

Risky Business: How Social Psychology Can Help Improve Corporate Risk Management

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Jacqueline Asberry

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Principle 1

The fundamental principle of scientific management is that the best way to get the most work done in the least time is to select the best man for the job, to teach him the correct way to do his job, to see that he follows his instructions, and to reward him with high wages for doing so.

Principle 2

Every worker should be instructed in the best way to do his job. The best way to do a job is the way that requires the least amount of time and effort. The best way to do a job is the way that requires the least amount of money.

Principle 3

It is the duty of the management to see that every worker is properly instructed in the best way to do his job. It is the duty of the management to see that every worker is properly rewarded for doing so.

Principle 4

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About the presentation...

In our data readings, presentations, and discussions of Taylor's writings and analyses of his work, we noted a number of contributions and insights Taylor made that are well-accepted practices today. The purpose of this literature review is to review the principles of scientific management and the impact on educational organizations.

Who is Frederick W. Taylor?

Author of Scientific Management

- An American mechanical engineer, efficiency expert, and management consultant.
- 1911 Principles of Scientific Management
- PGM Theory embedded in schools, universities, hospitals, industrial plants, restaurants etc.

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Who is Frederick W. Taylor ?

Father of Scientific Management



(March 20, 1856 – March 21, 1915)

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Principle 1

1. Scientific Research & Analysis of work

Replace working by "rule of thumb," or simple habit and common sense, and instead use the scientific method to study work and determine the most efficient way to perform specific tasks(Taylor, 1911).

This is concept is a part is aligned with school data meetings. Schools are committed to using data to guide their work allocating time for teachers to meet, discuss, reflect upon data, and make informed instructional decisions.

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Principle 2

Scientific Selection, Training, and Development

Taylor argued that every worker should be trained as to how best achieve or complete a task and once trained the worker or employee must follow the adopted practice (Taylor, 1911).

This idea is embedded in each state's requirement for teacher certification. The idea of course is that workers (teachers) that are trained in specific curricula can provide much more information to students than can teachers trained in a wide discipline.

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Principle 3

Intimate, friendly, and hearty cooperation for scientific work principles

Taylor felt that workers should be paid for their production. He advocated paying workers based on what they achieved and thus workers were placed into an incentive system (Taylor, 1911).

Many states have implemented and continue to implement this idea through a variety of plans including “merit pay”, career ladder, mentoring programs and currently the National Board standards. The idea in education is that those teachers that put forth more effort than others should be financially rewarded.

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Principle 4

Planning work tasks were the responsibility of management. Allocate the work between managers and workers so that the managers spend their time planning and training, allowing the workers to perform their tasks efficiently. Workers should then be closely supervised to ensure their completion of any assigned tasks. Monitor worker performance, and provide instructions and supervision to ensure that they're using the most efficient ways of working (Taylor, 1911).

The formal and informal teacher evaluation process of today somewhat mirrors Taylor's idea concerning the duty of management to closely supervise employees.

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