EVALUATION GUIDE (FOR THE EVALUATORS ONLY)

1. General guidelines on grading

This exam requires students to answer three tasks in total, one compulsory (1st task) and two selective tasks (task2-6). Exams will be evaluated on a total of 100 points = 40 points (compulsory task) + 60 (30x2) points (two tasks selected from the remaining 5 selective tasks). Table 2 summarizes the grading in total. This table (table 2) is to give a general idea about the total grading and will not be used practically (exams will be graded on each task). Evaluators can use the one-page grading table given with this dossier which summarizes and simplifies the grading. Tasks are divided into subtasks to clarify grading. All tasks (except the first) include two components that are evaluated on 15 points (table 1). The first task (compulsory) includes three components, and the first two components are evaluated on the same structure on 15 points (table 1). Only the last component (of the first task) is evaluated on 10 points, on the same criteria but with different scoring (see Table 3). The first page of this document explains the criteria for evaluating each component (table 1) and the general distribution of points on a 0-100 scale (table 2). The rest of the document presents details for each task, including components and a key description (with examples) for grading.

Table 1. Criteria for evaluating the 15 points under each component (the same criteria apply to all components except the third component of the first task)

Criteria	Score
Effective use and explanation of knowledge, concepts, and theories: Is the response well-linked and supported by the theory/knowledge acquired in the course? Does the student explain the concepts in his/her own words effectively (and in accordance with the case and contents of the course)? Does the student explain, and use the concepts right in accordance with the case?	5
Linking the case with the knowledge (interpretation of the case): Does the student respond to the questions following the case? Is the answer clear and well supported by the case? Does the response include sufficient and right examples from the case?	9
Structure and clarity: Is the answer easy to follow and well-structured?	1
Total	15

Table 2. Criteria for the evaluation of the 100 points in total (this table is to give a general idea about the total grading, it will not be used while grading)

Criteria	**Compulsory task (1st task)**	**Selective 1 (tasks 2-6)**	**Selective 2 (tasks 2-6)**	**TOTAL**
Effective use and explanation of knowledge, concepts, and theories	14	10	10	34
Linking the case with the knowledge (interpretation of the case)	24	18	18	60
Structure and clarity	2	2	2	6
Total	40	30	30	100

2. **About the theory and case integration and what the exam demands:**
   This exam demands students to briefly explain the theory/theories that they will be using to discuss the case. They are instructed not to go extensively in details, instead to briefly describe the theories and concepts that are relevant to the case in their own words. Thus, they should use and explain the relevant knowledge, theories and concepts which is graded as the first criterion for each component of the tasks, but linking this knowledge with the case is another criterion (which has a higher score weight). This information is shared with them in the exam text and this this what we shared in the Canvas:
   "Dear students,
   There seems to have been some confusion with regard to how to use theory in your case analysis that we would like to clarify. In the exam, you will not be asked to extensively describe one/several theories. Instead, the emphasis will be on making sense of the exam case based on theory. To do a good job here, it is however necessary to briefly explain the theory/theories you will be using prior to using these within your case. To give an example, if you would work with the job demands-resources model, it would be important to first state what job demands are, what job resources are, and what their theoretical consequences are (and why) prior to showing how this is visible in the case.
   We hope this explanation helps you in preparing for the exam."
3. **Details on grading for each task**

Task 1 – (the compulsory task)

T1-) Describe the <u>organizational structure</u> and <u>organizational culture</u> of ACDC <u>before and after</u> the change, by giving <u>examples from the case</u> and <u>using and explaining the right concepts and taxonomies</u> (e.g., elements of an organization structure, competing values model) included in the course and the textbook. Discuss what kind of changes in the business environment and organizational strategy may have led to such transformation.

The table below summarizes the criteria and scoring for the first task. The first two components are graded on 15 points each (like all other tasks in the exam). The last component is graded on 10 points.

Table 3. A summary of the components and scoring for the first task

EVALUATION TABLE (FOR THE EVALUATOR)				
Component	**Criteria**	**Range**	**Score**	**Total**
T1A. Organizational Structure	Effective use of knowledge, concepts, and theories	0-5		0-15
	Linking the case with the knowledge	0-9		
	Structure and clarity	0-1		
T1B. Organizational Culture	Effective use of knowledge, concepts, and theories	0-5		0-15
	Linking the case with the knowledge	0-9		
	Structure and clarity	0-1		
T1C. Strategy - structure link and drivers of change	Effective use of knowledge, concepts, and theories	0-4		0-10
	Linking the case with the knowledge	0-6		
			TOTAL:	0-40

