

Guidelines for evaluation of exam paper in Organization Theory. July 2018.

Written Exam Economics summer school 2018: Organization Theory. Bachelors and Masters Course. 48 hours take home exam from 25 July 1500 hrs to 27 July 1500 hrs.

FORMULATION OF THE ASSIGNMENT TO THE STUDENTS.

Answers only in English.

A take-home exam paper cannot exceed 10 pages – and one page is defined as 2400 keystrokes

The paper must be uploaded as one PDF document. The PDF document must be named with exam number only (e.g. '1234.pdf') and uploaded to Digital Exam.

Be careful not to cheat at exams!

Exam cheating is for example if you:

Copy other people's texts without making use of quotation marks and source referencing, so that it may appear to be your own text

Use the ideas or thoughts of others without making use of source referencing, so it may appear to be your own idea or your thoughts

Reuse parts of a written paper that you have previously submitted and for which you have received a pass grade without making use of quotation marks or source references (self-plagiarism)

Receive help from others in contrary to the rules laid down in part 4.12 of the Faculty of Social Science's common part of the curriculum on cooperation/sparring

You can read more about the rules on exam cheating on your Study Site and in part 4.12 of the Faculty of Social Science's common part of the curriculum.

Exam cheating is always sanctioned by a written warning and expulsion from the exam in question. In most cases, the student will also be expelled from the University for one semester.

Assignment

Case:

Shinsei Bank (the case study is part of the course syllabus – given as text 21)

Questions:

Under the leadership of Yashiro, Shinsei Bank decided on a strategy of growing fee-based revenues. One of the things that the leadership at Shinsei Bank did to attract expatriate and Japanese professionals from foreign investment banks in order to grow fee-based revenues was the setting up of a two-track system for promotion and compensation.

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

1. Why did the bank decide to focus on growing fee-based revenues?
2. What impact did the above-mentioned system of promotion and compensation have on the employees and the organisation?
3. Would you have done anything different to attract talent to the bank to grow its fee-based revenues and if so what would it be? If you wouldn't do anything different, why not? Give the rationale for your choices.
4. Would you bring about any changes in the system now? If so, what would these changes be? How would you implement these changes? If you wouldn't change anything, why not? Give the rationale for your choices.

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, environment, motivation, culture and change. 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 (= 24000 keystrokes including spaces). A standard page is equal to 2400 keystrokes including spaces. Included in the total number of keystrokes is the student's written text including footnotes, end notes, equations, formulas, tables and preface (if any). Excluded from the total number of keystrokes is front/ cover page(s), table of contents, summary/ abstract (if any), list of references/ bibliography, figures and graphs. The total number of standard pages and keystrokes including spaces must appear at the front page of the final exam paper. If the requirement regarding the maximum number of pages (keystrokes) is not complied with, the exam paper may be administratively 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, environment, motivation, culture and change. As such texts no. 1 (chapters 3, 5, 11 & 12), as well as texts no. 5, 10, 11, 12, 13 & 14 would be relevant (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. As such, other chapters from text 1 as well as other texts may be relevant depending on the focus of the answers.

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)