



**REUNIR:**  
*Magazine of Administration, Accounting  
and Sustainability*

[www.reunir.revistas.ufeg.edu.br](http://www.reunir.revistas.ufeg.edu.br)



ORIGINAL ARTICLE: Submitted on: 12.16.2023. Reviewed on: 02.06.2024. Suitable for publication on: 04.05.2024. Responsible Organization: UFCG.

**Classical Management Theory: A comparative analysis of academic handbooks**

*Abordagem Clássica da Administração: uma análise comparativa dos manuais acadêmicos*

*El Enfoque Clásico de la Gestión: análisis comparativo de libros de texto académicos*

**Gustavo Henrique Petean**

Universidade Federal de Goiás  
Av. Bom Pastor, s/n. Areião, Goiás - GO.  
<https://orcid.org/0000-0003-1248-6418>  
[gustah@gmail.com](mailto:gustah@gmail.com)

**Leonardo de Oliveira Dresch**

Universidade Federal de Mato Grosso do Sul  
Av. Rio Branco, 1270, Bairro Universitário, Corumbá - MS  
<https://orcid.org/0000-0001-7161-9693>  
[adm.leonardo.dresch@gmail.com](mailto:adm.leonardo.dresch@gmail.com)

**Daniel Teotonio do Nascimento**

Universidade Federal da Integração Latino-Americana  
Av. Tarquínio Joslin dos Santos, 1000, Polo Universitário,  
Foz do Iguaçu - PR.  
<https://orcid.org/0000-0002-5872-7320>  
[daniel.nascimento@unila.edu.br](mailto:daniel.nascimento@unila.edu.br)

**Elcio Gustavo Benini**

Universidade Federal de Mato Grosso do Sul  
Av. Senador Filinto Müller, s/n, Vila Ipiranga,  
Campo Grande - MS.  
<https://orcid.org/0000-0002-0949-3062>  
[elciobenini@yahoo.com.br](mailto:elciobenini@yahoo.com.br)



**KEYWORDS**

Organizations.  
Taylorism. Fordism.

**Abstract:** The guiding question of this study was how the classical approach to management has been disseminated in the most widespread academic handbooks in the field. With this in mind, the aim was to analyze how the classical approach to management is captured in the academic handbooks of this discipline. This topic is relevant because it shows teachers in the area how handbooks approach the subject, helping them to choose the available materials. Three widely disseminated handbooks were selected, in which a brief bibliometric characterization and comparative analysis was conducted considering five dimensions: i) delimitation of the approach and number of references; ii) historical-concrete dimension; iii) political-ideological dimension; iv) epistemological, ontological and gnoseological dimension; v) theoretical dimension. It was found that the contents are contextualized in the context of the emergence of organizations and the new needs arising from the industrial revolution. It was noted that there is room for criticism; however, this may not be enough to provide students with an understanding of the scale and complexity of existing conflicts. Finally, as a similarity between the authors, the didactic organization adopted stands out. It can be said that one of the handbooks adopts a sharp scientific approach in its theoretical treatment to some extent, while the other two opt for generalist terms, bringing them closer to common sense. In short, while the handbooks make the language accessible, they do not encourage academic handbooks to approach the classic texts, which is necessary for a more critical and scientific perspective in the field.

**PALAVRAS-CHAVE**  
Organizações.  
Taylorismo. Fordismo.

---

**Resumo:** A questão orientadora desta pesquisa esteve ancorada em como a abordagem clássica da administração tem sido disseminada nos manuais acadêmicos mais difundidos na área. Com isso, o objetivo foi analisar de qual forma a abordagem clássica da administração é apreendida nos manuais acadêmicos dessa disciplina. Este tema mostra-se relevante por evidenciar aos docentes da área como os manuais abordam a temática auxiliando-os na escolha dos materiais disponíveis. Foram selecionados três manuais amplamente difundidos, nos quais se realizou uma breve caracterização bibliométrica e análise comparativa considerando-se cinco dimensões: i) delimitação da abordagem e quantidade de referências; ii) dimensão histórico-concreta; iii) dimensão político-ideológica; iv) dimensão epistemológica, ontológica e gnosiológica; v) dimensão teórica. Verificou-se que os conteúdos são contextualizados no âmbito do surgimento das organizações e das novas necessidades oriundas da revolução industrial. Notou-se a existência de espaço para críticas; entretanto, talvez seja insuficiente para proporcionar ao acadêmico a compreensão do dimensionamento e da complexidade dos conflitos existentes. Por fim, como similaridade entre os autores, destaca-se a organização didática adotada. Se pode afirmar que, em alguma medida um dos manuais adota uma abordagem científica aguçada no tratamento teórico, enquanto outros dois optam por termos generalistas, aproximando-os ao senso comum. Em síntese, ao mesmo tempo que os manuais tornam a linguagem acessível, contudo, não incentivam os acadêmicos de administração da aproximação aos textos clássicos, aproximação esta necessária para uma perspectiva mais crítica e científica no campo.

**PALABRAS CLAVE**  
Organizaciones.  
Taylorismo. Fordismo.

---

**Resumen:** La pregunta clave de esta investigación fue cómo se ha difundido el enfoque clásico de la gestión en los libros de texto académicos más difundidos en este campo. Teniendo esto en cuenta, el objetivo fue analizar cómo se aprehende el enfoque clásico de la gestión en los libros de texto académicos de esta disciplina. Este tema es relevante porque muestra a los profesores del ramo cómo los libros de texto abordan la materia, ayudándoles a elegir los materiales disponibles. Se seleccionaron tres libros de texto de amplia difusión y se realizó una breve caracterización bibliométrica y análisis comparativo, considerando cinco dimensiones: i) delimitación del abordaje y número de referencias; ii) dimensión histórico-concreta; iii) dimensión político-ideológica; iv) dimensión epistemológica, ontológica y gnosiológica; v) dimensión teórica. Los contenidos se contextualizaron en el marco del surgimiento de las organizaciones y las nuevas necesidades derivadas de la revolución industrial. Se observó que hay espacio para la crítica; sin embargo, ésta puede no ser suficiente para que los alumnos comprendan la magnitud y complejidad de los conflictos existentes. Por último, como similitud entre los autores, destaca la organización didáctica adoptada. Puede decirse que, en cierta medida, uno de los manuales adopta un marcado enfoque científico en su tratamiento teórico, mientras que los otros dos optan por términos generalizados, acercándolos al sentido común. En resumen, aunque los manuales hacen accesible el lenguaje, no incitan a los académicos de la gestión a acercarse a los textos clásicos, lo que es necesario para una perspectiva más crítica y científica en la materia.

