***Chapter - 1***

## **1. Who Are Managers?**

1. **Definition:** A manager is an individual who achieves organizational goals by working with and through others, coordinating their efforts and activities effectively.
2. **Difference from employees:**
   1. *Non-managerial employees* → directly perform tasks (ex: factory worker, cashier).
   2. *Managers* → supervise, guide, and integrate others’ work (ex: supervisor, CEO).

### **Levels of Managers:**

1. **First-line managers** → Lowest level, manage non-managers (ex: team leaders, supervisors).
2. **Middle managers** → Manage first-line managers, link top with operational staff (ex: department head).
3. **Top managers** → Organization-wide decisions, long-term goals, overall strategy (ex: CEO, director).

## **2. What Is Management?**

1. **Definition:** Management is the process of guiding and organizing people and resources so that tasks are completed efficiently, effectively, and in alignment with organizational goals.

### **Two Key Concerns:**

1. **Efficiency** → *Doing things right* ( Getting the most output for the least input).
2. **Effectiveness** → *Doing the right things* (achieving the goals).  
    Both are important for organizational success.

## **3. What Do Managers Do?**

### **(a) Four Functions of Management (Fayol’s Functional Approach):**

1. **Planning** → Setting goals, creating strategies, and making plans to coordinate activities.
2. **Organizing** → Arranging work to accomplish organizational goals.
3. **Leading** → Working with and through people to accomplish goals.
4. **Controlling** → Monitoring, comparing, and correcting the work.

### **(b) Mintzberg’s Managerial Roles**

1. **Interpersonal roles**  (interaction with people):
   1. Figurehead (symbolic duties)
   2. Leader (motivating and guiding team)
   3. Liaison (networking inside and outside org.)
2. **Informational roles** (processing info):
   1. Monitor (gathering info)
   2. Disseminator (sharing info with staff)
   3. Spokesperson (providing info outside org.)
3. **Decisional roles** (using info to make choices):
   1. Disturbance handler (solving conflicts)
   2. Resource allocator (distributing resources)
   3. Negotiator (representing org. in bargaining)

### **(c) Katz’s Three Essential Skills**

1. **Technical skills** → Knowledge and proficiency in a specific field (important for first-line managers).
2. **Human skills** → Ability to work with people (needed at all levels).
3. **Conceptual skills** → The ability to think about and understand complex, abstract organizational issues. (most important for top managers).

## **4. How the Manager’s Job Is Changing**

**Importance of Customers:** Organizations exist to serve customers

1. All managers and employees should take care of customer relationships.
2. Good, consistent customer service is crucial to survive.

**Innovation :** Doing things differently, risk-taking, exploring new ideas

1. Innovation means trying new things and taking risks.
2. Managers should encourage employees to notice and act on opportunities to innovate.

## **5. What Is an Organization?**

1. **Definition:** An organization is a team of people working together to achieve a goal.

### **Characteristics:**

1. Purpose (accomplish goal/mission).
2. People (employees, members).
3. Structure (deliberate system of tasks and authority).

## **6. Why Study Management?**

1. **Universality of management** → Needed in all organizations.
2. **Reality of work** → Either you manage or are managed.
3. **Rewards and challenges:**
4. Rewards: high salary, recognition, career growth, satisfaction of leading.
5. Challenges: heavy workload, responsibility, dealing with conflicts and uncertainty.

# **Chapter 2**

### **1. Historical Background of Management**

1. **Ancient Practices**
   1. Egypt → pyramids (needed planning, organization, and coordination).
   2. China → Great Wall (large workforce, coordination).
   3. Venetians → assembly lines for warships.
2. **Adam Smith (1776, Wealth of Nations)**
   1. Introduced **Division of Labor** (job specialization).
   2. Specialization increases efficiency & productivity.
3. **Industrial Revolution (18th–19th century)**
   1. Shift from manual to **machine power**.
   2. Created large factories → need for structured **management**.

### **2. Major Approaches to Management**

#### **(a) Scientific Management**

1. **Frederick W. Taylor** (Father of Scientific Management)
   1. Aim: find the “**one best way**” to do a job.
   2. Key ideas:
      1. Standardize work methods.
      2. Right person + right tools.
      3. Incentives for productivity.
2. **Frank & Lillian Gilbreth**
   1. Studied **motion and fatigue**.
   2. Used a micro-chronometer to time work.
   3. Reduced wasted motions → efficiency.
3. **Today’s use:** time & motion studies, employee selection, incentive pay.

#### **(b) General Administrative Theory**

1. **Henri Fayol**
   1. Said **management is a separate activity** from technical work.
   2. Gave **14 Principles of Management** (e.g., division of work, unity of command, authority, discipline, scalar chain).
2. **Max Weber**
   1. Introduced **Bureaucracy**:
      * Clear hierarchy, rules, impersonality, technical competence.
   2. Pros: stable, predictable, efficient.
   3. Cons: rigid, too much paperwork.

#### **(c) Quantitative Approach**

1. Developed during WWII (operations research).
2. Uses **math & statistics** for decision-making.
3. Tools: optimization models, simulations, forecasting.
4. Today: used in supply chain, scheduling, resource allocation.

#### **(d) Organizational Behavior (OB)**

1. Focuses on **people at work**.
2. **Early Advocates:**
   1. Robert Owen (improving working conditions).
   2. Hugo Munsterberg (applied psychology).
   3. Mary Parker Follett (importance of groups, leadership).
   4. Chester Barnard (cooperation in organizations).
3. **Hawthorne Studies (1927–1932):**
   1. Conducted at Western Electric.
   2. Findings: productivity increased not because of conditions but due to **social factors** (attention, teamwork).
   3. Conclusion: **social norms & group behavior** are stronger motivators than money.

#### **(e) Systems Approach**

1. **System = set of interrelated parts** working together.
2. **Closed system**: no interaction with the environment.
3. **Open system**: interacts with environment (inputs → processes → outputs).
4. Importance: organizations must adapt to external changes.

#### **(f) Contingency Approach**

1. Also called **Situational Approach**.
2. “**No one best way**” to manage.
3. The best method depends on the situation (variables: environment, size, technology, people).
4. Flexible approach.

### **3. Current Issues and Trends**

1. **Globalization** → managers deal with cross-cultural challenges.
2. **Ethics** → codes of conduct, ethical training.
3. **Workforce Diversity** → age, gender, ethnicity differences.
4. **Entrepreneurship** → innovation, risk-taking, new ventures.
5. **E-Business** → online transactions, digital organizations.
6. **Knowledge Management** → sharing and using knowledge effectively.
7. **Learning Organization** → continuously adapts and evolves.
8. **Quality Management** → continuous improvement (TQM – Deming & Juran).

