

## **ANALYSIS OF THE MANAGEMENT SCHOOLS AND THEIR REPRESENTATIVES**

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**Abstract:** *The concept of management followed a rapid evolution during the twentieth century. Today, management is a well-defined science, with a strong theoretical background and a number of tools designed to enrich managerial thinking and practice and provide flexibility in the face of changes and challenges facing any organization. The study of the specialized literature in the field of management highlights the existence of multiple classifications of management schools, grouped according to the principles and nature of the concepts used mainly. In this article we approached the following management schools: empirical, classical, behaviorist, sociological, quantitative and modern (contemporary) and we brought to attention the most important founders of these schools.*

**Key Words:** *manager, founders, evolution*

*JEL Classification: A20, A21.*

### **Introduction**

Management has established itself as a science in the last century, but it has always existed, because according to the definition given by Mary Parker Follet, "management is the art of doing something with other people or the art of making others do a certain activity." Etymologically, the word "management" ['mænɪdʒmənt] comes from Latin, "manus meaning" hand", manum agere meaning "to lead by hand, as a literary expression "maneuver", "pilot". The Romanian linguist Alexandru Graur, in his work, specifies that from the Latin "manus" was formed in Italian "maneggiare - a manui" and "maneggi - calarie", and was taken over in French in the form

of manege ”, then in English in the form of the verb “ to manage ” whose initial meaning was completed with “ to lead ”; “ to administer ”, then deriving it in the noun “ manager-leader ” and the adjective “ management ”.

In the Romanian language it came in the form “ manej ” through the French “ manege ”, having, according to the Explanatory Dictionary of the Roman language, the meanings of:

- The art of training and training a horse.
- Specially arranged place where horses are trained and horse training or demonstrations are held.
- A place surrounded by a wall of straw, where the yams are kept, when it is not too cold.
- Device by means of which a horse or a traction animal moves, by movement, a certain machine, thresher, water pump for watering, etc.
- Classical ballet exercises performed on a circular trajectory.

It follows that the English verb "to manage" has the same root as the Romanian term "manej" and the Italian "mannegio", namely the Latin term "manus" (hand). The English vocabulary contains the term management, although the concept asserted itself in the Americans at the end of the 19th century, from where it later spread to most developed countries. Group management has evolved with human society, always persisting the need to guide people's efforts within the organized framework of communities.

In the first human communities, leaders were appointed according to their personal qualities and practical abilities, thus ensuring a normal correlation between the hierarchy of native values and the hierarchy of formal leadership. With the appearance of the state, as a form of macrosocial coexistence, the appearance of communication through writing and the permanence of the hereditary transmission of leadership functions is signaled. The development of the states of the world has brought in the field of leadership, the multiplication of the number of hierarchical levels and the increase of the role of the material and moral motivation in reaching the group objectives. However, the same differences are maintained between the hierarchy of values and that of management based on the same hereditary principle in the transmission of management functions until the first half of the second millennium. The dynamism and complexity of the evolutions provoked by the two industrial revolutions, from the 16th and 17th centuries in all fields, imposed as an objective necessity the approach of the management processes on new, scientific bases. Unprecedented technical and economic developments since the early nineteenth century have led to the first attempts at the field of management science.

## **Management schools**

**I. Empirical management** has helped man to get the answer to questions such as: what to do ?, how to do? and so on to survive, to be able to obtain the necessities of existence, to improve their living. At the same time, these questions began to be studied by scientists, theorized, and scientific papers were developed.

There has, of course, been a very slow, but still continuous, process of transition to scientific management, which has increasingly replaced the empirical one. However, the first book on management, on the leadership of organized groups was written over 3000 years ago, belongs to Xenophon and is entitled "Kiropaidaia", followed by others in ancient Greece, the Roman Empire, belonging to Plutarch, Tit - Liviu and others. Xenophon of Athens (n. 430 î.Hr. - 354 î.Hr.) was an ancient Greek historian, philosopher and soldier. Xenophon became the commander of ten thousand soldiers at the age of about 30. He set the precedent for many logistical operations and was among the first to use maneuvers and flanking featers.

A student of Socrates, Xenophon is known for his writings in which he records the history of his time (5th and early 4th centuries BC), in works such as Anabasis and Hellenica, in which he recounts the aftermath of the Peloponnesian War. (431-404 î.Hr.), thus representing a thematic continuation of the history of Thucydides in the Peloponnesian War.

**II. The classical school of management** began with the research of pioneers: the Frenchman Henry Fayol (1841-1925), the American Frederic Taylor (1856-1915), and the German Max Weber (1864-1920) and were continued by many researchers. Among the best known representatives we mention: the Americans Koontz and O'Donnel, the Russians Lisitin and Kuznetov, the English Urwick and Woodward, the Germans Bücher, Schaer and the French Gélénier. Henri Fayol (July 29, 1841 - November 19, 1925) was a French mining engineer, author and director of mines who developed the general theory of business administration, a theory that is often called Fayolism. He and his colleagues developed this theory independently of scientific management, but approximately contemporary, being widely recognized as a background due to the modern method of management.

