Grading guidelines HMAN4100, autumn 2022

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.

Alternative A
Discuss some of the challenges related to management in healthcare. You can relate the challenges to specific fields in healthcare (for example acute care or mental care) or more generally (or you can do both). Use some of the theoretical concepts we have discussed in this course (for example power, professional autonomy, clinical cycles, motivation or other concepts).

Alternative B
As a manager at your local hospital, you are experiencing confrontations between nurses and doctors. Address a potential issue that could arise. How could you use different leadership theories or concepts to solve this issue? For this question, you can consider all of the theories from this course as "leadership theories", because they can all be relevant for leadership. Also, you can use the terms "leadership" and "management" interchangeably.

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). 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.

Better grades 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 assignment A

The students are able to discuss a range of topics related to this assignment. Some examples are already given in the assignment text (for example professional autonomy). There are several challenges that have been presented and discussed in this course, but there is not a "set number of challenges". Management challenges can be understood broadly in this context. In other words, management challenges can both be mentioned on a more individual level, i.e. for individual managers, or more broadly, for example on a governance or macro level. The students can demonstrate independent thinking and analysis by discussing what they see as potential challenges. It is important that the student is able to relate their examples to the assignment. In other words, they should be able to clearly to describe or argue for **why** their examples are challenges in relation to management in healthcare. For example, it is not enough to just describe Yukl's different bases of power. The candidate should in this example argue for why the concept of power (and the different power bases) are relevant when talking about management challenges in healthcare.

The best answers are able to present several relevant challenges, while also arguing specifically for why they are challenges. Some keywords might include: different worlds/mindsets, professional bureaucracy, different key actors/players, governance challenges, historical trends (both in terms of changes in doctors' autonomy, and changing doctor-patient roles). It can be a strength to mention specific challenges in specific sectors

(e.g. mental health, chronic disease and integrated care), but the assignment allows the students to discuss challenges more generally as well.

Specifically about assignment B

Just as with the previous assignment, the students are able to discuss a range of topics. However, they are also expected to describe a specific example regarding confrontations between doctors and nurses (it is ok if the student mentions several examples, although it is only necessary to mention one example). The example does not have to be very elaborate, but is should allow the student to discuss some relevant topics from the course (e.g. different mindsets, professional autonomy, power differences etc.) The students are also expected to discuss some possible solutions. There are not necessarily clear right or wrong answers in regard to these solutions, but the student should at least be able to demonstrate the ability to discuss some possible solutions (and argue for why these solutions might be helpful for their example). In terms of relevance, it is important that the student is able to discuss or argue for why the topics the describe are relevant for their example. For example, if a student writes about motivation, they should argue for why they think that this concept is relevant for their example.