## Introduction

Management science and teaching, as well as other knowledge areas, seek to categorize and organize theoretical affinities into schools, approaches, movements or currents. It is a teaching resource to explain the whole through its parts, inducing the student to a connection between the different moments that contributed to the theoretical field in question taking its current form, as well as their professional performance (Rosa, Souza, Teodoro & Silva, 2022). Thus, teaching manuals have great responsibility in the way they structure and disseminate knowledge (Magnin, Faria & Petean, 2021; Dias, Américo, Bernardino & Benini, 2016). They are also fundamental works in structuring a professional's career (Pattas & Benevies, 2018).

The teaching manual has been widely studied in the field of education. It is considered one of the main instruments of the modern teaching worker, and its historical development, from João Amos Comenius to the present day, has enabled significant advancement in educational productive forces (Benini, 2012; Lancillotti, 2008; Alves, 2006, 2005).

Indeed, some research on the object of didactic manuals in the administration field stands out, such as the study conducted by Lopes (2007), entitled "*Manuais de administração: contribuições e limitações no ensino de teorias em organizações*", and the work of Pimentel, Carrieri, Leite da Silva and Lopes (2006), entitled "Mirror, mirror on the wall, what is the best theory of all?" Although these studies did not specifically address the classical and scientific school, both commonly had the analysis of management approaches presented in teaching manuals.

Nevertheless, its extraordinary development, like any internal dialectical movement in the productive forces, was accompanied by numerous contradictions. Inserted in the set of proposals that aimed to "teach everything to everyone", a means "for teachers to teach less and students to learn more" (Comenius, 2006, pp. 11-12), manuals not only became summarized knowledge, but also

simplified knowledge, in which the teaching worker becomes dependent and alienated from their conception. As Comenius (2006) wrote, "with the teaching manual, anyone could teach everything to everyone, even knowing very little about the subject or about the thinkers present in the content of the manual".

In addition to the issue of simplifying knowledge, an issue that cannot go unmentioned is the ideological or interpretative position of the author of the compendium. Will your writing be a faithful reproduction of the author's ideas? Would it be possible to understand the context, interests and even the political-ideological positions of the so-called administration classics through it? Wouldn't the manuals be leading students to naturalize power and domination relations, to neutralize "scientific" productions; in short, reproducing a kind of fetish of administrative technique, hiding its dimension of political practice and exercise of power?

In 2017, there were 2,720 courses in the area of administration - considering courses named Administration and/or Business Administration, Bachelor's degree, in-person and distance learning, with 783,750 authorized places (MEC, 2020). When other derivative courses that use administrative theories are added, the academic field becomes even more comprehensive.

In this context, the classical approach to administration normally involves two authors who lead the moment and the theoretical current: the North American engineer Frederick Winslow Taylor (1856-1915) and the French engineer Jules Henri Fayol (1841-1925). Both Chiavenato (2014) and Motta and Vasconcelos (2013; 2021) and other compilers of administration knowledge (Daft, 2017; Williams, 2017; Maximiano, 2012; Robbins & Decenzo, 2010; Koontz, Wehrich & Cannice, 2009; Sobral & Peci, 2008) highlight two subcurrents among the classical approach, namely Scientific Administration and Classical Theory. These themes are recurrent and are present, in some way, in every Pedagogical Project of courses focused on the area of administration.

The problem this article seeks to answer is:

how is the classical approach to administration captured in academic textbooks? To this end, descriptive quantitative elements inspired by bibliometric techniques were initially used. Then in a second step, qualitative elements were used for comparative analysis. The analysis was based on five dimensions: i) delimitation of the approach and number of references; ii) historical-concrete dimension; iii) political-ideological dimension; iv) epistemological, ontological and gnoseological dimension; and v) theoretical dimension. Further on below, the reader will find the following expository structure: a theoretical review of classical and scientific administration through contextual exploration and constructed criticism; the methodological procedures; and finally, the analyzed results and final considerations.

### **Theoretical elements of the study**

The classical school of administration is addressed in this topic, including the scientific administration movement and classical theory. The presentation of the topic is necessary to understand the forms which are covered in the respective manuals. The manuals support the elements of the following subtopic. In turn, the next subtopic is elaborated based on authors who write a critique of classical theory.

### **Administration background and classical theory**

Maximiano (2012) relates the antecedents of administration to the emergence of organizations and their imperative need to use their resources to achieve specific objectives. He carries out a historical review from the emergence of the first urban settlements in 3,000 BC, the cities of the Sumerian civilization until the industrial revolution.

Motta and Vasconcelos (2013, p. 3), with a more social and critical stance in relation to Maximiano (2012), evidenced by their choice to open the introduction of part 1 in their book with

the topic “administrative thinking as a result of the process of modernization of society”; they attribute the rise of administrative thinking to the consolidation of market logic and the consolidation of bureaucratic structures as a form of organizing human work with the initial objective of increasing productivity and generating profit, which is exposed over the course of the item entitled “the process of modernization and consolidation of bureaucratic structures”. Chiavenato (2003) then lists the following influential antecedents: i) philosophers; ii) organization of the Catholic Church; iii) military organization; iv) industrial revolution; v) liberal economists; and vi) pioneers and entrepreneurs.

The antecedents of administration are approached by different authors with different forms of deepening and emphasis, however it is possible to identify many convergences and similarities, exposing historical facts as a background when relating administrative theories to present the industrial revolution as a major influencing element of administration and contextual background for the birth of classical theories.

Maximiano (2012) points out that classical management theories emerged amid the challenge of understanding and making organizations and production systems that multiplied in the context of the industrial revolution work. Authors and theories contributed to the period, including: i) Frederick W. Taylor, focusing on productive efficiency through a rationalization of tasks and waste reduction; ii) Henri Fayol, role of managers and administrative functions; iii) Henry Ford, with the assembly line, the standardization and efficiency of production processes; and iv) Max Weber, discussing bureaucratic authority and the ideal type of bureaucracy (organization as a bureaucratic machine).