Table 4. Components of task 1 and how they should be evaluated (with examples)

Component	Key and examples	Max. Score
T1A. Organizational Structure Is the structure of the organization described using the key elements of organizational structure (p.505) (at least 4 of them) for the before and after the change? Is the given information supported by examples from the case?	A successful response should start with introducing the theoretical ground and briefly defining the concepts/elements of the organizational structure. This can be done one by one by linking each element with the case or first explaining the concepts and then starting with the case. As long as it is coherent, students may first explain the relevant parts of the case and then link them with the theory as well. The links should be clear and supported by examples. For instance: "Job specialization refers to the extent that the jobs are divided into small and narrow tasks. The employee in the case complains about boring and simple tasks in the current situation and contrasts it with how things used to be much more colorful with a wider array of responsibilities. Built on this, we may suggest that jobs were less specialized before the change, but in the current, there is a high level of job specialization" Note: This example includes only one element, there should be at least four of them described in the same structure. A brief reminder of the key elements for the evaluator: Job specialization, centralization, formalization, departmentalization, chain of command, span of control, and boundary spanning.	**15**
T1B. Organizational Culture Is the organizational culture (before and after the change) described using the relevant model (competing values model p. 541) by briefly defining the model and providing examples from the case?	The response should explain the competing values model (it is the best-fitting model for this case, still, if it makes sense and explain the case properly, other frameworks can also be used). The organizational culture before and after the change should be linked and defined by using the model. For instance: The competing values model of culture defines four organizational cultures defined by internal vs external focus and stability vs. flexibility orientation. According to the model, an adhocracy culture is characterized by its emphasis on personal development, participation, innovation, autonomy, and flexibility. On the other side, a hierarchy culture is shaped by high formalization, a rigid chain of command, the significance of titles and positions, and stability. The organizational culture described by the employee in the case demonstrates a transformation from an adhocracy culture to a hierarchy culture. For the situation before the change, the case describes a culture of adhocracy encouraging making mistakes for creativity and learning, emphasizing effectiveness over efficiency, and flexibility and autonomy. We can see this in the mottos such as "fail early, learn early" or "creativity for the best". This culture was replaced by a hierarchy culture shaped by efficiency and "no mistakes" orientation, rigid rules, close supervision, and the significance of titles. Employee stating that the deviations from the standard are not welcomed or stability and routine replacing creativity and personal development are some examples of this change.	**15**

T1C. Strategy - structure link and drivers of change Does the response include an overreaching structure definition (organic vs. mechanic, p.522) linked with organizational strategy (innovation vs. cost minimization p.523)? Responses should discuss the strategy-structure link (p.523) based on organic vs. mechanic structures and how they relate to cost minimization and innovation strategies. Responses should also include a discussion about possible changes in the business environment that may have led to such transformation. This last part can be built of some hints given in the case but also should combine some information that is not directly given in the case but included in the course and course materials (p.524-525).	Keywords for the evaluator: transformation from organic to mechanic structure (and from a culture of adhocracy to hierarchy) linked to an organizational strategy change from innovation to cost minimization. And some drivers for change can be listed as enlarged company size, less fluctuation in customer expectations, and more stability in the market. For example: Given that the current situation of the organization is characterized by high job specialization, centralization, formalization, and rigid departmentalization, it demonstrates a mechanic structure. The structure before the change was less formalized, and more decentralized, with cross-functional teams and softer department boundaries, and wider job definitions. Thus, it used to depict a more organic structure. This transformation of structure may be driven by a change in the organizational strategy which can be a result of changes in the work environment. The case mentions a change from an innovation strategy to a cost-minimization strategy. An orientation to produce the best with creativity and innovation was replaced with cost-cutting and defect-preventing efficiency emphasis. The changing size of the organization (from a start-up to a growing company) and various possible changes in the work environment can be listed as antecedents of such transformation. For instance, a larger structure may require more formalization. In addition, the complexity and volatility of the environment may have changed. The work environment may have transformed into a more predictable, stable, and simple construct from a fluctuating, rapidly changing and dynamic structure allowing less room for mistakes and necessitating cost minimization over innovation.	**10**

Task 2 – (selective task)

T2-) Describe the personality of the employee by using (and explaining) <u>the big five</u> personality taxonomy and giving <u>examples from the case</u>. Person-job fit refers to the compatibility between the employee and the job regarding the match between the characteristics of the job and the person. Person-organization fit is about the consonance and harmony between the organizational attributes and personal aspects. In light of these definitions, discuss person-job fit and person-organization fit considering the personality of the employee and the characteristics of the job and the culture and structure of the organization. Discuss which personality aspects would better suit the current requirements of the job and the organization and provide recommendations for selection.

