

SIDE 1/2 WHAT MANAGEMENT IS & THE THEORIES · Efficiency vs effectiveness · Mintzberg · Katz · Taylor → contingency · POLC · PESTLE · Schein · Entrepreneurship · Organising

100% COURSEWORK · NO EXAM

Compiled by AskSia · mapped to the MGB1010 syllabus · asksia.ai/cheatsheet/monash-mgb1010

0 · How to Use This

READ FIRST

★ MGB1010 is graded **100% by coursework — no exam**. Marks: **Quiz/Test ~30%** (weekly Revel quizzes + sims, W1–10), **Written ~35%** (two group tutorial tasks + a reflection), **Artefact ~35%** (sustainability piece).

Check your unit guide for exact weights.

The **weekly Revel quizzes are the only broad recall test** — they sweep every definition, theorist & framework across W1–10. So this sheet is a **recall bank**: management + theories + environment + organising (Side 1); leading, planning, controlling, deciding, ethics & diversity (Side 2).

SIA → *Quiz stems reward naming the theorist + the one-line idea* (Taylor = one best way; Maslow = 5 needs). *Drill the name and the keyword for each.*

1 · What Is Management?

W1

Management = getting work done **efficiently and effectively** through and with other people; coordinating + overseeing others' work so goals are met. There is no single agreed definition — the unit deliberately shows it is contested.

Efficiency = doing things *right*; most output from least input (means / resource use). **Effectiveness** = doing the *right* things; pursuing goal-attaining activities (ends). **Good managers do both**.

Three themes: *management* (the knowledge), *managing* (the doing), *being managed* (the follower view).

1b · Levels of Management

THE PYRAMID

- **Top** — set org-wide direction, strategy, broad goals
- **Middle** — translate top goals into operational plans; bridge top & first-line
- **First-line** — supervise non-managerial staff doing day-to-day work

Manager = coordinates & oversees others' work; distinct from a non-managerial employee.

1c · Katz's Three Skills

SHIFT BY LEVEL

| SKILL | WHAT | MOST FOR |
|------------|------------------------------|------------|
| Technical | job-specific knowledge | first-line |
| Human | motivate, communicate | all levels |
| Conceptual | see org as a whole; strategy | top |

1d · Mintzberg's 10 Roles

3 CLUSTERS

- **Interpersonal** — figurehead, leader, liaison
- **Informational** — monitor, disseminator, spokesperson
- **Decisional** — entrepreneur, disturbance handler, resource allocator, negotiator

POLC = Planning · Organising · Leading · Controlling — the unit's spine, detailed W5–6.

2 · The Theory Timeline

W2 · CLASSICAL

Situate the classical theories in context, then evaluate & trace their evolution.

F. W. TAYLOR *scientific mgmt*

"Father of scientific management." **One best way** per job via time-and-motion study; scientifically **select & train** workers; split planning (managers) from doing (workers); **incentive pay**.

THE GILBRETHS

Motion study — eliminate wasteful movements.

HENRY FORD

Moving assembly line — standardisation, high pay ("5 day"), but high turnover from de-skilled, monotonous work.

W. E. DEMING

Quality / continuous improvement — floated as what "might have been added" to soften scientific management's human cost.

2b · Administrative & Bureaucracy

W2

HENRI FAYOL *functions + 14 principles*

Defined the **functions of management** (plan, organise, command, coordinate, control — ancestor of POLC) and **14 principles**: division of work, unity of command, scalar chain, centralisation, *esprit de corps*...

MAX WEBER *bureaucracy*

Ideal-type bureaucracy: division of labour, clear authority hierarchy, formal rules/procedures, **impersonality**, advancement on merit & qualifications.

2c · The Human Side

W2 · BEHAVIOURAL

MARY PARKER FOLLETT

Early human/group advocate — **"power with" not "power over"**; conflict as constructive, questioning purely quantitative measures of success.

MAYO · HAWTHORNE STUDIES

Output rose with **attention & social factors**, not just physical conditions ("Hawthorne effect") → the **human relations movement**: social needs, group norms & morale drive productivity.

Organisational behaviour (OB): the study of people's actions at work (motivation, leadership, groups).

