous words and expressions. Here the students' mistakes may be as valuable as their acceptable contributions to the list of synonyms, as each class member takes note of false cognates and idioms that simply do not seem meaningful in translation. The teacher will probably be the major contributor of additional synonymous words and expressions and should write all acceptable additions on the blackboard.

The vocabulary items are also presented in some exercises out of context, in pairs or groups. These groups may represent a general area of meaning, different shades of meaning, or related but not synonymous meanings, etc. The teacher should point out and elucidate similarities and differences in meaning when necessary. Again, the teacher is encouraged to make his or her own contributions to the exercise. New words and expressions should be written on the blackboard.

Questions and Topics for Discussion The aim of this exercise is to stimulate general discussion using the new words and expressions acquired from the Reading and other exercises. Some classes are slow to engage in a general discussion, or certain class members dominate classroom discussion while others contribute little. The teacher may have to assign each student one question or topic to comment on orally. Or, the class may be instructed to take one question or topic each and to prepare a series of related questions to ask each other.

Writing Exercise This exercise is designed to guide the students in producing a brief, organized composition using the material in the Reading. The students first prepare a topic outline, with their books open. Then they expand this topic outline into a connected sequence, with their books closed. The teacher may find it helpful to follow these steps as a classroom exercise when presenting Unit One, writing the topic outline on the blackboard and calling on individual class members to expand on each topic orally.

HENRI FAYOL

Fayolism was the first clear general statement of a theory of management. Born in France in 1841, Henri Fayol laid the groundwork for the functional school of management thought. Into the confusion of management theories around the turn of the century, Fayol brought a clear and systematic description of the nature and place of management. He isolated, analyzed, and delineated the principles and concepts of management.

Fayol stated, first of all, that management is a universal activity. All human activities require some degree of planning, organizing, commanding, coordinating, and controlling.

Next, he stated that everyone should therefore learn a general theory of management in school.

Last, he offered as a model of instruction the division of industrial activities into six categories: technical, commercial, financial, security, accounting and managerial. Fayol's breakdown of managerial functions into planning, organizing, commanding, coordinating, and controlling is a classic definition. It still appears in elementary management textbooks.

Despite the fact that Fayol's ideas date from the turn of the century, they are as good a statement of general theory as ever. The work of Henri Fayol represents Europe's greatest contribution to the development of management thought.

Unit One: Glossary

- accounting** recording, classifying and summarizing financial transactions and events in terms of money.
- to **analyze** to break down into separate parts in order to study.
- breakdown** analysis.
- category** class.
- classic** long established.
- concept** idea.
- contribution** something given.
- to **coordinate** to make things function well together; to bring together.
- definition** statement of meaning; what something means.
- to **delineate** to describe.
- despite the fact that** although.
- elementary** first level; beginning.
- Fayolism** the ideas found in the writings of Henri Fayol.
- functional** according to purpose and performance.
- groundwork** the basis or foundation; to lay the groundwork for something is to provide the physical or conceptual foundation for it.
- to **isolate** to identify and set apart.
- management** the art of getting work done through others; the act of directing the actions of others; the person or persons (managers) responsible for directing the activities of others to some end.
- managerial** relating to management and managers.
- school of thought** a body of similar opinion; a shared outlook among specialists or members of a particular field.
- systematic** orderly.
- technical** relating to applied science and practical and mechanical arts.
- textbook** book used for purposes of instruction.
- turn of the century** the time at which one century ends and another begins; the years shortly before and after 1900 are around the turn of the century.

ORAL REVIEW

1. What was the condition of management theories around the turn of the century?
2. How did Henri Fayol lay the groundwork for the functional school of management thought?
3. What did Fayol mean by the statement that management is a universal activity?
4. As a consequence of this, what did Fayol believe everyone should learn in school?
5. Fayol divided industrial activities into six categories. What were they?
6. How did he break down managerial functions?

COMPREHENSION EXERCISE

Identify the **one** sentence in each of the following groups that expresses an idea found in the Reading.

1. (a) Fayolism was the first theory of management.
(b) Fayolism was the first clear general statement of a theory of management.
(c) Fayolism was the first statement of a theory of management.
2. (a) Fayolism was part of the confusion of management theories around the turn of the century.
(b) Management theory was very confused around the turn of the century.
(c) Fayolism added to the confusion of management theories around the turn of the century.
3. (a) Fayol stated that human beings require some form of universal activity.
(b) Fayol stated that managing human activities is a universal problem.
(c) Fayol stated that management is a universal activity.
4. (a) Fayol thought that everyone should learn a general theory of management in school.
(b) Fayol thought that everyone should study management in college.
(c) Fayol thought that everyone should take more management courses.
5. (a) Fayol said management functions often included such things as planning, organizing, commanding, coordinating and controlling.
(b) Fayol said management functions may break down in the process of planning, organizing, commanding, coordinating, and controlling.
(c) Fayol said it was possible to break down managerial functions into planning, organizing, commanding, coordinating, and controlling.
6. (a) Despite the fact that Fayol's ideas date from the turn of the century, they are the only general statement of management theory we have.
(b) Despite the fact that Fayol's ideas date from the turn of the century, they are as good a statement of general theory as ever.
(c) Despite the fact that Fayol's ideas date from the turn of the century, they are still perfect.
7. (a) The work of Henri Fayol represents Europe's only contribution to the development of management thought.
(b) The work of Henri Fayol represents Europe's greatest contribution to the development of management thought.
(c) The work of Henri Fayol sums up Europe's contribution to the development of management thought.

