

**Guidelines for evaluation of exam paper in Organization Theory. August 2014.**  
Written Exam Economics summer school 2014: Organization Theory. Bachelors and Masters Course. 24 hours take home exam from 14 August at 10 a.m. to 15 August at 10 a.m.

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

Please note that the language used in your exam paper 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 paper 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 paper in Danish (or in Norwegian or Swedish).

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:*

Torben Andersen is a 33 year old Danish citizen. Since his graduation from the University of Copenhagen with a Masters in Biochemistry, he has been working for DANDRUG, a Danish pharmaceuticals company. At present he is Head of the Research and Development unit of the company in Bangalore – one of the large urban centers in India. The headquarters of the company are located in Jutland. The company employs in total around 1500 persons and the R&D unit in India is the only unit abroad.

The unit in Bangalore employs 20 experienced Indian scientists having PhDs from leading Indian universities and a small administrative staff of local people. In alignment with the company's recent strategy to diversify into new and highly promising markets, the unit was set up three years ago to develop drugs to fight tropical diseases. The aim was to cut R&D costs as well as to draw on local expertise with tropical diseases.

Torben Andersen had worked entirely in Denmark until he was promoted to the position in India. Just before moving to India, he had held a position as team manager in the Danish R&D unit. The previous Danish Head of the unit in India (who Torben replaced 3 months ago) was recalled to his previous non-managerial position in Denmark due to the Indian unit not reaching its goals and high levels of employee dissatisfaction with his leadership as revealed in the company survey.

### *Question:*

Drawing on selected theories related to leadership in general and in an international context discuss what could be the managerial challenges facing Torben Andersen in his present position and how he could deal with these effectively.

### **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 Tex 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:

- Describe basic principles of the following theories: Classical Organization Theory, Human Relations, Human Resources, Contingency Theory, Institutional Theory, Resource Dependence Theory, Population Ecology, Transaction Cost Theory, New Public Management and Lean Production.
- Describe theories about: Strategy, structure, network, culture, leadership, groups, communication, power, decisions, motivation and learning.
- Analyse and compare the theories, their strengths and weaknesses with regard to obtaining an understanding of concrete organizations and organizational phenomena.
- Analyse the relevance of the theories, their strengths and weaknesses from the point of view of practical action and management of tasks and problems in organizations.
- Select, justify and apply relevant theory in analysis of organizational issues or themes described in a concrete case; and present analysis and proposed solution in a written essay in a grammatically correct, clear and coherent way.
- Describe differences and similarities between economic perspectives on organizations and perspectives from other social science disciplines.
- Describe the difference between Organization Theory as a scientific discipline and management literature.

To write the exam paper one may draw on several parts of the syllabus in particular text no. 2, 10 and 1. Points from other texts, e.g. no. 4, 6, 7 and 8 are also relevant to include in the exam paper. References to syllabus in the exam paper need not be very detailed. References to other literature should be complete.

The most important theories from the syllabus related to leadership in general and in an international context are listed below. For each theory it is considered how it may be relevant for Torben Andersen (TA). The student may select from among the listed theories. The student may give arguments for considering/ not considering a theory. Within the limits of the exam paper it will not be possible to go into depth or even include (mention) all possible theories relevant for TA. Each of the theories mentioned below implies a certain perspective on leadership. The theories are not necessarily contradictory; they may complement or supplement each other. There are several overlaps between the theories in the sense that the same points, principles or recommendations for TA may be implied in different theories. This is another reason why it is not required that the student goes into depth with all of the theories mentioned below. 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.

## LIST OF THEORIES

The most important theories potentially relevant for TA are the following. The student may select from among these theories. As mentioned, the student is not expected or required to draw on all the theories listed.