### **Criticism of the classical approach to management**

From a critical perspective according to Faria

(2011, p. 27), the classical approach to administration developed from a conjuncture of favorable economic conditions, which led to a new way of managing production and treating surpluses. This reality gave rise to gains arising from economies of scale (Petean, Benini & Nemirovsky, 2021), which made it possible to lower costs and prices, leading the market and industrial development to a process of monopolistic concentration whose small competition and relative stability ended up leading to the planning function emerging, and consequently separating the thinkers from the executors of the work process. The considerations put forward by Faria (2011) are present in the text of Taylor (2006):

The large wage increase which accompanies this administration system will mostly eliminate the question of wages as a source of disagreement. However, close and intimate cooperation and a constant personal contract between the two parties will tend to reduce friction and discontent more than other causes. It is difficult for people who have common interests and work side-by-side in aiming to achieve the same end to maintain disputes for a long time.

The low production cost which results from the large increase in yield will enable companies that have adopted scientific management, and particularly those that instituted it in the first place, to compete better than before, and in doing so, will expand their markets, their men will constantly have work, even in difficult times, and will earn higher wages, whatever the season.

This means increased prosperity and reduced poverty, and not only for workers, but also for the entire community (pp. 102-103).

The passage taken from Taylor (2006) highlights his perspective of industrial development promoted by scientific management, and explains that this movement will excel the organizations which best compete. It is known that this movement is not exclusively based on organizational efficiency, but rather on many other factors that tend towards monopolistic concentration, as expressed by Faria (2011).

Taylor (2006) explains the justification for

implementing Scientific Management based on possible results. In turn, Tragtenberg (2006, p. 25) states that the genesis of the general theory of administration as a formal bureaucratic organization is in the State, and it is imperative to examine this relationship to understand its antecedents. Furthermore, it is necessary to rescue the Asian production mode for this purpose until consolidating capitalism, and the latter's affinity with the ideas of the administrative theories of Taylor and Fayol.

The basis of the Scientific Organization of Work (SOW), as stated by Cutó (1942), is the control of work, its conception, planning, technical mastery until its execution, as well as the necessary administrative tasks. According to Faria (2011, p. 28), the worker in this logic stops creating work and starts adapting to it. It is a search for rationalization and control rooted in the creation of administration as a science.

Taylor (2006), according to Faria (2011, p. 29), developed an experiment from observing the loading of steel ingots in wagons, selecting a worker with the attributes he considered desirable and observed his work, decomposing it into several operations and defining the better movements (reduced fatigue). These movements were timed and monitored by supervision, and part of the efficiency gain was passed on to the worker. The main criticisms concern the worker's alienation from work subordinated to the interests of capital. The similarities between Taylor and Ford's work lead some authors to discuss them in the same sections, as Faria (2011) did, but the different temporality leads some manuals to treat the authors in different sections.

According to Faria (2011, p. 64), Fayol (2006) complements the conceptions of Taylor and Ford in the context of production in the administrative sphere. The author introduces administrative functions into management literature, starting from the conception of a universal way in which organizations operate. Most of the subsequent theoretical contributions in the area of management focused on improving them.

In discussing the reception of Marxist ideas by

administrative thought, Cunha and Guedes (2017) highlight that the content of Marx's ideas arrived on North American soil through different routes, but mainly through articles published by the New York Tribune newspaper (1852-1861). In his work "Principles of Scientific Administration", Taylor indirectly reveals that he had contact with distant echoes of Marxist ideas, treating the issue of the conflict between capital and labor as animosity between employers and employees arising from a misunderstanding, since "The true interests of both are one and the same" (Taylor, 2006, p. 25).

Cunha and Guedes (2017) state that Fayol, unlike Taylor, assumes the existence of conflict between capital and work, but treats it as a social issue, suggesting the existence of palliative means within the scope of industrial organizations to promote a relative and transitional "industrial peace".

The Hoxie survey organized by the North American Senate was the first systematic criticism of scientific administration. It was led by Professor Hoxie and aimed to investigate riots and strikes led by workers, bringing into discussion the exploitation of workers through establishment of high performance standards. Due to this work, the use of stopwatches and the payment of incentives were prohibited (Chiavenato, 2003).

In the context of Ford, Braverman (1987) states that despite the worker's natural repulsion reaction to the assembly line, this production system ended up conquering and destroying all other work organization forms. As the competitive advantage expanded in relation to the rest of the automobile industry, it forced it to use this organization and subjected workers through the disappearance of alternative work organizations.

In this context of critical analysis of theories, all selected manuals dedicated part of their texts to discussing criticisms of Scientific Administration and Classical Theory, even due to the establishment of a contextual link to the birth of humanistic and behavioral theories of administration.

## Methodological elements of the research

Due to the high number of (physical) Administration manuals available in Brazilian libraries, this article limited the study to the central library of the Federal University of Mato Grosso do Sul, in the city of Campo Grande/MS, carrying out a systematic search through pre-defined parameters to identify the most used authors within the scope of Administration Theories.

The option to define parameters using the number of works available in the library is inspired by technical note 023 from 2015, which provided clarifications on the Evaluation Instrument for in-person and distance-learning Undergraduate Courses (MEC, 2015). This standard establishes that a course which provides at least one copy of a bibliographic work for the maximum number of 5 places offered annually for that course is evaluated with grade 5, as stated in the basic references in the course syllabus. Therefore, criteria for quantifying these specimens were chosen.

The study came from bibliometric inspirations (Dias, Coura, Athayde, Farias & Demo, 2019; Silva, Casarotto & Benini, 2018), and was conducted in the following stages: i) access to the Pergamum system of the Federal University of Mato Grosso do Sul and consultation using the expression "General Theory of Administration"; ii) results filter for the central library of Campo Grande/MS; iii) checking the number of copies per work; and iv) frequency count of copies per author, selecting the three authors with the highest number of copies and the three most representative works of these.

The initial search was performed in February 2018, and found 47 works. The physical delimitation filter was applied, with availability for the Campo Grande/MS Library. After this delimitation, the sample was reduced to 17 works. The number of copies available for the respective works was duly collected and shown in Table 1 and combined into a frequency count per author, as shown in Table 2.