EXERCISE

Match up the industrial activity in Column A with the appropriate definition in Column B.

- | Column A | Column B |
|------------------------------|--|
| 1. Technical activities () | B1. stocktaking, recording costs and statistics and maintaining balance sheets |
| 2. Commercial activities () | B2. producing, manufacturing, and adapting |
| 3. Financial activities () | B3. protecting property and persons |
| 4. Security () | B4. planning, organizing, commanding, coordinating, and controlling |
| 5. Accounting () | B5. buying, selling, and exchanging |
| 6. Managerial activities () | B6. finding capital and putting it to its best use |

STRUCTURE IDENTIFICATION

One or more parallelisms are underlined in each of the following sentences. Identify the sentence function of each parallelism.

1. Fayol contributed a clear and systematic description of the nature and place of management.
2. He isolated, analyzed, and delineated the principles and concepts of management.
3. All human activities require some degree of planning, organizing, commanding, coordinating, and controlling.
4. He divided industrial activities into six categories: technical, commercial, financial, security, accounting, and managerial.
5. Fayol's ideas are as good as ever.

EXERCISE

Follow the example in rewriting the sentences below.

Example: This textbook offers a clear general statement of a theory of management. (a) Fayol first offered a clear, general statement of a theory of management. (b) It was Fayol who first offered a clear general statement of a theory of management.

1. This textbook lays the groundwork for the functional school of management thought.
2. This textbook brings us a systematic description of the nature of management.
3. This textbook isolates, analyzes, and delineates the principles and concepts of management.
4. This textbook states that management is a universal activity.
5. This textbook insists that everyone should learn a general theory of management in school.
6. This textbook breaks down managerial functions into five categories.

EXERCISE

Rewrite each of the sentences below to include the modifiers in parentheses. Can the modifiers appear in more than one place?

Example: He described the place of management. (next) (a) Next, he described the place of management. (Or) (b) He next described the place of management. (Or) (c) He described next the place of management. (Or) (d) He described the place of management next.

1. Henri Fayol laid the groundwork for the functional school of management thought. (born in France in 1841)
2. Fayol brought a clear and systematic description of the nature and place of management. (into the confusion of management theories around the turn of the century)
3. Fayol stated that management is a universal activity. (first)
4. He stated that everyone should therefore learn a general theory of management in school. (next)
5. He offered as a model of instruction the division of industrial activities into six categories. (last)
6. It appears in elementary management textbooks. (still)
7. Fayol's ideas are as good as ever. (despite the fact that they date from the turn of the century)

WORD STUDY

Rewrite the following sentences using the equivalent expression in parentheses. Can you think of a third way of expressing the same idea?

1. Henri Fayol laid the groundwork for the functional school of management thought. (the foundation)
2. Into the confusion of management theories around the turn of the century Fayol brought systematic thinking. (muddle)
3. Fayol's description was clear and systematic. (precise and orderly)
4. Fayol described the principles and concepts of management. (basic tenets and ideas)
5. All human activities require some degree of management. (Some degree of management is a prerequisite of)
6. Fayol's breakdown of managerial functions is a classic definition. (analysis)

WORD STUDY

Fill in the blanks in the following sentences by selecting the appropriate preposition from the list below. It is not necessary to use each word on the list, but you may use each one as often as necessary.

among
around
between

for
from
in

into
of
to

1. Fayolism was the first clear general statement ____ a theory ____ management.
2. Henri Fayol laid the groundwork ____ the functional school ____ management thought.
3. ____ the confusion of management theories ____ the turn of the century, Fayol brought a clear and systematic description.
4. Everyone should learn a general theory of management ____ school.
5. He offered as a model of instruction the division ____ industrial activities ____ six categories.
6. Fayol's ideas date ____ the turn ____ the century.
7. The work of Henri Fayol represents Europe's greatest contribution ____ the development ____ management thought.

QUESTIONS AND TOPICS FOR DISCUSSION

1. What is the functional school of management thought?
2. Can you name any other schools of management thought?
3. If management is a universal activity, people have been practicing management for thousands of years. Why, then, is the first clear, general statement of a theory of management so recent in human history?
4. Discuss ways in which children might learn a general theory of management in primary and secondary school.
5. Name at least one activity falling under each of the following categories:
 - (a) planning,
 - (b) organizing,
 - (c) commanding,
 - (d) coordinating, and
 - (e) controlling.