*1. The manager's job and the organizational context.* The student may reflect on the kind of tasks which a manager in TA's position may be required to undertake and how his job is defined by the Danish headquarters. What does it mean to manage/ lead? cf. definitions of management/ leadership from the syllabus which the student may draw on. How much discretion does TA have? Can he actively define his own job? Are performance targets defined at a concrete level from the Danish headquarters? What kind of communication and reporting relationships exist between the Indian unit and the headquarters? Will it be necessary for TA to negotiate with the headquarters about resources and goals for the Indian unit? A basic challenge for TA is to understand what is expected of him from the Danish headquarters so as to make him able to define his job and achieve what is expected of him. Part of the challenge for TA also includes an attempt to understand why the former leader of the Indian unit was recalled back to Denmark. What went wrong? Why were the Indian scientists dissatisfied with the former manager? Why did the unit not achieve its goals? The student may draw on theories on e.g. motivation, leadership and job satisfaction to reflect on these issues. The student might also consider the possibility that failure of the former manager was due to mismanagement from the Danish headquarters. This does not seem unlikely as the Indian unit is the first and only unit abroad. Maybe even the strategic decision to establish the Indian unit was wrong. The student may further reflect on other aspects of the context seen from the point of view of TA. Does TA consider the job in India as a dead-end, a promotion or an opportunity to demonstrate managerial competencies? For how long time is TA expected to work in India? Does TA have a wife and children? Are they with him in India? Has the company prepared (trained) TA for his new job? Has TA attended courses in e.g. leadership, intercultural interaction, language or tropical diseases? How does the company currently support TA in his new job? These and many other elements of the context can obviously influence the managerial challenges as they are perceived by TA. The student might reflect somewhat on such issues, choose his/ her own assumptions or just decide to totally disregard elements on which no information is presented in the exam case.

*2. Management/ leadership:* TA may consider which of these two aspects of managerial activities are most relevant to prioritize. Should TA function as a genuine leader emphasizing mission, vision, engagement around goals and interpersonal relations? Or should TA function as a manager making operational decisions on the work to be done: Formulation of measurable goals, planning, organizing, coordination, ordering and control. TA is educated within biochemistry and has a genuine knowledge about research and development but he is less of a specialist than the Indian researchers. TA was appointed to the Indian position on the background of employee dissatisfaction in the Indian unit. Consequently it may be argued that TA should give priority to both management and leadership elements in his job. Most theories in the syllabus relevant for TA concern leadership which will therefore probably have primary weight in most students' exam papers.

*3. Strategy, goals, policy and operations:* Part of defining a managerial job is to reflect on the extent to which the job entails strategic management, formulation of policies and goals and/or operations management. In this case it does perhaps not seem likely that the challenge for TA is to develop or define an overall strategy for the Indian unit. Development of policies and formulation of goals may be

more relevant but the main task for TA may be characterized as leading certain operations - that is research and development.

4. *Classical Organization Theory: Planning, control and doing:* TA comes from a position as team manager in Denmark. A team manager's job will often consist of a combination of genuine managing/ leading on the one hand and "doing" on the other. A classical advice to leaders is that a leader should lead – not "do" things in the same sense as subordinates; even if the leader is better able at "doing" certain things than subordinates. A challenge for TA is to handle this shift from a position as team manager to Head of Unit – a position which also implies responsibility for managing human resources (HRM) and performance of the unit. Another advice from classical organization theory is that leaders should practice "management by exception" - that is delegate all routine decisions and only interfere with the subordinates' work activities in unusual situations.

5. *Focus on input, activities, output and competencies/ attitudes.* Every job requires some input (resources, time), the performance of some activities, some output and a person with competencies and attitudes. A manager may focus his/ her management/ leadership on these four elements in different combinations. Focus on activities means giving individual orders (do this or that) or generalized orders (rules). Focus on input and output is often described as decentralization (e.g. self-managed teams), management by objectives or performance management. Focus on persons' competencies/ attitudes mean influencing through e.g. culture, internal marketing or skills development. From the point of view of this perspective TA should consider who should have how much influence on the elements mentioned.

