

Tomsk Polytechnic University

General Management

Workbook

Tomsk 2005

UDC 338.24 (075.8)

A.N. Dreval, M.V. Mitrofanova. General management. Workbook. Tomsk: TPU Press, 2005, 30 pp.

The workbook is prepared at the TPU Department of Management and International Management Departments. It is recommended for foreign students following the Bachelor Degree Program at Tomsk Polytechnic University.

To the Student

This workbook has been written to help students in their study of Introduction to General Management. It includes important facets of the course and will help you to focus on key concepts and ideas. You can use the textbook on the relevant material when solving problems. The workbook will help you to develop problem-solving skills and focus on important problems.

Learn to use the workbook. The material in this workbook is presented in the same order as the sections appear in the textbook. Problems of the chapters of Introduction to General Management are presented according to the following plan:

1. Planning
2. Organizing
3. Motivating
4. Controlling

Everyday work on problems will help you to develop necessary practical skills using basic laws of management and to reinforce theory understanding. The problems presented in this workbook must be solved either on your own or with teacher's help.

The workbook was reviewed by:

Deputy Director at Introscopy Research Institute of TPU, Doctor of Science O.A. Sidulenko.

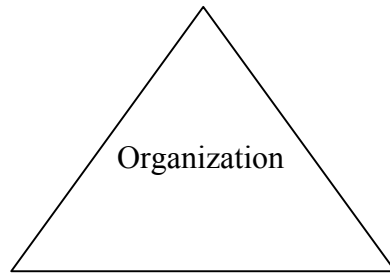
Assistant Professor at International Management Department of TPU, Candidate of Science V.A. Pushnykh.

The authors welcome your suggestions for improvements in future editions of this workbook.

Management: an Overview

1. Definition of management.

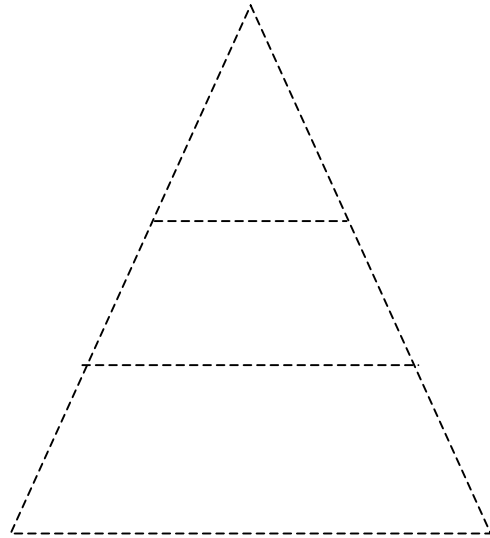
2. There are three conditions for organization existence. What are they? Sketch out a graph.



3. Sketch out the process of management

Managerial Job Types.

4. There are three levels of management. What are they? Sketch them out. Describe each level.



5. Imagine 20 persons making clasp-pins. What would be the best way to make such pins? How many clasp-pins would make a person for 8 hours? How many clasp-pins would make a group of 20 people for 8 hours? How many clasp-pins would make the same group for 8 hours, according to the theory of labor division? What would be the growth of labor productivity?

6. Game “Country house”

Purpose: allot the responsibilities among family members to succeed effectively. You can not change total amount of jobs and their duration. While accomplishing a task issue a cause-effect relations.

Description: Father, son (14 years old), daughter (6 years old) live out of town. They don't have a mother. Their friends are waiting for them at a bay, to have a camping trip. The bay is 500meters from the house. The train is leaving at 8 o'clock. In the morning, as usual, family has: for breakfast steak with boiled potatoes, father – black coffee, kids – tea with milk. They need to take to trip sandwiches and tea. They will get some water from a water pump that is situated about 250 meters from the house. They don't have water-supply in advance.

They have:

- double electric range
- wash-hand-stand (6 liters)
- single-seated toilet
- bucket for water (12 liters)
- frying pan – 1 (only two steaks can be placed at the same time)
- cooking battery and foodware.

Jobs	Execution time (min)		
	Father	Son	Daughter
1. To get up, get dressed			
2. toilet			

3. to cover a bed			
4. to do morning exercises			
5. to get some water from the water pump			
6. to wash face, brush teeth			
7. to get shaved			
8. to plait daughter's hair			
9. to boil water in a kettle			
10. to peel potatoes			
11. to boil potatoes			
12. to make coffee			
13. to brew up (tea)			
14. to boil milk			
15. to cook steak			
16. to fry steaks at a one side			
17. to lay a table			
18. to have breakfast			
19. to wash dishes			
20. to make sandwiches			
21. to get cloth packed			
22. to get dressed			
23. get to the bay			
24. buy tickets			

7. Task: using Gantt charts, build a diagram that illustrates the overall process. Draw a conclusion.

8. List the 14 major principles of Fayol

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Evolution of Management Theories.

9.Test

Put the following management stages in chronological order:

1. Administrative management
2. Scientific management
3. Bureaucratic management
4. Behavioral viewpoint
5. Human resource management

Mark the representative of the Bureaucratic management

1. Fayol
2. Taylor
3. Weber
4. Barnard
5. Gantt
6. None

The Scientific management founder is:

1. Taylor
2. Barnard
3. Weber
4. McClelland
5. Fayol
6. None

Name representatives of the Administrative management (two variants are possible)