WRITING PRACTICE

- (1) **Topic Summary:** With books open, make a list of the topics discussed in the Reading. Include subtopics when necessary.
- (2) **Expansion Practice:** With books closed, use your topic summary as the outline for a short composition.

UNIT TWO:

MANAGEMENT AS A SYSTEM OF AUTHORITY

There are numerous ways of looking at management. Each specialist has his or her own way of analyzing and describing the field. The management specialist looks at management as a system of authority.

If we study changes in methods of management throughout history, we can see several distinct styles or systems. The earliest system was the authoritarian system. Under this system, a small number of individuals made all plans and decisions. The rank and file had little communication with any higher level. They received orders. They carried them out.

The paternalistic system came next. Under this system the top management still exercised absolute authority, without delegating any significant amount. The different factor here was consciousness of the welfare of the worker. Under the paternalistic system both the conditions and the rewards of labor improved somewhat.

The next system to emerge was that of constitutional management. Here the policies and procedures of the organization was put down on paper. Anyone could read them, and everyone had to follow them.

The participative approach to management developed as the educational opportunities of the average employee improved. Under this system more employees have a voice in the decision-making process.

Modern management is — or tries to be — eclectic. It uses whatever methods appear to be suitable for a particular organization. Thus it shares some features of all the earlier systems. In practice, the style of management may vary greatly from organization to organization.

Unit Two: Glossary

- authoritarian** *having all authority or power at the top level of an organization.*
communication *flow of messages and information.*
consciousness *awareness; knowing about.*
constitutional *based on a constitution based on a formal set of organization rules and arrangements.*
to delegate *to give responsibility and authority to do something.*
eclectic *sharing features from various sources or systems.*
educational *relating to education or training.*
to emerge *to come about.*
employee *a person who works for another (person or company).*
to exercise authority *to use authority.*
to be put on paper *to appear or be put in written form, as in a constitution or set of rules.*
to have a voice in *to have the right to participate in; to be able to speak up about matters in an organization.*
participative *relating to a system under which many members of the system take part in making decisions.*
paternalistic system *a system under which the top management promotes the welfare of lower-level employees but makes all decisions and exercises full authority.*
procedure *a set process; a step-by-step process used by an organization in a specific situation.*
rank and file *lower-level employees.*
significant *important; meaningful.*
specialist *a person who studies or works with a specific part of a larger field; an expert on some aspect of a subject.*
suitable *appropriate; workable.*
welfare *well-being; condition.*

ORAL REVIEW

Following the ideas in the Reading, expand on the topic sentences below.

1. There are numerous ways of looking at management.
2. The earliest system was the authoritarian system.
3. The paternalistic system came next.

4. The next system to emerge was that of constitutional management.
5. Next came the participative approach.
6. Modern management is — or tries to be — eclectic.

COMPREHENSION EXERCISE

Select the correct way to complete each of the sentences below.

1. The management specialist looks at management as
 - (a) a collection of policies and procedures.
 - (b) an authoritarian system.
 - (c) a system of authority.
2. If we study methods of management throughout history, we can see
 - (a) that there is essentially little change.
 - (b) that there are numerous ways of looking at each style.
 - (c) several distinct styles or systems.
3. The earliest system was
 - (a) constitutional management.
 - (b) the participative approach.
 - (c) the authoritarian system.
4. Under the authoritarian system
 - (a) a small number of individuals made all plans and decisions.
 - (b) the rank and file dominated all plans and decisions.
 - (c) a small number of individuals made up the rank and file.
5. Under the paternalistic system
 - (a) management was more conscious of the worker.
 - (b) management was more conscious of the welfare of the worker.
 - (c) management was more conscious of how well the worker was doing.
6. When, under constitutional management, the policies and procedures of the organization were put on paper,
 - (a) anyone could read them, and everyone did.
 - (b) anyone could read them, and no one did.
 - (c) everyone could read them and had to follow them.
7. The participative approach
 - (a) gives better educational opportunities to the average employee.
 - (b) grew out of employee education.
 - (c) developed as the educational opportunities of the average employee improved.
8. Modern management
 - (a) uses whatever work methods from earlier systems.
 - (b) resembles earlier systems.
 - (c) tries to imitate earlier systems.

STRUCTURE IDENTIFICATION

Identify the parallelisms in the following sentences.

1. Each specialist has his own way of analyzing and describing the field.
2. If we study management history, we can see several distinct styles or systems.
3. Under this system, a small number of individuals made all plans and decisions.
4. They received orders and they carried them out.
5. Under the paternalistic system both the conditions and the rewards of labor improved somewhat.
6. Under constitutional management the policies as well as procedures of the organization were put down on paper.
7. In practice the style of management may vary greatly from organization to organization.

EXERCISE

Follow the example in rewriting the following sentences.

Example: We can look at management in numerous ways. One can look at management in numerous ways.

