

Chapter 1 : Management History - Management - Oxford Bibliographies

them to work even harder. In the days following the announcement that wages were being doubled, thousands and

With the beginning of this century, the discipline subject of management has assumed greater significance. This resulted in the development of a number of approaches to its study. The different approaches developed by various thinkers have led to a kind of confusion as to what management is, what management theory and science are, and how it should be studied? Harold Koontz, therefore, has tried to cross through jungle and to classify the various approaches into schools of management theory. His work has been supplemented by scholars such as John F. Based on the writings of these and other thinkers we have made an attempt to classify management thought in five schools of management theory: The Operational Management Process School. The Social Systems School. The Decision Theory School. These schools of thought are discussed below: The Operational Management Process School: The exponents of this school concede that the primary function of management is to get things done with and through people as individuals and as members of work groups. That is why; this school is known as Operational School. It views management as a universally applicable body of knowledge and theory applicable to all types and levels of organizations. This school aims at finding out the main functions of the managers and to classify them into basic principles of management practice. This school attempts to analyse intellectually the nature, purpose, structure and the underlying process of each of the functions of management. The essence of this approach, therefore, lies in the analysis of the process of management. This school of management thought was propounded by the noted French management thinker and practitioner, Henry Fayol. A contemporary of Taylor, Fayol for the first time attempted a systematic analysis of the overall management process. His ideas on management have been referred as the Administrative Management Theory, which later evolved into the Management Process School. It can also help to improve the practice. But the management science need not cover all the fields of knowledge in order to serve as a foundation of management practice. Despite all this criticism this School has certainly provided a concept on framework which can be beneficially utilized to identify the essentials of management. It is also named as the management by customs school. The pioneers who have contributed to this school of thought maintain that management is a study of the past experience of managers. The important contributors associated with this school are Earnest Dale, the researchers from Harvard Business School and the Management Associations in different countries, more notably the American Management Association. According to them a Management is the study of experience ; b the managerial experience can be gainfully utilized by passing it over to the practioneers, students, etc. Thus the empirical schools of thought depends heavily on the precedents connected with the managerial situations handled by the managers and their own experience on the ground that research and thought evolved in the course of study is sure to help in ready verifications of principles. By analyzing cases, certain generalizations can be drawn and can be applied as useful guides for future thought or action. Defects of Empirical Approach: The orientation of this approach towards past is regarded as its main defect. Critics feel that a manager has to work under dynamic conditions and that history does not repeat itself. There may be a great contrast between the situations of the past and those of the present. Management is not an exact science based on precedents. Further, past situations may not occur in the same pattern and the techniques evolved to solve the problems of the past may prove irrelevant to the situations of the Future. Moreover, learning of management through experience is a time consuming process and top-level executives have neither patience nor time to learn about the management in this fashion. Finally, this approach altogether discards the theoretical aspects of management. The Human Behaviour School: Human behaviour school considers the behaviour of human beings as the focal point of the management action. It does not view management strictly as a technical process. Based on its objectives and scientific research of individual behaviour and motivation, it was established that the relationship between morale and productivity had been over-simplified by human relationlists. The Behaviour Science approach to management laid more stress on the application of the methods and findings of general social psychology and sociology for understanding the organisational behaviour. Behaviour Science Movement is regarded as a

further refinement of human relations movement. It covered much wider aspects in interpersonal roles and relationships. With its major emphasis on human relations, informal groups, communication, employee motivation and leadership styles, the behaviour approach to management has drawn attention to a wide range of socio-psychological phenomena like the dynamics of organisational behaviour, group dynamics, organisational conflict, change and techniques of organisational development. This includes a determination of the factors that lead to high productivity and high morale. It includes studies of role, status symbol as well as the functions of informal groups. This school also underlines the role of personal leadership in management. The scope of this school includes study of human relations and how the manager can grasp their implications, study of manager as a leader and the way he should lead and study of group dynamics and interpersonal relationships. It involves the study of successful and unsuccessful managerial behaviour. It includes the study of factors relating to achieving understanding among persons in an organisation as a consideration of the best structuring and use of the channels of contact in an organisation. It is concerned with the continued upgrading of employee skills and managerial skills. This new thinking in management started with the development of need hierarchy by Abraham Maslow in 1954, followed by the works of Frederick Herzberg, Douglas McGregor and Kemis Likert. Research during this period has provided sufficient evidence that human element is the key factor in the success or failure of an organisation. Job enlargement, participation of employees in decision-making process and development of an organisational climate more conducive to the satisfaction of human needs, less reliance on the use of formal authority, and changes in the traditional methods of supervision and control are the tools suggested by the contributors of this era for increasing the productivity of the human beings.

