

Exam in HMAN4210

No special exam resources are allowed.

Results will be made available **within three weeks**, see the board at the Department of Health Management and Health Economics, Forskningsveien 3A. The results will also be posted on StudentWeb.

The Written Exam consists of **x pages** including this one.

Remember to write down your candidate number so this is easily accessible when the results become available.

The best of luck!

Spring 2025

Examination paper HMAN 4210

Either assignment 1 or assignment 2 are to be answered. For both assignments, all questions must be answered. The percentage in the parenthesis tells you how much weight each question will be given in the evaluation.

Assignment 1:

- a) Cialdini has identified several influence mechanisms. Give a brief explanation of all these principles. Then choose three and explain how they can be applied to increase staff support and participation in the implementation of a new quality improvement program in a hospital. (40%)
- b) Describe the main features of complex systems. Then discuss how such complexity can affect change and innovation in health care organizations. (30%).
- c) Explain Porter's five forces, then discuss whether they have any relevance for public hospitals (30%).

Assignment 2:

- a) Describe Aristotle's model of communication. Then discuss its relevance for health care leaders (30%).
- b) Describe expectancy theory and goal- setting theory of motivation. Then discuss the relevance of these for motivating health care personnel. (40%).
- c) Explain the difference between program - oriented and functional organization in health care organization, then discuss the benefits of each. (30%).

Grading Guide for Assignment 1

a)

- Students should briefly describe Cialdini's six principles of influence: reciprocity, commitment & consistency, social proof, authority, liking, scarcity and unity.
- Students must choose three principles and clearly illustrate how each can practically increase staff support and participation in implementing a new quality improvement program in a hospital.
- A good answer includes practical examples and realistic scenarios demonstrating clear understanding of the principles in practice.

b)

- Students should describe the characteristics of complex systems. The main features listed in the book are emergence, non-linearity, richly connected, and dynamic and policy resistance.
- Innovation happens through emergence and serendipity, not planning. Change can be difficult, at least planned change. So, complexity can both be a driver and an obstacle for change and innovation, but we have emphasized that it is a driver of innovation.

c)

- Students should explain Porter's five forces: competitive rivalry, threat of substitutes, buyer power, supplier power, and threat of new entrants.
- Students must discuss the relevance to public hospitals, including evaluating how these forces might be relevant or why the model may have limited application in the public sector.
- A strong answer will include nuanced arguments regarding the suitability of the model, supported by specific examples.

Grading Guide for Assignment 2

a)

- Students should describe Aristotle's communication model, emphasizing ethos (credibility of the communicator), logos (logical argumentation), and pathos (emotional appeal).
- Students must discuss its relevance for healthcare leaders by demonstrating how leaders can effectively apply this model in communication with staff, patients, and stakeholders.
- A good answer includes concrete examples from healthcare leadership. It will also contrast this perspective with modern models that focus on distortion and feedback.

b)

- Students should describe expectancy theory highlighting expectancy, instrumentality, and valence, as well as goal-setting theory (Locke & Latham), emphasizing specific and challenging goals and how they motivate.
- The discussion should clearly demonstrate how these theories can motivate healthcare personnel, with practical examples illustrating their relevance.

- A good answer should also critically reflect on potential limitations in the practical application of these theories, and how the theories can be complementary.

c)

- Students should explain the difference between a program-oriented organizational structure (organized by patient pathways or services) and a functional organizational structure (organized by professions and functions).
- Students must discuss the advantages of both structures, the main trade-off is between scale advantages and efficiency and integration and patient-centred care.
- A strong response provides clear healthcare examples, demonstrating understanding of how structural choices influence organizational functioning and performance.