1. We can look at management as a system of authority.
2. If we study changes in methods of management throughout history, we can see several distinct styles or systems.
3. We come next to the paternalistic system.
4. Here we see the top management still exercising absolute authority.
5. The different factor we notice here is consciousness of the welfare of the worker.
6. Under constitutional management we find policies and procedures put down on paper for the first time.
7. In modern management we are able to identify some features of each of the earlier systems.

EXERCISE

Follow the example in rewriting the following sentences.

Example: They analyze the field in their own way. They have their own way of analyzing the field.

1. They look at the field in their own way.
2. Each specialist describes management in his or her own way.
3. I describe the system in my own way.
4. You give orders in your own way.
5. They carry out orders in their own way.
6. Top management makes decisions in its own way.
7. He runs the company in his own way.

8. We analyze management procedures in our own way.
9. Modern management adapts features of earlier systems in its own way.
10. The employees influence the decision-making process in their own way.

WORD STUDY

In each of the following sentences, a verb form has been underlined. The verb form may consist of more than one word. Use each verb once in completing the table of synonyms. Then, rewrite the original sentence using the synonym. If you can think of additional synonymous forms, suggest them.

Example: They give out the literature and samples at the end of the tour.

Table of Synonyms

think up / _____

_____ / distribute

give out / distribute

They distribute the literature and samples at the end of the tour.

1. There are numerous ways of **looking at** management.
2. Each specialist has his or her own way of **analyzing** the field.
3. The rank and file **carried out** orders.
4. Top management did not **delegate** any significant amount of authority.
5. The next system to **emerge** was that of constitutional management.
6. Everyone had to **follow** the policies of the organization.

Table of Synonyms

regard / _____

_____ / carry out

follow / _____

_____ / come about

_____ / break down

expedite / _____

_____ / hand down

WORD STUDY

Rewrite the following sentences using the equivalent expression in parentheses. Can you think of a third way of expressing the same idea?

1. The management specialist looks at management as a system of authority. (regards)
2. The rank and file had little communication with any higher level. (labor)
3. The different factor here was consciousness of the welfare of the worker. (awareness)
4. Here the policies and procedures of the organization were put down on paper. (in black and white)
5. Under this system more employees have a voice in the decision-making process. (take part in)
7. Modern management is eclectic. (selective)

WORD STUDY

Discuss each of the following groups. Do the terms have the same general meaning? If so, what is this meaning? If not, what is the difference?

1. the rank and file / the workers / labor
2. specialist / expert / analyst
3. management specialist / management analyst / management consultant
4. system of authority / chain of command
5. orders / directions / instructions / commands
6. organization / institution

QUESTIONS AND TOPICS FOR DISCUSSION

1. When we use the term **management**, we may be referring to a group of people, or a process, or a body of knowledge. How would you define management from each of these three points of view?
2. What are the advantages and disadvantages of the systems of authority below? Who benefits most under each?
 - (a) the authoritarian system
 - (b) the paternalistic system
 - (c) constitutional management
 - (d) participative management
 - (e) eclectic management
3. The management specialist looks on management as a system of authority. Specialists from other fields have different ways of studying and describing management. Discuss the viewpoints of the following specialists:
 - (a) The economist studies management as a factor of production.
 - (b) The sociologist studies management as a class-status system.
 - (c) The industrial manager sees management as a response to technological development.
 - (d) The psychologist studies management as a part of group dynamics.

WRITING PRACTICE

- (1) **Topic Summary:** With books open, make a list of the topics discussed in the Reading. Include subtopics when necessary.
- (2) **Expansion Practice:** With books closed, use your topic summary as the outline for a short composition.

UNIT THREE:

GILBRETH AND THE ONE BEST WAY

One of the most colorful figures in the history of management thought was Frank B. Gilbreth (1868-1924). He and his wife, Lillian Moller Gilbreth, were pioneers in the field of motion study. Modern applications of incentive wage plans, job simplification, and realistic work standards rest on the Gilbreths' work.

Gilbreth passed the entrance examination to Massachusetts Institute of Technology, but he elected to start his career on the job instead, as an apprentice bricklayer for a contracting business. Studying the motion patterns of bricklayers, he found that the traditional method of laying bricks involved repetitious and inefficient motions. He refined the process down to the "one best way" of laying bricks, with an increase of from 120 to 350 bricks per man-hour. Thus, motion study led to motion economy.

Together, the Gilbreths invented and applied many devices and techniques in their search for better work methods. Gilbreth analyzed the hand motions of workers down into 17 possible categories (or "therbligs": g-i-l-b-r-e-th spelled backwards). Together the Gilbreths developed the process chart and the flow diagram. Their innovations provided a basis for description, diagnosis, and retraining of the worker on the job.

Gilbreth believed that his ideas were applicable beyond industry to all of man's training and environment. Moreover, he put his ideas into practice, and many of his inventions are still in use. He even applied the principles of efficiency to his home. With enthusiasm he, his wife, and their twelve children conducted daily activities on the "one best way" approach, from making beds to taking a bath with the fewest possible motions.