Table 1

**Administration manuals available in the UFMS library – Campo Grande/MS, Brazil, and the number of copies.**

N.	Works (manuals)	Ex.
1	Bernardes, C.; Marcondes, R. C. (2010). <i>Teoria geral da administração: gerenciando organizações</i> . 3. ed. rev. e ampl. São Paulo: Saraiva.	1
2	Chiavenato, I. (1979a). <i>Teoria geral da administração: abordagens prescritivas e normativas da administração</i> . Vol. 1, 2. ed. rev. São Paulo: McGraw-Hill.	4
3	Chiavenato, I. (1979b). <i>Teoria geral da administração: abordagens descritivas e explicativas</i> . Vol 2, 2. ed. São Paulo: McGraw-Hill.	6
4	Chiavenato, I. (1987a). <i>Teoria geral da administração: abordagens prescritivas e normativas da administração</i> . Vol. 1, 3. ed. São Paulo: McGraw-Hill.	15
5	Chiavenato, I. (1987b). <i>Teoria geral da administração: abordagens descritivas e explicativas</i> . Vol. 2, 3. ed. São Paulo: McGraw-Hill.	1
6	Farias, G. P. De (1979). <i>Teoria geral da administração: uma introdução</i> . São Paulo: Atlas.	5
7	Lacombe, F. J. M. (2009). <i>Teoria geral da administração</i> . São Paulo: Saraiva.	1
8	Maximiano, A. C. A. (2005). <i>Teoria geral da administração: da revolução urbana à revolução digital</i> . 5. ed. São Paulo: Atlas.	5
9	Maximiano, A. C. A. (2008). <i>Teoria geral da administração: da revolução urbana à revolução digital</i> . 6. ed. São Paulo: Atlas.	2
10	Maximiano, A. C. A. (2012) <i>Teoria geral da administração</i> . 2. ed. São Paulo: Atlas, 2012.	4
11	Motta, F. C. P. (1981). <i>Teoria geral da administração: uma introdução</i> . 9. ed. São Paulo: Pioneira.	4
12	Motta, F. C. P. (1986). <i>Teoria geral da administração: uma introdução</i> . 13. ed. rev. e ampl. São Paulo: Pioneira.	1
13	Motta, F. C. P. (1987). <i>Teoria geral da administração: uma introdução</i> . 14. ed. rev. e ampl. São Paulo: Pioneira.	3
14	Motta, F. C. P. (1991). <i>Teoria geral da administração: uma introdução</i> . 16. ed. rev. e ampl. São Paulo: Pioneira, 1991.	3
15	Motta, F. C. P.; Vasconcelos, I. F. G. de. (2002) <i>Teoria geral da administração</i> . São Paulo: Cengage Learning.	2
16	Motta, F. C. P.; Vasconcelos, I. F. G. de. (2013) <i>Teoria geral da administração</i> . 3. ed. rev. São Paulo, SP: Cengage Learning.	17
17	Oliveira, D. de P. R. de. (2008). <i>Teoria geral da administração: uma abordagem prática</i> . São Paulo: Atlas.	1

**Source:** Pergamum system of the UFMS central library, prepared by the authors.

According to Table 1, the 17 works resulting from the search totaled 75 copies and 9 authors, and it is worth highlighting the versatility of the author Fernando C. Prestes Motta, with both individual and collaborative works. The ranking prepared and shown in Table 2 concluded with the following most frequent authors: i) Chiavenato, Idalberto; ii) Motta, Fernando C. Prestes; Vasconcelos, Isabella Freitas Gouveia de; iii) Maximiano, Antonio Cesar Amaru.

Table 1 shows the works of the aforementioned authors in their different editions, revealing the acquisition of bibliographical works in different periods. It can be inferred that they remain in the course syllabus, with the necessary version updates, as recommended by the Ministry of Education (MEC, 2015).

The work is based on the hypothesis that the

greater the number of copies available from the author, the greater their accessibility to academics, a fact which has a positive relationship with the influence that the vision of these authors exerts in the study area, the maintenance of these authors in the syllabi, and consequently new acquisitions of these materials.

Therefore, the works selected based on the criteria described above were: i) Chiavenato (2003); ii) Motta and Vasconcelos (2013); and iii) Maximiano (2012). The analyzes are presented in the following section.

Table 2

**Administration manuals, by author.**

Authors	Ex.
Bernardes, C.; Marcondes, R. C.	1
Chiavenato, I.	26
Farias, G. P. De.	5
Lacombe, F. J. M.	1
Maximiano, A. C. A.	11
Motta, F. C. P.	11
Motta, F. C. P.; Vasconcelos, I. F. G. de.	19
Oliveira, D. de P. R. de.	1

**Source:** Pergamum system of the UFMS central library, prepared by the authors.

### Presentation and discussion of results

Next, an investigation into the authors' backgrounds of the selected manuals was carried out. Such prior research can provide clues about the context in which their respective visions were structured (Nascimento, Benini & Petean, 2021).

Chiavenato<sup>i</sup> holds a PhD in Administration from the City University of Los Angeles, in the United States. It stands out for its degrees in philosophy, pedagogy and law, in addition to its extensive bibliography with an emphasis on the area of people management. He worked as a teacher and his biography highlights his presidency of the Institute that bears his name, as well as his role as advisor to the São Paulo Regional Administration Council. There is no specification about the author's research areas in the digital addresses consulted.

Motta<sup>ii</sup> is a professor and has a doctorate (1980) in Administration from FGV/EAESP and a professorship (1985) from USP. He passed away in 2003. During his academic career, he carried out research in the area of organizational studies, organizational culture and power in organizations. He wrote in partnership with Isabella Vasconcelos<sup>iii</sup>, also a professor and holder of two doctorates, one of them in Administration in 1997, as well as a post-doctorate in 1999. Vasconcelos develops research in the areas of organizational studies with a focus on post-bureaucratic organizations and organizational resilience,

sustainable entrepreneurship and responsibility Social. Motta published the book *General Theory of Administration: an introduction*, in 1972, and Vasconcelos participated in its update and relaunch in 2002. They launched the fourth edition in 2021, revisited and expanded by Vasconcelos.

Maximiano<sup>iv</sup> received his PhD in 1984 and was a full professor in 1989 at USP, an institution where he has been working since 1975. He is the author of 13 books in the area of administration and has research interests in project administration, human resources and general administration.

In analyzing them briefly, it is possible to verify a greater link in the academic teaching activity of the last two authors. Extensive academic qualifications are common to all of the authors. On the other hand, there is a diversity of action on the part of the first authors. Chiavenato has little connection to universities, while Motta and Vasconcelos worked in a private organization and Maximiano in a public institution.

For didactic organization purposes, it is clarified that manual numbers 1, 2 and 3 for Chiavenato's; Motta and Vasconcelos; and Maximiano's works will be treated, respectively.

Manual 1 is the one with the largest number of copies available in the library for consultation. It is also the longest in terms of number of pages, and with significant importance in favor of classical management theories. The author dedicates two chapters and almost 50 pages to deepen these theories, as specified in Table 3. Comparatively, it is superior to manual 2, which dedicates only one chapter to this analysis, with approximately 20 pages. Finally, it is similar to manual 3, which, despite dedicating two chapters, adds project management elements to them, concentrating the theme in just under 30 pages, as shown in Table 3. The largest number of bibliographic references is found in manual 1, despite only using indirect citations to the referenced authors.

