

# Syllabus

for course at first level

**Organization II**  
**Organisation II**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE2203
<b>Valid from:</b>	Spring 2014
<b>Date of approval:</b>	2013-12-02
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

The syllabus is decided on by the Educational Committee of the School of Business, Stockholm University, 2013-12-02.

## Prerequisites and special admittance requirements

Completed 15 HE credit points from Business Administration I, or the equivalent.

## Course structure

Examination code	Name	Higher Education Credits
2202	Organisation II	7.5

## Course content

Organisation II aims to advance the knowledge the students acquired in Organisation I, give students an understanding of the conditions for strategic management in organisations, and provide the basic skills on how to use theory to analyse empirical data.

The course provides an introduction to four different perspectives on organisations: the classical perspective, the processual perspective, the evolutionary perspective, and the systemic perspective. The course uses these perspectives to provide insight into how organisations are strategically managed and why organisations are, in some respects, prevented from being strategically managed.

In addition, the course demonstrates how business theory can be used as a basis for analysis of practical strategic management and organisation. In other words, with the help of a comprehensive case description, the course provides a practical foundation for organisation theory.

## Learning outcomes

Intended Learning Outcomes

The overall aim of the course is to advance the students' theoretical knowledge of organisation and strategic management. Upon completion of the course, students are expected to be able to:

Knowledge and understanding

1. Demonstrate extensive knowledge of a defined business problem and how this problem relates to various subdisciplines;
2. Understand the conditions for conscious strategic management of organisations;
3. Understand the limitations of different organisational theories, i.e. which aspects of practice they help us illustrate and understand, and which aspects of practice fall outside the scope of these theories;

#### Skills and abilities

4. Analyse concrete organisational and management issues within organisations;
5. Present and convey the results of both individual assignments and group assignments in a manner that meets the scholarly requirements and customary standards of academic writing;

#### Judgement and approach

6. Critically reflect upon organisation theory and different aspects of the practical function of organisations.

#### Education

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload (model: 40 hours per week equivalent to 1,5 ECTS) is allocated as follows:

Teacher-led lectures: 16 hours

Teacher-led seminars: 9 hours

Groupwork: 30 hours

Self-studies: 142 hours

Assessment: 3 hours

Total workload: 200 hours equivalent to 7,5 ECTS.

The language of instruction is Swedish.

#### Forms of examination

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains the following weighted assessment tasks.

1. Individual final examination: assesses intended learning outcomes 1, 2, 3, 4, 5, 6; constitutes 70% of total course points.
2. Assessment task 2, group work and seminars: assesses intended learning outcomes 2, 3, 4, 5, 6; constitutes 30% of total course points.

#### Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E. Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0-100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59;

Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0-100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all weighted assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

Assessment task 1 is assessed on a 100-point scale.

Assessment task 2 is assessed on a 100-point scale in three intervals:

- Pass with distinction: 80% = 100 points.
- Pass: 50% = 50 points.
- Weak: 50% = 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can be taken twice: 1) during the course's first scheduled occasion; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) at the course's second, scheduled occasion. All other assessment tasks are offered once during the course.

A passing grade (A-E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45-49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Re-registration implies that:

- first-time registered students have priority access to the course's group registration;
- the final assessment task can be re-assessed without attendance at any of the course's other learning activities and without points from the course's other assessment tasks accredited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade upon the request of a student.

Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;

- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

#### A (Excellent)

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

#### B (Very Good)

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

#### C (Good)

The student demonstrates ability to discuss the content, tasks and complex issues dealt with in the course from several well-developed but mainly independent perspectives.

#### D (Satisfactory)

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

#### E (Sufficient)

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

#### Fx (Fail)

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

#### F (Fail)

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

#### **Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

#### **Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

#### **Required reading**

##### Required Reading

- Whittington, Richard (2002). Vad är strategi - och spelar den någon roll? Malmö: Liber.
- Björnelid, Richard (2012) SAS: om konsten att sänka ett flygbolag, Bokförlaget Atlas.
- Jensen, Tommy & Sandström Johan (2012) Organisation och ansvar. Om hur organisatoriska processer hindrar ansvarstagande. Malmö: Liber.

- Bryman, Alan & Bell, Emma (2005) Företagsekonomiska forskningsmetoder. Malmö: Liber.
- Hegelund, Signe (2007): Akademisk argumentation. Att skriva uppsatser. Malmö: Liber.
- Mattson, Pia & Örtenblad, Anders (2008): Smått och gott - om vetenskapliga rapporter och referensteknik. Lund: Studentlitteratur.
- A selection of academic articles (updated each semester, see the study guide).