

| YEAR | TRIPOS | PAPER NO. & TITLE | NAME OF AUTHOR |
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| 2009 | Engineering Tripos Part IIA | 3E6 Organizational Behaviour and Change | Dr Kate Kenny |

1. a) Describe the social and historical context in which Taylor developed his methods of Scientific Management [30%]

- Context: 19th century large-scale industry on the East coast of USA. Immigrant workers.
- Taylor's position in the factory
- Natural 'soldiering' was occurring – laziness and unwillingness to work
- Systematic 'soldiering' – obstruction of work to gain greater pay (rational action by the workers)
- Taylor's issue: the worker had control of the labour process
- (Optional) Taylor's Pig-Iron Experiment was carried out to test an alternative to these issues.

b) List and briefly describe the principles of Scientific Management [20%]

- A science for each element of work
- Scientific selection and training of workers
- Co-operation between managers and workers
- Division of responsibility between managers and workers
- Financial incentives

Students should demonstrate that they have a grasp of each principle in their description of it. Better students will illustrate with examples.

c)

Scientific Management has been critiqued as a way to organize work. Discuss these critiques [30%]

- Negative impacts on workers' lives:
 - Deskilling
 - Alienation
- It led to resistance and strikes
- Senior managers were also resistant as power was delegated to the planners, rather than senior members or owners of the organization
- Efficiency is not necessarily effective. Certain activities are not best suited to this way of working.

Better students will illustrate answers with examples, and perhaps also list key theorists, engaged in these critiques.

In the 2009 exam, many students also drew on the theories from other parts of the course, for example, noting that advances in Human Relations theory, shows us the extent to which Scientific Management does not address the human side of the worker.

d)

What have been the long term effects of Scientific Management for the organization of work? [20%]

- It was widely, if partially, adopted. Better students should cite examples of where.
- Led to Fordist mass production techniques
- Birth of the 'consumer society'. Students should discuss how mass production leads to price decrease, which leads to widescale demand for goods that were previously held to be 'luxuries'.
- Left an enduring, but problematic, 'engineering' legacy in management thought. Students should refer to other theories of management (e.g. motivation theories) that adopt an engineering legacy. Better students will discuss this in more depth.

Question 2

a)

Why has the issue of emotion emerged as important for organization theory in recent years? [30%]

- Emotion was always there in workplaces, but its importance has only recently been recognised in organization theory
- This has emerged with an increased focus on organizational culture as important (and the importance of the employee's sense of self for successful organizations)
- Feminisation of management in recent years, including an emphasis on female traits in the workforce (we have discussed Harvard Business Review's call for such moves, in class)
- Front line staff are the 'eyes and ears of the organisation'. Organisations are increasingly competing on service, Customer loyalty and Referral business. Emotional labour is a recognized part of this kind of service provision.

Better students will illustrate with 'real life' examples of this kind of work. Better students will cite key theorists for particular points.

b)

What is emotional labour? [20%]

Official definition: Emotional labour "Requires one to induce or suppress feeling in order to sustain the outward countenance that produces the proper state of mind in others" (Hochschild, 1983).

Students are rewarded for approximating this definition. Better students will refer to Hochschild.

The key points to communicate in this answer are that emotional labour involves:

- Direct contact
- Producing an appropriate emotional state in others.

c) Describe features of this type of work [30%]

- Types of Emotional Labour include: Integrative, Differentiating and Masking. Students should describe these as they were covered in lectures

- Emotional labour often involves a gender dimension: females or feminized jobs. There is often a strong identification with women's work and role of the mother
- Sometimes we see the use of sexuality to produce desired emotional state
- EL invariably involves acting: Surface acting: focuses directly on one's outward behaviour/ Deep acting: focuses directly on one's inner feelings
- The level of emotional labour required often depends on a) the type of encounter: Complex or simple? Or b) the purpose: Fun/serious or functional? And c) the duration: Short or long?

Again, better students will cite examples of this kind of work.

d) What are the problems inherent to emotional labour? [30%]

- Subject to control by management: the employee leaves herself vulnerable to control, in that deep emotional labour requires a large investment in the workplace
- Emotional dissonance: This arises when there is conflict between emotions genuinely felt and emotions to be displayed... 'I'm smiling, but I don't like you....' It can lead to stress and burn-out. Examples that students will likely cite include airhostess work, service work and similar front-line activities.

