

Grading guidelines HMAN4100, autumn 2025

Information about the exam

Students were given two assignments to choose from (alternative A and alternative B, as shown below). They were instructed to choose only one assignment. There were no upper or lower word number restrictions regarding their answers.

General grading guidelines

Regarding the grading, UiO's grading descriptions can be found here:

<https://www.uio.no/english/studies/examinations/grades/>

Generally, in the context of this exam, the grades will typically contain the following elements:

The grade A («excellent performance») is typically given when the answers are elaborate/thorough. Often, these answers also show examples of independent thinking/reasoning. The student is also able to relate their answers to the assignment. Typically, the grade C («good performance») in this context is given when the questions are answered in a satisfactory way, but when there would have been room for more elaboration (e.g. giving more detailed explanations or providing more examples, or sometimes bringing in more parts of the syllabus). In contrast, the grade B («very good performance») is typically given for answers that are more thorough, and/or show relevant independent thinking. The grade D («satisfactory performance») is given when parts of the answer are relatively short (and are missing some relevant information), or if there are mistakes in parts of the answer, and/or when there is less relevance to the syllabus. The grade E is given when there are mistakes in the answers, and often very limited relevance to the syllabus or course content.

Better grades usually indicate an ability to relate the answers to the exam assignment, while lower grades might reflect less direct relevance, for example if a candidate brings up information that is not really relevant for addressing the exam question (or it is not really clear why it is relevant).

Specifically about alternative A

Discuss how managers in healthcare can use power and influence tactics to influence the behaviour of others.

The topic of power and influence tactics is specifically covered in Yukl's book chapter on the syllabus. The power bases and influence tactics are depicted below:

Power sources

Position power

- Legitimate power
- Reward power
- Coercive power
- Information power
- Ecological power

Personal power

- Referent power
- Expert power

Proactive influence tactics

1. Rational persuasion
2. Inspirational appeals
3. Consultation
4. Collaboration
5. Apprising (personal benefit)
6. Exchange
7. Ingratiation (flattery)
8. Legitimizing tactics
9. Personal appeals
10. Pressure
11. Coalition tactics

It is a strength if the student can provide a framework for discussing the theme of power, for example by referencing the example from Martin and Waring from the second lecture, or other relevant examples which demonstrate how power dynamics might play out within healthcare settings. It would also be relevant to mention the concept of the “professional bureaucracy”.

Students should also discuss how the use of influence strategies could be successful depending on whether the manager appropriate power base is “high” or “low”. Students could also mention that managers might exert influence indirectly. Influence outcomes (commitment, compliance, resistance) are also relevant to mention.

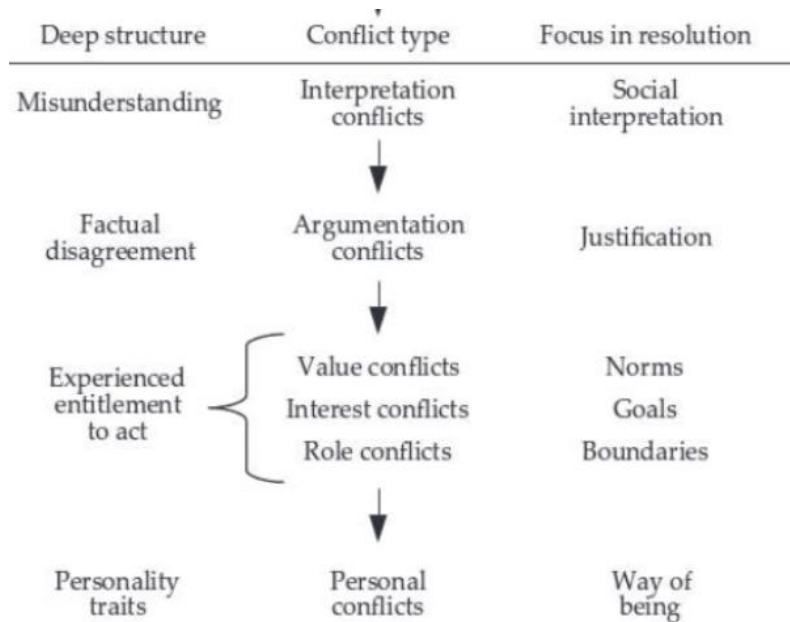
If other theories are incorporated in the answer, the student should make it clear how they relate to the topic of power and influence.

Specifically about alternative B

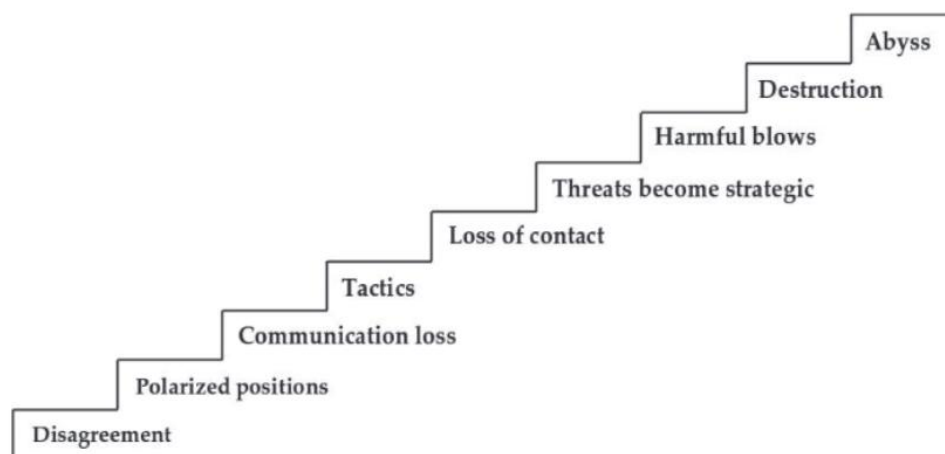
As a manager at your local hospital, you are experiencing conflicts between the healthcare staff and management. Give a short description of the situation. Discuss possible causes of these conflicts, and how you might attempt to solve the situation.

While the main theme is related to conflicts, you can also bring in other themes from the course, if you find it relevant.

The short description provided by the student does not have to be very elaborate, but it should allow the student to discuss different types of conflicts. For this assignment, it is most relevant to draw on Nordby's conflict types (from the book chapter on the syllabus), as depicted below.



Glasl's conflict ladder is also relevant to mention (depicted below):



If other theories are incorporated in the answer, the student should make it clear how they relate to the conflicts they describe.