2d · The Modern Toolkit

W2

- **Quantitative / mgmt science** — stats, optimisation, modelling for decisions
- **Systems** — org as interdependent parts; an **open system** trading inputs/outputs with its environment
- **Contingency** — **no one best way**; the right approach *depends* on the situation (size, tech, environment, task)

2e · Case · McDonald's

W2 · TAYLORISM LIVE

The contemporary proof that classical **scientific management** still runs — paired with the Ford assembly-line video.

- **Standardisation / "one best way"** — exact pre-set standards (pre-measured inputs, machine-cut patties) so a meal is **identical in any country**
- **Time-and-motion** — engineered cook times, a two-sided grid to halve time, a self-portioning fry scoop; efficiency is engineered, not left to the worker
- **De-skilling / low discretion** — staff have almost no say in how to prepare/serve: the Taylorist trade of *control for consistency*
- **Selection & training** — rigorous, echoing Taylor's "select & train scientifically"

Discussion hooks: positive impacts of scientific management; what **Follett** would critique (the human/relational side it ignores); theory *evolves* (menus, sustainability, innovation).

3 · The Environment

W3

External environment = forces outside the org that affect performance.

General (macro) — **PESTLE**: **P**olitical · **E**conomic · **S**ociocultural · **T**echnological · **L**egal · **E**nvironmental — broad conditions affecting everyone (e.g. an oil shock, COVID).

Specific (task): actors with direct impact — customers, suppliers, competitors, employees, pressure/interest groups, strategic partners, regulators. Assessment often asks you to link one general factor to one specific actor.

Environmental uncertainty = degree of **change** + degree of **complexity**; the higher both are, the more managers must scan, monitor & adapt. *Quiz link*: a general-environment factor (e.g. an oil shock) ripples through to specific-environment actors (suppliers, customers).

3b · Stakeholders & Culture

W3

Stakeholders: any party affected by, or able to affect, the org's decisions (internal: employees, owners; external: customers, suppliers, community, govt). Stakeholder management vs a narrow shareholder focus — tied forward to W9's ethics models.

Organisational culture = shared values & ways of doing things that shape behaviour. **Schein's 3 levels**:

| LEVEL | WHAT |
|-------------------|--|
| Artefacts | visible signs — dress, layout, slogans |
| Espoused values | stated values & norms |
| Basic assumptions | taken-for-granted beliefs (deepest) |

4 · Entrepreneurship

W4

Entrepreneurship = pursuing opportunities & creating value, often via new ventures, innovation & risk-taking. The unit weighs the benefits (autonomy, reward) against the challenges (risk, workload, failure rate).

Drucker's 7 sources of opportunity:

1. The **unexpected**
2. The **incongruous** (conventional wisdom fails)
3. **Process need** (gaps in how things are made)
4. **Industry & market** structure change
5. **Demographics**
6. Changes in **perception**
7. **New knowledge** (protect it!)

4b · Social Enterprise

W4 · TRI-SECTOR

Social enterprise = balances a social/environmental mission with commercial viability — a **"double / triple bottom line"** (economic + social + environmental); faces **more complex stakeholder groups** than a private firm.

Tri-sector leader = experience across **private + government + not-for-profit** sectors = the highly employable "triple threat." Examples the unit cites: STREAT, "Who Gives A Crap".

Entrepreneurial traits discussed: drive, vision, risk tolerance. A recurring tension: founders often *struggle to delegate & empower* as the venture scales — control that built the firm can later cap its growth.

5 · Organising · Structure

W5

Organising = arranging & structuring work to accomplish goals. **Org structure** = formal arrangement of jobs (who reports to whom, who does what, where). The **6 elements**:

- **Work specialisation** — split work into tasks; raises efficiency but past a point breeds boredom/fatigue → human *diseconomies*
- **Departmentalisation** — group jobs: functional · geographic · product · process · customer
- **Chain of command** — continuous line of authority (now one element of *power/influence*)
- **Span of control** — # staff a manager can supervise; wider = flatter, cheaper
- **Centralisation vs decentralisation** — where decision authority sits
- **Formalisation** — degree jobs are standardised by rules (high = little discretion)

These six choices together describe *any* structure. **Organisational design** = the act of developing or changing them. Modern firms add **cross-functional teams** & a customer focus on top of the classic functional split. The right mix is a *contingency* question — there is no single best design.