Table 5. Components of task 2 and how they should be evaluated (with examples)

Component	Key and examples	Max. Score
T2A. Description of the personality Does the response describe the personality of the employee using the big five personality dimensions (at least 4 of them) (p.140) with examples from the case? The response also should include a brief definition of the dimensions and the model.	A good response should first briefly define each dimension (together or one by one) and continue with a description of the personality of the employee on the dimension supported by examples from the case. For instance: Conscientiousness refers to being organized, on time, and having a tendency to like and obey rules. The employee states her perception of herself as not being tidy, organized, and punctual. Also, various parts of the case show that she does not like the routine and regulations. Built on this information we can suggest that the employee has a low level of conscientiousness. Keywords: Big five – conscientiousness, openness (or openness to experience), emotional stability (or neuroticism), extraversion, agreeableness. The case exemplifies a profile with high openness and extraversion and low levels for the rest of the dimensions.	**15**
T2B. Discussion of job and organization fit Does the response discuss the fit between the personality of the employee and the characteristics of the job and organization using the relevant concepts (from the book) and examples from the case? Does the response also include insights about a better-fitting personality profile with the current aspects of the job and the organization?	The job in its current aspects demonstrates a high need for conscientiousness as it requires sensitivity to rules and regulations, and follow of rigid deadlines. The organization is structured with high formalization and hierarchy culture. These characteristics necessitate employees to be organized, punctual, and with high concern for rules and regulations, thus a high level of conscientiousness. (This pattern should be supported by examples from the case and continue with other dimensions). The employee shows a personality profile characterized by low levels of conscientiousness, agreeableness, emotional stability, and high levels of extraversion and openness to experience. This does not fit the aspects of the job, especially regarding the need for high conscientiousness, agreeableness, emotional stability, and no support for extraversion and openness to experience. Keywords: what organization and job requires is high conscientiousness, low neuroticism, high agreeableness, low openness, and low extroversion in its current state. But this does not align with the personality of the employee (see the above component).	**15**

Task 3 – (selective task)

T3-) Evaluate the current job design by using (and explaining) the job characteristics theory and giving examples from the case. Discuss solutions to provide a more motivating job design.

Table 6. Components of task 3 and how they should be evaluated (with examples)

Component	Key and examples	Max. Score
T3A. Evaluation of the current job design Is the current job design explained using the components of job characteristics theory (p.287-288) (at least 4 of them)? Are the characteristics well explained? Is the given information supported by examples from the case?	Autonomy refers to the degree that a job design allows freedom for employees to make their own choices and use their methods independently without being dictated to do things in a predetermined way. The case reports that the employee feels like a robot that does everything under close supervision and without freedom in the current job design. Thus, we may say that the employee experience a lack of autonomy. (Note: this is only one element, there should be at least four of them described in the same structure). Keywords: JCT- skill variety, task significance, feedback, task identity, autonomy	**15**
T3B. Discussion of a more motivating job design Does the response explain how can the organization design jobs in a more satisfying way (including ways to modify the characteristics, p.289)? A good response should provide examples to link the components of the theory and the needs and motivation of the employee.	According to job characteristics theory, higher levels of job identity, skill variety, task significance, feedback, and autonomy lead to a more motivating job. In the given case, the employee complains about a lack of task significance, skill variety, feedback, and autonomy. For instance, the employee states that she does not feel that she contributes to anything and she doesn't have information about why she does what she does. These show that she feels low levels of job significance. (Note: other examples for the characteristics should be given). The organization can engage in job rotation and job enrichment to increase these components. A job rotation allows the employee to use a wider array of skills as it provides a higher number of required skills. A job rotation could help the employee not to lose his/her skills and have a more colorful and fun job. Keywords: job rotation, job enrichment, empowerment, job enlargement (it is not required to use all these concepts but at least two should be used)	**15**

T4-) How did the <u>leadership style</u> of the manager of the employee change? Discuss the change in the leadership style using (and explaining) <u>relevant contemporary leadership theories</u> and <u>examples from the case</u>. Relate the described leadership styles with the requirements of organizational strategy, structure, and culture before and after the change.