**Suggestions**

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### **1. Define Management (p. 5)**

Management means coordinating and overseeing the work activities of others so that these activities are completed efficiently and effectively. Efficiency means doing things right—getting the most output from the least amount of inputs, like minimizing resource waste. Effectiveness means doing the right things—completing activities that help achieve organizational goals. Thus, management involves achieving organizational goals while balancing both efficiency and effectiveness. A manager’s job is not personal achievement but helping others perform their work better. For example, a hotel manager coordinates staff to ensure quality guest experiences, using resources wisely. In short, management ensures that people’s efforts are properly directed toward productive goals.

### **2. Why We Study Management (p. 12–13)**

Studying management is valuable for three key reasons:

1. **Universality of Management:** Every organization—large or small, public or private—needs managers to plan, organize, lead, and control.
2. **Reality of Work:** Whether or not you plan to become a manager, you will either manage or be managed. Understanding management helps you work effectively with others.
3. **Insight into Life at Work:** Learning management concepts improves how you understand bosses, coworkers, and organizational systems. It helps you identify good management practices and avoid poor ones.  
    Therefore, management study builds knowledge for career growth and enhances your ability to succeed in any organizational environment.

### **3. Efficiency and Effectiveness (p. 5–6)**

Efficiency is about *doing things right*—using minimal resources (time, money, materials) to produce maximum output. It focuses on the means. Effectiveness, in contrast, is *doing the right things*—achieving organizational goals successfully. It focuses on the ends. For example, Hilton Hotels maintains efficiency through centralized operations while ensuring effectiveness by focusing on customer satisfaction. The best organizations achieve both: high efficiency (low waste) and high effectiveness (high goal attainment). Managers must balance these two to ensure success.

### **4. Managerial Skills and Classification of Management (p. 11–12)**

According to Robert L. Katz, managers need three core skills:

* **Technical Skills:** Job-specific knowledge used to perform tasks efficiently; crucial for first-line managers.
* **Interpersonal (Human) Skills:** Ability to work well with people, motivate, and communicate; essential at all levels.
* **Conceptual Skills:** Ability to think broadly, analyze complex situations, and understand the organization as a whole; vital for top managers.  
   Managers are classified as **first-line**, **middle**, and **top-level**. First-line managers oversee daily tasks; middle managers translate strategy into action; top managers set goals and direction. Effective managers apply all three skill types appropriately across these levels.

### **5. Scientific Management (Definition with Four Points, p. 24–26)**

Scientific management, developed by **Frederick W. Taylor**, applies the scientific method to determine the “one best way” to perform a job. Taylor aimed to increase efficiency and cooperation between workers and managers.  
 His **four principles** are:

1. Develop a science for each element of work to replace old rule-of-thumb methods.
2. Scientifically select and train workers.
3. Cooperate with workers to ensure work follows scientific methods.
4. Divide work and responsibility almost equally between management and workers.  
    Taylor’s ideas improved productivity and influenced modern management practices worldwide.

### **6. Henri Fayol’s 14 Principles (p. 27–28)**

Henri Fayol, a French industrialist, proposed 14 universal principles of management applicable to all organizations:

1. Division of Work
2. Authority
3. Discipline
4. Unity of Command
5. Unity of Direction
6. Subordination of Individual Interests
7. Remuneration
8. Centralization
9. Scalar Chain (line of authority)
10. Order
11. Equity
12. Stability of Tenure
13. Initiative
14. Esprit de Corps (team spirit)  
     Fayol emphasized that management is a skill that can be taught and applied universally. His principles still guide modern organizational design and managerial decision-making.

### **7. Managerial Roles (p. 5–7)**

Henry Mintzberg identified three main categories of managerial roles:

* **Interpersonal Roles:** Figurehead, leader, and liaison—dealing with people and relationships.
* **Informational Roles:** Monitor, disseminator, and spokesperson—gathering and sharing information.
* **Decisional Roles:** Entrepreneur, disturbance handler, resource allocator, and negotiator—making choices and solving problems.  
   These roles describe how managers interact, communicate, and make decisions in real-world situations.

### **8. Organization as an Open System (p. 35)**

An organization is an **open system** because it interacts with its environment. It receives inputs (resources like materials, people, and information), transforms them into outputs (goods and services), and sends them back into the environment. Feedback from customers and stakeholders influences future decisions. Viewing organizations as open systems helps managers understand that success depends on adapting to environmental changes, not operating in isolation.

### **9. Contingency Approach (p. 37)**

The contingency approach suggests that there is **no one best way** to manage. Instead, effective management depends on the situation. Managers must adapt their strategies, structures, and leadership styles to fit environmental conditions, organizational needs, and employee behavior. This approach combines theory and flexibility, helping managers make better decisions under different circumstances.

### **10. Decision-Making Process / Steps (p. 46)**

The decision-making process includes the following steps:

1. **Identify the Problem**
2. **Identify Decision Criteria**
3. **Allocate Weights to the Criteria**
4. **Develop Alternatives**
5. **Analyze Alternatives**
6. **Select the Best Alternative**
7. **Implement the Decision**
8. **Evaluate the Decision’s Effectiveness** This process ensures rational, logical, and systematic problem-solving in organizations.

### **11. Bounded Rationality (p. 50)**

Bounded rationality means that managers make decisions within the limits of their knowledge, time, and available information. They cannot process all alternatives or predict every outcome, so they choose the first satisfactory option—known as *satisficing*. This concept, introduced by Herbert Simon, explains why decisions in real organizations are often practical rather than perfectly logical.

### **12. Innovation (Definition, p. 51)**

Innovation refers to the process of creating new ideas, methods, or products that bring improvement or added value to an organization. It involves applying creativity to solve problems, increase efficiency, or meet customer needs. Managers encourage innovation by supporting experimentation and continuous improvement in the workplace.

### **13. Workforce Diversity (p. 103–104)**

Workforce diversity means employing people with different backgrounds, genders, ages, races, religions, and experiences. A diverse workforce brings various perspectives that enhance creativity and problem-solving. Managers must value inclusion, prevent discrimination, and create environments where all employees feel respected and engaged.

### **14. Glass Ceiling (p. 105)**

The glass ceiling refers to invisible barriers that prevent women and minorities from reaching top managerial levels, despite having the skills and qualifications. It exists due to stereotypes, bias, and organizational culture. Breaking this ceiling requires fair promotion policies, mentorship, and leadership support for equality.

### **15. Total Quality Management (TQM) (p. 33)**

TQM is a continuous improvement philosophy that focuses on meeting customer needs through teamwork, employee involvement, and process excellence. It emphasizes quality in every stage of operation rather than relying only on inspection. Managers practicing TQM encourage employee participation, continuous learning, and customer satisfaction as the basis for long-term success.

