

P R O L O G O

Los objetivos principales de este libro son relacionar al alumno con la terminología utilizada en las distintas carreras de esta Facultad, y proporcionar una noción introductoria de diversas materias impartidas en semestres posteriores.

El alumno tendrá una oportunidad de aplicar la técnica de traducción adquirida en la secundaria y preparatoria y al hacerlo, aprenderá también conceptos administrativos, contables y otros más.

El material de este libro fue recopilado por los maestros de Inglés de esta Facultad. Se tomó de diversos libros, seleccionando los temas más actuales y adecuados para cubrir las necesidades del alumno.

La elaboración de este libro está debida cada a la materia de Inglés Aplicado I y II.

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CHAPTER I

INNER MOTIVATION, INDIVIDUAL GOALS, AND TEAM-WORK

To a given job incumbent, work can be meaningful and satisfying only when it elicits and stimulates his inner motivation. Then his experience on the job can be an integral element in a total life experience during which he moves toward his full potential as a person. This hypothesis is a long way from the assumptions and practices of traditional management by Theory X (or System I). But there is convincing evidence to support the statement that when a manager helps to release and develop hitherto neglected human talents by offering opportunities for psychological growth on the job, he can increase an employee's productivity and thus contribute to organizational effectiveness.

If, then, a manager is interested in trying to stimulate and reinforce the motivation of his employees, what are some of the basic propositions that he should consider? In offering an answer to that question. We begin with Maslow.

Theory of Motivation:

Some General Propositions

Motivation Comes from Inside Each Individual
Fundamental human needs--such as air, food, and shelter; belonging, "ego" satisfactions (including self-esteem, recognition from others, opportunities for achievement, self-development, and self-actualization)--act as powerful, though often unconscious, motivators of behavior. Inner motivation can be more decisive for behavior than any external influence.

The Whole Individual is Motivated, Not Just Part of Him A person's basic needs determine to a great extent what he will try to do at any given time. All these needs are interrelated because each "individual is an integrated, organized whole.... It is John Smith who wants food, not just Smith's stomach. (Moreover, because) man is a wanting animal," when John gets what he has wanted, he soon feels the need for something more.

While a Need is Satisfied, it is Relatively Quiescent During the time when a basic need is adequately met (for a given individual), it loses power as a motivator. In other words, when a need is no longer a felt need (even in a man's subconscious mind), it does

not determine his current behavior.

Frustration of Basic Needs Makes a Man "Sick"

When anyone is blocked in trying to meet a need which he feels is essential for him, he becomes to some extent mentally ill. However, one of the difficulties in dealing intelligently, and even in communicating, with other people is that not everyone can say--even if he is asked--what needs are currently important for him. And some "sick" men turn themselves into "half-men" by being unable to live up to their own central interests.

Basic Needs Take Effect as Motivators on Different Levels In every individual, basic needs take effect as though they were arranged in a hierarchy. This hierarchy is not rigid. Lower-level needs do not have to be completely satisfied before higher-level needs can emerge as determinants for behavior. Nevertheless, everyone can recognize that different needs have priority at different times. For example, because man is partly an animal, he cannot exist without minimum satisfaction of physiological needs, such as those for air, water, food, and shelter. But because man is more than an animal, he has social, psychological, and spiritual needs which must also be met. Otherwise, he cannot develop his characteristically human potential. At levels higher than mere

physical existence, every human being needs opportunities to belong, to give and receive affection and loyalty, to use and develop his powers, and to spend his energies in the service of something he believes in.

Psychologists agree that deep and lasting satisfaction can be achieved only to the extent that high-level needs are met. The higher the level of the need, the greater -- its power to give enduring satisfaction. Moreover, frequent opportunities to satisfy a high-level need do not blunt a person's appetite. As Francis Bacon said of knowledge, -- it provides a kind of satisfaction "whereof there is no satiety".

Some high-level needs seem to be almost universal. But everyone's motivational pattern is somewhat different from that of any one else.

Motivational Patterns Are Unique Recognizing that John Smith is motivated as an integral and unique organism, a practical question becomes: How is anyone to know who -- John is (as an individual), still less what he might become (as an organization resource) if he could truly satisfy his deepest human needs? For this reason alone it is essential that every first-level supervisor try --

to understand each of his subordinates-as an individual.

The Self-concept as a Unifying Force According to Gellerman, unifying forces run through each individual's motivational history. One of the most powerful is the drive to actualize his own image of himself. "The outlines of a person's self-image are fairly -- well etched in early childhood; thereafter.. they do not ordinarily change radically... The individual remains true to his symbolic self". For example, a child who early sees himself as a leader will, if possible, try -- to behave that way in later life. Therefore, anyone who wishes to interact productively -- with another person should seriously try to answer the questions: How does he see himself? Who does he think he is? What is he trying to do?

Two things that each individual is always trying to do, consciously or otherwise, are: to act like the person he thinks he -- is, and to get what he thinks he can (and -- should) have. In short, everyone "is always following a strategy (which seems to him) -- sensible for getting along in the world he -- thinks he lives in".

Effect of the Environment as Perceived How-

ever, a person's ideas of what he most needs and how he can get it are the product of his experience in a given environment. Here a second unifying force makes itself felt. It should be noted that a person's interpretation of what his environment can do for him, and to him, is not a direct response to objective facts. As emphasized by Carl Rogers, what counts, for psychological development, is that part of the phenomenal field which "is experienced (consciously and unconsciously and unconsciously) by the organism".