Frank B. Gilbreth's most unique contribution to practical management was not so much the **idea** but the **demonstration** that there is almost always a better way. His work led management away from reverence for on-the-job traditions and the status quo toward the dynamic and questioning mode of thinking.

Unit Three: Glossary

applicable capable of being applied; suitable for.

apprentice a person who serves as an assistant in order to learn a skill.

bricklayer a person who lays bricks for paving or building.

colorful unusual; very interesting.

contracting business a business that supplies materials or does a job for a set price, such as putting up a building.

demonstration proving an idea by carrying it out; performing certain actions to show that an idea is good.

diagnosis a judgment of what (if anything) is wrong, based on a careful study.

dynamic energetic; forceful; not static.

efficiency the best way to act under the circumstances, involving the least expense possible in materials, time, and labor.

enthusiasm very great interest.

environment surroundings, physical and/or non-physical.

examination a test; an **entrance examination** is a test that must be passed before a person can enter a program of studies or a job.

flow diagram a visual representation of the movement of materials, authority or other economic factors from one point to another. Also, **flow chart**.

incentive wage plan, the reward is in the form of an increase in the employee's wages. Under an **incentive wage plan**, the reward is in the form of an increase in the employee's wages.

inefficient not efficient; wasting materials, time, and/or labor.

man-hour a measurement of the amount of work done by one man in one hour.

mode manner.

motion economy a saving in terms of motion.

motion study a study or systematic examination of the sequence of motions of a worker on a specific job.
on the job during (or by means of) the performance of a specific job. Also, **on-the-job**. See the Word Study for a discussion of the optional differences in writing and punctuation of certain sequences.

pioneer the first to enter a new area or field.

process chart a visual representation of the steps in an operation.

to put into practice to apply; to carry out an idea.

realistic reasonable; conforming to what is possible.

to refine a process to reduce the steps in a process by eliminating unnecessary steps.

repetitious repeating the same thing unnecessarily.

to retrain to train over again.

reverence an attitude of very deep respect; the respectful attitude usually associated with matters of religion.

simplification making simpler; reducing the amount of time and/or labor in a process.

status quo conditions as they exist at a particular point in time.

technique a method, especially in performance of a skilled operation. Also, degree of skill in performance.

tradition a way of doing things that has survived many generations or other periods of time. **Traditional** methods are those which have been handed down over a long period of time.

unique original; like nothing else.

ORAL REVIEW

Following the ideas in the Reading, expand on the topic sentences below.

1. Frank and Lillian Gilbreth were pioneers in the field of motion study.
2. Frank Gilbreth started his career in motion study as an apprentice bricklayer.
3. The Gilbreths invented and applied many devices and techniques in their search for better work methods.
4. Gilbreth believed that his ideas were applicable beyond industry to all of man's training and environment.
5. Gilbreth's most unique contribution to practical management was not actually an idea.

COMPREHENSION EXERCISE

Some of the statements below reflect the ideas and information found in the Reading; others do not. Identify the statements which **do** correspond to the material in the Reading.

1. Gilbreth learned to be a bricklayer at Massachusetts Institute of Technology.
2. He found that the traditional method of laying bricks was inefficient.
3. The Gilbreths invented 17 new hand motions for workers.
4. The Gilbreths developed the process chart and the flow diagram.
5. Their innovations provided a basis for description, diagnosis, and retraining of the worker on the job.
6. Gilbreth believed that his ideas were limited to industrial applications.
7. Many of his inventions are still in use.
8. The Gilbreths applied the principles of motion economy to daily activities.
9. Ideas were Gilbreth's most unique contribution to practical management.
10. He believed that dynamic thinking led to appreciation of on-the-job traditions.
11. Gilbreth showed that the status quo represents the "one best way" of doing things.

EXERCISE

Follow the example in rewriting the sentences.

Example: He is a good worker. (We want) He is a good worker, but we want to find a better worker. We want to find the best worker of all.

1. This is a good way of doing the job. (We want)
2. He found an efficient process. (He wants)
3. That's a good job. (She wants)
4. It's a convenient location. (They want)
5. He is a man with high qualifications. (We want)

STRUCTURE IDENTIFICATION

Identify the direct object of the underlined verb in each of the following sentences. Is it a single word, a phrase, or a clause?

1. Gilbreth passed the entrance examination to Massachusetts Institute of Technology.
2. He found that the traditional method of laying bricks involved repetitious and inefficient motions.
3. He refined the process down to the "one best way" of laying bricks.
4. Together the Gilbreths developed the process chart and the flow diagram.
5. Their innovations provided a basis for description, diagnosis, and retraining of the worker on the job.
6. Gilbreth believed that his ideas were applicable beyond industry to all of man's training and environment.
7. He even applied the principles of efficiency to his home.
8. His work led management away from reverence for on the job traditions and the status quo to the dynamic and questioning mode of thinking.

WORD STUDY

Discuss the following word groups. Does each word in the group mean exactly the same thing? If the meanings are different, discuss these differences.