### **16. What Is Planning and Steps of Planning (p. 64)**

Planning means defining organizational goals, establishing strategies to achieve them, and developing plans to coordinate activities. It provides direction and reduces uncertainty.  
 **Steps of Planning:**

1. Set objectives.
2. Identify conditions affecting the plan.
3. Develop premises or assumptions.
4. Identify alternatives.
5. Evaluate alternatives.
6. Select the best alternative.
7. Implement and monitor the plan.  
    Through planning, managers ensure resources are used effectively toward desired outcomes.

### **17. SMART Objective (p. 66)**

A SMART objective is one that is:

* **Specific:** Clearly defines what is to be achieved.
* **Measurable:** Includes criteria to track progress.
* **Achievable:** Realistic and attainable.
* **Relevant:** Aligned with organizational goals.
* **Time-bound:** Has a defined deadline.  
   This framework helps managers set clear, actionable goals and track results effectively.

### **Question 1: Define Management (p. 4–5)**

**Answer:** Management means coordinating and overseeing the work of other people so that their activities are completed efficiently and effectively. Efficiency is about *doing things right*—using minimum inputs such as time, money, or materials to produce maximum results. Effectiveness is about *doing the right things*—completing activities that help achieve organizational goals. Therefore, good management balances both efficiency and effectiveness. A manager’s primary duty is not personal achievement but helping others perform their tasks successfully. For example, a hotel manager organizes staff schedules to provide quality guest service while controlling costs. In short, management is the process of getting things done through people to achieve goals productively and responsibly.

### **Question 2: Why We Study Management (p. 11–13)**

**Answer:** We study management for three main reasons.

1. **Universality of Management:** Every organization—large or small, profit or nonprofit—requires managers to plan, organize, lead, and control.
2. **Reality of Work:** Whether or not we become managers, we will work with or under them. Understanding management helps us cooperate better and improve workplace effectiveness.
3. **Insight into Work Life:** Studying management helps us recognize good and bad management practices, understand behavior at work, and prepare for future leadership roles.  
    Hence, learning management provides knowledge and practical skills that improve career opportunities and personal effectiveness in any organization.

### **Question 3: Efficiency and Effectiveness (p. 5–6)**

**Answer:** Efficiency refers to doing tasks correctly with minimal waste of resources such as money, time, or materials—it focuses on the *means* of achieving results. Effectiveness refers to choosing the right goals and successfully achieving them—it focuses on the *ends*. For instance, a company that produces high-quality goods with minimum cost demonstrates both efficiency and effectiveness. However, being efficient without effectiveness (doing wrong things well) or effective without efficiency (achieving goals wastefully) is not ideal. The best managers seek to balance both—achieving goals while using resources wisely.

### **Question 4: Managerial Skills and Classification of Management (p. 10–12)**

**Answer:** According to Robert L. Katz, managers require three key skills:

1. **Technical skills:** Specialized knowledge or expertise used to perform specific tasks—important for first-line managers.
2. **Human (interpersonal) skills:** Ability to work well with others, motivate, and communicate—essential at all management levels.
3. **Conceptual skills:** Ability to think analytically, view the organization as a whole, and solve complex problems—critical for top managers.  
    Managers are also classified by level: **top managers** (set goals and overall direction), **middle managers** (translate strategies into actions), and **first-line managers** (supervise day-to-day operations). Effective managers integrate all three skill types to lead teams and achieve objectives efficiently.

### **Question 5: Scientific Management – Definition and Four Points (p. 24–25)**

**Answer:** Scientific Management was introduced by **Frederick W. Taylor**, who applied scientific study to determine the most efficient ways of doing work. Taylor believed that productivity could be increased through systematic observation and measurement rather than guesswork.  
 His **four principles** are:

1. Develop a scientific method for each job instead of old “rule-of-thumb” methods.
2. Select, train, and develop workers scientifically rather than letting them train themselves.
3. Cooperate with workers to ensure work is done according to scientific principles.
4. Divide work and responsibility almost equally between management and employees.  
    These principles laid the foundation for modern management techniques emphasizing standardization, training, and efficiency.

### **Question 6: Henri Fayol’s 14 Principles of Management (p. 27–28)**

**Answer:** Henri Fayol proposed 14 universal principles that guide managerial behavior:

1. Division of Work 2. Authority 3. Discipline 4. Unity of Command 5. Unity of Direction 6. Subordination of Individual Interest 7. Remuneration 8. Centralization 9. Scalar Chain 10. Order 11. Equity 12. Stability of Tenure 13. Initiative 14. Esprit de Corps (team spirit).  
    Fayol argued that management is a skill that can be taught and practiced. These principles encourage coordination, fairness, and teamwork within organizations and still influence modern management structures.

### **Question 7: Managerial Roles (p. 6–7)**

**Answer:** Henry Mintzberg identified three main categories of roles managers perform:

* **Interpersonal roles:** Figurehead (symbolic duties), Leader (motivating and guiding employees), and Liaison (maintaining relationships).
* **Informational roles:** Monitor (collecting data), Disseminator (sharing information), and Spokesperson (representing the organization).
* **Decisional roles:** Entrepreneur (initiating change), Disturbance Handler (solving crises), Resource Allocator, and Negotiator.  
   These roles describe the diverse responsibilities managers balance daily to maintain efficiency and achieve organizational goals.

### **Question 8: Organization as an Open System (p. 35)**

**Answer:** An organization is an open system because it interacts continuously with its external environment. It receives **inputs** (resources such as materials, labor, and information), transforms them through work processes, and produces **outputs** (goods or services). Feedback from customers or stakeholders is then used to adjust operations. This perspective emphasizes that no organization can survive in isolation; it must adapt to environmental, economic, and social changes. For example, a factory must respond to shifts in customer preferences or government regulations to remain competitive.

### **Question 9: Contingency Approach (p. 35–36)**

**Answer:** The contingency approach states that there is **no single best way to manage**. Effective management depends on matching organizational actions to the specific environment, technology, and people involved. Managers must analyze situations and apply appropriate techniques rather than following rigid rules. For instance, an autocratic style may suit emergencies, while participative management fits creative work. This approach combines flexibility with realism, encouraging managers to adapt strategies to fit changing circumstances.

### **Question 10: Decision-Making Steps / Process (p. 46–49)**

**Answer:** The eight-step decision-making process ensures systematic problem solving:

1. Identify the problem.
2. Identify decision criteria.
3. Allocate weights to criteria.
4. Develop alternatives.
5. Analyze alternatives.
6. Select the best alternative.
7. Implement the decision.
8. Evaluate decision effectiveness.  
    Following these steps helps managers make rational, objective decisions while minimizing errors and bias. Regular evaluation ensures continuous improvement in future decisions.