Manual 2 involves less discussion on the topic covered by the work, but addresses the issue with the greatest academic rigor among the manuals, using indirect citations, including from



reinterpretation authors. This statement is anchored in the presentation of Table 4 and in excerpts from the text, such as in the passage (Motta & Vasconcelos, 2013):

In the first chapter of his work, *The Scientific Administration of Labor*, Taylor, a young apprentice in a factory, notices the power concentration of specialized workers and independent master craftsmen and decides to propose a System that he considers fairer by giving everyone equal opportunities to obtain professional placement. This principle is in

line with bureaucratic logic, a formal structure which aims to reduce privileges and mark the equality of all in the face of the rule (p. 36).

Following the text above, Motta and Vasconcelos (2013) present Hoxie's study and the criticisms of other authors. While in manual 1 Hoxie's study is cited in a separate tab of the text and its main reference is not included in the book, in manual 3 there is not even a mention of this study.

Table 3  
**Preliminary characterization of the works.**

Title	Introduction to General Management Theory	General theory of administration	General theory of administration
Edition	7th Ed. (2003)	3rd Ed. (2013)	Ed. Com. (2012)
Author(s)	Chiavenato	Motta & Vasconcelos	Maximiano
P.	634	428	357
P. of the manual about Classical Adm.	Part III; Chap. 3 and 4; pp. 47 until 95 (48 p.)	Chap. 1; pp. 23 until 41 (18 p.)	Part II; Chap. 3 and 4; pp. 41 until 68 (27 p.)
P. about the theme	7.57%	4.21%	7.56%
No. of ref. of the theme	4 + 46 + 32 (82 ref.)	23 ref.	6 + 9 (15 ref.)

Source: research data.

Manual 3, which consists of a compact edition, as expected, is the smallest among the books analyzed. The characteristic that most differentiates manual 3 from the others is the detachment of the timeline, bringing in addition to Taylor (1911, *Principles of Scientific Management*, as cited in Maximiano, 2012) and Fayol (1916,

*Administration industrielle et générale*, as cited in Maximiano, 2012), authors such as Peter Drucker (1954, *Effective management by objectives*, as cited in Maximiano, 2012), Kaplan and Norton (1997, *Balanced Score Card* as cited in Maximiano, 2012) and others.

Table 4  
**Delimitation of the approach and number of references.**

	Manual of Chiavenato	Manual of Motta and Vasconcelos	Manual of Maximiano
Highlighted authors	Taylor; Fayol	Taylor; Fayol; Ford	Taylor; Ford (Chap. 3) – Fayol; Drucker (Chap. 4)
Authors with cited contributions	Gilbreth; Emerson; Ford; Hoxie; Urwick; Gulick.	Frank and Lillian Gilbreth; Gantt; Gulick; Hoxie.	Frank and Lillian Gilbreth; Gantt; Munsterberg; Shewhart Deming; PMBOK (authors); Sloan; Kaplan and Norton.
Authors discussed in the contextualization	Gantt; Emerson; Mooney; Barnes; Mooney	Hunt and Sherman; Adam Smith; Hobbes; Bentham; Locke; Weber; Lutero; Huberman; Simon; Marx; Etzioni; Meyer and Rowan; March, Olsen and Weick; Argyris and Schon.	Hampton; Huse and Bowditch; Lawrence and Lorsch; Odiorne; Porter; Robins and Cenzo; Stoner, Freeman and Gilbert Jr. (1)

Manual used direct citations	No	No	No
Manual used indirect citations	Yes, the author extracts the signifiers attributed to the authors and synthesizes their meaning, often bringing them into current language.	Yes, it cites both authors who created the ideas and those who reinterpreted them.	Yes <sup>v</sup> , it compiles ideas and theories referencing the authors.

Source: research data.

Table 4 presents the relationship between the manuals and comparing the highlighted authors, the authors with contributions that were cited throughout the text, in addition to the authors used for the discussion and presentation of the contextualization. Furthermore, it was verified whether the manual used direct and indirect citations, specifying how this resource was used.

As noted in Table 4, the similarities among academic manuals are greater than the differences, predominantly addressing the same authors and works, but with teaching resources and a different ideological influence.

### Comparison between manuals

According to Table 5 which addresses the historical-concrete dimension, all the manuals analyzed proposed some concern with the temporal organization of events in order to help contextualize the emergence of ideas and theories. The “didactic” organization was privileged, a fact which can be seen with the aggregation of contributions from Henry Ford and other authors whose works can be considered developments of

the classical approach, with manual 3 being more flexible in this regard.

Given the descriptions in Table 5, the authors’ exposure of historical facts from different perspectives is evident. Even though manuals 1 and 3 dedicate a greater number of pages and total percentage of material to the classical school, Chiavenato’s manual presents the economic context and existing technology in a pragmatic and timeless way, while Motta and Vasconcelos explain the interrelationship of classical school of administration with the liberal economic perspective and financial incentive as an essential element of the classical school. In turn, Maximiano presents historical data, but does not use academic scientific rigor.

Technology is treated in two ways: i) an exogenous element, which participates in contextualization and is one of the influencers of the very need to develop technologies for work control and organizational management; and ii) an endogenous element, arising from the studies and reflections of the authors, seeking to understand organizations and increase the efficiency of production processes.

Table 5  
Historical-concrete dimension.

	Manual of Chiavenato	Manual of Motta and Vasconcelos	Manual of Maximiano
Relationship with the economic context	The author’s concern is to initially present an introductory case in the current context in the chapters, in which he situates the reader and develops the concepts of the aforementioned administrative school seeking application in this “case study”. Its economic context is timeless and pragmatic.	Relationship with world economic transformation, first and second industrial revolution (classical liberalism). The authors highlight the monetary incentive of the classical school in one topic of the text.	Part I (chapters 1 and 2) focuses on the contextualization and temporal organization of administration. In the rest of the manual, the author works with a brief historical contextualization, without rigor, focusing more on the evolution of the discussion of the topic.
Relationship with existing	Due to the presentation methodology of the introductory case, the author induces the	Describes the technologies used in Ford’s production system. It	The author describes the technological evolution arising

technology	reader throughout the text to understand such a school with the technologies possible today. With rare exceptions, he points out technological limitations during the period in which these theories were formulated. When he does so, he cites in tables outside the base text and does not do so clearly. “The immediate consequence of Scientific Management was a revolutionary reduction in the cost of manufactured goods – usually from one to ten, and sometimes from one to twenty, of what they had previously cost” (p. 67). The digression above corroborates what was previously said. Thus, the author reveals a technological change without revealing the essence of the changes that existed during the historical period of the school studied.	also presents production control mechanisms (instruments) (chronometer, piece counting, etc.).	from scientific administration, focusing on processes, reaching classical administration and discussing management, managers and projects. It does not stick to strict chronology, focusing on themes and their developments.
------------	---	--	---

Source: Research data.