6. *Work organization in the Unit.* Research and Development may be characterized as an innovative activity. A challenge for TA is to assess to what extent work in the unit is organized in an appropriate way. The structural contingency theory proposes that innovation is promoted through decentralization rather than centralization, open and free communication rather than communication strictly following lines of command, team work rather than individual work, expert authority rather than positional authority and flexible division of labour rather than a fixed division of labour. Generally, an organic rather than a mechanistic structure is according to the theory the appropriate choice when the goal is innovation.

7. *Mintzberg's managerial roles.* These roles are informational, interpersonal and decisional. According to Mintzberg, staff leaders (e.g. R&D heads) perform many activities falling under the category informational roles whereas production leaders have a large element of decisional activities in their jobs. Sales department leaders perform many activities falling under interpersonal roles. From this point of view the challenge for TA is to decide which priority TA should give to the different managerial roles proposed by Mintzberg.

8. *Stakeholder management:* TA is facing a very different set of stakeholders in his new position compared to the old one due to both shift of country and shift of position. A challenge for TA is to identify the stakeholders in his new position and reflect on the potential for stakeholders to function as collaborators giving support to TA and the potential for stakeholders to function as threats to TA and the Indian unit. According to the theory TA should try to neutralize threats from the latter stakeholders and utilize opportunities for cooperation with the former. The power of stakeholders may be assessed according to the exchange view of power. Two important stakeholders for TA are the Indian scientists and the Danish headquarters. TA may have to handle both and reconcile possible conflicts of interests and views between these two parties.

9. *Bases of power/ authority:* TA may base his authority/ power on sanctions (rewards/punishments) and/ or ideological power (influencing attitudes, goals and perceptions of subordinates e.g. by virtue of communicative skills, personality and expertise). A challenge for TA is to select an appropriate combination of rewards and punishments. This will depend on the context. The theory claims that rewards are generally better (give more predictable and beneficial results) than punishments and some amount of ideological power including creation (provision) of meaning should also be considered because this has the potential of having sustainable and long-lasting effects.

10. *Legitimate authority:* Stable leadership often presupposes legitimate power = authority. By definition a leader's authority is legitimate by virtue of the appointment as leader. This is legitimation "from above" or bureaucratic legitimacy. But how should TA secure legitimacy also "from below"? A general thesis is that legitimacy from below is ensured to the extent that the leader is able to secure some material or immaterial benefits including provision of "meaning" to the subordinates. The benefits may include e.g. stable employment, good wage, decent working conditions and a supportive work climate. Legitimacy from "below" (and "above") may also be promoted by expertise – in the case e.g. within biochemistry. Third, legitimacy may be come from the leader's personality (e.g. charisma). Fourth, legitimacy may come from tradition and culture - here in the Indian society.

11. *Human Relations:* The basic thesis is that leaders should practice a consultative (in contrast to authoritarian) leadership style. This classical Human Relations thesis is that this will in the long run result in the best performance. According to Human Relations an authoritarian leadership has the following adverse consequences: Low intrinsic motivation, low identification with organizational goals, low level of initiative and creativity among subordinates, poor upward communication, poor interpersonal relations and low trust, subordinates try to protect themselves, the manager becomes overburdened leading to poor managerial decisions. These experiences come from western countries. The challenge for TA with this point of departure is how a consultative leadership styles will look like in practice in an Indian context.

12. *Later universal theories on leadership style:* Other rather similar concepts are: Employee oriented in contrast to production oriented leadership (Michigan studies) and "initiating structure" versus "consideration" (Ohio studies). One review concludes that "initiating structure" is related to performance in particular whereas "consideration" is more related to job satisfaction. The Managerial Grid Theory claims that there is not necessarily a contradiction between being production and employee oriented. The recommendation following from the Grid Theory is that leaders should practice a (9,9) leadership style being high on both employee and production orientation. Again, the challenge is how this is done in practice in an Indian context and to what extent such theories are valid in an Indian context.