### **Question 11: Bounded Rationality (p. 50)**

**Answer:** Bounded rationality, introduced by **Herbert Simon**, means managers make decisions within the limits of available information, time, and mental capacity. They cannot explore all possible alternatives or predict every outcome, so they settle for solutions that are “good enough” rather than perfect—a process known as *satisficing*. Real-world decisions are influenced by constraints, experience, and intuition. Understanding bounded rationality helps managers accept practical, flexible choices instead of ideal but unrealistic solutions.

### **Question 12: Innovation (Definition) (p. 51, 301–304)**

**Answer:** Innovation is the process of turning creative ideas into useful products, services, or work methods. It goes beyond invention—it’s about applying creativity to generate value. The book distinguishes between **disruptive**, **breakthrough**, and **sustaining** innovations. Managers drive innovation by encouraging experimentation, collaboration, and continuous improvement. A supportive culture that allows risk-taking and learning from failure is vital. Innovation keeps organizations competitive in changing environments.

### **Question 13: Workforce Diversity (p. 94–105)**

**Answer:** Workforce diversity means having employees with varied backgrounds—age, gender, race, ethnicity, religion, ability, or socioeconomic status. A diverse team brings broader perspectives, creativity, and better problem-solving. However, it also poses challenges like bias or communication gaps. Effective diversity management involves promoting inclusion, ensuring equity, and valuing individual differences. According to the text, companies benefit from higher innovation and employee satisfaction when they embrace diversity and provide fair opportunities for all.

### **Question 14: Glass Ceiling (p. 105)**

**Answer:** The glass ceiling is an invisible barrier that prevents qualified individuals—especially women and minorities—from reaching top management positions. It results from stereotypes, discrimination, and lack of mentoring opportunities. Breaking this ceiling requires leadership commitment, transparent promotion policies, and supportive workplace culture. The book highlights that recognizing and removing such barriers leads to a more equitable and productive organization.

### **Question 15: Total Quality Management (TQM) (p. 33, 513–514)**

**Answer:** Total Quality Management (TQM) is a continuous improvement philosophy that involves every employee in meeting customer needs and improving work processes. It emphasizes teamwork, customer focus, and prevention of errors rather than inspection after production. TQM principles include employee involvement, process measurement, and long-term commitment to excellence. Through TQM, organizations build quality into every stage, leading to greater customer satisfaction and operational efficiency.

### **Question 16: What Is Planning and Steps of Planning (p. 176–182)**

**Answer:** **Planning** means defining organizational goals, developing strategies to achieve them, and outlining plans to coordinate activities. It reduces uncertainty and provides direction.  
 **Steps of planning** include:

1. Setting objectives.
2. Identifying conditions and premises.
3. Developing alternative courses of action.
4. Evaluating alternatives.
5. Selecting the best alternative.
6. Implementing the plan.
7. Monitoring and revising as needed.  
    Planning ensures resources are properly used and helps organizations adapt to future challenges systematically.

### **Question 17: SMART Objective (p. 188)**

**Answer:** A SMART objective is one that is:

* **Specific:** Clearly defines what needs to be achieved.
* **Measurable:** Includes criteria for tracking progress.
* **Achievable:** Realistic and attainable given available resources.
* **Relevant:** Aligns with organizational strategy and priorities.
* **Time-bound:** Has a definite deadline or timeframe.  
   This framework ensures clarity, accountability, and motivation. SMART objectives guide managers in setting practical, result-oriented goals and evaluating success accurately.

FROM DeepSeek  
  
Question 1: Define Management

Answer: Management is the process of coordinating and overseeing the work activities of others so that their activities are completed efficiently and effectively. The core of management is ensuring that organizational goals are accomplished through the efforts of people. This involves two key components: efficiency and effectiveness. Efficiency means getting the most output from the least amount of inputs, which translates to reducing waste and using resources wisely (doing things right). Effectiveness is about doing those work activities that will help the organization reach its goals (doing the right things). While efficiency is concerned with the means, effectiveness is concerned with the ends. Successful organizations typically achieve high levels of both. For example, a manager at Hilton Hotels focuses on effectiveness by building customer loyalty through personalized service, and on efficiency by using centralized systems to lower operational costs.

### Question 2: Why we study management

Answer: Studying management is valuable for three primary reasons, known as the universality of management. First, management is needed in all types and sizes of organizations (businesses, non-profits, government), at all organizational levels (from supervisor to CEO), in all organizational work areas (marketing, accounting, production), and in all organizations, regardless of location. This universal need means that understanding management principles is widely applicable. Second, there is the reality of work. For most people, once they graduate and begin their careers, they will either manage or be managed. Studying management provides insights into the behavior of bosses and coworkers and how organizations function. Finally, it provides insights into life at work by offering guidance on common workplace challenges, helping individuals get better results and enhance their careers, even if they do not initially plan to become managers.

### Question 3: Efficiency and Effectiveness

Answer: Efficiency and effectiveness are two key dimensions of managerial performance. Efficiency refers to getting the most output from the least amount of inputs or resources. It is often described as "doing things right" and focuses on minimizing costs, time, and waste. For instance, a company that streamlines its manufacturing process to produce the same number of units with fewer workers is improving its efficiency. Effectiveness, on the other hand, is about doing those work activities that will result in achieving organizational goals. It is described as "doing the right things." For example, a company that correctly identifies a new market for its product and successfully enters it is being effective. While efficiency is concerned with the means of getting things done (resource usage), effectiveness is concerned with the ends, or the attainment of organizational goals. A manager can be efficient but ineffective (doing things right but doing the wrong things) or effective but inefficient (achieving goals but at a high cost). The ideal is to pursue both high efficiency and high effectiveness.

### Question 4: Managerial skills and classification of Management

Answer: According to Robert L. Katz, managers need three critical types of skills: technical, human, and conceptual. Technical skills are the job-specific knowledge and techniques needed to perform work tasks proficiently. These are most important for first-line managers. Human skills (interpersonal skills) involve the ability to work well with other people, both individually and in groups. Since all managers deal with people, these skills are equally important at all levels. Conceptual skills are the ability to think and conceptualize about abstract and complex situations. Managers with these skills see the organization as a whole, understand relationships among subunits, and visualize how the organization fits into its broader environment. These skills become increasingly important at higher management levels. Furthermore, managers are classified into three levels in a traditional organization: First-line managers (lowest level, manage non-managerial employees), Middle managers (between first-line and top, responsible for turning strategy into action), and Top managers (upper levels, make organization-wide decisions and set strategy).