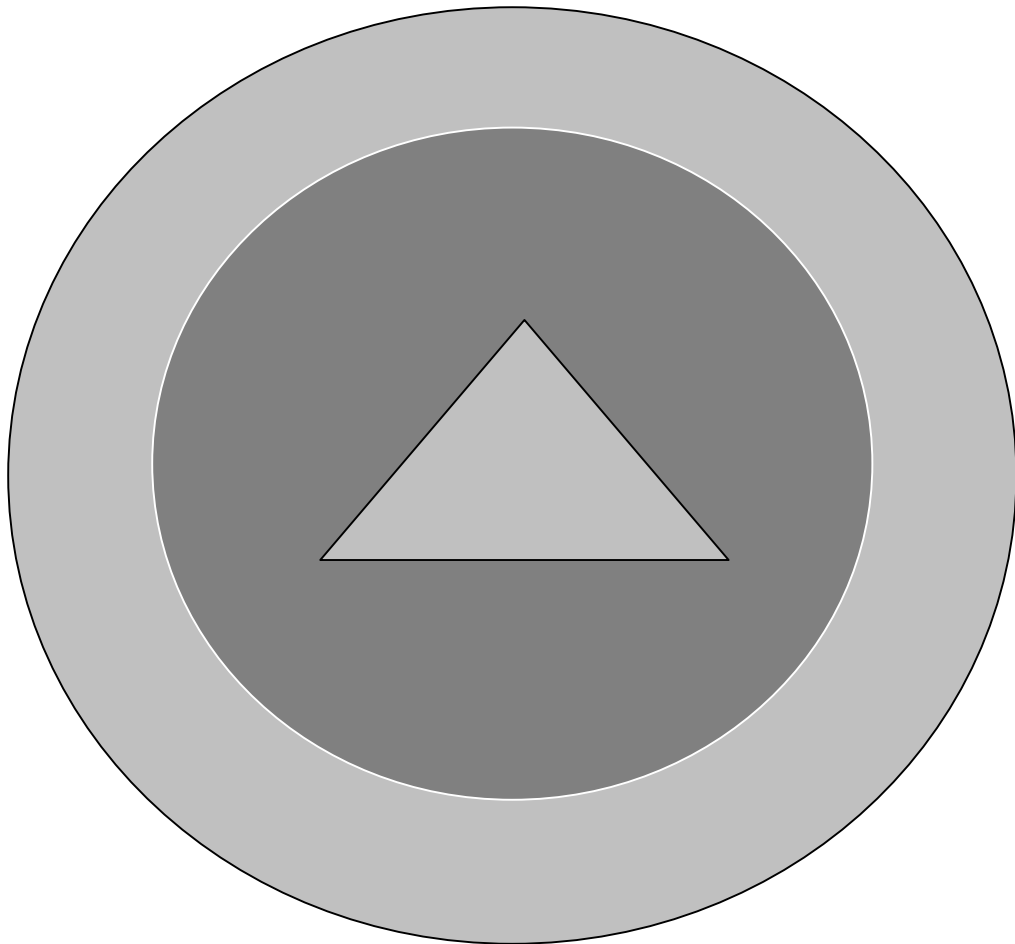
1. Fayol
2. Barnard
3. Munsterberg
4. Mary Parker Follet
5. None

The representative of Human resource management is:

1. Weber
2. Mary Parker Follet
3. Maslow
4. Munsterberg
5. None

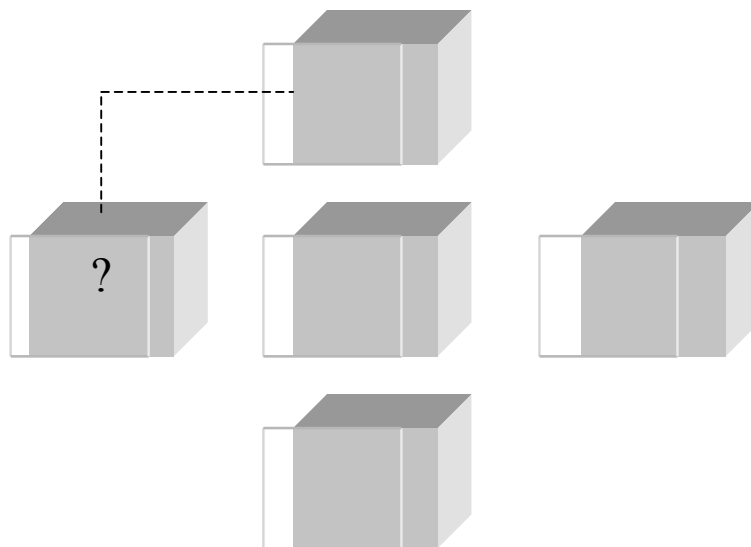
Environment

10. Sketch out the environment illustration pointing out all the elements.



11. List the direct and indirect factors that influence organization. Complete the figure above.

12. Socio-technical subsystem: factors of internal environment of organization, its interaction and interdependence.



Alice in Wonderland (slow country)

Read the story, and try to analyze its context with relation to management theory.

Alice looked round eagerly, and found that it was the Red Queen. “She's grown a good deal!” - was her first remark. She had indeed: when Alice first found her in the ashes, she had been only three inches high - and here she was, half a head taller than Alice herself!

“It's the fresh air that does it”, said the Rose: “wonderfully fine air it is, out here”.

“I think I'll go and meet her”, said Alice, for though the flowers were interesting enough, she felt that it would be far grander to have a talk with a real Queen.

“You can't possibly do that”, said the Rose: -“I should advise you to walk the other way”.

This sounded nonsense to Alice, so she said nothing, but set off at once towards the Red Queen. To her surprise, she lost sight of her in a moment, and found herself walking in at the front-door again.

A little provoked, she drew back, and after looking everywhere for the Queen (whom she spied out at last, a long way off), she thought she would try the plan, this time, of walking in the opposite direction.

It succeeded beautifully. She had not been walking a minute before she found herself face to face with the Red Queen, and full in sight of the hill she had been so long aiming at.

-“Where do you come from?”, said the Red Queen. -“And where are you going? Look up, speak nicely, and don't twiddle your fingers all the time.”

Alice attended to all these directions, and explained, as well as she could, that she had lost her way.

-“I don't know what you mean by YOUR way,” said the Queen: “All the ways about here belong to ME, but why did you come out here at all?” she added in a kinder tone. “Curtsey while you're thinking what to say, it saves time.”

Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it. -“I'll try it when I go home,”- she thought to herself. -“The next time I'm a little late for dinner.”

-“It's time for you to answer now,” the Queen said, looking at her watch: -“open your mouth a LITTLE wider when you speak, and always say "your Majesty."”

-“I only wanted to see what the garden was like, your Majesty”.

-“That's right”-, said the Queen, patting her on the head, which Alice didn't like at all, though, when you say "garden" I'VE seen gardens, compare with which this would be a wilderness.”

Alice didn't dare to argue the point, but went on: - “and I thought I'd try and find my way to the top of that hill”.

-“When you say "hill" - the Queen interrupted - “I could show you hills, in comparison with which you'd call that a valley”.

-“No, I shouldn't” - said Alice, surprised into contradicting her at last: -“a hill CAN'T be a valley, you know. That would be nonsense”.