Question 3

a) Describe why, since the early 1980's, we have seen a rise in popularity of Contemporary Management Theories (CMTs), such as those we discussed in lectures [25%]

- Rise of gurus and management consultants
- Japanese economic success in the 70s/ 80s tempted managers to try and copy these
- Increased pressure to justify strategies, for the benefit of shareholders who feel at a distance from the firm
- Rise of consumerism means that there is increasing need to innovate in order to differentiate one's goods and services. Managers are increasingly seeking inspiration. Insecurity and isomorphism lead to Management fads and fashions

b) Name and describe two Contemporary Management Theories [40%]

Choose two of the following and discuss each of the constructs. Students should make at least two reasonable comments about each construct. Better students will illustrate each theory well, with relevant examples:

Pascale & Athos: The Seven S's

- Strategy
- Structure
- Systems
- Style
- Staff
- Skills
- Superordinate goals

Cite example of a firm adopting this

Peters & Waterman: In Search of Excellence

- Bias for action
- Close to the customer
- Autonomy and entrepreneurship
- Productivity through people
- Hands-on, value-driven
- Stick to the knitting
- Simple form, lean staff
- Loose-tight properties

Total Quality Management

Key principles:

- Zero defects
- Democratic and participative workgroups
- Conformity to customer needs
- Continuous improvement

- Creates system of customer relations within the organisation

Cite example of a firm adopting this

Hammer & Champy: Business Process Engineering

- Focus on processes rather than functions
- “Don’t automate, obliterate”
- Heavy reliance on IT
- Downsizing

Cite example of a firm adopting this

c) What are the problems associated with CMT? [35%]

- Lack of theoretical complexity
- Lack of supporting evidence
- Lack of consideration of other variables
- High failure rate
- Short-term
- Public sector issues
- Lack of commitment from sceptical staff
- Cycle of hope, adoption, disillusionment, what now?
- Lack of control groups when the theories were ‘developed’

Better students will describe and illustrate the problems with particular CMTs (citing examples of the theories and instances of use).

Question 4

a) To understand change we need to understand power. Discuss the ‘four faces’ of power. For each ‘face’, outline the limitations of this view. Illustrate your answer with examples. [40%]

1. Power as coercion: Getting someone to do something that he or she would not otherwise have done. See Dahl (1957). Features:

- A has power over B
- Power is causal
- Power is episodic
- Power is situational
- Power can be linked to social position

Some limitations of this view.

- This kind of power is only observable via overt acts? Is it a sufficient account?
- Power functions in the broader system: not just position-based
- What about unintended consequences of, for example, A acting on B?

Students should illustrate their answer with examples, both of the power face and of the limitations.

2. Power as Manipulation: Shaping which issues are considered important/ irrelevant (Bachrach and Baratz (1962))

Seen as comprising 3 processes:

- Anticipation of results
- Mobilization of bias
- Rule and norm-making
- Manifested in non-decisions

Some limitations of this view.

- Difficult to research/ falsify (non-observable)?
- Focus on individuals (ignores structures, e.g. capitalism)?
- Assumes absence of grievance is the absence of conflict... blinding to other forms of power?

Students should illustrate their answer with examples, both of the power face and of the limitations.

3. Power as Domination: The ability to bring about significant outcomes which will further the interests of the powerful and bear negatively on the interests of those subject to it (Steve Lukes, 1974)

Why are some issues legitimate while others are not even imagined?

- Attention to latent conflict
- Interests are betrayed without those involved actually knowing
- Power lies not in decision making, but in the design of paradigmatic (guiding) frameworks. Example of Technical Rationality as a framework

Some limitations of this view.

- Can ignore divergent interests?
- Can others really know what a person/ group's interests are?
- Downplays the productive aspects of power?

Students should illustrate their answer with examples, both of the power face and of the limitations.

4. Power as Subjectification: Power lies in the constitution of the very person who makes decisions.

- Power lies in how we define ourselves as people and produces the kinds of people we feel we naturally are
- Power lies in a network of forces that hold it (and us) in place, by means of our identities

Some limitations of this view.

- Downplays agency and freedom?
- Obsessed with control?
- No room for emancipation from power?

Students should illustrate their answer with examples, both of the power face and of the limitations.

b) Even the most carefully planned Organizational Change Management initiatives frequently fail. Critically evaluate this statement. [40%]

- Organizational Change Management initiatives are often planned with theories and models that ignore the “human” factor, including sociological, cultural and historical considerations.
- OCM initiatives frequently assume that “OCM is a science of Universal Laws for the Benefit of All”, ignoring the importance of different and specific contexts.
- OCM initiatives frequently assume that even the most complex change plans can be predicted (a scientific, technical rationality being applied to what is essentially a complex human problem)
- There is a ‘bias for change’ in contemporary management thought: more emphasis on change than on the wisdom of staying the same
- OCM theories often see resistance by employees as pathological and something to be dealt with, rather than a sign of a deeper problem that ought to be addressed. Similarly, conflict is often seen as negative, rather than potentially productive and important.