Henri Fayol considered that management is "forecasting and planning, organizing, commanding, coordinating and controlling". In the early 1900s, large organizations, such as production plants, also had to be

managed. At that time, only a few (external) management tools, models and methods were available. Thanks to scientists such as Henri Fayol (1841-1925), the first foundations were laid for modern scientific management.

These first concepts, also called management principles are the factors that underlie successful management. Henri Fayol explored this comprehensively and, as a result, synthesized the 14 principles of management. The principles of management and research of Henri Fayol were published in the book "General and Industrial Management" (1916).

Henri Fayol synthesized 14 principles of management, after years of study, following, observing and analyzing the events that take place during a production activity, these principles being in fact statements that are based on a fundamental truth, and constitute a guide for those who are in a position to make decisions.

The 14 principles of management according to Foyle (or Foyalism) are:

- The principle of division of labor, according to which, the higher the degree of specialization in the execution of labor, the greater the efficiency;
- The principle of authority and responsibility: the authority of managers derives from their right to give orders and must always be accompanied by responsibility;
- The principle of discipline, which explains that the rules and norms that govern the life of the organization must be respected;
- The principle of remuneration, according to which the compensation for the work performed must satisfy both the employee and the organization;
- The principle of the command unit, that is, each employee must receive orders from a single boss; violation of this principle generates the "duality" of the order and leads to dissensions, mistrust, confusion, etc.
- The principle of subordinating the individual interest to the group one;
- The principle of centralization-decentralization. According to this principle, a sensitive balance must be struck between the two, so as to give subordinates sufficient authority to carry out their work;
- The principle of the existence of a single leader of superior level;
- The principle of order -: people and other factors of production must be in the right place at the right time;
- The principle of equity: equity is the one that must govern the relations between the boss and the subordinate; 11. The principle of labor stability -: as a condition of high efficiency;

- The principle of unity of meaning of the organization by forming the team spirit;
- Principle of the initiative -; managers have the role of encouraging the initiative of the members of the organization;
- The principle of hierarchy, according to which authority decreases along the path between the top manager and the lower levels of the organization;

We must keep in mind that Henri Fayol (1841-1925), the French industrialist, worked for the same organization his entire working life. He created a management approach that primarily looks at its activities from an organizational perspective. He (like other classical theorists of the time) promoted the division of labor to promote efficiency.

Today, organizations take into account the well-being of employees, the factors that motivate them, and people change their job (and even their career) quite often, so that Foyal's theory is no longer applied ad-literam.

Foyle's fourteen principles are a first theory of management, and are still relevant today, as we often find them in the first chapter of many management texts. Frederick Winslow Taylor (March 20, 1856 - March 21, 1915) was an American mechanical engineer who sought to improve industrial efficiency, being one of the first management consultants. Taylor influenced through his ideas the Progressive Era (1890-1920) and in 1911 he published the book "Principles of Scientific Management" in which he presents his efficiency techniques. This book is considered the master book of management and was voted the most influential management book of the twentieth century by the Fellows of the Academy of Management.

Practically, Frederik W. Taylor makes the transition from empirical to scientific management because he orients his activity towards the rationalization of work and towards the efficient management of the capitalist enterprise. Taylor is considered by most specialists to be the father of scientific management.

Taylorism (spelling and tailoring) according to dex is the theory that underlies a system of work organization in which labor rules are established at the level of workers with the highest yield and based on improvements to work by eliminating unnecessary movement, by applying methods more efficient, evidence and control, thus leading to increased work efficiency.

Taylorism appears as an organizational-technical conception, in which the human element is placed in a secondary place. He based his entire conception on the idea that people's work can be rationalized.

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The concept of "maximum prosperity" that Taylor raises to the rank of the main objective of management, is viewed from the point of view of the entrepreneur.

Thus, for the owner or entrepreneur it means the development of all aspects of the company's activity at "the highest degree of efficiency", and for employees "the development of each person at a state of maximum productivity" Thus Taylor identified and measured all workers' movements during a task. trying to eliminate movements that slowed down work or unnecessary ones.

He recommended the introduction of the salary in agreement or in pieces, considering that the man is motivated in the work the strongest by the material factor. Taylor, appreciated in his country as the father of scientific leadership, introduces the idea of efficient management.

At the basis of the organization of work and leadership Taylor put the following ideas: a clear image from each element of the organization, the creation of a scientific foundation to replace the old, traditional methods of work; scientific study of each element: choosing the most suitable workers for each operation, their subsequent training and education: strengthening and developing mutual collaboration between administration and workers, uniform distribution of work and responsibilities between administration and workers; separating the work of conception from that of execution; releasing workers from production preparation and calculation work, entrusting these functions to specialists.