1. apprentice / amateur / resident / trainee
2. efficiency expert / industrial engineer
3. fringe benefits / incentives / inducements
4. innovator / inventor / pioneer
5. motion economy / motion study
6. method / technique

WORD STUDY

A **bricklayer** is a person who lays bricks; a **truck driver** is a person who drives a truck for a living. Though the patterns of origin of the terms are the same, **bricklayer** is usually written as a single word, while **truck driver** more often appears as a two-word term.

Some terms appear both ways, for example, **busdriver** or **bus driver**. You might even see a third form with a hyphen (-): **car hop**, **carhop**, or **car-hop**; **man hour**, **manhour**, or **man-hour**; **on site**, **onsite**, or **on-site**.

These are optional variations in usage. There is no hard and fast (or hard-and-fast) rule governing their occurrence. When in doubt, write it out as an independent sequence of words rather than as one word or hyphenated form.

WORD STUDY

Fill in the blanks in the sentences below by supplying the appropriate form from the word group, one member of which appears in parenthesis.

Examples: (1) One of the most ____ figures in the history of management thought was Frank B. Gilbreth. (color) One of the most colorful figures in the history of management thought was Frank B. Gilbreth.
(2) Modern ____ of incentive wage plans rest on the Gilbreths' work. (apply) Modern applications of incentive wage plans rest on the Gilbreths' work.

1. Gilbreth started his career as an apprentice bricklayer for a ____ business. (contract)
2. He found that the ____ methods were inefficient. (tradition)
3. Gilbreth analyzed the hand motions of ____ down into 17 possible categories. (work)
4. They provided a basis for ____, ____, and ____ of the worker on the job. (describe, diagnose, retrain)
5. Gilbreth believed that his ideas were ____ beyond industry. (apply)
6. Many of his ____ are still in use. (invent)
7. He even applied the principles of ____ to his home. (efficient)
8. The family conducted ____ activities on the "one best way" approach. (day)
9. Gilbreth made a number of unique ____ to practical management. (contribute)
10. The most unique of these was the ____ that there is almost always a better way. (demonstrate)
11. His work led ____ away from reverence for on-the-job traditions toward the ____ mode of thinking. (manage, question)

QUESTIONS AND TOPICS FOR DISCUSSION

1. In what way is motion study a prerequisite for the modern applications of (a) incentive wage plans, (b) job simplification, and (c) realistic work standards?
2. Discuss Frank Gilbreth's decision to start his career on the job instead of at MIT.
3. Would he get as far in the field of management today by following the same course?
4. Was it unusual for a woman to work in the field of management research in the early twentieth century?
5. Has the position of women in the management field changed much during the course of this century?
6. Do you believe that it is practical to apply the principles of motion economy to daily activities? If not, why not? If so, name some ways in which the average person could be more efficient.
7. What are the dangers of reverence for the status quo?
8. Is it always undesirable to maintain the status quo?

WRITING PRACTICE

- (1) **Topic Summary:** With books open, make a list of the topics discussed in the Reading. Include subtopics when necessary.
- (2) **Expansion Practice:** With books closed, use your topic summary as the outline for a short composition.

UNIT FOUR:

STREAMLINING ARBITRATION

In 1940, Walter Reuther said, "You cannot strike General Motors plants on individual grievances. I don't want to tie up 90,000 workers because one worker was laid off for two months. This is a case for arbitration." In those days, arbitration as a means of settling on-the-job disputes between union members and management was economical, fast, and informal.

Today the typical case requires a lot of money, time, and trouble. It involves arbitrators' fees, hearing rooms, lawyers, stenographic records, think time, and witnesses. And the costs in money, time, and trouble are escalating.

Why is the traditional arbitration process bogged down? There are several causes. One is that today's employee has a very low frustration threshold. He or she is quick to file a complaint. A second cause is the increasing complexity of labor-management contracts. There is more ground for dispute. A third cause arises from new legislation. Antidiscrimination guidelines, equal employment opportunity laws, occupational safety and health laws and pension reform cover whole classes of workers and provide new bases for disputes.

Labor and management both agree in wanting speedier settlement of grievances. Just how to expedite the grievance process is another matter. It boils down to a question of whether to streamline arbitration or junk it.

A number of companies and unions have experimented with "mini-arb"—shop talk for a shorter arbitration process. In mini-arb, the procedure is on site and open. The parties generally represent themselves without lawyers. The arbitrator often has to render his opinion within one day.

Mini-arb has its supporters and critics. Whatever its good and bad points, it is at least a concrete attempt to resolve an important problem.