The Red Queen shook her head: - “You may call it "nonsense" if you like” - she said - “but I'VE heard nonsense, compared with which that would be as sensible as a dictionary!”

Alice curtsied again, as she was afraid from the Queen's tone that she was a LITTLE offended: and they walked on in silence till they got to the top of the little hill.

For some minutes Alice stood without speaking, looking out in all directions over the country and a most curious country it was. There were a number of tiny little brooks running straight across it from side to side, and the ground between was divided up into squares by a number of little green hedges, that reached from brook to brook.

-“I declare it's marked out just like a large chessboard!” - Alice said at last. “There ought to be some men moving about somewhere and so there are!” - She added in a tone of delight, and her heart began to beat quickly with excitement as she went on. “-It's a great huge game of chess that's being played all over the world if this IS the world at all, you know”.

-“ Oh, what fun it is! How I WISH I was one of them! I wouldn't mind being a Pawn, if only I might join, though of course, I should LIKE to be a Queen best.”

She glanced rather shyly at the real Queen as she said this, but her companion only smiled pleasantly, and said: - “That's easily managed. You can be the White Queen's Pawn, if you like, as Lily's too young to play; and you're in the Second Square to begin with: when you get to the Eighth Square you'll be a Queen.” Just at this moment, somehow or other, they began to run.

Alice never could quite make out, in thinking it over afterwards, how it was that they began: all she remembers is that they were running hand in hand, and the Queen went so fast that it was all she could do to keep up with her: and still the Queen kept crying “Faster! Faster!” but Alice felt she COULD NOT go faster, thought she had not breath left to say so.

The most curious part of the thing was, that the trees and the other things round them never changed their places at all: however fast they went, they never seemed to pass anything.

-“I wonder if all the things move along with us?” - thought poor puzzled Alice. And the Queen seemed to guess her thoughts, for she cried – “Faster! Don't try to talk!”

Not that Alice had any idea of doing THAT. She felt as if she would never be able to talk again, she was getting so much out of breath: and still the Queen cried: -“Faster! Faster!” - and dragged her along.

-“Are we nearly there?”- Alice managed to pant out at last.

-“Nearly there!” - the Queen repeated. –“Why, we passed it ten minutes ago! Faster!” And they ran on for a time in silence, with the wind whistling in Alice's ears, and almost blowing her hair off her head, she fancied.

-“Now! Now!” - cried the Queen - “Faster! Faster!” And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted, they stopped, and she found herself sitting on the ground, breathless and giddy.

The Queen propped her up against a tree, and said kindly: -“You may rest a little now”.

Alice looked round her in great surprise. –“Why, I do believe we've been under this tree the whole time! Everything's just as it was!”

-“Of course it is”- said the Queen –“ What would you have it?”

-“Well, in OUR country- said Alice, still panting a little – “You'd generally get to somewhere else if you ran very fast for a long time, as we've been doing.”

-“A slow sort of country!” - said the Queen – “Nnow, HERE, you see, it takes all the running YOU can do, to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!”

-“I'd rather not try, please!” - said Alice –“ I'm quite content to stay here... only I AM so hot and thirsty!”

Write down your ideas:

Planning

Planning starts with goals.

Cheshire Puss (Alice in wonderland)

The Cat only grinned when it saw Alice. It looked good-natured, she thought: still it had *very* long claws and a great many teeth, so she felt that it ought to be treated with respect.

“Cheshire Puss,” she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. “Come, it’s pleased so far,” thought Alice, and she went on. “Would you tell me, please, which way I ought to go from here?”

-“That depends a good deal on where you want to get to”- said the Cat.

-“I don’t much care where” - said Alice.

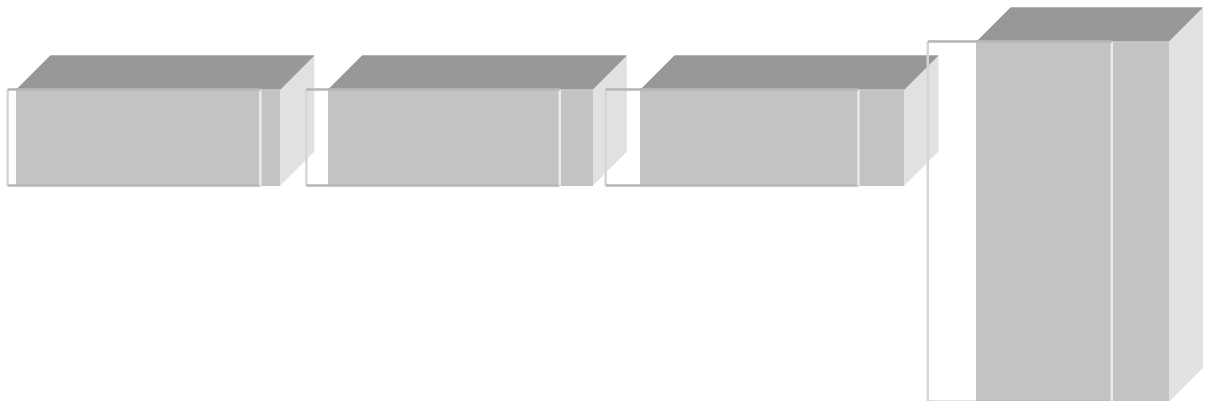
“***Then it doesn’t matter which way you go,***” said the Cat.

“-So long as I get *somewhere,*”- Alice added as an explanation.

“Oh, you’re sure to do that,” said the Cat, “if you only walk long enough.”

Alice felt that this could not be denied, so she tried another question...