All these elements are seen in their unity, thus ensuring the system of scientific management, a system based on a set of principles and which is achieved by using special methods, techniques and measures. These principles, which summarize the results of Frederik Taylor's work, are:

- science instead of traditional skills;
- harmony instead of contradictions;
- collaboration instead of individual work;
- maximum productivity instead of a limited one;
- the development of each worker up to the maximum allowable productivity.

In Romania, these principles have been applied since 1907, four years before Taylor published his book, at the Romanian Cotton Weaving in Pitesti, by Edmond Landauer, a Belgian industrialist well known at the time, Edmond Landauer experiments with the principles of Taylor's scientific management from the position of owner

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of the weaving mill and thus becomes a promoter of scientific management in Romania and according to his statements in Europe. In essence, Taylor believes that money and working conditions are the conditions for increasing labor productivity. Karl Emil Maximilian "Max" Weber (1864-1920), was a German sociologist, philosopher, jurist and political economist, whose ideas profoundly influenced society. Weber is often cited, along with Émile Durkheim and Karl Marx, as one of the three founders of sociology. Weber is known for his book "Protestant Ethics and the Spirit of Capitalism," in which he proposed the idea that the spirit of capitalism is inherent in Protestant religious values. He argued that the stimulation of capitalism was based on the basic principles of Protestantism. Max Weber is also known for the "Theory of Bureaucratic Management" by which he imposed the famous "ideal bureaucratic model", consecrating the term "bureaucracy" from a scientific point of view.

The term "bureaucracy-bureaucracy" first appeared in France in the 16th century, and refers to officials working in offices. The monarchs, or enlightened despots, needed these officials to administer their domain, to impose their authority on the entire territory of the country, replacing that of the local nobles. Thus, the first civil servants were the "stewards" whose tasks and privileges also increased over time, as a result of which they were forced to hire other officials, thus creating administrative structures that existed in parallel with the central authorities.

The appearance of career civil servants is also characteristic of this period. With differences in form rather than substance, all absolutist monarchies in Western Europe functioned according to this model of administration. We must remember, however, the Prussian model of administration, which introduced a system of recruiting officials, very close to what we call today the "merit system".

At the same time, he set up a national network of training institutions for these officials, both theoretically and practically, and a Superior Examination Commission in order to select them. Max Weber's theory of bureaucracy, also known as the "rational-legal" model, tries to explain bureaucracy from a rational point of view. First, Weber argued that bureaucracy is "based on the general principle of precisely defined and organized competencies at the internal level of the various offices" which are "based on administrative rules, laws or regulations". In particular, Weber notes three aspects that "constitute the essence of bureaucratic administration"

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in the public sector and "the essence of bureaucratic management of a private company" in the private sector, namely:

- The rigid division of labor that clearly identifies the regular tasks and duties of the special bureaucratic system.
- Regulations describing well-established chains of command and the duties and ability to compel others to comply.
- The employment of persons with special, certified qualifications shall support the regular and continuous execution of the assigned tasks.

Weber also identifies nine principles of the bureaucratic management model:

- Specialized roles
- Recruitment on the basis of merit (eg tested through open competition)
- Uniform principles of placement, promotion and transfer in an administrative system
- Careerism with a systematic salary structure
- Hierarchy, responsibility and accountability
- Submission of official conduct to strict rules of discipline and control
- The supremacy of abstract rules
- Impersonal authority (for example, the office bearer does not bring the office with them)
- Political neutrality

### **What would Max Weber's ideal organization look like?**

Weber believed that bureaucracy is the most efficient way to set up and manage an organization and absolutely necessary for large companies to achieve maximum productivity with many employees and multiple tasks. The Weber's 9 principles can be explained in more detail. Weber considered that the specialization of tasks promotes the timely completion of work at the highest skill level. Tasks, therefore, in Weber's ideal organization are divided into categories based on the skills of team members and areas of expertise. Employees and departments have clear roles and defined expectations in which they are responsible only for the work they do best. This is designed to maximize efficiency for the organization. Going beyond one's responsibilities, such as



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presenting new ideas outside the scope of a department, is unacceptable. Weber argued that management must be organized hierarchically, in layers, each layer being responsible for the performance of his team.

Weber believed that each layer of management should provide oversight to the layers beneath them, while being in control of those above them. Thus, individuals at the top of the hierarchy have the highest authority, while those at the bottom have the least power. This hierarchical structure clearly delimits the lines of communication, delegation and division of responsibilities. In the ideal organization, Weber believed that employees should be chosen based on their technical skills and competencies, which are acquired through education, experience or training - other factors should not be taken into account.