Sometimes the experiences of an individual's adult life fail to confirm the lessons he learned as a child about how best to handle the events and persons that make up his perceived environment. When adult experiences differ drastically from those in which a person's self-image was formed, that individual is likely to be in serious trouble. For example, if a person continues to assert himself aggressively, although his assigned role is that of a subordinate in a system of authoritarian management, he will almost certainly get into trouble with his organizational superiors. On the other hand, if, in order to avoid having trouble with other people, an employee changes his behavior on the job so much that it no longer matches his own motivational pattern, he is in deep trouble within himself. For instance, a person who is naturally self-reliant

and highly motivated may give in to environmental pressure. In so conforming, his response in words and action becomes that of a yes-man. But now that he no longer responds to his inner motivation, his productivity tends to be reduced to the point where he does just enough to get by. Such giving in and giving up is, in effect, "mental retirement".

At the organizational level of lower and middle management, this environmentally conditioned response has been characterized by Blake and Mouton as the 1,1, managerial style.... (A manager with this orientation) has learned to be 'out of it' (doing just enough to avoid being dismissed). Little is expected of him and little is given by him.. The 1,1 approach is unnatural. It comes to those who have accepted defeat.... This kind of accommodation amounts to "being present, yet absent".

All Behavior is Determined, but Not All of It is Motivated To some extent, every intelligent and flexible person responds to environmental pressures. As Maslow has pointed out, "There are many determinants of behavior other than motives". Those which make themselves felt in childhood are normally most important. Some are exerted by national culture, geographical location, and the

historical period in which a person happens to live. Still other determinants of behavior originate in the situation itself. Here is where ways of managing make a difference for people at work. Managers, at all organizational levels exert influences that -- affect the behavior of other employees. Every manager who sees this fact as a responsibility for him will ask himself what kind of influence his way of managing exerts on those with whom he works. He will want to know what he can do to increase organization -- effectiveness by helping to reinforce, in employees, the drive toward satisfying high-level needs which is potentially a powerful motivating factor. He will want to find out -- whether newcomers who are members of minority groups have brought with them a feeling -- that "everyone is down on me anyway, so I -- could never get anywhere even if I did try". If so, the manager should ask himself: "How can I demonstrate that in this organization people are recognized as individuals, not -- stereotypes? Promotion is open to everyone who qualifies for it". In seeking answers -- to such questions, a manager wish to consider other theories of motivation developed by -- behavioral psychologists with specific reference to job satisfaction.

A Controversial Theory:

The Duality of Man's Nature

Herzberg started from the premise that man's nature has two entirely separate parts: the animal nature and the uniquely human nature. From there, Herzberg developed a theory of -- motivation whose salient points are as follows:

° Everyone has needs that derive from nature as a human animal (corresponding roughly to a Maslow's lower-level needs).

° Insofar as a man responds to his animal nature, he is negatively oriented. He tries to avoid pain and unpleasantness by adjusting to his environment. Maximum success in -- this effort can lead to the absence of discontent with a job. As a dominant orientation, it is conducive to mental ill health.

° The other part of man's nature is uniquely human. Behavior motivated by this set of (high-level) needs consists in adjusting to one's self. In this process, achievement leads to the feeling that one is becoming more of a person by growing in the direction -- of self-actualization. This type of inner-directed adjustment contributes to strong -- and lasting satisfaction, to greater productivity, and to mental equilibrium.

° According to Herzberg, both sets of -- needs are "unidimensional". Each relates to only one side of man's nature. It would -- therefore follow that environmental factors which affect a man's attitude toward his job must also be divided into mutually exclusive categories. This view is in marked contrast to the traditional one-factor theory of job attitudes in which any job-related factor -- may be a source of both satisfaction and/or dissatisfaction.

In seeking empirical data to test these postulates, Herzberg and his associates developed an interview method by which they could gain insight into individual motivational patterns. They undertook to study as a unit the "factors-attitudes-effects" (FAE) complex.

"Satisfiers" and "Dissatisfiers" Findings of Herzberg's first major study are pictured in Figure 6-1, in which the length of each block shows the frequency with which first-level factor appeared in the sequence of -- events reported as satisfying or dissatisfying. The width of each block shows the reported duration of satisfied or dissatisfied feelings.

As hypothesized, the directly job-related factors (at the top and right side of --

Figure 6-1) were found to have a more lasting effect than those at the bottom and to the left of figure 6-1, which concern the context or surroundings in which a person -- does his job.

Herzberg's interview data (and subsequent studies made by other researchers using the same method) also confirmed the hypothesis that factors of job content (the satisfiers) can stimulate high motivation and increased productivity. The factors classified as dissatisfiers were reported more often as part of a negative job attitude. Moreover, according to Herzberg, even when they are adequately provided for and occasion no dissatisfaction, they cannot raise employee morale above a neutral level. Among these -- "Hygiene" or "Maintenance" factors, Herzberg found that "company policy and administration" was the most important in "determining bad feelings about a job, "and that salary -- "has more potency as a job dissatisfier than as a job satisfier".

Critics of Herzberg's motivator-hygiene duality question the validity of classifying money as a hygiene factor. But the feature that has aroused widespread criticism is the idea that satisfiers and dissatisfiers are -- unidimensional; namely, that a factor such as achievement, which can be strongly motiva