13. What are the main steps of planning? Complete the figure, describe the process.



Show the interaction. (Sketch out arrows)

14. Fill in the form, identifying major points of planning. Think out 9 positions.

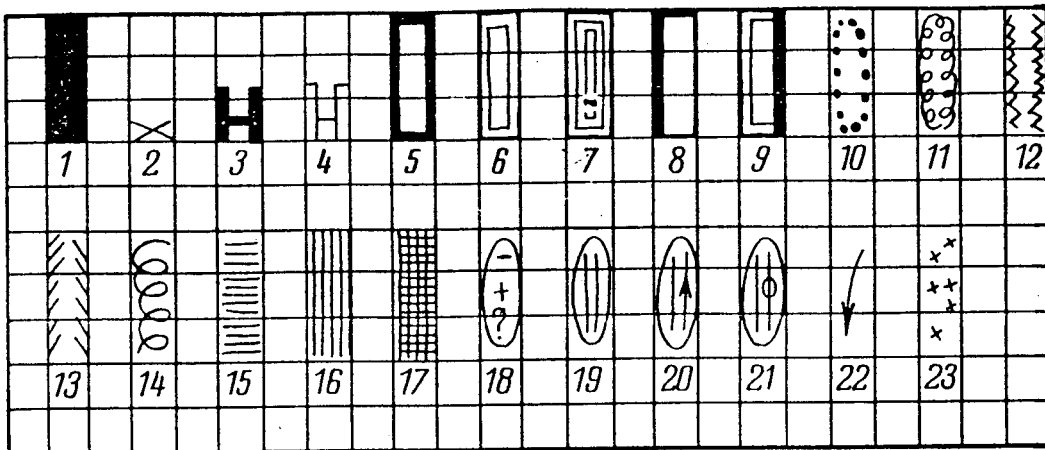
Where are we?	Where we want to be?	What do we have to do?
Example: mid-term	vocation	1. complete lectures 2. prepare for an exam 3. pass an exam

15. Game: "Self-organization"

Purpose: Fix your time spending during a week.

Task Analyze your time spending (in %). How much time do you spend on doing any job?

Jobs:



- | | |
|-----------------------------|-----------------------------|
| 1. sleeping | 13. walking |
| 2. eating | 14. entertainment |
| 3. morning (horizontal bar) | 15. reading |
| 4. cleaning the house | 16. writing |
| 5. job 1 | 17. abstracting |
| 6. job 2 | 18. meetings |
| 7. job 3 | 19. random meetings |
| 8. manual labor work | 20. meetings with relatives |
| 9. mental work | 21. close meetings |
| 10. meeting at a conference | 22. creative work |
| 11. lectures | 23. disease |
| 12. spectacle | |

Take a week period, calculate your time. Think out – how can you optimize your time spending?

16. What are the major statements for organization mission?

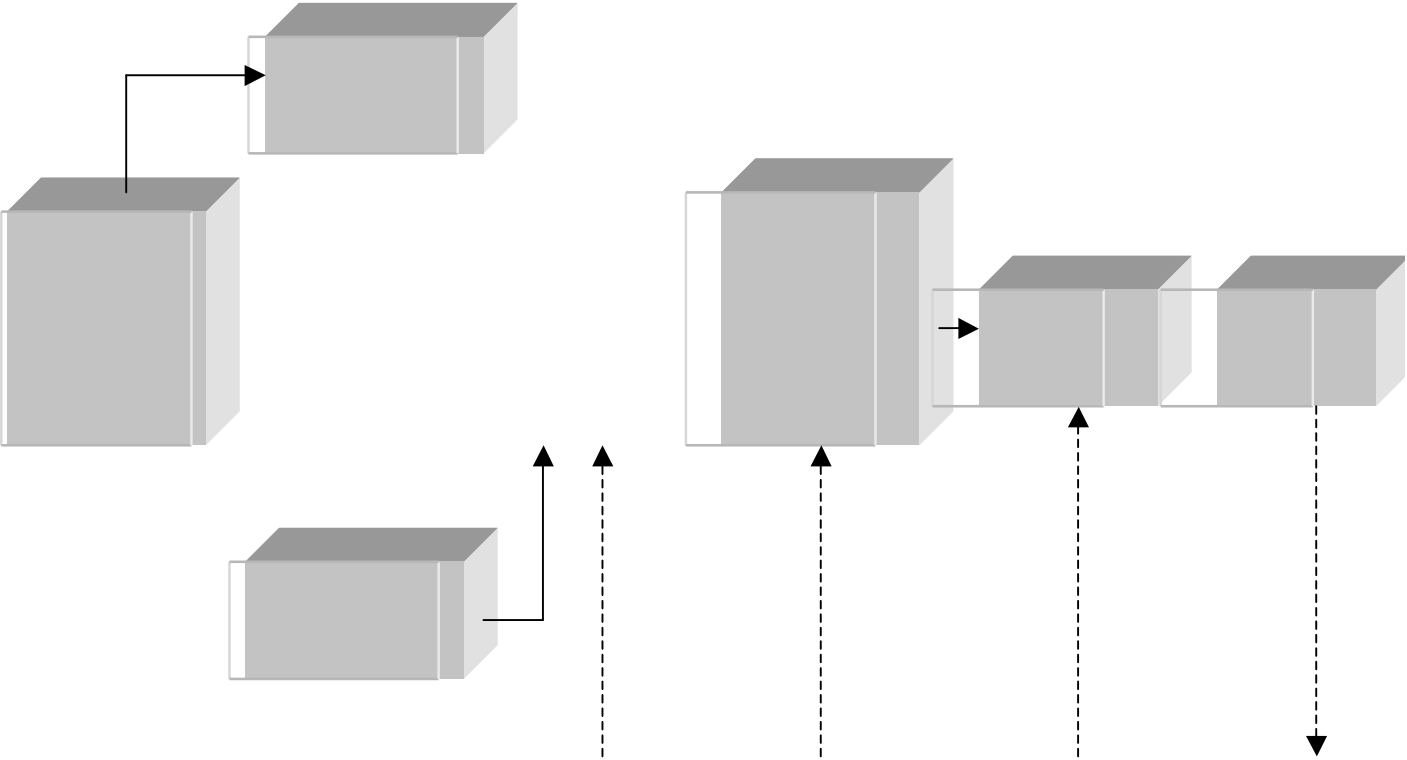
1. _____
2. _____
- _____
- _____
- _____
- _____
- _____
- _____