And since workers are paid for their services and services are broken down by job, an employee's salary depends entirely on their position. The terms of the contract are also completely determined by the rules and regulations of the organization, and the employees have no ownership interest in a company. Employees, Weber argued, should always know exactly what is expected of them.

In the ideal organization, the rules are clearly defined and strictly applied. This promotes uniformity within the organization and keeps the company running as smoothly and efficiently as possible. If new rules and requirements need to be introduced, senior management or directors are responsible for their implementation and enforcement. According to Weber's theory, employee relations should only be professional. The impersonal environment characterized by bureaucrats is designed to promote decision-making based solely on facts and rational thinking. It prevents favoritism or nepotism, as well as the involvement of foreigners or political influence, anything that could interfere with the organization's mission.

In an ideal bureaucracy, everyone is treated equally, and work responsibilities are clearly divided on the areas of expertise of each team. A well-defined hierarchical management system supports this, providing clear lines of communication and division of labor based on the leadership layer in which he worked.

Progress in the organization is determined only by qualifications and achievements, rather than by personal connections. Weber believed that the work environment should be professional and impersonal - "working relationships" are strongly discouraged. In general, Weber's ideal bureaucracy favors efficiency, uniformity, and a clear distribution of power.

According to Dex, "bureaucracy" has 2 meanings: interpretation and application of laws, regulations, etc. in their letter, without understanding them spiritually and the totality of the bureaucrats. So we notice, even by definition, that nowadays "bureaucracy" has acquired negative connotations, because Weber's model is seen today as an extremely rigid model, which does not encourage initiatives, flexible programming, risk-taking, collaboration at the workplace work and therefore is already outdated, the word "debureaucratization" successfully appears in the language. However, Weber's bureaucratic theory influenced generations of business leaders and politicians until the twentieth century.

### **III. Behavioral School (Relationship Management)**

Classical theorists paid minimal attention to the individual as a person, treating him as a factor of production. In the 1920s, Mary Parker Follett showed a great deal of understanding for individuals in companies. She emphasized the importance of qualification and consensus as determinants of leadership.

Mary Parker Follett, or "Mother of Modern Management," believed that management is "the art of doing things through people." Although it has never been a for-profit enterprise, it has provided valuable insights into the importance of 'power with' rather than 'power' and integration with employees in resolving conflicts. "Leadership is not defined by the exercise of power, but by the ability to increase the sense of power among those led," Follett once said. "The most essential work of a leader is to create more leaders."

Follett practiced these coordination principles that helped develop her theory of management:

1. Direct contact - Integration Direct contact between employees and managers helps organizations avoid conflicts and misunderstandings. Organizing regular meetings or discussing tasks in person is a simple way to practice this principle. Coordination must be learned and mastered immediately.

No employee should feel less important than the next; each has a significant role that compliments the roles of others. Follett believed that workers at all levels should integrate to achieve the organization's goals. If a conflict arises, there should be a conscious effort to shoot instead of pushing and working together as a team.

Because each member does their part, in general, they will be more likely to be satisfied with the result.

2. Mutual relationship - cooperation. Each worker, regardless of their level in the hierarchy, is responsible for gaining weight and integrating with the rest of the organization.

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No one should try more or less than another - it's a team effort. Instead of establishing a strict hierarchy and delegating the power of certain people to others, Follett believed that workers should exercise a power of cooperation.

The power with their team is better than the power over them; In this way, each member feels as appreciated as the next. This does not mean that the hierarchy should be eliminated altogether. The structure is still crucial, but employees should not feel less valuable than their managers.

3. Continuous cooperation process - Group power Coordination must be maintained. Don't learn it and forget about it; channel it into everything you do. The strength of the group must be assessed in relation to personal strength. Organizations do not exist for the benefit of one person, but rather the entire company of workers. If this disinterested mentality prevails, then all workers will feel that they are in the same team, rather than competing with each other. Well known for her mediation tendencies and management tactics, Follett has created a theory of management that is still in favor today.

Chester Barnard (1886 - 1961) worked at AT&T for 40 years. In 1931, he was asked to organize and lead the New Jersey Emergency Relief Administration. Barnard spent time giving a series of lectures at Harvard in 1937, which served as the basis for his only book, "Executive Functions," written in 1938.

Chester Bernard argued that managers have the authority to influence employee behavior on the grounds that they accept it. An important component of Barnard's general theory of management is the theory of induction and contribution. The Induction-Contribution theory is not nearly as complicated as it seems. At its basic level, it is simply a theory of motivation.

The theory holds that an organizational member will make contributions in exchange for encouragement. The member continues to commit in return, as long as the encouragement received is greater than the contributions a person is requesting. Now, all of this really fits into the fact that an employee will continue to work for the organization if it is worth staying. If the pay, benefits and job satisfaction are greater than the perceived cost of the work provided to the organization, you will stay and continue to contribute.