For the political-ideological dimension (Table 6, the manuals), the manuals generally cite the existing conflict between the administration and those administered (employers and employees) through events, such as the Hoxie study mentioned in manuals 1 and 2. Everyone also allocated space in their chapters to discuss the criticisms, and the conflict was highlighted.

Table 6 presents the manuals in relation to conflicts between administration and those administered; capital-labor conflict; relationship between the classical school and the capitalist system and forms of power and control. It is observed that issues relating to the conflict between

capital and labor are not dealt with in depth in any of the manuals, and the emergence of the capitalist economic system is evoked during the contextualization as one of the influencers of the emergence of scientific management and classical theory of the administration. The power form is worked under the worldview of the economic man, whose increase in remuneration (even if little) would lead the worker to meet all the employer’s desires. Control of all possible parameters necessary to carry out activities would bring increased operational efficiency, and consequently greater profit for organizations.

Table 6

**Political-ideological dimension.**

	Manual of Chiavenato	Manual of Motta and Vasconcelos	Manual of Maximiano
Conflict between administration and administered	It presents a case, “Scientific management at the Watertown Arsenal” (p. 74), which shows that the application of Taylor’s methods in an American army factory after three months generated strong resistance and a strike on the part of the workers. The outcome is interesting, because with the First World War the demand for weapons and ammunition increased and the productivity of scientific administration proved to be fundamental. “The introduction of Scientific Management at the Arsenal was criticized for its speed and lack of communication with the workers	The author cites the Hoxie study as a way of clarifying this conflict. “Hoxie visited factories and conducted a series of interviews with workers and managers of companies that were employing the techniques of scientific management to judge their nature. Managers and company owners were being accused by unions and workers associations of using these techniques to exploit workers” (p. 36).	The author highlights scientific administration as a way of harmonizing interests between administration and the administered (a clear approach defended at the time by the movement’s creators), protecting an indication of conflict in a specific item from criticism. “The acceptance of Taylor’s ideas had ups and downs. It aroused enthusiasm in industry and government. However, it provoked unfavorable reactions among workers, the press and

	involved. Today, it appears that the preparation of the American army for participation in the First World War was fundamental thanks to the persistence and vision of a general in his crusade for efficiency, despite fierce opposition and intense criticism.” (p. 74)		politicians” (p. 50). In chapter 4, led by Fayol, harmonious relationships between administration and those administered are implied.
Conflict between capital and labor	The digression from the previous table also exposes the capital-labor relationship, which used an increase in wages to justify its installation. He also adds the following passage: “the fight against waste — be it time, effort, installed capacity, energy, etc. — was one of its main flags” (p. 73).	The authors relate the division of labor to increased productivity. They also highlight how organizations were sympathetic to the scientific management movement, as it brought benefits to organizations, from management facilitated by standardized work, the grouping of tasks into departments, centralization of decisions and the possibility of prescribing work.	The author does not delve deeper into these issues, presenting the authors and their theories as movements arising from a social need in the face of the transition to the 20th century and the industrial revolution.
Relationship with the capitalist system	The author places Classical Administration as the basis for the modernization of administrative theory, and therefore the basis for the modernization of the capitalist system. “The important thing is that Scientific Management has proven the fact that there is a new way of making money and that companies have not known how to use it: stop losing it” (p. 73).	For the author, the classical approach is seen as a form of opposition to the “clientelism and protectionism of the semi-traditional artisanal production system” (p. 36).	Manual with a vision perfectly harmonized with the capitalist system, not discussing its particularities, but justifying the imperative need to increase efficiency to serve the system.
Forms of control and power	Form of external control, aiming at greater productivity. “Taylor proclaimed that productivity required that execution be dissociated from planning, meaning that it be based on systematic technological knowledge” (p. 69).	Control by: functional supervision; time and motion studies; salary and reward system.	The author does not approach content critically, looking to Taylor for the statement that “all brain activity must be removed from the factory and centralized in the planning department” (p. 47). Work control bias through the alienation of the worker’s exclusive know-how. Taylor’s piece-rate system (p. 45) is also a clear expression of the attempt to transform workers into tools within a process.

Source: Research data.

The analysis undertaken in Table 7 is conducted in a complementary way to that shown in Table 6. The categories in Table 6 indicate the

authors’ positions and reverberate in Table 8. The separation of the presentation into two tables was a didactic option by the authors.

Table 7  
Epistemological, ontological and gnoseological dimension.

	Manual of Chiavenato	Manual of Motta and Vasconcelos	Manual of Maximiano
Conception of man	Economic man. “This narrow view of human nature — economic man — was not limited to seeing man as a	<i>Homo economicus</i> , in which man is understood as rational, “for this reason he can always choose the best	Conception of man as lacking incentives to improve his own

	servant for money. Even worse: he saw the worker of the time as a limited and petty individual, lazy and guilty of vagrancy and waste in companies and who should be controlled through rationalized work and standard time” (p. 62).	alternative and maximize the results of his decision” p. 25.	performance (“soft body”). Employees not fulfilling their responsibilities (p. 44).
Relationship between subject and object in the knowledge process	Positivist relationship, in which the worker is a subject without any knowledge, who works solely for material reward. As a form of control, an external agent is used who, endowed with scientific knowledge, makes sure that the work process is being carried out in the best possible way.	Presents the positivist’s perspective. “The classical school considered administration a science with its own principles, on the one hand, based on scientific experience and work, and on the other on the logical-deductive method”. However, these principles were based on the idea of <i>homo economicus</i> , and when later the School of Human Relations made a relentless criticism of this simplistic idea of human nature, they fell apart” p. 31. Even when the authors position themselves in the introduction of the text by using theoretical propositions that are divided into explanatory and descriptive approaches	Manual presents a positivist, cause-and-effect relationship. Own vision of management and workers and their work seen as a result of management (planning) and remuneration (incentive).
Assigned methodological procedure	Logical-deductive method. The standard time of a selected group of workers is measured. From this he deduces that everyone else must carry out the same workload at the same time.	Dialectical method.	Logical-deductive method.