Defects of Human Behaviour Approach: Like other approaches, the human behaviour approach also has its own defects. This approach leans heavily on individual psychology. It goes too far in insisting that people need to be made happy so that the organisation can function effectively. The study of human interactions is of course, very important and its usefulness cannot be disputed. But the field of human behaviour alone cannot cover the whole field of management.

The Social System School: The generalisation of this school of thought is heavily oriented to sociological concepts. This school believes that the theory of management rests on the understanding of the interaction of social groups. This school is closely related to the Human Behaviour School of management. In other cases, the approach is not to distinguish the formal organisation but rather to encompass any kind of system of human relationship. He examined the inter-relationships within the organisation. He developed his concept. It is regarded to be a major contribution in the field of management. He visualized management as a co-operative system where persons are able to communicate with each other and who are willing to contribute effectively towards a conscious common goal. The main thrust of the social system is to study different aspects of social systems. Even though this school has made valuable contribution in the field of management still, critics feel that i Sociology is one of the important tools required to understand the organisation as a social entity and the different types of cultural pressures and conditions under which this social system has to work and ii it cannot do justice to many other aspects of the working of an organisation including the technological factors and the factors connected with the psychological behaviour of the people which is, in turn, connected with the organisation, whether they are individuals or groups. As observed by Koontz, this approach is, broader than management and in practice it tends to overlook many important concepts and techniques of management.

The Decision Theory School: The exponents of this school led by Simon concentrate their attention fully on decision-making. They are of the view that all the managerial functions boil down to one point that is decision-making; Decisions are taken through rational choice among different alternatives within the given constraints. The approach of this school may be to deal with the decision itself or with the persons or organizational group making the decision or with an analysis of the decision process. Some alternatives are regarded to be fairly large to the economic rationale of decision, while others regard anything which happens in an enterprise the subject of their analysis, and still others expand decision theory to cover the psychological and sociological aspects and environment of decisions and decision makers. They have expanded their area of theory building from the decision making process to the study of the decision maker. The decision theorists start with the small area of decision making and then look at the entire field of management through this keyhole. This school is heavily oriented to model

building and different mathematical tools and techniques. A wide range of mathematical and rational research tools and techniques have been used for taking decisions with regard to the great variety of problems that management faces, such as work study, work flow, inventory control, incentives, marketing, communication, planning and information system etc. The methods of decision making also have undergone radical changes from the past. Several new concepts and approaches have been developed in the field of decision making. Slowly and gradually the superficial methods of decision making are giving way to real situation-oriented approaches to management. The advocates of this school contemplate that the future development of management discipline will revolve round the decision-making. Thus, in their view, the entire field of management is covered by this school. Notes on general review of management of schools: From the foregoing description of various schools of management thought, it is quite clear that some of schools overlap each other. Management is no longer the restricted domain of managers and entrepreneurs. Different disciplines have contributed to the growth of managerial thought. As a result of these diverse contributions, management has grown as a discipline. Some of the approaches take only partial view of the area of management and see the managerial problems through coloured glasses. This is owing to the fact that the exponents of particular schools have a tendency to stress the concepts as developed in their parent disciplines. This exclusiveness has blurred their vision and they take part or parts to be the whole. They do not attempt to see that management is an inter-disciplinary subject which draws heavily on the knowledge developed in different disciplines. In spite of this fact management has established itself as an independent discipline. Managerial problems cannot be viewed only from one exclusive angle which the advocates of different schools have attempted to do. Various approaches to management theory and exclusiveness of theories have created confusion.

