

## **Guidelines for evaluation of exam paper in Organization Theory. July 2017.**

Written Exam Economics summer school 2017: Organization Theory. Bachelors and Masters Course. 48 hours take home exam from 26 July 1500 hrs to 28 July 1500 hrs.

### **FORMULATION OF THE ASSIGNMENT TO THE STUDENTS.**

Please note that the language used in your exam assignment must correspond to the language of the title for which you registered during exam registration. I.e. if you registered for the English title of the course, you must write your exam assignment in English. Likewise, if you registered for the Danish title of the course or if you registered for the English title which was followed by “eksamen på dansk” in brackets, you must write your exam assignment in Danish.

If you are in doubt about which title you registered for, please see the print of your exam registration from the students’ self-service system.

***The paper must be uploaded as one PDF document (including the standard cover and the appendices). The PDF document must be named with exam number only (e.g. ‘1234.pdf’) and uploaded to Absalon.***

#### **Focus on Exam Cheating**

In case of presumed exam cheating, which is observed by either the examination registration of the respective study programmes, the invigilation or the course lecturer, the Head of Studies will make a preliminary inquiry into the matter, requesting a statement from the course lecturer and possibly the invigilation, too. Furthermore, the Head of Studies will interview the student. If the Head of Studies finds that there are reasonable grounds to suspect exam cheating, the issue will be reported to the Rector. In the course of the study and during examinations, the student is expected to conform to the rules and regulations governing academic integrity. Academic dishonesty includes falsification, plagiarism, failure to disclose information, and any other kind of misrepresentation of the student’s own performance and results or assisting another student herewith. For example failure to indicate sources in written assignments is regarded as failure to disclose information. Attempts to cheat at examinations are dealt with in the same manner as exam cheating which has been carried through. In case of exam cheating, the following sanctions may be imposed by the Rector:

- 1. A warning
- 2. Expulsion from the examination
- 3. Suspension from the University for at limited period or permanent expulsion.

The Faculty of Social Sciences  
The Study and Examination Office  
October 2006

## Assignment

### Case:

*Safe to Say* at Prudential Financial (the case study is part of the course syllabus – given as text 24)

### Questions:

“*Safe to say* was a company value intended to encourage employees to be comfortable speaking up about work issues... The effort to make the work environment open to differences of opinion, the delivery of bad news, genuine discussion, and the raising of difficult issues and suggestions—that is, to make it *safe to say*—was a priority for the company’s senior leaders” (case, page 1).

Using data from the case on Prudential and using relevant theoretical models, answer the questions below:

1. How does the *safe to say* initiative at Prudential align with the business strategy of the organization?
2. What changes in the organization in terms of structure, systems and culture were needed for the success of the above initiative?
3. Evaluate to what extent Prudential has succeeded in bringing about these changes and in creating a *safe to say* environment.
4. Would you recommend any additional steps for further supporting the *safe to say* initiative? If so, what would these be?

In your answer, you are expected to draw upon and apply relevant theories from the course. You may decide for yourself what theories are relevant. You may choose a combination of theories as the answer can be framed from a number of perspectives, e.g., those on strategy, structure, culture, change and motivation. Other perspectives may also be relevant depending on the focus of your analysis and proposals. The important thing is not the number of perspectives/theories used but their relevance to the questions and the clarity and depth of your analysis.

### Maximum length of exam paper:

The maximum size of the exam paper is 10 standard pages (A4 sheet). Front page(s), table of contents and list of literature, if any, are not included when the number of pages is counted. A standard page is a page with a 12 pitch-font, all margins set to 2.5 cm and line spacing set to 1.5. The students are welcome to use word processing packages like Scientific Workplace or a kind of Text in which such a formatting is not natural. The student is then required to ensure that the formal requirements are met. Any tables, charts and footnotes etc. are considered part of the standard page and consequently form part of the total number of pages in the paper. If the requirement regarding the maximum number of pages is not adhered to, then the exam paper will be rejected and counted as one exam attempt. Each student writes his/ her own exam paper. Exam papers written by two or more students are not accepted.

## **GUIDELINES FOR EVALUATION OF EXAM PAPER.**

### GENERAL GUIDELINES

The point of departure for evaluation is the academic aims of the course, i.e., the student's ability to:

- Describe the basic principles of classical and contemporary organizational theories about structure, strategy, culture, leadership, groups, change, communication, power, decisions and motivation.
- Explain the differences and similarities between economic perspectives on organizations and perspectives from other social science disciplines.
- Select, justify and evaluate the applicability of these theories in real life organizational contexts.
- Analyze and compare the theories, their strengths and weaknesses with regard to obtaining an understanding of actual organizations and practical organizational phenomena.
- Apply relevant theory in analysis of organizational issues described in a real-life case in a written essay in a clear and coherent way.
- Formulate and structure analytical solutions to real life organizational problems by integrating theory with case data.

To write the exam paper one may draw on several parts of the syllabus but not necessarily all parts of the syllabus as they may not all be relevant to the exam assignment or to the focus of the student's analysis and proposals.

For this particular assignment, the relevant topics of the syllabus could be e.g., strategy, structure, culture, change and motivation.

As such texts no. 1 (chapters 3, 4, 11 & 12), as well as texts no. 5, 12 & 14 would be relevant. Other chapters from text 1 such as 5 & 14 as well as texts 10 & 11 may be relevant depending on the focus of the answers (see the end of this document for details of these texts).

However, it is not that the student has to include the perspectives from the above-mentioned texts. It may so happen that the student takes a completely different point of view to the assignment and chooses to address the issues from a non-conventional perspective and this should be allowed as long as the arguments are sound and the theories used are relevant to the arguments and the questions of the exam assignment are being answered.