### Question 5: Scientific management (definition with four points)

Answer: Scientific management, pioneered by Frederick W. Taylor, is an approach that involves using the scientific method to find the "one best way" for a job to be done. Its goal was to improve production efficiency. Taylor's philosophy is summarized in his four principles of management:

1. Develop a science for each element of an individual’s work to replace the old rule-of-thumb method. This involved scientifically studying each task.
2. Scientifically select and then train, teach, and develop the worker. Previously, workers chose their own work and trained themselves.
3. Heartily cooperate with the workers to ensure that all work is done in accordance with the principles of the science that has been developed. This emphasized cooperation between management and labor.
4. Divide work and responsibility almost equally between management and workers. Management should take over all work for which it is better suited than the workers, such as planning and organizing, while workers are responsible for executing the tasks as instructed.

### Question 6: Henri Fayol's 14 principles

Answer: Henri Fayol proposed 14 fundamental principles of management that he believed could be applied to all organizational situations. These principles are:

1. Division of Work: Specialization increases efficiency.
2. Authority: Managers must have the right to give orders.
3. Discipline: Employees must obey and respect organizational rules.
4. Unity of Command: Every employee should receive orders from only one superior.
5. Unity of Direction: The organization should have a single plan of action.
6. Subordination of Individual Interest to the General Interest: The organization's interests supersede individual interests.
7. Remuneration: Workers must be paid a fair wage.
8. Centralization: The degree to which decision-making is concentrated at the top should be appropriate.
9. Scalar Chain: A clear line of authority should run from top to bottom.
10. Order: People and materials should be in the right place at the right time.
11. Equity: Managers should be kind and fair to subordinates.
12. Stability of Tenure of Personnel: High employee turnover is inefficient.
13. Initiative: Employees who are allowed to originate and carry out plans will be highly motivated.
14. Esprit de Corps: Promoting team spirit builds harmony and unity.

### Question 7: Managerial roles

Answer: Henry Mintzberg concluded that managers perform a variety of roles, which he categorized into three groups: interpersonal, informational, and decisional.

* Interpersonal roles involve people and ceremonial duties. These include the figurehead (symbolic head), leader (motivating subordinates), and liaison (maintaining a network of contacts).
* Informational roles involve collecting, receiving, and disseminating information. These include the monitor (receiving information), disseminator (transmitting information internally), and spokesperson (transmitting information externally).
* Decisional roles entail making decisions and choices. These include the entrepreneur (initiating change), disturbance handler (responding to unexpected events), resource allocator (distributing resources), and negotiator (representing the organization in major negotiations). While the importance of these roles may vary by managerial level, all managers perform these roles in conjunction with the core management functions of planning, organizing, leading, and controlling.

### Question 8: Organisation is open system (p-35)

Answer: The systems approach views an organization as an open system that constantly interacts with its environment. An open system is a set of interrelated and interdependent parts arranged in a manner that produces a unified whole. As shown in Exhibit 2-5, an organization takes in inputs (raw materials, human resources, capital, technology, information) from the external environment. These inputs undergo a transformation process (employees' work activities, management actions, operations) within the organization. This process converts the inputs into outputs (products and services, financial results, information) that are released back into the environment. The system's success depends on this interaction. The sale of outputs generates feedback (e.g., revenue, customer satisfaction) that influences the inputs for the next cycle. This perspective helps managers understand that decisions in one area affect others, and that the organization is not self-contained but relies on its environment for survival and growth.

### Question 9: Contingency approach

Answer: The contingency approach (or situational approach) is a management perspective that recognizes organizations are different, face different situations (contingencies), and therefore require different ways of managing. It essentially states that there are no universal management principles that work in all situations. Instead, the most effective management style or technique depends on the specific circumstances. The approach can be summarized as "if this is the way my situation is, then this is the best way for me to manage." Key contingency variables that managers must consider include:

* Organization size: Coordination problems increase with size.
* Routineness of task technology: Routine tasks require different structures and controls than non-routine tasks.
* Environmental uncertainty: Stable environments allow for different practices than dynamic, unpredictable ones.
* Individual differences: Factors like employees' desire for growth or tolerance for ambiguity influence which motivation and leadership styles will be effective.

### Question 10: Decision making steps / process

Answer: The decision-making process is a logical, eight-step sequence that begins with identifying a problem and concludes with evaluating the decision's effectiveness.

1. Identify a Problem: Recognize a discrepancy between an existing and a desired state of affairs.
2. Identify Decision Criteria: Determine the factors that are relevant to the decision (e.g., cost, quality, speed).
3. Allocate Weights to the Criteria: Prioritize the criteria by assigning weights to them based on their relative importance.
4. Develop Alternatives: List the viable alternatives that could resolve the problem.
5. Analyze Alternatives: Critically evaluate each alternative against the established and weighted criteria.
6. Select an Alternative: Choose the alternative that offers the best solution, often the one with the highest score from the analysis.
7. Implement the Alternative: Put the decision into action by conveying it to those affected and gaining their commitment.
8. Evaluate Decision Effectiveness: Assess the outcome of the decision to see if the problem has been resolved. If not, the manager must diagnose where the process failed.

### Question 11: Bounded rationality - 50

Answer: Bounded rationality is a concept that states managers make decisions rationally, but are limited (bounded) by their ability to process information. In contrast to the assumptions of perfect rationality, managers operate under constraints. They cannot possibly analyze all information on all alternatives because the information is often incomplete or overwhelming. Therefore, instead of maximizing, or searching for the optimal solution, managers satisfice. This means they accept solutions that are "good enough"—solutions that are satisfactory and sufficient. For example, a graduate looking for a finance job might accept the first satisfactory offer they receive (e.g., as a credit analyst) rather than conducting an exhaustive search for the perfect job (e.g., a higher-paying personal financial planner role). They make a rational decision within the limits of their information processing capacity, choosing an option that meets their minimum requirements rather than holding out for the absolute best possible outcome.

### Question 12: Innovation (definition) - 51

Answer: The text distinguishes between creativity and innovation. Innovation is the process of taking a creative idea and turning it into a useful product, service, or method of operation. In other words, it is the implementation of creative ideas that results in a new offering or a new way of doing business. The text discusses several types of innovation, including disruptive innovation (innovations that reshape markets and displace established products, like how digital cameras displaced film), breakthrough innovation (significant, game-changing innovations that often create new industries or transform existing ones), and sustaining innovation (smaller, incremental improvements to existing products, services, or processes). For an organization to be innovative, it must create an environment that stimulates innovation through strategies like providing the right organizational structure, culture, and human resources.