17. What are the major areas for strategic goals?

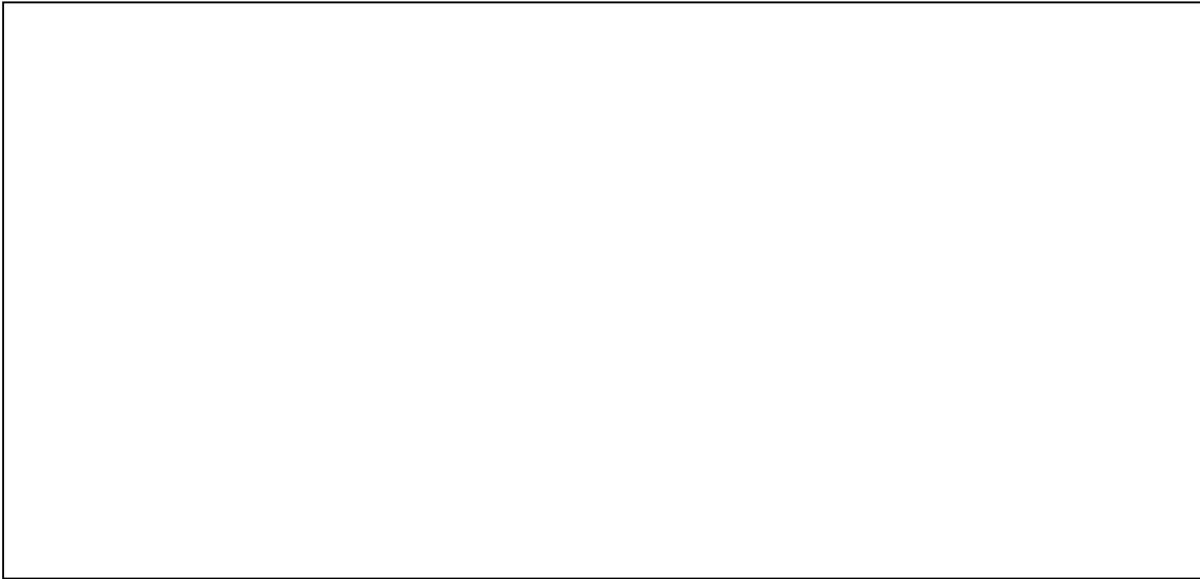
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Strategic Management

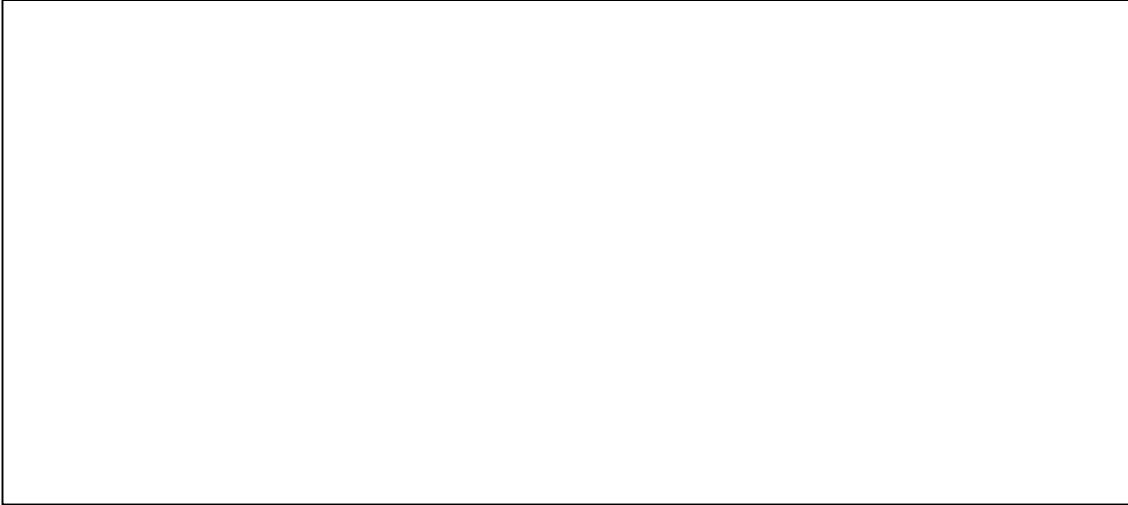
18. Sketch out the Strategic management process: Complete the figure below.



19. You are at the beginning to run a company. Sketch out the Graph, which illustrates all the logical steps of planning. (Gantt charts). Describe your company.



20. Try to build up a net (work) graph for your company and calculate all possible ways of operating.



21. Game: “*Business Risks*”

Purpose: To gain some insight of the process of finance management in market economy.

With no endowment insurance

Day 1					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Day 2					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Day 3					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

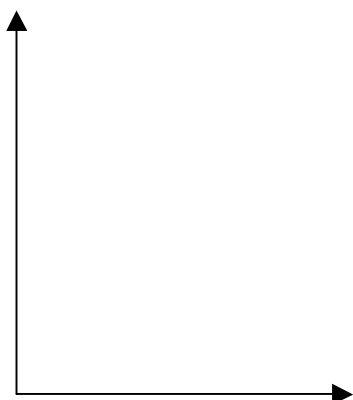
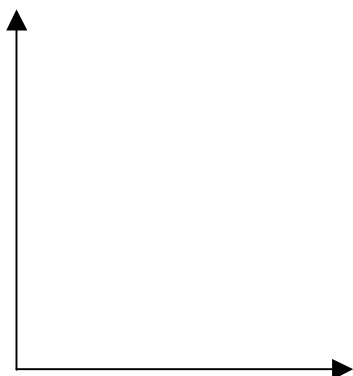
Day 4					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Day 5					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Day 6					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Day 7					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Reserve					
Total					

Build four graphs of economical activity.



With endowment Insurance

Day 1					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Day 2					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Day 3					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

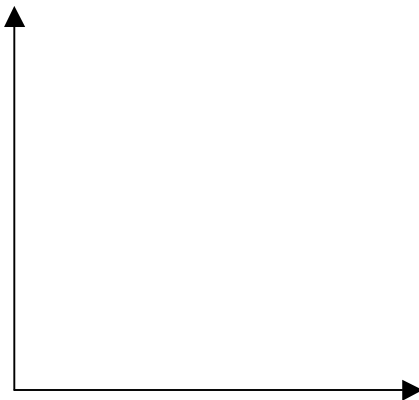
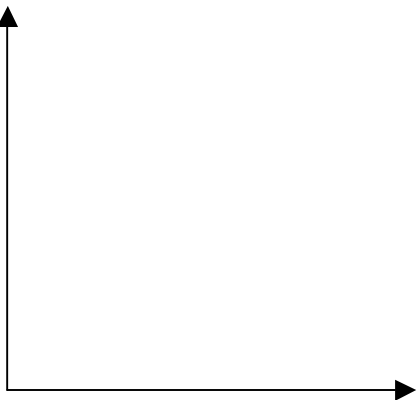
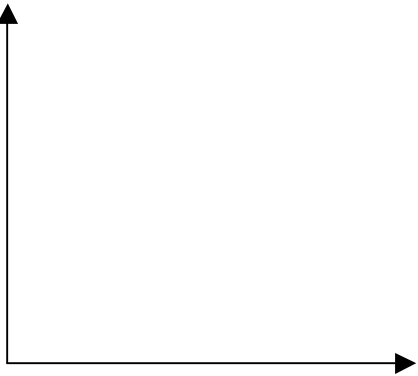
Day 4					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Day 5					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Day 6					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Day 7					
Activity category	Risk	Profitability	Investments	Result	Economical activity result
K1	50	100			
K2	30	60			
K3	20	40			
Balance					
Total					

Build four graphs, illustrating economical activity results.