Unit Four: Glossary

antidiscrimination **Discrimination** is behaving differently toward different groups of people, usually on some unfair basis, such as race or religion. **Antidiscrimination** relates to measures which are designed to prevent unequal treatment or mistreatment of individuals on any unfair basis.

arbitration a formal process for resolving differences or disputes between labor and management.

arbitrator a person in charge of conducting arbitration.

bogged down slowed down; stopped.

to **boil down to** to come down to; to amount to; to be in essence.

complaint a statement of something unfair or considered unfair.

complexity the condition of being complex; consisting of many parts or aspects.

concrete attempt a real effort.

critic a person who points out the bad qualities of something or someone. Also, a person whose job it is to pass judgment on the merits of something, as, a movie critic for a newspaper.

economical resulting in a saving of money, time, labor, and/or materials.

equal employment opportunity equal chance for getting a job, regardless of race, religion, sex, or age.

to **escalate** to increase very rapidly.

fee price for services.

frustration emotional upset caused by inability to do or get something.

grievance dissatisfaction of the employer or employee over some aspect of employment, such as performance on the job, conditions, wages, etc.

ground for basis for.

guidelines standards by which judgments can be made.

hearing room a place for hearings or special investigations.

informal not formal; not according to a special set of rules.

to **junk** to discard; to get rid of.

to **lay off** to cause to lose employment, usually temporarily.

legislation laws.

low threshold low ability to tolerate.

- means** *method.*
- mini-arb** *a simplified method of settling grievances.*
- occupational safety** *safe working conditions.*
- on site** *at the place of employment.*
- party (to something)** *a person concerned in something; a participant.*
- pension** *regular payment to a person (or that person's family) after fulfillment of certain conditions of service, completion of a certain number of years service, reaching of a certain age, etc.*
- plant** *place where the operations of a business are carried out.*
- shop talk** *special expressions used by those in the labor field. This term is also used to refer to the specialized language of any group of people in the same field or to conversation about one's work or business.*
- speedy** *fast.*
- stenographic records** *records of an event originally made in shorthand then usually transcribed in typewritten form.*
- to strike** *to refuse to work for an employer in an effort to force that employer to grant one or more demands, such as higher wages, better conditions, etc.*
- supporter** *a person who agrees with someone or something openly.*
- think time** *a period of time necessary to evaluate and arrive at a decision.*
- to tie up** *to prevent someone or something from functioning.*
- typical** *usual.*

ORAL REVIEW

Following the ideas in the Reading, expand on the topic sentences below.

1. Walter Reuther did not believe in a general strike over individual grievances.
2. Today the typical case is complicated.
3. The traditional arbitration process is bogged down.
4. Labor and management both agree in wanting speedier settlement of grievances.
6. Mini-arb has its supporters and critics.

COMPREHENSION EXERCISE

Identify the **one** sentence in each of the following groups which expresses an idea found in the Reading.

1. (a) Walter Reuther did not want to strike General Motors plants.
(b) In 1940, Walter Reuther did not want to tie up 90,000 workers by striking General Motors plants.
(c) Walter Reuther did not believe in a general strike over an individual grievance.
2. (a) Arbitration has always been economical, fast, and informal.
(b) Arbitration was once economical, fast, and informal.
(c) Arbitration is at once economical, fast, and informal.
3. (a) Today the typical case requires more money, time, and trouble.
(b) Today the typical case requires more than money, time, and trouble.
(c) Today it is typical for a case to require money.
4. (a) Today's employee is on the threshold of complaining.
(b) Today an employee files a complaint quickly.
(c) The employee of today has a very low frustration threshold.
5. (a) There is more ground for dispute between labor and management because contracts are more complex.
(b) Labor and management have a complex about disputing contracts.
(c) There are more disputes because labor doesn't want complex contracts.
6. (a) More kinds of workers are disputing the new laws.
(b) New laws cover more kinds of workers and provide new bases for disputes.
(c) Workers are disputing the basis of the new laws.
7. (a) Labor wants speedier settlement of grievances with management.
(b) Management wants speedier settlement of grievances than labor.
(c) Labor and management both want speedier settlement of grievances.
8. (a) Mini-arb is shop talk for a shorter arbitration process.
(b) A shorter arbitration process is shop talk for mini-arb.
(c) Mini-arb is something like arbitration in the shop.

STRUCTURE IDENTIFICATION

Identify the subject of each of the following sentences.

1. In those days, arbitration as a means of settling on-the-job disputes between union members and management was economical, fast, and informal.
2. It now involves a lot of money, time, and trouble.
3. Why is the traditional arbitration process bogged down?
4. There are several causes.
5. One is that today's employee has a very low frustration level.
6. He or she is quick to file a complaint.
7. A second cause is the increasing complexity of labor-management contracts.

8. Antidiscrimination guidelines, equal employment opportunity laws, occupational safety and health laws, and pension reform cover whole classes of workers.
9. Just how to expedite the grievance process is another matter.
10. A number of companies and unions have experimented with mini-arb.
11. In mini-arb, the procedure is on site and open.
12. Whatever its good and bad points, it is at least a concrete attempt to resolve an important problem.

EXERCISE

Follow the example in rewriting the sentences.

Example: The strike tied up 90,000 workers. Ninety thousand workers were tied up by the strike.