Table 7. Components of task 4 and how they should be evaluated (with examples)

Component	**Key and examples**	**Max. Score**
T4A. Description and discussion of the leadership style before and after the change Are the current and previous leadership styles of the manager explained in accordance with the concepts of the course and by giving examples from the case? Are the leadership styles well-defined?	The leadership style that the employee describes in her previous work order demonstrates a transformational leadership style. Spending time and effort on employee's development and encouraging learning and creativity (intellectual stimulation), providing individual support (individualized consideration), and employee looking up to the manager (idealized influence) are some of the aspects described in the case that are matching with transformational leadership style. In the current state, the leadership style demonstrates a more transactional structure. A leadership behavior of taking action only when employees deviate from the standards refers to management by Exception (active). (Note: The leadership styles described in the case are built on transactional and transformational leadership, still if the response can present a valid and rational link with other leadership styles, we can consider them too). Keywords: transformational leadership – transactional leadership. They don't need to use all subdimensions but some dimensions should be used to link with the case. For instance, management by Exception (active) on one side, and individual consideration, inspiration and stimulation on the other side can be mentioned.	**15**
T4B. Discussion of the leadership styles and organizational requirements Does the response discuss how different organizational structures, strategies, and cultures may define different understandings of effective leadership and requirements for leadership behavior?	A good answer should contrast the previous organic (lower levels of formalization, centralization, and job specialization) structure, adhocracy culture, and innovation strategy of the firm with the current mechanic, hierarchy culture, and cost minimization strategy together with how these aspects may require different leadership styles and behaviors. For instance, a more controlling, rule and standards-oriented leadership style focusing on zero mistakes can be a better match with the latter while a creativity-oriented, stimulating leader encouraging risk-taking would be a better fit for the former.	**15**

T5-) Evaluate the needs of the employee by using (and explaining) McClelland's theory of needs and by giving examples from the case. Discuss how incentives and motivation tools can be better designed following these needs.

Table 8. Components of task 5 and how they should be evaluated (with examples)

Component	Key and examples	Max. Score
T5A. Evaluation of the needs of the employee Are the needs (of employee) described and explained using McClelland's theory of needs and by giving examples from the case?	The theory should be briefly explained by also defining each three needs. Examples from the case should be matched with each need and the need profile of the employee should be stated. For instance: Need for affiliation refers to the need for being loved and respected by others and having good social ties and friendships with others. The employee states that the friendship and love of her teammates are very valuable to her as she wouldn't like to risk them by being a manager. This shows that she has a high need for affiliation. Keywords: need for affiliation, need for power, need for achievement	**15**
T5B. Discussion of the motivation tools per employee needs Does the response discuss how the needs of the employee and the incentives offered by the organization fit (or not fit)? Are recommendations for a better fit provided?	A good response should discuss the mismatch between the needs of the employee and how and what motivation tools are used. And add how these could better match for a more motivating job. For instance: the employee has low levels of managerial needs but the company relies on a managerial position to motivate her. She has a high need for affiliation and achievement but the company does not provide any incentives for those. The organization should design incentives per the needs of the employee. For example, they may provide more flexibility and team-oriented work or structured feedback to allow the employee to feel achievement and success.	**15**

T6-) Discuss the motivation process of the employee by using (and explaining) the <u>expectancy theory.</u> In which relationship (step) does the employee have a problem? How does the organization misdiagnose her motivation processes (according to the expectancy theory)? What would you recommend to the organization to have the right actions and exploit the expectancy theory better?

Table 9. Components of task 6 and how they should be evaluated (with examples)

Component	**Key and examples**	**Max. Score**
T6A. Description of the problem and the steps (links) of the theory Is the problem regarding the motivation of employee defined using the expectancy theory of motivation (p.264) and by giving examples from the case?	The theory should be briefly explained by also defining each three links. The problem should be analyzed and clarified under the steps of the theory. Then, how the organization perceives the problem should be discussed under the theory. For example, the employee doesn't feel motivated because the incentives organizations offer are not valued by her. She does not attach importance to having a managerial role but the organization insists to use promotion as an incentive. The problem exists in the valence step (the rewards–personal goals relationship). Keywords: effort to performance link (expectancy), performance to reward link (instrumentality) and rewards to personal goals link (value).	**15**
T6B. Discussion of the organizational efforts and the motivation process of employee Are the efforts of the organization (for motivation) analyzed under the expectancy theory? Are recommendations for a better match provided?	A good response should discuss the actions taken by the organization for motivation and the mismatch between the motivation process of the employee. This should be followed by how the organization should better handle the case. For instance: Organization takes actions such as training, which can be an effective solution if the problem would be between effort and performance relationship. But the employee already has the skills (as she had performed better than the targets before and taken the same training several times). Instead, the problem regarding motivation is between the rewards–personal goals. The organization should provide incentives matching the goals of the employee.	**15**