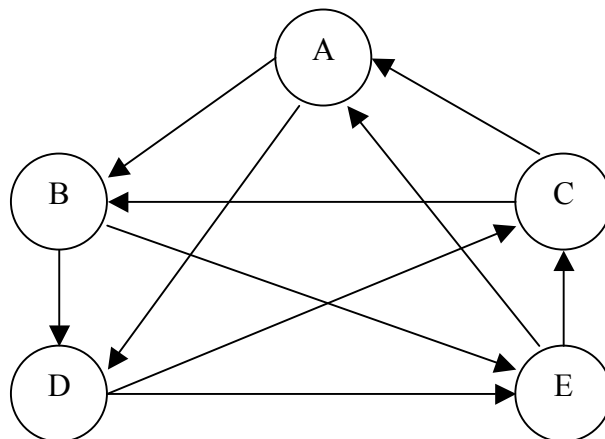
Conclusion:

Decision-making

22. Game: “Supplier’s Grimace”

Purpose:

1. Have an idea of inventory control in market economy conditions.
2. Have an idea of regular product delivery.
3. Minimize the level of original resources.
4. Gain an experience to make decisions in changing conditions.

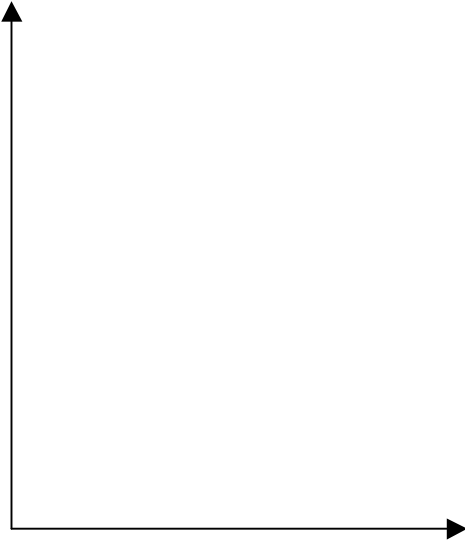


Every person is the director of an enterprise. Your enterprise gets raw-materials from two suppliers. After transforming raw-materials you dispatch it to two consumers. The feedstocks S1 and S2 are to be loaded into the batch reactor. The maximum load is 100 tons. The product is synthesized in relation 1:1, i.e., S1:S2. Synthesis occurs during one shift. Synthesized stuff is delivered to the finished-products storage area. And then you dispatch it by rail train to the ultimate consumer. Carload shipment is 60 tons. Resource reserve S1 and S2 =170 (in sum). Finished products (GP) = 100t, dGP=0. All the enterprises are in the same economic region. Wagons for each enterprise arrive in several hours.

№	Delivery		Raw-materials		Launching	Outlay		Inventory	Finished commodity		Shipment	
	P1	P2	S1	S2	K	R2	R1	NK	GP	dGP	U1	U2
t												
mn												
Ts												
wd												
th												

fr													
sa													
su													

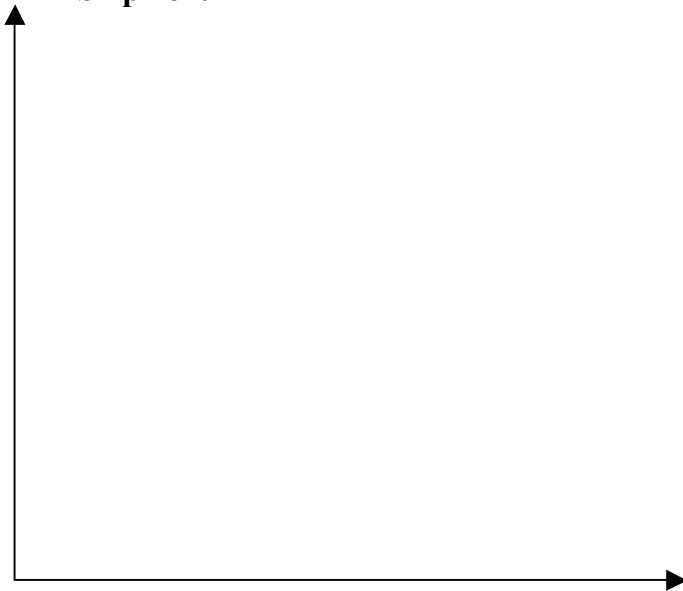
Delivery



Launching



Shipment



Motivation

28. Try to illustrate Two Factor Theory of Herzberg as a table

→	→

Mark Twain

SATURDAY MORNING was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued at the lips. There was cheer in every face, and a spring in every step. The locust-trees were in bloom, and the fragrance of the blossoms filled the air.

Cardiff Hill, beyond the village and above it, was green with vegetation, and it lay just far enough away to seem a Delectable Land, dreamy, reposeful, and inviting.

Tom appeared on the side-walk with a bucket of whitewash and a long-handled brush. He surveyed the fence and the gladness went out of nature, and a deep melancholy settled down upon his spirit. Thirty yards of board-fence nine feet high! It seemed to him that life was hollow, and existence but a burden. Sighing he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged. Jim came skipping out at the gate with a tin pail, and singing *Buffalo Gals*. Bringing water from the town pump had always been hateful work in Tom's eyes before, but now it did not strike him so. He remembered that there was company at the pump. White, mulatto, and negro boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting, skylarking. And he remembered that although the pump was only a hundred and fifty yards off, Jim never got back with a bucket of water under an hour; and even then somebody generally had to go after him. Tom said:

'Say, Jim; I'll fetch the water if you'll whitewash some.'