5b · Mechanistic vs Organic

W5 · CONTINGENCY FIT

| MECHANISTIC | ORGANIC |
|---------------------|---------------------|
| rigid, bureaucratic | flexible, adaptive |
| high specialisation | cross-functional |
| high formalisation | low formalisation |
| centralised | decentralised |
| narrow spans | wide spans |
| stable environment | dynamic environment |

Contingency rule: stable/simple environment → mechanistic; dynamic/uncertain → organic. There is no universally best structure — it depends on strategy, size, technology & the environment. Most real firms sit somewhere between the two poles.

5c · The Learning Org

W5 · MODERN DESIGN

Learning organisation: continually learns, adapts & changes. Features: **boundaryless** design, teams, **empowerment**, open/timely/accurate information sharing, strong relationships, a **shared vision**, collaboration.

Contemporary design questions the unit raises: the **4-day working week**; centralised, participative structures that need better-developed staff. Most firms in practice choose **"a bit of both"** on centralisation rather than a pure extreme.

Why structure matters here: W5 deliberately pairs organising with leading — *"the structure facilitates the leadership style"*. A flat, organic, empowered design suits transformational leading; a tall, mechanistic one suits transactional control. The learning organisation is the organic ideal taken to its limit.

5d · Five Power Bases

FRENCH & RAVEN · W5

Authority is just one element of the broader idea of **power/influence** (taught for the Ferguson case, Side 2):

- **Coercive** — fear / punishment
- **Reward** — give things others value
- **Legitimate** — formal position in the hierarchy
- **Expert** — special skill / knowledge
- **Referent** — identification with traits / charisma

The first three are *positional* (they come with the role); **expert & referent** are *personal* (earned, not granted) — usually the most durable. Great leaders blend several at once.

SIA → *Don't confuse **authority** (legitimate, from the org chart) with **power** (the wider ability to influence). A quiz favourite: which base is "the title says so" (legitimate) vs "they admire her" (referent) vs "she knows most" (expert)?*

6 · POLC Overview

THE SPINE

The four functions are **interdependent & circular**, not a one-off sequence — the unit's organising spine, introduced in W1 and deep-dived across W5–W6:

THE LOOP

Plan → set goals & strategy
Organise → structure work & resources
Lead → motivate & influence people
Control → measure vs standard, correct
↳ then revise the plan...

POLC evolved from **Fayol's** original functions (he had five: plan, organise, command, coordinate, control). W5 pairs **Organising + Leading** ("structure facilitates the leadership style"); W6 pairs **Planning + Controlling**. All four are detailed on Side 2.

Key idea for the quiz: the functions are a **continuous cycle**, not a checklist done once — a control finding feeds straight back into the next plan. Managers do all four constantly, in parallel, at every level of the organisation, not in a tidy one-after-another order.

6b · Theist Quick-Index I

DRILL THESE

| NAME | ONE-LINE IDEA |
|----------------|--------------------------------|
| Taylor | scientific mgmt · one best way |
| Gilbreths | motion study |
| Ford | assembly line |
| Fayol | functions + 14 principles |
| Weber | bureaucracy |
| Follett | power-with; human side |
| Mayo | Hawthorne · social factors |
| Katz | tech/human/conceptual skills |
| Mintzberg | 10 managerial roles |
| Schein | 3 culture levels |
| Drucker | 7 sources of opportunity |
| French & Raven | 5 power bases |
| Fayol (again) | POLC ancestor |
| Contingency | "it depends" |

6c · Globalisation & SDGs

W3 · CONTEXT

Managing across borders — global events & national differences shape decisions. Develops into national-culture-and-leadership and the **GLOBE study** (Side 2).

W1 ties management to the UN **Sustainable Development Goals (SDGs)** — management knowledge is contested & culturally shaped, not neutral; the unit asks where it even *comes from* (which disciplines feed it).

SIA → *When a quiz gives a scenario (a firm doing X), name the **theory it matches** — the single most common stem in this unit. Practise: McDonald's → Taylor; "attention raised output" → Hawthorne; rules & hierarchy → Weber; "it depends" → contingency; "doing the right things" → effectiveness.*

SIDE 2/2 LEADING → PLANNING → CONTROLLING → DECIDING → ETHICS · Motivation · Leadership + Ferguson · MBO/SWOT · Control Loop · Bounded rationality · Communication · CSR/ESG · Diversity

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7 · Side-2 Blueprint

LEADING → ETHICS

★ Side 2 = the "L-P-C" functions plus deciding, communicating & the responsibility topics. Quiz-wise these weeks are **theory-name + keyword heavy** — motivation & leadership models especially.