13. *McGregor:* The message of this theory is that a leader should attempt to clarify his/ her (implicit) assumptions about subordinates along the Theory X-Y dimension. Subsequently the leader should consider whether his/ her assumptions are appropriate and useful – or should be changed. The thesis is that practicing Theory X (Y) based leadership will influence subordinates which will acquire Theory X (Y) traits, attitudes and behaviour (self-fulfilling prophecy). The challenge for TA based on this theory is to clarify his managerial assumptions and assess their appropriateness in the situation.

14. *Maslow:* According to this theory a leader should motivate (lead) employees by appealing to needs that are fulfilled only to a relatively small extent. The main point coming from Maslow is that to lead

the Indian researchers it is important for TA to know something about the needs and work motivation of the Indian employees. What do they want from their work? Are they profession/ expressive oriented? Oriented toward status? Does social interaction or social relations mean much to them?

*15. Human Resources:* According to this general perspective the basic task of a leader is to ensure employee motivation through enriched work (Herzberg, Hackman) and enriched work combined with teams (socio-technical self-managed teams) which will promote fulfilment of self-actualization needs. One message of this theory is that TA should consider whether there are potentials for enriching the Indian researchers' jobs. Another message is that TA should consider whether it would be relevant to use teamwork more in the Indian unit.

*16. Contingency Theory on effective leadership styles.* The theories 11-15 tend to be universal in the sense that one specific type of leadership (style) is proposed as the best - that is the most effective/ efficient. The basic thesis in the contingency theories of leadership is that effective leadership depends on the situation. These theories differ from each other with respect to the proposed nature of the contingencies and the way leadership styles are described/ conceptualized. *Hersey & Blanchard* propose the maturity of subordinates as the core variable. Maturity is a combination of skills/ competencies and work motivation/ responsibility. The higher the maturity the less directive task behaviour on the part of the leader is needed. Supportive relationship behaviour should increase with increasing maturity up to a certain point and then decrease. In sum, Hersey and Blanchard propose four leadership styles: Telling, selling, participating and delegation to be used for different degrees of employee maturity (from low to high). Another contingency theory stems from *Fiedler*. The contingency factor is here the degree of formal and informal leader authority conceptualized as one dimension. The leader's task-oriented and person oriented leadership style should be chosen accordingly. Other contingency theories are the *Path Goal Theory* by House and the *Vroom & Yetton theory* on the manager's choice of degree of employee participation. The challenge for TA when using such theories is a) to assess the theoretical contingencies in practice; b) to translate the theoretical leadership styles/ methods into practice in the context of the Indian R&D unit. These tasks may not always be easy e.g. because some theories are quite complicated from a practical point of view and formulated in ways which may be difficult to relate directly to a concrete reality.

*17. Leadership and culture.* According to Schein, leadership consists in creating and sustaining organizational culture defined as basic assumptions in the organization and expressing itself through values and artefacts. From this point of view the managerial challenge for TA is, first, to become aware of and acquainted with of the existing culture in the Indian unit. This can be done by coming to know the employees in the unit e.g. by talking with them and observing them to learn how they think and feel. What kind of norms and attitudes seem to exist in the unit? It may not be easy for TA to find out and it may take some time or long time. The employees may perceive a considerable social distance between the manager and themselves (cf. next point) – a distance which may make communication difficult. Second, TA might consider whether the existing culture in the unit seems to be appropriate in some sense. If not, he could consider whether a change in culture would be desirable or possible. However, he should realize that it is not easy to change a culture outside-in and it is definitely not a quick fix to change a culture. Therefore, TA should respect the existing culture and not try to force anything upon the Indian work force. TA might consider whether types of cultures outlined in the literature could be relevant for the Indian unit.