Jim shook his head, and said:

'Can't, Ma'rs Tom. Ole missis, she tole me I got to go an' git dis water an' not stop foolin' 'roun' wid anybody. She say she spec' Ma'rs Tom gwyne to ax me to whitewash, an' so she tole me go 'long an' 'tend to my own business — she lowed *she'd* 'tend to de whitewashin'.'

'Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket — I won't be gone only a minute. *She* won't ever know.'

'Oh, I dasn't, Ma'rs Tom. Ole missis she'd take and tar de head off'n me. 'Deed she would.'

'*She!* She never licks anybody — whacks 'em over the head with her thimble, and who cares for that, I'd like to know? She talks awful, but talk don't hurt — anyways, it don't if she don't cry. Jim, I'll give you a marble. I'll give you a white alley!'

Jim began to waver.

'White alley, Jim! And it's a bully taw.'

'My! Dat's a mighty gay marvel, I tell you! But, Ma'rs Tom, I's powerful 'fraid ole missis.'

'And besides, if you will I'll show you my sore toe.'

But Jim was only human — this attraction was too much for him. He put down his pail, took the white alley. In another minute he was flying down the street with his pail and a tingling rear, Tom was whitewashing with vigour, and Aunt Polly was retiring from the field with a slipper in her hand and triumph in her eye.

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work — the very thought of it burnt him like fire. He got out his worldly wealth and examined it — bits of toys, marbles and trash; enough to buy an exchange of work, maybe, but not enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to world. Ben Rogers hove in sight presently; the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip and-jump — proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near he slackened speed, took the middle of the street, leaned far over to starboard, and rounded-to ponderously and with laborious pomp and circumstance, for he was personating the *Big Missouri*, and considered himself to be drawing nine feet of water. He was boat, and captain, and engine-bells combined, so he had to imagine himself standing on his own hurricane deck giving the orders and executing them.

'Stop her, sir! Ling-a-ling-ling!' The headway ran almost out, and he drew up slowly toward the side-walk. 'Ship up to back! Ling-a-ling-ling!' His arms straightened and stiffened down his sides. 'Set her back on the stab-board! Ting-a-ling-ling! Chow! ch-chow-wow-chow!' his right hand meantime describing stately circles, for it was representing a forty-foot wheel. 'Let her go back on the labboard! Ling-a-ling-ling! Chow-ch-chow-chow! The left hand began to describe circles.

'Stop the stabboard! Ling-a-ling-ling! Stop the lab-board! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ling-a-ling-ling! Chow-ow-ow! Get out that head-line! Lively, now! Come — out with your spring-line — what're you about there? Take a turn round that stump with the bight of it! Stand by that stage now — let her go! Done with the engines, sir! Ling-a-ling-ling!

'Sht! s'sht! sht!' (trying the gauge-cocks).

Tom went on whitewashing — paid no attention to the steamer. Ben stared a moment, and then said:

'Hi-yi! You're up a stump, ain't you?'

No answer. Tom surveyed his last touch with the eye of an artist; then he gave his brush another gentle sweep, and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

'Hallo, old chap; you got to work, hey?'

'Why, it's you, Ben! I warn't noticing.'

'Say, I'm going in a-swimming, I am. Don't you wish you could? But of course you'd rather work, wouldn't you? 'Course you would!

Tom contemplated the boy a bit, and said:

'What do you call work?'

'Why, ain't that work?'

Tom resumed his whitewashing, and answered carelessly:

'Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer.'

'Oh, come now, you don't mean to let on that you like it?'

The brush continued to move.

'Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?'

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth — stepped back to note the effect — added a touch here and there — criticised the effect again — Ben watching every move, and getting more and more interested, more and more absorbed. Presently he said:

'Say, Tom, let me whitewash a little.'

Tom considered — was about to consent; but he altered his mind: 'No, no; I reckon it wouldn't hardly do, Ben. You see Aunt Polly's awful particular about this fence — right here on the street, you know — but if it was the back fence I wouldn't mind, and she wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done.'

'No — is that so? Oh, come now; lemme just try, only just a little. I'd let you, if you was me, Tom.'

'Ben, I'd like to, honest injun; but Aunt Polly — well, Jim wanted to do it, but she wouldn't let him. Sid wanted to do it, and she wouldn't let Sid. Now, don't you see how I am fixed? If you was to tackle this fence, and anything was to happen to it —'

'Oh, shucks; I'll be just as careful. Now lemme try. Say — I'll give you the core of my apple.'

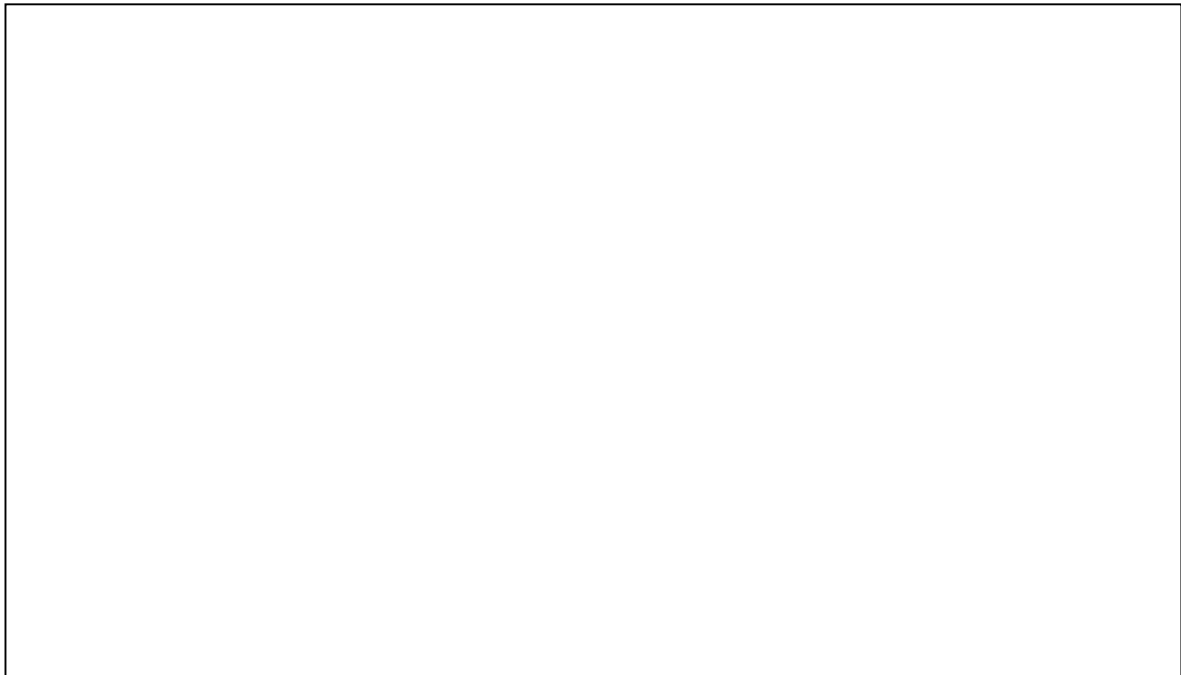
'Well, here. No, Ben; now don't; I'm afeard —'