Barnard saw an organization as a system of cooperation. He described two ways to induce such cooperation. The first method is called the incentive method and works by providing incentives to members who

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meet their existing motivations, such as money. A second method, called the persuasive method, is meant to change a member's motive.

There are three means of persuasion: coercion, propaganda and inoculation of motives. Coercion occurs when a member is persuaded to cooperate through a threat, such as termination or withholding of benefits. Propaganda occurs when a member is convinced of the importance of the organization's mission, service, or product. Finally, inoculation involves educating members in certain values, such as religious beliefs, patriotism, or professional values, so that they act in accordance with those values.

George Elton Mayo (December 26, 1880 - September 7, 1949) was an Australian-born psychologist, industrial researcher and organizational theorist. Mayo graduated from the University of Adelaide, South Australia with a bachelor's degree in arts, majoring in philosophy and psychology, and was later awarded an honorary master's degree in art from the University of Queensland (UQ).

He was a lecturer in psychology and philosophy at UQ between 1911 and 1922, when he left for the United States. At UQ he performed psychopathological tests and was a pioneer in psychoanalytic treatment that helped soldiers returning from World War I to recover from the stress of war. In 1926 he was appointed to the Harvard Business School (HBS) as a professor of industrial research. Mayo's association with Hawthorne's studies, as well as his research and work in Australia, led to a popularity that was not given to the social scientists of his day. Hawthorne studies were conducted on 20,000 workers at Western Electric Chichester, Illinois between 1924-1932 and practically meant changing environmental conditions for different groups of workers, ranging from inhomogeneous to extremely homogeneous.

His experiments drew a number of conclusions about the true source of employee motivation, laying the groundwork for further approaches to team building and group dynamics. Mayo management theory states that employees are motivated much more by relational factors, such as attention and camaraderie, than by monetary rewards or environmental factors, such as lighting, humidity, etc.

Elton Mayo developed a matrix that he used to illustrate the probability of a given team being successful. Its matrix demonstrates the role that various combinations of group norms and group cohesion play in team effectiveness. The following are the four combinations of Mayo theory and the effect of each on team dynamics:

1. Groups with low standards and low cohesion are ineffective; they have no impact because none of the members are motivated to excel, according to Mayo's theory.
2. Groups with low standards and high cohesion have a negative impact, as peer members encourage negative behavior (eg gangs).
3. Groups with high standards and low cohesion have a certain positive impact through the individual achievements of the members.
4. Groups with high standards and high cohesion have the greatest positive impact, according to Mayo's theory, because group members encourage each other to excel. The "Hawthorne Studies" were conducted between 1924 and 1932 by Elton Mayo, highlighting two implications: Individuals are unique; Working groups are of great importance. Elton Mayo's contribution to management theory helped pave the way for modern methods of managing human relationships because Mayo demonstrated that the strongest motivation is emotional in nature: such as the sense of involvement and attention given to individuals, their personality, their needs.

**IV. The sociological school** develops in parallel with the classical school and brings a series of new concepts related to human behavior in the managerial process. The best known representatives are: the Americans Mc Gregor, Maslow, Herzberg, Lickert, the Russian Gvisiani, the German R. Weber, the Frenchman Crozier and the Italian Moreno.

The main ideas of the representatives of this school:

1. the formation and officialization of the teams is done according to the people's preferences, thus ensuring the increase of interpersonal communication and cooperation;
2. formal authority must be doubled by its unconditional recognition by the led group;
3. people's motivation is the way to improve the work climate;
4. narrow specialization of staff and services is not beneficial in the evolution of groups;
5. decentralization and decision-making must aim at approaching the place of their application

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Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a professor of psychology at Alliant International University, Brandeis University, Brooklyn College, the New School for Social Research and Columbia University. The hierarchy of needs comes from Maslow's belief that:

"The fundamental desires of human beings are similar, despite the multitude of conscious desires" (Zalenski and Raspa, 2006).

In his initial work on human motivation, Maslow describes his hierarchy of needs as consisting of five needs, which are "physiological, safety, love, esteem, and self-actualization" arranged in a pyramidal manner, with physiological needs forming the bottom of the pyramid (Maslow, 1943). Maslow describes these needs as "arranged in a hierarchy of arrogance."

In other words, the first level of needs (physiological) is the most important and will "monopolize consciousness" until they are taken care of. Once a level of needs is taken care of, the mind moves on to the next level of needs and so on until it reaches self-actualization.

Of course, this means that, according to Maslow, "the average member of our society is most often partially satisfied and partially dissatisfied in all his desires" (Maslow, 1943).

While humanistic psychology is at its peak, Maslow's hierarchy of needs is still a major, well-known aspect of modern psychology. The hierarchy of needs has recently been adapted to be used in hospice care (Zalenski & Raspa, 2006), to be used in urban planning, development and management (Scheller, 2016), and even for police study by Guzman & Kim, 2017 ).