Chapter 2 : A History of Management Thought by Morgen Witzel

History of Management Thought Management has grown in leaps and bounds from a virtually trivial subject in the past centuries, to one of the most essential topics. Management has developed into a robust and revolutionary force on which our modern society relies for material support and national well-being.

In addition, three contemporary management perspectives are discussed. Its roots pre-date the twentieth century. The classical school of thought generally concerns ways to manage work and organizations more efficiently. Three areas of study that can be grouped under the classical school are scientific management, administrative management, and bureaucratic management. In the late 19th century, management decisions were often arbitrary and workers often worked at an intentionally slow pace. There was little in the way of systematic management and workers and management were often in conflict. Scientific management was introduced in an attempt to create a mental revolution in the workplace. It can be defined as the systematic study of work methods in order to improve efficiency. Taylor was its main proponent. Scientific management has several major principles. First, it calls for the application of the scientific method to work in order to determine the best method for accomplishing each task. Second, scientific management suggests that workers should be scientifically selected based on their qualifications and trained to perform their jobs in the optimal manner. Third, scientific management advocates genuine cooperation between workers and management based on mutual self-interest. Other important characteristics of scientific management include the scientific development of difficult but fair performance standards and the implementation of a pay-for-performance incentive plan based on work standards. Scientific management had a tremendous influence on management practice in the early twentieth century. Although it does not represent a complete theory of management, it has contributed to the study of management and organizations in many areas, including human resource management and industrial engineering. Many of the tenets of scientific management are still valid today. Administrative management focuses on the management process and principles of management. In contrast to scientific management, which deals largely with jobs and work at the individual level of analysis, administrative management provides a more general theory of management. Henri Fayol is the major contributor to this school of management thought. Fayol was a management practitioner who brought his experience to bear on the subject of management functions and principles. He argued that management was a universal process consisting of functions, which he termed planning, organizing, commanding, coordinating, and controlling. Fayol believed that all managers performed these functions and that the functions distinguished management as a separate discipline of study apart from accounting, finance, and production. Fayol also presented fourteen principles of management, which included maxims related to the division of work, authority and responsibility, unity of command and direction, centralization, subordinate initiative, and team spirit. Although administrative management has been criticized as being rigid and inflexible and the validity of the functional approach to management has been questioned, this school of thought still influences management theory and practice. Bureaucratic management focuses on the ideal form of organization. Max Weber was the major contributor to bureaucratic management. Based on observation, Weber concluded that many early organizations were inefficiently managed, with decisions based on personal relationships and loyalty. He proposed that a form of organization, called a bureaucracy, characterized by division of labor, hierarchy, formalized rules, impersonality, and the selection and promotion of employees based on ability, would lead to more efficient management. Bureaucracy has come to stand for inflexibility and waste, but Weber did not advocate or favor the excesses found in many bureaucratic organizations today. The classical school emphasized efficiency, process, and principles. Some felt that this emphasis disregarded important aspects of organizational life, particularly as it related to human behavior. Thus, the behavioral school focused on trying to understand the factors that affect human behavior at work. The Hawthorne Experiments began in and continued through the early s. A variety of researchers participated in the studies, including Clair Turner, Fritz J. Roethlisberger, and Elton Mayo, whose respective books on the studies are perhaps the best known. Another was that the workplace is a social system and informal group influence could exert a powerful effect