Source: Research data.

Finally, the theoretical dimension was addressed (Table 8), stating that the manuals considered organizations as complex transformation units that require thousands of activities and tasks, whose planning and control must be separated from execution to increase

efficiency. The entire classical approach is conducted as a response to an imperative need for the industrial revolution and the consequent increase in productive complexity. The incentive system is based on the conception of economic man, motivated through monetary rewards.

Table 8  
Theory dimension.

	Manual of Chiavenato	Manual of Motta and Vasconcelos	Manual of Maximiano
Organization design	The organization is conceived as a machine. “The organization must be arranged like a machine. Administrative models correspond to the mechanistic division of labor, in which the division of labor is the driving force of the system” (p. 90).	Structure of a set of rules that have the best possible results as common objectives.	Scientific management sees the organization as a production unit that brings together the various activities necessary to produce. The classics see it as a “rational system of rules and authority, which justifies its existence to the extent that it serves its primary objective” (p. 57).
Incentive system	Financial incentive system.	Monetary incentive system.	Monetary incentive system, which is evident in payment for productivity.
Results to be	Elimination of waste and	Improvement in productivity	End internal conflicts and increase

achieved worker idleness. Reduction of results.  
production costs.

production efficiency by creating a  
rational system of rules and authorities.

Source: Research data.

Table 8 summarizes the understanding and theoretical organization of each manual. This table shows the greatest similarity between the manuals among all the comparative tables created. It is clear that there is convergence in the theoretical dimension between the authors, even if there is some divergence in the focus category of the theory, with manuals 1 and 3 opting for generalist terms.

The results expected by authors in the theoretical field seek efficiency, whether through reducing waste and idleness and/or increasing productivity, or by mitigating existing conflicts within industrial organizations between employees and employers. The focus of the theoretical current is applied and practical, seeking to systematize concepts and knowledge that lead organizations to greater operational efficiency.

## Final considerations

This article discussed how the classical approach to administration is used in academic textbooks. It was decided to systematize a search method in the book collection of the Federal University of Mato Grosso do Sul, Campo Grande/MS campus. The manuals with the largest number of copies available were listed and a comparison was made between them based on four dimensions, namely: i) delimitation of the approach and number of references; ii) historical-concrete dimension; iii) political-ideological dimension; iv) epistemological, ontological and gnoseological dimension; and v) theoretical dimension.

The three manuals listed were: Chiavenato (2003); Motta and Vasconcelos (2013); Maximiano (2012). All the works studied were sectioned for comparative study in relation to classical approaches to administration, enabling to find similarities such as main authors and theories, in addition to topics intended for criticism, as well as

differences, mainly in the didactic organization of the contents and the emphases given.

It can be stated that the contents are generally contextualized within the scope of the emergence of organizations and new needs arising from the industrial revolution. However, the existence of space for criticism may be insufficient to provide the academic with the dimension and complexity of the existing conflicts. Compiler authors work on their texts, with brief exceptions, incorporating the authors' ideology when describing their ideas and practices.

The didactic organization and emphases constitute subtleties which can be better explored in the future through content analysis techniques. The organization of theories diverges, especially in manual 3, in which the author avoids the rigor of the timeline and mixes theories and authors from developments of the classical approach, giving greater importance to the diversity of content than to develop the theory itself.

To some extent, manual two adopts a sharp scientific approach to theoretical treatment, while manuals one and three opt for generalist terms, approaching common sense. At the same time that it makes the language accessible, evaluated herein as positive, it also distances the administration academic from the scientific perspective of the area.

## References

- Alves, G. L. (2005). *O trabalho didático na escola moderna: formas históricas*. Editores Associados: Campinas.
- Alves, G. L. (2006). *A produção da escola contemporânea*. Editores Associados: Campinas.
- Benini, E. G. (2012) *Política educacional e educação a distância: as contradições engendradas no âmbito do trabalho docente*. (Tese de Doutorado) - Programa de Pós-Graduação em Educação, Universidade Federal

de Mato Grosso do Sul, Campo Grande.

Braverman, H. (1987). *Trabalho e Capital Monopolista: a degradação do trabalho no século XX*. Guanabara: Rio de Janeiro.

Chiavenato, I. (2003). *Introdução à teoria geral da administração: uma visão abrangente e moderna da administração das organizações*, 7. ed. Elsevier: Rio de Janeiro.

Chiavenato, I. (2014). *Introdução à teoria geral da administração*. 9. ed. Manole: Barueri.

Chiavenato, I. (2018). Biografia Idalberto Chiavenato. Recuperado de <http://chiavenato.com/institucional/quem-e-idalberto-chiavenato.html>

Comenius. (2006). *Didática Magna*. Martins Fontes: São Paulo.

Cunha, E. P., & Guedes, L. T. (2017). Recepções do Ideário Marxista pelo Pensamento Administrativo: da Oposição Indireta à Assimilação Relativa. *Organizações & Sociedade*, 24(82), 432-455. DOI: <https://doi.org/10.1590/1984-9240824>

Cutó, J. M. y (1942), *Organización Científica del Trabajo*, Talleres Gráficos Ibero-Americanos: Barcelona.

Daft, R. (2017). *Administração*. Cengage Learning: São Paulo.

Dias, D. T., Américo, J. C. S., Bernardino, G., & Benini, E. G. (2016). Racionalidade Limitada: Uma Análise dos Manuais Didáticos de Teoria Geral da Administração. *Administração: Ensino e Pesquisa*, 17(2), 217-217. DOI: <https://doi.org/10.13058/raep.2016.v17n2.419>

Dias, G. A. F., Coura, K. V., Athayde, A. L. M., Farias, J. S., & Demo, G. (2019). A Prestação de Serviços Públicos pelo Governo Eletrônico: Uma Análise da Produção Científica Internacional. *Revista de Administração, Sociedade e Inovação*, 5(3), 55-74. DOI: <https://doi.org/10.20401/rasi.5.3.294>

Faria, J. H. (2011) *Economia política do poder*. Juruá: Curitiba.

Fayol, H. (2006). *Administração industrial e geral*.

Atlas: São Paulo.

Koontz, H.; Weihrich, H. & Cannice, M. V. (2009). *Administração: uma perspectiva global e empresarial*. 13. ed. McGraw-Hill: São Paulo.

Lancillotti, S. S. P. (2008) *A constituição histórica do processo de trabalho docente*. (Tese de Doutorado) - Programa de Pós-Graduação em Educação, Universidade Estadual de Campinas, Campinas, 2008.