Interestingly, the works of Scheller and Guzman & Kim have adapted both the hierarchy of needs for communities, not for individuals. These recent studies show that the hierarchy of needs has influenced modern psychology in ways that Maslow could not predict.

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5. decentralization and decision-making must aim at approaching the place of their application.

Frederick Irving Herzberg (April 18, 1923 - January 19, 2000) was an American psychologist who became one of the most influential names in business management. It is most famous for introducing job enrichment and the theory of motivators-hygiene. His 1968 publication "Once Again, How Do You Motivate Employees?" it sold 1.2 million reprints by 1987 and was the most requested article in the Harvard Business Review. In 1959, Frederick Herzberg, a behavioral scientist, proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some work factors that result in satisfaction while there are other work factors that prevent dissatisfaction.

According to Herzberg, the opposite of "Satisfaction" is "No Satisfaction" and the opposite of "Dissatisfaction" is "No Satisfaction".

Herzberg classified these factors into two categories:

1. Hygiene factors - Hygiene factors are those work factors that are essential for the existence of motivation at work. These do not lead to positive long-term satisfaction.

But if these factors are absent / if these factors do not exist in the workplace, then they lead to dissatisfaction. In other words, hygiene factors are those factors that, when adequate / reasonable in a workplace, reassure employees and do not make them dissatisfied. These factors are extrinsic function.

Hygiene factors are also called dissatisfaction or maintenance factors because they are forced to avoid dissatisfaction. These factors describe the work environment / scenario. Hygiene factors symbolized the physiological needs that individuals wanted and expected to be met.

Hygiene factors include:

- a) Salary - The structure of the salary or salaries should be adequate and reasonable. It must be equal and competitive with those in the same industry in the same field.
- b) Company policies and administrative policies - Company policies should not be too rigid. They should be correct and clear. It should include flexible working hours, dress code, breaks, holidays, etc.
- c) Free benefits - employees should be offered health care plans (medicine), benefits for family members, employee assistance programs, etc.

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- d) Physical working conditions - Working conditions must be safe, clean and hygienic. Work equipment should be up to date and well maintained.
  - e) Status - The status of employees within the organization should be familiar and maintained.
  - f) Interpersonal relationships - The relationship of employees with peers, superiors and subordinates must be adequate and acceptable. There must be no element of conflict or humiliation.
  - g) Job security - The organization must provide job security to employees.

2. Motivational factors - According to Herzberg, hygiene factors cannot be considered as motivators. Motivational factors give positive satisfaction. These factors are inherent in the operation. These factors motivate employees for superior performance. These factors are called satisfactory. These are factors involved in the performance of the job. Employees consider these intrinsic factors to be satisfactory. The motivators symbolized the perceived psychological needs as an additional benefit. Motivational factors include:

- a) Recognition - Employees should be praised and recognized for their achievements by managers. Sense of accomplishment - Employees must have a sense of accomplishment. This depends on the job. There must be a fruit in the trade.
- b) Growth and promotion opportunities - There must be opportunities for growth and advancement in an organization that motivates employees to function well.
- c) Responsibility - Employees must be responsible for work. Managers should give them ownership of the work. They should minimize control, but retain responsibility.
- d) Work Sensitivity - The work itself should be meaningful, interesting and challenging for the employee to perform and be motivated.

The two-factor theory implies that managers must focus on ensuring the adequacy of hygiene factors to avoid employee dissatisfaction. Managers also need to ensure that work is stimulating and rewarding, so that employees are motivated to work and perform harder and better. This theory focuses on enriching jobs so as to motivate employees. The job must make the most of the employee's skills and competencies. Focusing on motivational factors can improve the quality of work. Rensis Likert (August 5, 1903, Cheyenne, WY, USA -



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September 3, 1981, Ann Arbor, MI) was an American social psychologist who is best known for developing the Likert method.

In 1926, Likert received his B.A. in economics and sociology from the University of Michigan, and in 1932 received a doctorate. in psychology from Columbia University. Likert continued to work for the U.S. Department of Agriculture until 1946, when he was influenced by World War II to work for the War Intelligence Office and in 1944, he was appointed head of the Moral Survey Bombing Survey (USSBS).

The Likert system made it possible to quantify the results of all the work that various theorists had done with group dynamics. Likert theory has also facilitated the measurement of "soft" areas of management, such as trust and communication.

In addition, Likert delineated the characteristics of high and low production organizations and identified problems with traditional organizational structures. Rensis Likert recognized four management styles or systems.

1. Exploitative-authoritarian: The first system of the Rensis Likert theory is characterized by decision-making in the upper echelons of the organization, without teamwork and little communication other than threats.
2. Benevolent-authoritarian: This Likert system is based on a master-servant relationship between management and employees, where the rewards are the only motivators and both teamwork and communication are minimal.
3. Advisory: In this style, managers have partial trust in subordinates, use both rewards and involvement to inspire motivation, encourage a higher level of responsibility for achieving goals and inspire a moderate amount of teamwork and some communication.
4. Participatory group: This system is based on managerial trust and trust in employees; collected, goal-based rewards; a collective sense of responsibility for meeting the company's objectives; team collaboration and open communication.