on individual behavior. The studies also found that organizations should take steps to assist employees in adjusting to organizational life by fostering collaborative systems between labor and management. Such conclusions sparked increasing interest in the human element at work; today, the Hawthorne studies are generally credited as the impetus for the human relations school. According to the human relations school, the manager should possess skills for diagnosing the causes of human behavior at work, interpersonal communication, and motivating and leading workers. The focus became satisfying worker needs. If worker needs were satisfied, wisdom held, the workers would in turn be more productive. Thus, the human relations school focuses on issues of communication, leadership, motivation, and group behavior. The human relations school of thought still influences management theory and practice, as contemporary management focuses much attention on human resource management, organizational behavior, and applied psychology in the workplace. Behavioral science and the study of organizational behavior emerged in the 1930s and 1940s. The behavioral science school was a natural progression of the human relations movement. It focused on applying conceptual and analytical tools to the problem of understanding and predicting behavior in the workplace. However, the study of behavioral science and organizational behavior was also a result of criticism of the human relations approach as simplistic and manipulative in its assumptions about the relationship between worker attitudes and productivity. The study of behavioral science in business schools was given increased credence by the Gordon and Howell report on higher education, which emphasized the importance to management practitioners of understanding human behavior. The behavioral science school has contributed to the study of management through its focus on personality, attitudes, values, motivation, group behavior, leadership, communication, and conflict, among other issues. Its roots can be traced back to scientific management. Management science also called operations research uses mathematical and statistical approaches to solve management problems. It developed during World War II as strategists tried to apply scientific knowledge and methods to the complex problems of war. Industry began to apply management science after the war. George Dantzig developed linear programming, an algebraic method to determine the optimal allocation of scarce resources. Other tools used in industry include inventory control theory, goal programming, queuing models, and simulation. The advent of the computer made many management science tools and concepts more practical for industry. Increasingly, management science and management information systems MIS are intertwined. MIS focuses on providing needed information to managers in a useful format and at the proper time. Decision support systems DSS attempt to integrate decision models, data, and the decision maker into a system that supports better management decisions. This school focuses on the operation and control of the production process that transforms resources into finished goods and services. It has its roots in scientific management but became an identifiable area of management study after World War II. It uses many of the tools of management science. Operations management emphasizes productivity and quality of both manufacturing and service organizations. Edwards Deming exerted a tremendous influence in shaping modern ideas about improving productivity and quality. Major areas of study within operations management include capacity planning, facilities location, facilities layout, materials requirement planning, scheduling, purchasing and inventory control, quality control, computer integrated manufacturing, just-in-time inventory systems, and flexible manufacturing systems. This school is based on the work of a biologist, Ludwig von Bertalanffy, who believed that a general systems model could be used to unite science. The systems school began to have a strong impact on management thought in the 1950s as a way of thinking about managing techniques that would allow managers to relate different specialties and parts of the company to one another, as well as to external environmental factors. The systems school focuses on the organization as a whole, its interaction with the environment, and its need to achieve equilibrium. General systems theory received a great deal of attention in the 1950s, but its influence on management thought has diminished somewhat. It has been criticized as too abstract and too complex. However, many of the ideas inherent in the systems school formed the basis for the contingency school of management. It emphasizes that there is no one best way to manage and that it depends on various situational factors, such as the external environment, technology, organizational characteristics, characteristics of the manager, and characteristics of the subordinates. Contingency theorists often implicitly or explicitly criticize the classical school for its emphasis on the universality of management principles; however, most classical

writers recognized the need to consider aspects of the situation when applying management principles. The contingency school originated in the s. It has been applied primarily to management issues such as organizational design, job design, motivation, and leadership style. For example, optimal organizational structure has been theorized to depend upon organizational size, technology, and environmental uncertainty; optimal leadership style, meanwhile, has been theorized to depend upon a variety of factors, including task structure, position power, characteristics of the work group, characteristics of individual subordinates, quality requirements, and problem structure, to name a few. A few of the major contributors to this school of management thought include Joan Woodward, Paul Lawrence, Jay Lorsch, and Fred Fiedler, among many others. This section briefly reviews two contemporary approaches: While neither of these management approaches offer a complete theory of management, they do offer additional insights into the management field. Total quality management TQM is a philosophy or approach to management that focuses on managing the entire organization to deliver quality goods and services to customers. This approach to management was implemented in Japan after World War II and was a major factor in their economic renaissance. TQM has at least four major elements. Employee involvement is essential in preventing quality problems before they occur. A customer focus means that the organization must attempt to determine customer needs and wants and deliver products and services that address them. Benchmarking means that the organization is always seeking out other organizations that perform a function or process more effectively and using them as a standard, or benchmark, to judge their own performance. The organization will also attempt to adapt or improve the processes used by other companies. Finally, a philosophy of continuous improvement means that the organization is committed to incremental changes and improvements over time in all areas of the organization. TQM has been implemented by many companies worldwide and appears to have fostered performance improvements in many organizations. Perhaps the best-known proponent of this school of management was W. The contemporary organization faces unprecedented environmental and technological change. Thus, one of the biggest challenges for organizations is to continuously change in a way that meets the demands of this turbulent competitive environment. The learning organization can be defined as one in which all employees are involved in identifying and solving problems, which allows the organization to continually increase its ability to grow, learn, and achieve its purpose. The organizing principle of the learning organization is not efficiency, but problem solving. Three key aspects of the learning organization are a team-based structure, empowered employees, and open information. Peter Senge is one of the best-known experts on learning organizations.