Lopes, F. T. (2007) Manuais de Administração: Contribuições e Limitações de Teorias em organizações. In: *Anais do I Encontro de Ensino e Pesquisa em Administração e Contabilidade*, Recife, PE.

Magnin, L. S. L. T., Faria, J. H., & Petean, G. H. (2021). Avaliação científica e subjetividade: o artigo-comprimido como síntese de uma produção científica alienante. *Gestão & Conexões*, 11(1), 8-38. DOI: <https://doi.org/10.47456/regec.2317-5087.2022.11.1.32632.8-38>

Maximiano, A. C. A. (2018). *Currículo Lattes - Antonio Cesar Amaru Maximiano* (Acessado em fev. 2018). Recuperado de <http://lattes.cnpq.br/2496969804206964>

Maximiano, A. C. A. (2012). *Teoria geral da administração*. 2 ed. Atlas: São Paulo.

MEC. INEP. DAES (2015). *Nota técnica DAES/INEP n° 023/2015*. (Acessado em abr. 2023). Recuperado de [https://www.semesp.org.br/wp-content/uploads/2015/06/nota\\_tecnica\\_n023.pdf](https://www.semesp.org.br/wp-content/uploads/2015/06/nota_tecnica_n023.pdf)

MEC. (2020). *Cadastro e-MEC de Instituições e Cursos de Educação Superior*. Recuperado de <http://emec.mec.gov.br/>

Motta, F. C. P. (1972) *Teoria Geral da Administração: uma introdução*. Pioneira Thompson Learning: São Paulo.

Motta, F. C. P & Vasconcelos, I. F. F. G. (2013) *Teoria geral da administração*. 3 ed. Cengage Learning: São Paulo.

Motta, F. C. P & Vasconcelos, I. F. F. G. (2021) *Teoria geral da administração*. 4 ed. Cengage Learning: São Paulo.

Motta, F. C. P. (2018). *Currículo Lattes - Fernando Claudio Prestes Motta*. Recuperado de <http://lattes.cnpq.br/8133080668423376>

Nascimento, D. T., Benini, E. G., & Petean, G. H. (2021). Determinismo Tecnológico e o Mito da Neutralidade: Reflexões sobre os Desafios na Economia Solidária e na Tecnologia Social Brasileira. *Revista de Gestão e Secretariado*, 12(2), 72-93. DOI: <https://doi.org/10.7769/gesec.v12i2.1163>

Pattas, L. D. S., & Benevides, T. M. (2018). Precisamos Falar sobre Carreira e a sua Estruturação para Estudantes de Administração. *RAUnP - Revista Eletrônica do Mestrado Profissional em Administração da Universidade Potiguar*, 10(2), 21-33. DOI: <https://doi.org/10.21714/raunp.v10i2.1783>

PERGAMUM (2020). *Biblioteca UFMS*. Recuperado de <http://pergamum.ufms.br/pergamum/biblioteca/index.php>

Petean, G. H., Benini, E. G., & Nemirovsky, G. G. (2021). Trabalho Intensificado e Afastamento do Trabalho: Uma Análise nos Frigoríficos no Estado de Mato Grosso do Sul. *Cadernos EBAPE.BR*, 19(3), 464-479. DOI: <https://doi.org/10.1590/1679-395120200074>

Pimentel, T. D.; Carrieri, A. de P.; Leite-da-Silva, A. R.; Lopes, F. T. Espelho, espelho meu, me diga que teoria uso eu? *Revista de Administração da FEAD-Minas*, 3(2), 57-74, 2006.

Robbins, S. & Decenzo, D. (2010). *Fundamentos de Administração: conceitos essenciais e aplicações*. Pearson Prentice Hall: São Paulo.

Rosa, R. S., Souza, Y., Teodoro, P., & Silva, Y. V. (2022). Regulamentação profissional: formação e prerrogativas de atuação profissional do administrador frente à NBR 14.653-4 – Avaliação de empreendimentos. *Revista de Administração, Sociedade e Inovação*, 8(1), 99-119. DOI: <https://doi.org/10.20401/rasi.8.1.657>

Silva, H. C. H., Casarotto, E. L., Benini, E. G., & Binotto, E. (2018). Bibliometria em Estudos Organizacionais: O Perfil das Produções em Ecologia das Organizações. *Gestão e Sociedade*, 12(31), 2042-2066. DOI: <https://doi.org/10.21171/ges.v12i31.2297>

Sobral, F. & Peci, A. (2008). *Administração: teoria e prática no contexto brasileiro*. Pearson Prentice Hall: São Paulo.

Taylor, F. W. (2006). *Princípios de administração científica*. Atlas: São Paulo.

Tragtenberg, M. (2006). *Burocracia e ideologia*. 2 ed. Editora UNESP: São Paulo.

Vasconcelos, I. F. F. G. (2018). Currículo Lattes - Isabella Francisca Freitas Gouveia de Vasconcelos (Acessado em fev. 2018). Recuperado de <http://lattes.cnpq.br/9754410711541612>

Williams, C. (2017). *ADM: Princípios de Administração*. Cengage Learning: São Paulo.

---

<sup>i</sup> O autor, ao contrário dos demais, não possui cadastro do seu currículo na plataforma Lattes, do CNPq. As informações foram obtidas através do sítio eletrônico “<http://chiavenato.com/institucional/quem-e-idalberto-chiavenato.html>”. Em atualização em dezembro de 2023, este sítio não se encontrava mais disponível para acesso. Há indicações de novos sítios eletrônicos disponíveis nos endereços “[chiavenato.com.br](http://chiavenato.com.br)” e “[chiavenato.online](http://chiavenato.online)”, contudo, faz-se referência ao Instituto Chiavenato, com a disponibilidade e comercialização de cursos e redirecionamento para plataformas de conteúdo e grupos de estudo. Há também o link do autor na editora Atlas, do grupo GEN, “[grupogen.com.br/chavenato](http://grupogen.com.br/chavenato)”, com as bibliografias atualizadas do autor. Destaca-se que o livro de Teoria Geral de Administração, em sua 8ª edição, passou a ser comercializado em dois volumes.

<sup>ii</sup> <http://lattes.cnpq.br/8133080668423376>

<sup>iii</sup> <http://lattes.cnpq.br/9754410711541612>

<sup>iv</sup> <http://lattes.cnpq.br/2496969804206964>

<sup>v</sup> Maximiano (2012), embora utilize citações indiretas aos autores, não as realiza nos moldes da NBR 10520.