Douglas Murray McGregor (1906 - October 1, 1964) was a professor of management at the MIT Sloan School of Management and president of Antioch College from 1948 to 1954. He also taught at the Indian Institute of Management Calcutta. His 1960 book "The Human Side of Enterprise" had a profound influence on educational practices and covers two styles of management - authoritarian (Theory X) and participatory (Theory Y).

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According to Theory X, managers tend to have a pessimistic view of their people and assume that they are naturally unmotivated and do not like what they are doing. As a result, they believe that team members need to be constantly asked, rewarded or punished to ensure that they perform their tasks. Working in organizations managed in this way can be repetitive, and people are often motivated by a "stick to them" approach. Performance appraisals and remuneration are usually based on tangible results, such as sales figures or product production, and are used to control staff and "hold the reins".

This leadership style assumes that:

- The average human being / ordinary person (ordinary employee) is prone to neglect at work, which he would avoid if he could
- Because of contempt for work, people must be forced, threatened, controlled and punished to make them work
- The average person avoids responsibility, prefers to be led, has relatively little ambition and above all wants to be calm
- The average person is selfish and indifferent to the needs of the organization he belongs to
- By its nature, the employee of this type does not want the change, opposing it
- He wants to maximize only his material advantages, neglecting psycho-social needs

According to McGregor, organizations with a Theory X approach tend to have multiple levels of managers and supervisors who supervise and lead workers.

Authority is rarely delegated and control remains firmly centralized. Managers are more authoritarian and actively intervene to get things done.

Although the management of Theory X has declined greatly in recent times, large organizations may find that its adoption is inevitable due to the large number of people it employs and the strict deadlines it has to meet. According to Theory Y, managers have an optimistic and positive opinion of employees and use a decent, participatory management style. This encourages a more collaborative relationship, based on trust between managers and their team members. People have a greater responsibility, and managers encourage them to develop their skills and suggest improvements. Evaluations are common, but unlike Theory X organizations, they are used

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to encourage open communication rather than control staff. Theory Y also provides employees with frequent promotion opportunities.

This leadership style assumes that:

- Consumption of physical and intellectual effort at work is as necessary as fun and rest
- The average person / employee performs his / her duties and assumes responsibilities on his / her own initiative
- The average person / employee does not want to maximize only their material benefits, but also their psychosocial ones.

Theory Y has become more popular among organizations. This reflects the growing desire of workers for more meaningful careers, which gives them more than just money. Adherents of theory Y develop a democratic management style, using participatory methods. McGregor also considers Theory Y superior to Theory X, which demotivates people in the long run.

## **V. Quantitative school (mathematics)**

The initiation of this managerial approach belongs to the British army which, during the Second World War, organized interdisciplinary teams of scientists (especially mathematicians) called to solve operational problems (eg determining the optimal weapon system needed to stop attacks German). The success of the military has made civilian managers take over mathematical methods in management, for their application in decision making. The school is represented by many renowned specialists, among whom we mention the Americans J. Starr and F. Goronzy, the French A. Kaufman, the Russians E. Kamenitzer and C. Afanasiev, the Hungarian Kornay. The concepts and models used in the studies come mostly from mathematics and statistics. The most frequently used are graph theory, queue theory, combinatorial analysis, linear / nonlinear programming, integer programming; dynamic programming; decision trees; computer simulations; strategic game theory, etc., especially in approaching the functions of forecasting and organizing the management.

The main merits of this school consist in the adaptation of the mathematical instrumentation to the requirements of the social practice, conferring an extra rigor and precision to the management solutions, in the

conditions of resorting to the electronic computer. The management promoted by Kaufman is an operational management that includes areas such as: inventory management; work scheduling; production planning; location of equipment; quality assurance.

## **VI. Modern school (contemporary)**

It was initiated by a series of scientific personalities, among whom the Americans P. Drucker, M. Porter, J. Starr, R. Jhonson, H. Mintzberg, R. Mathis, T. Levitt, the Englishman J. Cild, the French A. Kaufman, J. Mélése, Russians E. Kamenitev, C. Afanasiev, C. Popov, Japanese K. Ohmae.

This school is distinguished by its treatment of theories, methods and concepts using multidisciplinary analysis and the use of scientific foundations in mathematics, statistics, economic analysis, sociology, psychology, legal sciences, etc. With the deepening of the studies, a series of specializations in restricted fields of management have emerged. In this sense, the quantitative, systemic, contextual and behavioral approaches and Theory Z stand out.