Chapter 3 : History of Management Thought | MANAGEMENT | BUSINESS | Fall | UM Catalog

A critical history of management thought - Jean Allen A critical history of management theory. Authors note: This paper began as a critique of Morgan Witzel's A History Of Management Thought, a book which was assigned for a graduate course on Organizational & Management Theory.

MBA Project Reports History of Management Thought Management has grown in leaps and bounds from a virtually trivial subject in the past centuries, to one of the most essential topics. Management has developed into a robust and revolutionary force on which our modern society relies for material support and national well-being. Management, as a theoretical discipline, goes back only to the end of the 19th century, when the 1st large industrial company was started, and the challenges of coordinating and managing numerous people in the search for a common set of objectives first became evident. History of Management Thought Management experts have grouped the diverse ideas into three basic approaches: This initial research produced theories, concepts, and practices which are referred to as classical approach. The classical school writers such as Frederick W Taylor, Henri Fayol and Lyndall Urwick decided to evaluate the corporate organisation in terms of its purpose and structure. The classical approach has two perspectives: Scientific management focuses on the difficulties of lower level managers managing the everyday problems of the staff. Classical organization theory focuses on the challenges which top-managers face in managing the organization as a whole. Tasks are standardized wherever possible. Employees are rewarded and punished. This approach works well for companies with assembly lines and other mechanistic, routinized activities. Classical organization theory specializes in the management of organization and has two key objectives: To develop basic principles that can guide the creation, design and maintenance of big organizations and to find out the basic functions of managing organizations. Video on Introduction to History of Management The behavioural approach to management theory The Behavioural approach considers the social and psychological aspects of human behaviour in organization. The behavioral approach stressed employee perceptions and behaviors and group processes, and acknowledges the importance of behavioral processes in the organization. The behavioural approach has two branches: This approach focuses on solving technical instead of human behaviour problems. It began during World War II, as strategists attempted to use scientific knowledge and techniques to the complex problems of war. One of the main objective of this approach is to provide the management with quantitative bases for decisions. Management science is mainly worried about how a business can manage itself with the goal to maximize productivity. Management science is also known as operations research, which basically explains the strategy management scientists take when functioning in a business setting. It then designs possible solutions. A persistent disadvantage of the classical, behavioural and quantitative approaches is that they give more importance on one aspect of the organisation at the cost of another. But, it is hard to understand which aspect is most functional, constructive and suitable in a given scenario.

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The History of Modern Management Essay Introduction: The value of history and theory of modern management have always been questioned by the community. To become modern management as it is today it had to run through a lot of complicated changes and developments.

Chapter 7 : History of Management Thought

Stages in the History of Development of Management Thought! The emergence of management thought is not a matter of mere chance. The development of it was gradual and it has passed through various distinct time periods. Herbert G. Hicks has divided the period into four distinct stages. Since this.

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"Management history" refers primarily to the history of management thought as it has developed during that time, although some work covers the practice of management all the way back to Antiquity.

Chapter 9 : A Timeline of Management and Leadership

MANAGEMENT THOUGHTS AND THEORIES The industrial revolution, which began in Europe in mids, was the starting point for the development of management concepts and theories.