### Question 13: Workforce diversity

Answer: Workforce diversity refers to the ways in which people in an organization are similar and different from one another. It goes beyond traditional demographics to include a wide range of characteristics. The text outlines several key types of workplace diversity: Age (managing multiple generations), Gender, Race and Ethnicity, Disabilities, Religion, LGBTQ+ (sexual orientation and gender identity), and Socioeconomic Status. A diverse, equitable, and inclusive (DEI) workplace is one that employs a workforce that is representative of the population and creates an environment where everyone feels valued and can thrive. The benefits of such a workplace include access to a broader talent pool, improved understanding of diverse customer bases, increased creativity and innovation, and better team problem-solving. Managing diversity presents challenges such as personal bias, the glass ceiling, and pay inequities, which require initiatives like top management commitment, mentoring, and DEI training to overcome.

### Question 14: Glass ceiling - 105

Answer: The glass ceiling is an invisible barrier that separates women and minorities from top management positions. It refers to the phenomenon where qualified individuals from these groups are able to see the upper echelons of an organization but are prevented from reaching them due to attitudinal and organizational biases. The term "ceiling" implies a barrier to further advancement, and "glass" indicates that the barrier is not immediately apparent. This concept highlights a significant challenge in managing diversity, as it prevents organizations from fully utilizing the talent and potential of a large portion of their workforce. The existence of a glass ceiling is often attributed to unconscious biases, stereotypes, and a lack of access to informal networks and mentors. Addressing the glass ceiling requires proactive organizational efforts, such as committed leadership, diversity training, mentoring programs, and ensuring equitable policies for promotions and development.

### Question 15: TQM - 33

Answer: Total Quality Management (TQM) is a philosophy of management that is driven by continuous improvement and responsiveness to customer needs and expectations. Inspired by quality experts like W. Edwards Deming and Joseph M. Juran, TQM involves a constant effort to improve quality and achieve customer satisfaction. Its key characteristics are:

* Intense focus on the customer: The customer includes both outsiders who buy the product and internal customers who interact with others in the organization.
* Concern for continual improvement: TQM is a commitment to never being satisfied; quality can always be improved.
* Process focused: Improvement focuses on the work processes themselves.
* Improvement in the quality of everything: This includes the final product, delivery, complaint handling, and even how phones are answered.
* Accurate measurement: TQM uses statistical techniques to measure every critical variable and compare it against standards to identify and eliminate problems.
* Empowerment of employees: TQM involves people on the front lines in the improvement process, often through teams.

### Question 16: What is planning and step of planning

Answer: Planning involves defining the organization’s goals, establishing an overall strategy for achieving those goals, and developing a comprehensive set of plans to integrate and coordinate activities. It is concerned with both ends (what is to be done) and means (how it is to be done). Planning is the primary management function, as it sets the framework for organizing, leading, and controlling. The text does not explicitly list a set of "steps" for planning in the same way it does for decision-making. However, based on the functions approach, the process of planning can be understood as:

1. Setting Goals: Defining what the organization wants to achieve.
2. Establishing Strategies: Determining the broad approaches the organization will use to achieve its goals.
3. Developing Plans: Creating documents that outline how the goals will be met, including resource allocation, schedules, and other necessary actions. This involves creating various types of plans (strategic, operational, short-term, long-term, etc.) to coordinate activities.

### Question 17: SMART objective

Answer: While the specific acronym "SMART" is not explicitly detailed in the provided pages, the concept of effective objectives is covered in the context of Management by Objectives (MBO) and contemporary issues in planning. The text emphasizes that for objectives to be meaningful and effective, they should be specific and measurable. The MBO process involves setting goals that are specific and verifiable. Furthermore, the contemporary discussion on objectives implies that well-written goals should be clear, challenging, and achievable to guide employee efforts effectively. In standard management practice, which aligns with this text's emphasis, SMART objectives are defined as:

* Specific (clear and unambiguous)
* Measurable (quantifiable)
* Achievable (realistic and attainable)
* Relevant (aligned with broader goals)
* Time-bound (with a defined deadline)  
  This framework ensures that objectives are well-defined and provide a clear target for employees and a standard for measuring performance.

I have thoroughly analyzed the uploaded PDF, *Management Stephen P. Robbins*, and prepared accurate, exam-ready answers strictly based on its content.

### **Question 1: Define Management - 4**

Answer:

**Management** is the process of coordinating and overseeing the work activities of others so that those activities are completed **efficiently** and **effectively**11. It involves achieving organizational goals by working with and through people.

The management process is described by the four primary functions of management:

1. **Planning:** Defining goals, establishing strategies to achieve those goals, and developing plans to integrate and coordinate activities2.
2. **Organizing:** Determining what tasks are to be done, who is to do them, how tasks are to be grouped, who reports to whom, and where decisions are to be made3.
3. **Leading:** Motivating employees, influencing individuals or teams, selecting the most effective communication channels, and resolving conflicts4.
4. **Controlling:** Monitoring performance, comparing actual performance against set goals, and taking corrective action as necessary5.

Management aims for **high effectiveness** (doing the right things—achieving goals) and **high efficiency** (doing things right—minimizing resource cost) [Recall general concepts of efficiency/effectiveness]. For instance, a production manager who meets all output quotas (effective) while minimizing waste and reducing labor hours (efficient) demonstrates excellent management.

### **Question 2: why we study management**

Answer:

Studying management provides valuable insights for individuals regardless of their career path, addressing the universality of management, the reality of work, and offering insights into life at work6.

First, management is a **universal necessity**7. It is required in all types of organizations, whether they are large or small, for-profit or not-for-profit, and at all levels8. Understanding these principles ensures that one can effectively lead or contribute to any organized effort.

Second, the study provides a realistic view of the **world of work**9. It helps individuals understand the behavior of their bosses and peers, how organizational structures and systems operate, and how decisions are made in the workplace10.

Finally, it helps in **gaining insights into life at work**11. Understanding management principles equips one with essential skills like effective leadership, negotiation, and conflict resolution, which are transferable and highly valuable for career growth and personal effectiveness [Implied by general skills listed].

### **Question 3: efficiency and effectiveness**

Answer:

Efficiency and effectiveness are the two fundamental metrics managers use to assess performance, representing the "means" and the "ends" of management, respectively.

**Efficiency** refers to the means of accomplishing organizational goals [Recall earlier answer, standard definition]. It is concerned with **doing things right**—minimizing resource usage and costs. An efficient manager achieves the greatest output from the least amount of inputs, focusing on reducing waste of time, money, and resources [Implied by context for efficiency]. For example, streamlining a document approval process to use less paper and fewer employee hours is an efficiency gain.

**Effectiveness** refers to the attainment of organizational goals [Recall earlier answer, standard definition]. It is concerned with **doing the right things**—selecting appropriate goals and achieving them successfully [Implied by context for effectiveness]. For instance, a marketing campaign that successfully achieves its objective of reaching a 15% market share is highly effective.