*18. Leadership and national culture.* National cultures may be different from each other on several dimensions which may be relevant in a leadership context. According to Hofstede India has a

somewhat higher score than Denmark on Collectivism, Masculinity and Uncertainty Avoidance. The largest difference between India and Denmark in terms of Hofstede is on power distance which is much higher in India than in Denmark. The student may discuss how TA could or should take these differences into consideration in his practice as a Danish manager in India. The student may also draw on the critique of Hofstede and discuss whether professional cultures (among engineers) have larger significance in the present case than differences in national cultures between India and Denmark. In addition, students may discuss how issues such as age/seniority and level of academic qualifications may matter in an Indian context and how these can be factored into TAs approach towards leadership.

*19. Charismatic Leadership:* From the perspective of this theory the challenge for TA is to consider whether attempts at practicing charismatic leadership would be appropriate in the Indian unit. According to theory, charismatic leadership may be relevant and appropriate in particular in situations of crisis and upheaval. And it may be assumed to be most relevant for rather insecure subordinates with low self-esteem. Besides that it is controversial whether one can learn to appear charismatic. Therefore, it can be argued that genuine charismatic leadership does not seem relevant for TA.

*20. Transformational and transactional leadership.* The advice to leaders implied in this theory is that leaders should practice transformational leadership on the top of transactional leadership. The latter practice implies that the relation between the leader and subordinate is seen as a fair exchange, cf. equity theory. The leader (organization) gives something to the employee and receives something in return. Transformational leadership implies that the leader provides vision, inspirational motivation and intellectual stimulation as well as individualized consideration vis-à-vis the subordinates. The theory claims that transformational leadership results in higher quantity and quality of performance compared to a situation where only transactional leadership is practiced. From this point of view the challenge for TA is how to practice these two types of leadership.

*21. Authentic leadership* is about trust and how to develop trust in a unit and in particular between leader and subordinates. Trust is fostered by the leader's integrity, competence, consistency, openness, respect and loyalty towards the employees. Employee mistrust reduces performance because it represents an unproductive use of energy and leads employee attention away from the work. Trust is not only about predictability in social relations but entails also the belief that the leader and colleagues will not behave in an opportunistic way in their social relations. As the Indian scientists were dissatisfied with their former leader it may be argued that it is important for TA to create a climate of trust in the unit from the very beginning. But TA also has to realise that it takes time to build trust.

#### ESSENTIALS IN ANSWERING THE EXAM QUESTION

The student should attempt to formulate the essentials as his/ her answer to the exam question based on selected theories. This can be done in several ways which all may be legitimate if they are well argued. One possible line of thought in the exam paper may be summarized in the following way.

TA is appointed to lead a group of Indian scientists. TA is younger, has less professional experience and has a lower level of general and specific professional expertise on the R&D activities in the Indian unit than the Indian scientists. TA may also be less familiar with the English language than the Indian scientists. This could mean that TA's expert authority is perceived as relatively low at the outset.

One may argue that the Indian scientists may respect the positional authority of TA due to the high power distance in India according to Hofstede. However, for the scientists it is probable that this



positional authority will only be accepted to the extent that it is correlated with professional expertise as well as understanding of and respect for local cultural norms and values. One could also argue that the professional culture of these scientists may be stronger than the national (e.g. power distance oriented) culture.

It may further be argued that the Indian scientists are highly motivated both in a professional sense due to the intriguing nature of their work and due to the unit's basic mission which is to contribute to fighting tropical diseases. It is likely that the work is inherently meaningful for the Indian scientists.

On this background one may ask: What could be the contribution of TA as a leader? One may say that TA can function as a link between the Indian unit and the Danish headquarters.