Sequence: **Leading** (motivation + leadership, W5) → **Planning & Controlling** (W6) → **Deciding** (W7) → **Communication** (W8) → **Ethics/CSR/ESG** (W9) → **Diversity** (W10).

These map to the "managing" and "being managed" themes: how a manager acts, and how it feels to be on the receiving end of that action.

8 · Motivation Theories

W5 · LEADING

MASLOW *hierarchy of needs*

5 needs bottom-up: **physiological** → **safety** → **social** → **esteem** → **self-actualisation**. A satisfied need no longer motivates; you climb once lower needs are met. Lower = *deficiency* needs; top = a *growth* need.

HERZBERG *two-factor*

Hygiene factors (pay, conditions, supervision, policy) — absence dissatisfies, presence only *prevents* dissatisfaction. **Motivators** (achievement, recognition, the work itself, responsibility, growth) — these truly motivate. The two are not opposites.

MCGREGOR *Theory X / Y*

Two contrasting sets of manager assumptions about workers — the mindset you hold shapes how you lead. See table below.

8b · Theory X vs Theory Y

MCGREGOR

| THEORY X | THEORY Y |
|----------------------------|----------------------|
| dislike work, avoid it | see work as natural |
| must be controlled/coerced | self-directed |
| avoid responsibility | seek responsibility |
| little ambition | creative & committed |

8c · Process Theories

W5

Equity theory · people compare their **input** · **output ratio** to others'; perceived inequity (under- or over-reward) drives them to restore balance.

Expectancy theory (Vroom) · effort = **Expectancy** (effort → performance) × **Instrumentality** (performance → reward) × **Valence** (value of the reward). Any link = 0 → no motivation.

Content vs process: Maslow, Herzberg & McGregor are *content* theories (what needs drive people); equity & expectancy are *process* theories (how the mental calculation works). The quiz often asks you to sort a theory into the right family, or to map Herzberg's two factors onto Maslow's five levels (hygiene ≈ lower needs; motivators ≈ upper needs). Know which camp each theory sits in.

9 · Leadership Theories

W5 · LEADING

Leadership = the process of leading & influencing a group toward goals. *Managers "do things right"* (*short-term, means*); *leaders "do the right thing"* (*long-term, ends, inspire*). The theories evolved in waves — trait → behavioural → contingency → contemporary — each fixing the last's blind spot.

TRAIT *Kirkpatrick & Locke*

Effective leaders share stable traits: drive, desire to lead, honesty/integrity, self-confidence, intelligence, job-relevant knowledge, extraversion.

BEHAVIOURAL *styles can be learned*

Lewin/Lippitt/White: autocratic · democratic · laissez-faire (weakest); democratic gave higher quality & satisfaction. **Ohio State**: two dimensions — **initiating structure** (task) & **consideration** (relationship).

9b · Contingency & Contemporary

W5

FIEDLER *contingency model*

Match the **leader to the situation**; style is treated as *fixed*, so fit the person to conditions.

PATH-GOAL

Leader raises satisfaction/performance by **clarifying paths** to goals & increasing rewards along the way; unlike Fiedler, assumes the leader *can adapt* style to the situation.

LMX

Leaders form in-groups/out-groups; in-group members get higher ratings, lower turnover & more satisfaction.

GLOBE STUDY

Culture shapes effective leadership; many near-universal positives (vision, trustworthiness, dynamism) align with transformational traits.

9c · Transactional vs Transformational

KEY COMPARE

| TRANSACTIONAL | TRANSFORMATIONAL |
|-------------------------|---------------------------------|
| social exchange | inspires extraordinary outcomes |
| reward for productivity | raises follower aspirations |
| maintains the system | changes the system |

The four I's of transformational: **Idealised influence** · **Inspirational motivation** · **Intellectual stimulation** · **Individualised consideration**. Also: **charismatic** (personality-driven bond) & **visionary** (credible future vision) leadership; **empowerment** = more employee discretion & voice.