Til give you all of it!'

Tom gave up the brush with reluctance in his face but alacrity in his heart. And while the late steamer *Big Missouri* worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with; and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had, besides the things I have mentioned, twelve marbles, part of a Jew's harp, a piece of blue bottle-glass to look through, a spool-cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar — but no dog — the handle of a knife, four pieces of orange-peel, and a dilapidated old window-sash. He had had a nice, good, idle time all the while — plenty of company — and the fence had three coats of whitewash on it! If he hadn't run out of whitewash, he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it — namely, that in order to make a man or a

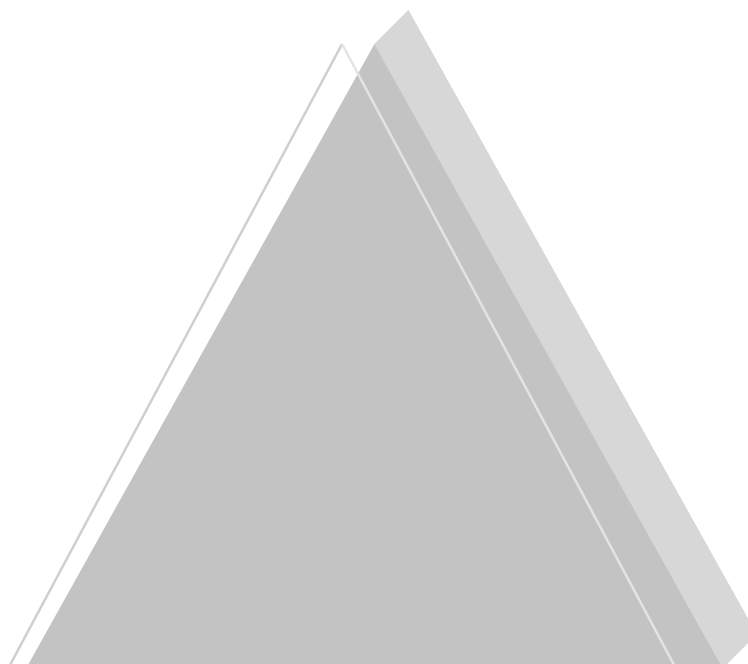
33. Sketch out a Simplified Model of Motivation



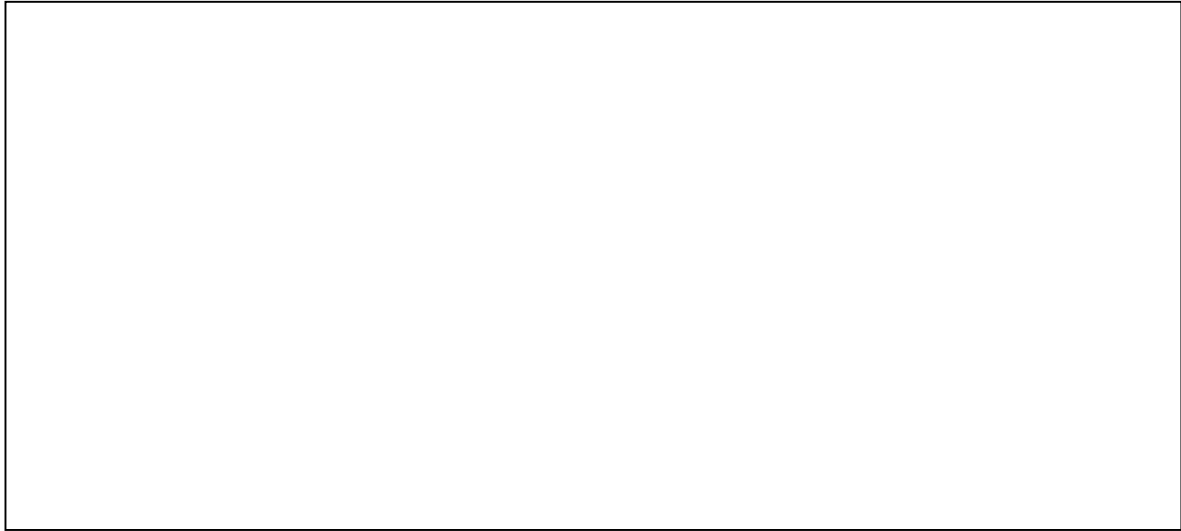
Who is supposed to represent Need Theories?

1. Vroom
2. Lock
3. Maslow
4. McClelland
5. Herzberg
6. Alderfer

34. Sketch out Maslow's Hierarchy of Needs. How do you understand each level?



35. How would you sketch out ERG theory?



36. Expectancy theory: (Define letters P, O, E , write down the formula)

37. What qualities, in your opinion, should have a leader? Write a small essay, pointing out at least 5 characteristics of a leader. Put them in decreasing order.

Contents

To the Student.....	3
Management: an Overview.....	3
Managerial Job Types.....	5
Evolution of Management Theories.....	7
Environment.....	8
Planning.....	12
Strategic management.....	14
Decision-making.....	20
Organization Structure.....	22
Motivation.....	24
Leadership.....	27
Controlling.....	31

Anatoly N. Dreval
Marina V. Mitrofanova

General Management

Workbook

Editor : S.A. Fomin, Assistant Professor of the Department of the
English and German languages