As some of the approaches have been detailed above we will discuss:

1. The systemic theory based on the concept according to which organizations can be seen as systems. Systemic theory is based on discoveries in physics and biology. Notable representatives of this theory are: Barnard, Simon, Etziono, Johnson, Drucker.

The systemic school is in fact a synthesis of the previous schools, being the youngest but also the most complex and applied at the same time. Among his reputed representatives we mention the North Americans Jay Forrester, Peter Drucker, R. Johnson, the French J. Melese and J. Lobstein, the Russians C. Popov and Gutstein, I. V. Blauberg, V. N. Sadovski, E. G. Iudin.

Through the systemic approach it promotes, the school quickly established itself and gained wide interest due to its main features:

- the concept of treating systems and processes in an integrative vision;
- highlighting the integrative characteristics that the system possesses and that are not specific to any of the subsystems (taken separately);
- operating with a simple and unitary methodological ensemble, valid for all systems in general;

- the ability to highlight the connections between very different systems in terms of size and complexity, based on performing the system analysis;
- achieving the logical connection of information between the general and particular sciences, from the field of philosophy to the professional field;
- is an important way to approach the views of managers.

The basic theory of the systemic school is the General Theory of Systems (TGS), its formation as a science being related to the works of Ludwig von Bertalanffy, towards the middle of the twentieth century. He developed methods of systemic analysis in biology, being concerned with creating a general theory of systems in a mathematical formulation.

Regarding Peter Drucker's contribution to the Systemic School, the author states that innovation is the main cause of the evolution of society. The perspective solution of the accelerated progress of any nation is the national entrepreneurial system, as opposed to the political one. Regarding the practice of innovation, Drucker shows that innovation is the specific tool of entrepreneurs, and can be at the same time a discipline that can be learned and practiced.

2. Contextual theory provides that each particular situation, each context, involves a certain action on the part of the manager. The theory involves situational principles, depending on the characteristics of the given situation. A very important study in this regard was conducted by John Woodward in 1950 which followed the extent to which classical principles of management, such as decision-making, are characteristic of the activities of successful companies, for which 100 studies were introduced. English companies of different sizes and from different fields of activity. The study showed that there are no major differences between firms, and then the researchers analyzed the technology used by firms and divided them into three categories: custom production, production lines and continuous production. It was found that successful companies acted differently, depending on the technology used, which led to the conclusion that efficient managers act differently.

The contextual approach is applied in all areas of management in which situational factors intervene such as: environmental factors, strategies, organizational structure, leadership, technology.

3. Theory Z is developed by O. G linier as a combination of the two theories of McGregor, Theory X and Theory Y. and is considered a concept that combines the positive aspects of Japanese management with the American

one to increase the efficiency of companies. Octave Gélinier, born on November 9, 1916 in Corbigny (Nièvre), died August 20, 2004, is a French economist, author, director and then president of Cegos from 1950 to 1992. His favorite subjects are management, competitiveness, management by objective and ethics. Octave Gélinier began his career in an economic studies office, and then in 1947 he joined the Cegos team which then had only a few engineers. He participated in the creation and then in the development of this company, which will become a French and European reference in terms of business advice and training. He was in charge of Cegos for almost 40 years and remained active as honorary president until his death on August 20, 2004.

As a consulting engineer, Octave Gélinier focuses on the various issues that arise for large and small companies: management control, business development, general structure and organization, training and profit sharing for directors, investment plans, diversification, etc. During several study assignments in England, the United States, and then in Japan, he deepened his understanding of certain aspects of modern "Management."

Thus, Octave Gélinier participates as a board of directors in the development of policies and strategies for many French and international companies. Octave Gélinier first introduced the concept and the word "management" in France in 1966. Octave Gélinier's theory Z provides for job security, increasing group responsibilities, increasing quality, establishing gradual development strategies, informal control, paying more attention to employees.

A number of American companies have adopted Theory Z: General Motors, Hewlett Packard, Intel. Given that management is a complex process, innovation in management is always welcome. Other approaches are developed as they prove useful in increasing the effectiveness of management activity. The main conclusions that can be drawn regarding the schools presented, which marked the evolution during this century of management science, are the following:

- the mentioned schools are illustrated by an appreciable diversity of approaches and by the fact that the former look at the system not as a whole, but isolating certain aspects that it investigates in detail and ignoring the others, and the latter summarizes the former, combining contributions thereof;
- the approaches are determined successively, each new school appearing as a reaction to the theses and concepts of the previous one;

- the successive approaches of the theoretical and pragmatic issues of management had either a normative character - the classical school, the quantitative school - or descriptive - the school of human relations.

## **Conclusion**

Management schools for the development of the economic thinking system have developed over time accumulating concepts that can be operationalized in the conditions of identifying a context of factors likely to produce well-being. The management system involves taking into account conventional factors, determined by the scarcity of resources, but also synergistic elements, such as innovation and human capital.

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