Within the limits of the exam paper it will not be possible to go into great depth or even mention all possible theories that are relevant. Managerial challenges may be conceptualized in different ways e.g. at different levels of abstraction and focusing on different issues. It will not be possible for the student to go through all managerial challenges and conceptualizations. In sum, the student should attempt to explicitly delimit the scope of the exam paper so as to be able to present a coherent analysis.

The exam paper may be organized in several ways. The student might begin with a selection of theories and then structure the paper according to the selected theories. The student might also select themes at a higher level of abstraction or themes that are crossing theories and then structure the paper

according to these themes. The exam paper may have a short introduction with a research question and end with a conclusion. The student may also choose to organise the paper in other ways and this should be allowed as long as the paper is coherent and answers the questions posed in the assignment.

References in the exam paper should be complete. Students are allowed to cite examples to demonstrate their point and strengthen their arguments. They are also allowed to refer to slides from the various sessions. These are all uploaded on Absalon.

## EVALUATION

The exam paper should be well written and clear. In the exam paper, the student should demonstrate knowledge and understanding of concepts and theories used in arguments and an ability to reflect on and analyze organizational issues related to these concepts and theories.

Overall, the exam paper should be evaluated as a whole based on an assessment of the student's understanding of used concepts and theories and the analysis of the problem and recommendations. The evaluation should be based on the coherence of their arguments and their depth of analysis.

## SYLLABUS

- (1) Richard L. Daft, Jonathan Murphy, Hugh Willmott: *Organization Theory and Design. An international Perspective. Second Edition.* Cengage Learning. 2014. Cases/ exercises not included.
- (2) Kira, M. & van Eijnatten, F.M. (2008). Socially sustainable work organizations: a chaotic systems approach. *Systems Research & Behavioral Science*, Vol. 25 (6), pp. 743-756.
- (3) Gilley, J.W., Morris, M.L., Waite, A.M., Coates, T. & Veliquette, A. (2010).
- (4) Weick, K.E., Sutcliffe, K.M. & Obstfeld, D. (2005). Organizing and the Process of Sensemaking. *Organization Science*, Vol. 16, No. 4, pp. 409-421
- (5) Carr, A.N. & Lipp, C.A. (2009). Organization Theory and Organization Behavior: Through the Lens of Psychodynamics. *International Journal of Organization Theory and Behaviour*, Vol. 12 (3), pp. 381-405.
- (6) Penny Dick & Steve Ellis: *Introduction to Organizational Behaviour. Third Edition.* London: McGraw Hill Education. 2006. pp. 84-95, 98-101 (on motivation)
- (7) Stephen P. Robbins, Timothy A. Judge, Timothy T. Campbell: *Organizational Behaviour.* Essex: Pearson Education. 2010. pp. 316-328, 341-348 (on leadership).
- (8) Gilley, J.W., Morris, M.L., Waite, A.M., Coates, T. & Veliquette, A. (2010). Integrated Theoretical Model for Building Effective Teams. *Advances in Developing Human Resources*, Vol. 12 (1), pp. 7-28.
- (9) Hultman, K. & Hultman, J. (2008). Deep Teams: Leveraging the Implicit Organization. *Organization Development Journal*, Vol. 26 (3), pp. 11-22.
- (10) Sytse Douma & Hein Schreuder: *Economic Approaches to Organizations.* FT Prentice-Hall. Pearson Education. 2008. - Pages 161-178 on Transaction Costs.
- (11) Bruno S. Frey & Margit Osterloh (eds.): *Successful Management by Motivation. Balancing Intrinsic and Extrinsic Motivation.* Berlin: Springer. 2002. Pages 7-23, 68-70
- (12) Gary Dessler: *Human Resource Management. Thirteenth Edition.* Essex: Pearson Education. 2013. Pages 418-437 on Performance Related Pay and financial incentives.
- (13) Gary Yukl: *Leading Change in Organizations.* In: Gary Yukl: *Leadership in Organizations. Sixth Edition.* New Jersey: Pearson. 2006. Page 288-307.

- (13) James L. Perry: Bringing Society in: Toward a Theory of Public-Service Motivation. *Journal of Public Administration Research and Theory*.10 (2000):2: 471-488
- (14) Mary Jo Hatch with Ann L. Cunliffe: *Organization Theory. Modern, symbolic and postmodern perspectives*. 2nd edition. 2006. Pages 175-194 on organizational culture.
- (15) Arthur G. Bedeian: The Dean's Disease: How the Darker Side of Power Manifests Itself in the Office of the Dean. *Academy of Management Learning and Education*. Vol 1 no. 2, 164-173, 2002.
- (16) Elliott Jaques and Stephen Clement: *Executive Leadership – A Practical Guide to Managing Complexity*. Oxford: Basil Blackwell Ltd. 1999, pp. 53-65, 91-97 (on requisite organization theory)
- (17) Coloplast A/S – Organizational Challenges in Offshoring (16 pages)
- (18) Donna Klein and Marriott International (4 pages)
- (19) Engstrom Auto Mirror Plant: Motivating in Good Times and Bad (8 pages)
- (20) People Management Fiasco in Honda Motorcycles and Scooters India Ltd. (17 pages)
- (21) Shinsei Bank: Developing an Integrated Firm (20 pages)
- (22) The Treadway Tire Company: Job Dissatisfaction and High Turnover at the Lima Tire Plant (12 pages)
- (23) Acer Inc: Taiwan's Rampaging Dragon (20 pages)
- (24) Safe to Say at Prudential Financial (21 pages)
- (25) Whitbread PLC (24 pages)
- (26) 3M: Profile of an Innovating Company (20 pages)
- (27) Motivated Reasoning, Leadership and Team Performance (7 pages)
- (28) Leadership Development at Goldman Sachs (23 pages)