Leader vs manager: every leader needs managerial authority, but the unit stresses they differ — managers maintain & solve problems; leaders inspire & set direction. Transformational builds on transactional: the strongest leaders use both, rewarding performance *and* raising aspirations.

10 · Case · Sir Alex Ferguson

W5 · LEADERSHIP & POWER

The leadership/power anchor (Man United, 26 yrs). Students annotate the case *before* class for traits & power types, then complete worksheets on each. Map his style onto the models:

- Trait** — drive & fierce will to win, self-confidence, deep football knowledge, reading opponents (= Kirkpatrick & Locke list)
- 5 powers (French & Raven)** — *legitimate* (total authority); *coercive* (fines, terminating a captain); *reward* (selection, praise); *expert* (tactical / video analysis); *referent* (loyalty, "family" culture)
- Task vs relationship (Ohio State)** — *task*: fitness regimes, discipline code, drills; *relationship*: private chats, knowing "well done" matter, nurturing young players
- Transformational** — inspirational speeches (idealised influence) + handling each player differently (individualised consideration)
- Organising / change** — rebuilt the *club* not just the team (youth academy, wide span of control, three squad age-layers) & adapted 26 yrs to sports science → leadership adapting to a changing environment
- Decision-making** — fast & decisive, confident bets on unproven youth (Ronald, Rooney) balanced against bounded-rationality risk
- Planning & control** — working "two games ahead"; the costly mistakes (selling Stam) showing planning's rigidity/risk; control via quick post-match correction

Assessment hook: a "Letter to Fergie" judging which parts of his style still hold up in a 2026 business context. **One case, many models** — exactly how the quiz tests application: it gives a behaviour, you name the matching concept.

11 · Planning

W6

Planning = defining goals, setting strategy, developing plans to coordinate activities. **4 reasons to plan**: coordinates effort · reduces uncertainty · cuts wasteful overlap · sets the standards used in controlling.

Criticisms: can create **rigidity**; can't replace intuition/creativity; may fixate on today's competition; past success ≠ future survival.

Goals: traditional top-down vs jointly set; *stated vs real goals*. **MBO** · jointly set, specific, measurable goals with periodic review of progress. **SWOT** · internal Strengths/Weaknesses + external Opportunities/Threats — the foundation of strategic planning.

Plan types: *strategic vs operational, long vs short term, specific vs directional, single-use vs standing*. P & C run as one loop — the goals you plan become the standards you control against, and control results feed the next plan.

12 · Controlling

W6

Controlling = monitoring activities, comparing actual performance vs standards, correcting deviations. P & C are **circular**: plan → set standard → measure → revise → re-plan.

The control process (3 steps): measure actual performance → compare it to the standard → take managerial action. **On a deviation a manager can**: do nothing · correct it (immediate or basic) · revise the standard.

Three controls by timing:

| TYPE | WHEN | E.G. |
|--------------------|--------|------------------------|
| Feedforward | before | prep / inputs |
| Concurrent | during | real-time supervision |
| Feedback | after | results, marks, review |

Performance measured against a standard underpins the whole control loop. *Worked example the unit uses*: writing an assignment — feedforward = preparation & research; concurrent = drafting checks & supervisor input; feedback = the returned mark & comments.

13 · Decision-Making

W7

Rational process (8 steps): identify problem → set criteria → weigh them to develop alternatives → analyse → select → implement → evaluate.

Rational model assumes a fully logical, value-maximising decider with complete info.

HERBERT SIMON *bounded rationality*

Real managers are **bounded** by limited info/time/processing → they **satisfice** (take the first "good enough" option, not the optimum).

Intuitive decisions draw on experience & accumulated judgement — fast, but exposed to the biases below.

13b · Conditions & Biases

W7

Decision conditions: **certainty** (outcome known) · **risk** (known probabilities) · **uncertainty** (unknown probabilities — the hardest, most common case).

Biases (know a definition for each): overconfidence · anchoring · confirmation · framing · availability · escalation of commitment · hindsight · sunk-cost · self-serving · representativeness.

Group decisions: + more info/perspectives & acceptance; – slower, conformity pressure, *groupthink*, minority domination, ambiguous responsibility. The *Asch conformity* study shows how the majority can override an obviously correct individual judgement.

Defence: awareness of your own biases is the first guard. Group techniques (devil's advocate, brainstorming, the nominal-group technique) deliberately surface dissent to curb groupthink & conformity.