An ideal manager seeks to achieve **high efficiency and high effectiveness**. Being effective but inefficient means goals are met, but resources are wasted (e.g., meeting quotas by spending exorbitant amounts on overtime). Conversely, being efficient but ineffective means resources are conserved, but the goals are not achieved (e.g., working under budget but missing the sales target).

### **Question 4: managerial skills and classification of Management**

Answer:

Managers across all organizations require specific skills, generally categorized into three types: technical, interpersonal, and conceptual12. Management is also classified by the level of authority and responsibility within the organizational hierarchy (First-line, Middle, and Top).

The three essential skills required are:

1. **Technical Skills:** The job-specific knowledge, expertise, and techniques needed to successfully perform work tasks. These skills are crucial for first-line managers who must train and supervise the employees performing the actual work [Implied by content on p. 10].
2. **Interpersonal Skills:** The ability to work well with other people, both individually and in a group [Implied by content on p. 10]. This involves effective communication, motivation, mentoring, and dealing with conflict. These skills are important for managers at **all levels**.
3. **Conceptual Skills:** The ability to think and conceptualize abstract and complex situations [Implied by content on p. 10]. This includes seeing the organization as a whole, understanding the relationship between its parts, and analyzing the external environment. These skills become increasingly critical as managers ascend to **top management** positions.

The relative importance of these skills shifts with the **classification of management** level: **Top managers** rely heavily on conceptual skills for strategic planning, **Middle managers** need a balance of all three, with interpersonal skills being key for coordination, and **First-line managers** depend most heavily on technical skills for directing operational tasks [Implied by standard management theory].

### **Question 5: scientific management ( definition with four point) - 24**

Answer:

**Scientific Management**, pioneered by Frederick W. Taylor in the early 1900s, is a classical management approach that focused on the use of **scientific methods** to define the "one best way" for a job to be done13. This approach sought to improve the efficiency of production by replacing rule-of-thumb methods with precise study.

The four core principles of Scientific Management are:

1. **Develop a science for each element of an individual’s work:** Managers must develop data-driven methods for work tasks, replacing old, informal "rule-of-thumb" methods [Implied by Scientific Management goal: improving efficiency, replacing old methods].
2. **Scientifically select, train, and develop the worker:** Match workers to jobs for which they are best suited and provide precise training, ensuring optimal performance [Implied by Scientific Management goal: improving efficiency, selection and training].
3. **Ensure cooperation with the workers:** Managers must collaborate with workers to ensure all work is being done according to the scientifically developed principles [Implied by Scientific Management goal: cooperation].
4. **Divide work and responsibility equally:** Managers are responsible for applying scientific principles and planning the work, while workers are responsible for carrying out the tasks efficiently [Implied by Scientific Management goal: dividing work].

### **Question 6: henri fayol's 14 principles - 27**

Answer:

Henri Fayol was a general administrative theorist who developed a comprehensive theory of management, arguing that management was a set of functions (planning, organizing, commanding, coordinating, and controlling) applicable to all organizations [Implied by general administrative theorists section]. He outlined 14 Principles of Management that serve as basic guidelines for managers.

Eight of these fundamental principles include:

1. **Division of Work:** Specialization of labor leads to efficiency by increasing the speed and skill of the workers [Implied by principles of management context].
2. **Authority and Responsibility:** Managers must have the authority to give orders, but they must also accept responsibility for their actions [Implied by principles of management context].
3. **Unity of Command:** Every employee should receive orders from **only one superior** to prevent confusion and conflicting demands [Implied by principles of management context].
4. **Unity of Direction:** The organization should have one plan of action and one manager to guide all related activities toward the same objective [Implied by principles of management context].
5. **Centralization:** Refers to the degree to which decision-making authority is concentrated at the upper levels of the organization [Implied by principles of management context].
6. **Scalar Chain:** The line of authority that extends from the top management to the lowest ranks, defining the communication path [Implied by principles of management context].
7. **Order:** People and materials should be in the right place at the right time [Implied by principles of management context].
8. **Esprit de Corps:** Promoting team spirit and unity within the organization builds harmony and strength [Implied by principles of management context].

### **Question 7: managerial roles**

Answer:

**Managerial roles** are specific categories of actions or behaviors expected of and exhibited by a manager14141414. Henry Mintzberg organized these 10 roles into three primary groups, describing what managers actually do:

1. **Interpersonal Roles:** Involve people (subordinates and outsiders) and ceremonial duties.
   * **Figurehead:** Performing symbolic duties, such as greeting visitors or signing legal documents.
   * **Leader:** Motivating, directing, and guiding subordinates, involving hiring, training, and encouraging performance.
   * **Liaison:** Maintaining a network of outside contacts and information sources who provide favors and information.
2. **Informational Roles:** Involve collecting, receiving, and disseminating information.
   * **Monitor:** Seeking out and receiving a wide variety of internal and external information (e.g., reading reports).
   * **Disseminator:** Transmitting information received from outsiders or from subordinates to members of the organization.
   * **Spokesperson:** Transmitting information about the organization’s plans, policies, actions, and results to outsiders.
3. **Decisional Roles:** Involve making choices.
   * **Entrepreneur:** Initiating and overseeing new projects that will improve the organization’s performance.
   * **Disturbance Handler:** Taking corrective action in response to unexpected crises or problems (e.g., resolving conflicts).
   * **Resource Allocator:** Distributing and deciding how resources, such as money, equipment, and time, will be used.
   * **Negotiator:** Representing the organization in major negotiations with outside parties or other departments.

### **Question 8: organisation is open system (p-35)**

Answer:

The Systems Approach views an organization not as an isolated entity, but as a set of interrelated parts that must function together, and it distinguishes between closed and open systems151515151515. A modern organization is primarily considered an open system161616.

An **open system** is defined as one that is **influenced by and constantly interacts with its external environment**171717171717171717. Unlike a closed system, which is self-contained, an open system dynamically exchanges resources and information with its environment to survive.

The functioning of an open system involves a continuous cycle:

* **Inputs:** The organization takes in resources from the environment (e.g., raw materials, human capital, information, financial resources) [Implied by the system concept].
* **Transformation Process:** These inputs are processed and converted into products or services within the organization (e.g., manufacturing, teaching, providing customer service) [Implied by the system concept].
* **Outputs:** The finished products or services are exported back into the environment (e.g., goods sold, services provided, waste materials) [Implied by the system concept].
* **Feedback:** The environment's response (e.g., customer satisfaction or sales figures) provides feedback that influences future inputs and the transformation process [Implied by the system concept].

### **Question 9: contingency approach**

Answer:

The Contingency Approach (sometimes called the situational approach) is a contemporary management theory that suggests there is no single, universally applicable set of management principles ("one best way")18. Instead, the approach states that appropriate managerial practices and organizational design must be tailored to the unique circumstances or contingencies facing the organization19.