1. They laid off one worker for two months.
2. Today the typical case requires a lot of money, time, and trouble.
3. It involves arbitrators' fees, hearing rooms, lawyers, stenographic records, think time, and witnesses.
4. Minor problems easily frustrate today's employee.
5. He or she quickly files a complaint.
6. New legislation covers whole classes of workers.
7. They expedited the grievance process through mini-arb.
8. The arbitrator has to render an opinion within one day.
9. People both support and criticize mini-arb.

WORD STUDY

Rewrite the following sentences using the equivalent expression in parentheses. Can you think of a third way of expressing the same idea?

1. In those days, arbitration was a speedy method of settling on-the-job disputes. (job-related)
2. The costs in money, time, and trouble are escalating. (skyrocketing)
3. Why is the traditional arbitration process bogged down? (mired down)
4. Today's employee has a very low frustration threshold. (tolerance for frustration)
5. It boils down to two choices. (comes down to)
6. It boils down to a question of whether to streamline arbitration or junk it. (make it more efficient/abandon the process)
7. Mini-arb is shop talk for a shorter arbitration process. (jargon)
8. Mini-arb has its good and bad points. (merits and failings)
9. Mini-arb is at least a concrete attempt to resolve an important problem. (a serious attempt at resolving)

WORD STUDY

Discuss the following word groups. Does each word in the group mean exactly the same thing? If the meanings are different, discuss these differences.

1. strike / walkout
2. to lay off / to fire
3. arbitrator / judge
4. contract / agreement
5. laws / guidelines
6. shop talk / jargon / slang
7. grievance / complaint

QUESTIONS AND TOPICS FOR DISCUSSION

1. Why do you think today's employee has a very low frustration threshold?
2. Some labor relations experts believe in direct bargaining instead of arbitration. Discuss the merits of this simpler approach.
3. Some other labor relations experts believe that direct bargaining belongs to a less complex era. Discuss this view.
4. The largest group of critics of mini-arb consists of lawyers. Suggest some reasons for their objection to expedited settlement.
5. Is there any similarity between the condition of arbitration procedures and the condition of courtroom procedures?

WRITING PRACTICE

- (1) **Topic Summary:** With books open, make a list of the topics discussed in the Reading. Include subtopics when necessary.
- (2) **Expansion Practice:** With books closed, use your topic summary as the outline for a short composition.

SOME MYTHS ABOUT MANAGERS

What do managers do? The media (television, books, movies) offer us one view: managers are super-efficient planning machines. Whatever else happens, the wheels never stop turning in their heads. Sitting in their offices, they are the remote control center of operations. Their subordinates shoot back and forth, to and from this control center, feeding in data and getting back orders.

What do the experts say? As any introductory management text will tell you, managers plan, organize, coordinate and control. The French industrialist Henri Fayol introduced this definition of the manager's work in 1916. It has dominated management literature ever since. The definition was a breakthrough when Fayol introduced it. It is still a sound **general** definition. After over half a century of study of managerial work, however, it seems vague.

Now management specialists are attempting to offer more useful descriptions of managerial activities. They draw these descriptions from studies of what real managers actually do on a day-to-day basis. The hard facts explode some myths about the manager and his job.

Unlike the textbook figure, real life managers are not remote, reflective and systematic. Rather, they are persons of action. They work at a killing pace. They jump from one task to another, dealing with situations as they arise rather than as they appear on a schedule.

Textbook managers spend their time planning and delegating authority. They have no regular duties. Others carry out operations, while managers deal directly only with exceptional situations. The facts, however, show that managers actually do perform regular duties. They have ceremonial duties. They see important customers and visitors. They acquire soft information and pass it along to subordinates.

Classical managers rely on a formal management information system. Studies show that in reality managers acquire information directly rather than through a hierarchy. They process information through the media of documents, formal and informal meetings, telephone calls, and tours. They favor verbal media (telephone calls and meetings, for example) and soft information.

This may explain why many managers are reluctant to delegate authority. The real strategic data bank is in the minds of the managers instead of the memory of the computers. Briefing a subordinate requires managers to "dump memory." It simply takes less time for them to carry out tasks themselves.

A hopeful bit of folklore in the management field is that management is a science or next door to one. In fact, managers rely on judgment (that is, an internal program) rather than on any set of systematic procedures. A realistic definition of the manager's work would be the first step toward developing a science of management.

Unit Five: Glossary

- at a killing pace** at a rate that is bad for the well-being; too hard.
breakthrough a totally new concept; an innovation.
brief short.
carry out operations to see that work is done.
ceremonial duties responsibilities relating to publicity, communication with the public, honors and awards, meeting, etc.
classical classic; traditional.
document a written record.
dump memory to communicate all the data related to a particular subject.
exceptional unusual.
explode a myth to show that a traditional belief is not true.
feed in data to supply information.
formal according to fixed rules.
formal management information system a set arrangement for collecting and communicating information to management.
hard facts statements of fact which can be proven by evidence such as documents, studies, etc.
hierarchy an arrangement of persons or offices in order of rank within a system.