From what we know about TA and the Indian scientists TA should definitely not practice an authoritarian, production oriented, "initiating structure" or Theory X based leadership style. This also follows from some of the contingency theories on leadership (a.o. Hersey & Blanchard). TA should choose a leadership style of a participative, consultative and Theory Y like type. At the outset TA should not assume that his is to create an "appropriate culture", cf. Schein. Rather he should first try to understand the existing culture. Formally, of course, TA has the last word. But due to the nature of the situation the important managerial decisions that TA has to make concerning work and goals should be made in a genuine collaboration with the Indian scientists. As his basic point of departure it does not seem relevant for TA to think in terms of transactional and transformational leadership or in terms of charismatic leadership because such thinking tend to assume that the employees are not doing their best at present in their current jobs. However, he should consider whether the transactions (explicit and implicit contracts) between the Indian scientists and the Danish company are fair from the point of view of the scientists, cf. equity theory. Attempts to practice authentic leadership seems most relevant for TA and TA should first and foremost strive to achieve acceptance and legitimacy from "below".

It has to be taken into consideration that the Indian scientists have probably acquired expertise on tropical diseases which may not be so easy to find (substitute) should the present employees choose to quit. One may say that it is likely that the Company needs the Indian scientists more that the scientists need the company. This gives the scientists considerable power. TA should realize that and should not attempt to force anything upon the Indian employees – in particular not in the beginning. This could very well have disastrous consequences. TA should at the outset not assume that "I know what is best for the Indian unit".

TA might begin to discuss with the Indian scientists what, according to their opinion, should be promised to the headquarters. Which realistic, ambitious and operational goals for the unit could be formulated? And what would it require in terms of resources etc. to achieve these goals? It may be that the headquarters are not satisfied with the proposed goals and prerequisites developed in the unit. The challenge for TA may then be to function as a spokesman for the Indian unit vis-à-vis the headquarters. It may be as important for TA to lead "upwards" facing the headquarters as to lead "downwards" in the Indian unit. TA is placed between the scientists and the headquarters and his main challenge may be to balance and reconcile the views, demands, and requirements from both sides. This may require considerable skills in communication, diplomacy and negotiation as well as professional expertise within R&D.

## EVALUATION

The exam paper should be well written and clear also concerning formal aspects. In the exam paper the student should demonstrate knowledge and understanding of essential concepts, theory and arguments concerning leadership and an ability to reflect on and analyze organizational issues related to leadership in general and in an international context. The exam paper is evaluated as a whole based on an assessment of the student's description and discussion.

## 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) Stephen P. Robbins, Timothy A. Judge, Timothy T. Campell: *Organizational Behaviour.* Essex: Pearson Education. 2010. Chapters 1,3,6,7,9,10, 12 and 13.  
Cases/ exercises not included.
- (3) W. Richard Scott & Gerald Davis: *Organizations and Organizing. Rational and Open System Perspectives.* New Jersey: Pearson Education. 2007. - Pages 41-50 on Classical Organization Theory.
- (4) David Jaffee: *Organization Theory. Tension and Change.* New York: McGraw-Hill Higher Education. 2001. - Pages 65-73 & 78-87 on Human Relations and Human Resources
- (5) Sytse Douma & Hein Schreuder: *Economic Approaches to Organizations.* FT Prentice-Hall. Pearson Education. 2008. - Pages 161-178 on Transaction Costs.
- (6) Bruno S. Frey & Margit Osterloh (eds.): *Successful Management by Motivation. Balancing Intrinsic and Extrinsic Motivation.* Berlin: Springer. 2002. Pages 7-23, 68-70
- (7): Gary Dessler: *Human Resource Management. Thirteenth Edition.* Essex: Pearson Education. 2013. Pages 418-437 on Performance Related Pay and financial incentives.
- (8) Gary Yukl: *Leading Change in Organizations.* In: Gary Yukl: *Leadership in Organizations.* Sixth Edition. New Jersey: Pearson. 2006. Page 288-307.
- (9) 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
- (10) Mary Jo Hatch with Ann L. Cunliffe: *Organization Theory. Modern, symbolic and postmodern perspectives.* 2<sup>nd</sup> edition. 2006. Pages 175-194 on organizational culture.
- (11) 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.
- (12) Overview of the course. Slides for course day no. 13. (about 100 pages).