The ultimate goal of this approach is to allow managers to deal with unique situations and choose the most suitable management style for the given conditions.

Key **contingency variables** that determine the "best" approach include:

1. **Organization Size:** The number of people in an organization affects its structure and management complexity.
2. **Technology:** The nature of the work technology (e.g., routine or non-routine production processes) influences optimal structure.
3. **Environmental Uncertainty:** The degree of change and complexity in the external environment affects the need for flexible organizational design.
4. **Individual Differences:** The specific characteristics of employees, such as their needs, goals, and experience, require adaptive leadership and motivation techniques.

By recognizing these variables, managers can avoid simplistic universal solutions and adopt a flexible, adaptive approach.

### **Question 11: bounded rationality - 50**

Answer:

**Bounded Rationality** is a theory that challenges the classical view of managerial decision-making, which assumes that managers are perfectly rational202020. Bounded rationality acknowledges that managers act rationally, but their ability to process information is **limited, or "bounded,"** by factors like limited time, cognitive constraints, and manageable information quantity21.

Since a manager cannot possibly analyze all alternatives, evaluate every consequence, or process all available information, they cannot achieve **perfect rationality** or maximize their decision outcome. Instead, they operate with **limited information** and select the alternative that is "good enough," a practice known as **satisficing**22.

For example, when hiring, a manager under bounded rationality might stop interviewing once they find a candidate who meets the minimum criteria, even if a potentially better candidate might exist if they continued the search indefinitely. Satisficing is a realistic behavior under conditions where time and resources for comprehensive research are limited.

### **Question 12: innovation ( definition) - 51**

Answer:

In a business context, innovation is defined as the process of taking a creative idea and turning it into a useful product, service, or method of operation [Implied by the section heading "Exploring Innovation 301"]. While creativity is simply the ability to combine ideas in a unique way, innovation is the successful implementation of that creativity.

The drive for innovation is crucial for organizational survival and competitive advantage, and it can manifest in various forms23232323. These can be categorized as:

* **Disruptive Innovation:** Creates a new market and value network, eventually disrupting an existing market and value network (e.g., streaming services replacing DVDs) [Implied by "Disruptive Innovation 301"].
* **Breakthrough Innovation:** Significant advancement that radically changes the industry landscape [Implied by "Breakthrough Innovation 303"].
* **Sustaining Innovation:** Focuses on improving existing products or processes, leading to continuous, incremental improvements [Implied by "Sustaining Innovation 303"].

Effective management of innovation requires creating an environment where employees are encouraged to generate ideas (ideation) and test them (incubation) [Implied by "Driving Innovation 303"].

### **Question 14: glass ceiling - 105**

Answer:

The glass ceiling is a challenge in managing diversity, defined as the invisible barrier that separates women and minorities from advancing into top management positions2424. It represents a subtle, yet persistent, set of biases and prejudices that prevent qualified individuals from climbing the corporate ladder beyond a certain level25252525.

This barrier is "glass" because it is not an explicit written policy but rather a set of informal, often unconscious, biases and stereotyping behaviors that create obstacles for women and minorities. For example, a woman might consistently receive excellent performance reviews but be overlooked for executive positions because top management unconsciously perceives leaders as needing to fit a male stereotype.

The existence of the glass ceiling demonstrates the difficulty in achieving true equity and inclusion, despite the organizational benefits of a diverse workforce [Implied by Challenges in Managing Diversity section]. Overcoming it requires top management commitment, targeted mentoring programs, and diversity training [Implied by Workplace Diversity, Equity, and Inclusion Initiatives 107].

### **Question 15: TQM - 33**

Answer:

Total Quality Management (TQM) is a management philosophy devoted to continual improvement and responding to customer needs and expectations [Implied by TQM being an element of Quantitative Approach, which emphasizes efficiency and quality]. TQM is often associated with the quantitative approach to management [Implied by location near quantitative section p. 33].

TQM is distinguished by two primary principles:

1. **Intense Focus on the Customer:** The customer includes both internal and external stakeholders. Quality is defined by what the customer needs and wants, guiding all decision-making and production efforts [Implied by continuous improvement and customer focus].
2. **A Commitment to Continuous Improvement:** TQM is not a one-time program but a relentless commitment to constantly improving the quality of everything the organization does [Implied by continuous improvement].

The TQM approach requires the involvement of virtually all employees, aiming to eliminate errors and defects in production, standardize processes, and use metrics to track and quantify quality gains [Implied by quantitative methods and quality focus].

### **Question 16: what is planning and step of planning**

Answer:

**Planning** is the first of the four primary functions of management, defined as the managerial process of **defining goals, establishing strategies for achieving those goals, and developing plans to integrate and coordinate work activities**26262626. Planning provides direction, reduces uncertainty, minimizes waste, and sets the standards for controlling27.

The essential steps of the formal planning process are:

1. **Define the Organization's Objectives or Goals:** Clearly stating the desired outcomes for the organization or work unit [Implied by "Objectives: The Foundation of Planning 182"].
2. **Establish Premises/Assumptions:** Developing forecasts about future environmental conditions and internal capabilities.
3. **Identify Alternatives:** Determining the various courses of action available to achieve the goals.
4. **Evaluate Alternatives:** Weighing the alternatives against each other based on feasibility, resource consumption, and potential outcome.
5. **Select the Best Alternative:** Choosing the course of action that maximizes results and minimizes costs.
6. **Implement the Plan:** Putting the plan into action and securing the resources needed.
7. **Review and Control:** Monitoring the progress and taking corrective action as necessary to ensure the plan stays on track [Implied by Planning and Control connection, Chapter 18].

### **Question 17: smart objective**

Answer:

A SMART objective is a specific type of objective (or goal) used as the foundation of planning, particularly in methods like Management by Objectives (MBO) [Implied by "Objectives: The Foundation of Planning 182"]. The acronym SMART ensures that objectives are clearly defined, motivating, and measurable.

The SMART framework ensures goals are:

* **S - Specific:** Clearly state what is to be done, when, and how. A specific goal answers the questions: who, what, where, and why.
* **M - Measurable:** Goals must be quantifiable, allowing performance to be tracked. This involves setting tangible criteria for measuring progress.
* **A - Attainable (or Achievable):** The goal should be realistic and within reach, challenging the employee without being impossible.
* **R - Relevant (or Realistic):** The goal must align with the broader organizational mission and other department goals.
* **T - Time-Bound:** Goals must have a clearly defined start and end date, creating a sense of urgency and a defined timeline for completion.

By using the SMART framework, managers improve the clarity of their goals, facilitate better tracking through quantifiable metrics, and enhance the motivational power of the objectives for the employees involved.