14 · Communication

W8

The tool for "getting work done through others" (collaboration, persuasion, negotiation, coaching).

THE PROCESS MODEL

sender → **encode** → message → channel → **decode** → receiver → **feedback** (**noise** = interference at any point)

Styles (Dwyer): **assertive** (pursue own goals without trampling others; states a view *and* listens; win-win) · **aggressive** (win at others' expense) · **submissive/passive** (fail to state own needs). The unit pushes the assertive style as the goal.

Active listening (Bolton): (1) *Attending* — eye contact, open posture, focus; (2) *Encouraging* — open questions, brief encouragers, allowing silence; (3) *Feedback / reflective* — paraphrase, reflect feelings, clarify, summarise.

Watch for **barriers**: filtering, emotions, information overload, defensiveness, jargon, selective perception — all are "noise". The assertive style + reflective listening are the unit's practical toolkit for getting work done through others.

15 · Ethics, CSR & ESG

W9

To whom is an org responsible?

| SHAREHOLDER VIEW | STAKEHOLDER VIEW |
|--------------------------------------|--|
| Friedman (classical) | socioeconomic |
| maximise owner profit within the law | responsible to a broad set of stakeholders |

Social-responsibility spectrum: social *obligation* (do the legal minimum) → social *responsiveness* (respond to social needs) → social *responsibility* (**CSR** — pursue long-term good beyond obligation).

ESG = Environmental · Social · Governance — the modern reporting frame; students compare real sustainability reports (Apple, Unilever, LEGO). *Corporate governance* = how firms are directed & controlled (board oversight, accountability). Reputation drivers (RepTrak / LEGO): **Workplace, Conduct, Citizenship**.

15b · Ethical Approaches

W9

- Utilitarian** — judge by consequences / greatest good
- Rights** — protect basic rights & liberties
- Justice / fairness** — apply rules equitably

Each approach can justify a different "right" answer to the same dilemma — which is exactly why ethical choices are hard.

Factors shaping ethical choice: individual values & stage of moral development, moral intensity, organisational culture & structure (the Tim Cook / Apple dilemma is used as the case). The unit's frame combines **reasoning, intuition & moral principles** — not rules alone.

16 · Diversity, Equity & Inclusion

W10

Diversity = "all the ways people differ" (points); brings broader perspectives & mirrors a diverse customer base.

- Surface-level** — visible demographics
 - Deep-level** — values, attitudes, personality
- Inclusion* · moving beyond **bias & prejudice** to valuing uniqueness + creating **belongingness** (Randel et al.'s inclusive-leadership frame).

Equity ≠ equality (equity adjusts for different starting points). Managerial levers: recruit/develop a diverse workforce, foster an inclusive culture, reflect community diversity in output. Debate: **quotas vs targets**; plus First Nations awareness. Inclusion outcomes = *belongingness* + being *valued for uniqueness*.

17 · Theorist Quick-Index II

DRILL THESE

| NAME | ONE-LINE IDEA |
|-------------------|---------------------------------|
| Maslow | 5-need hierarchy |
| Herzberg | hygiene vs motivators |
| McGregor | Theory X / Y |
| Vroom | expectancy (E×I×V) |
| Kirkpatrick&Locke | leadership traits |
| Fiedler | contingency · fixed style |
| Bass | transformational · 4 I's |
| Simon | bounded rationality · satisfice |
| Asch | conformity pressure |
| Bolton | active listening |
| Friedman | shareholder view |
| Dwyer | assertive communication |
| French & Raven | 5 powers (Ferguson) |
| Randel et al. | inclusive leadership |

18 · Quiz / Study Discipline

WIN THE MARKS

- Do the Revel quiz **each week** — they build cumulatively across W1-10
- For every model, store **name + keyword + one example**
- Master the **compare-pairs**: X vs Y, mechanistic vs organic, transactional vs transformational, shareholder vs stakeholder, Maslow vs Herzberg
- Practise scenario → theory mapping (the dominant stem)
- Watch the **"odd one out"** & **"which is NOT"** question forms — they test the boundaries of a definition

SIA → *No exam means the quizzes are the recall test — and they're open while you study. Don't cram: do each week's quiz with this sheet beside you and bank the marks as you go. Steady weekly recall beats one big revision push.*