



APPLIES TO ACADEMIC YEAR 2012/2013

## **MAN 3017/3018/3019/3020 Scandinavian Leadership: The Scandinavian Leadership Model as a Competitive Advantage**

### **Programme**

Final Master of Management Program, Master of Management Program

### **Responsible for the course**

Tor Grenness, Eli Moen

### **Department**

Department of Communication - Culture and Languages

### **Term**

According to study plan

### **ECTS Credits**

30

### **Language of instruction**

Norwegian

### **Introduction**

The globalized knowledge economy has challenged traditional forms of management and organizations. The program's primary learning outcome is therefore to provide fundamental understanding of the central characteristics of new ways of organizing enterprises, this including knowledge of creative and project-based companies and public organizations, the new role of workers, cooperating in teams and different forms of networks. In addition it will provide knowledge of what competencies are needed for continual value creation and development of competitive skills as well as more effective problem-solving in both private and public enterprises.

The central focus of the program will be the Scandinavian way of managing organizations. The Scandinavian countries have adapted to the globalized economy surprisingly well. Among others, Stephen Covey (Professor and author of the management book, "The seven Habits of Highly Effective People) has stated that "the Scandinavian management model is tailor-made to lead the 21 century's knowledge workers." International awareness of the Scandinavian Model resulted in the World Economic Forum inviting Prime Minister Jens Stoltenberg to its annual meeting in 2011 to reply to questions concerning how Norway meets the challenges of the global financial crisis.

Despite differences among the Nordic countries, the most recent research shows that in one area the Nordic countries have developed a striking similarity, and that concerns the internal organization and management of both public and private enterprises. In this area the Nordic countries stand out from the rest of Europe. The Scandinavian Management Model is being used by more and more observers to describe a common approach to managerial and organizational behavior.

Because the program has its point of departure in the assumption that (good) management is dependent on context, both institutional and cultural conditions in the Scandinavian management model will be looked into. Cases and concrete examples of how Scandinavian enterprises have tackled new challenges will be used. The question concerning to what extent the Scandinavian management model would function outside of Scandinavia will also be addressed.

### **Learning outcome**

The program's primary learning outcome is to give students insight into and knowledge of different forms of organizing and managing with special focus on organization and management in the global economy. Because the program has its point of departure in a fundamental assumption that different forms of organizing and managing should be seen in the context of contextual and cultural factors, providing knowledge and understanding of how and why social, institutional and cultural conditions create certain organizational and management forms will also be a learning outcome. Special focus will be put on the Nordic social model and Nordic culture.

### **Cognitive objectives**

This program will provide students knowledge of:

- Culture-based management and organizational behavior
- The Scandinavian management model/interaction between the public and private sectors
- Characteristics of and demands for a globalized, knowledge-based workplace

### **Skills objectives**

Students will moreover be able to:

- Plan/carry out/contribute to creating effectiveness in organizations and consequently value creation
- See the need for and actively contribute to involvement in the form of participation by a broad range of workers
- Bring workers into the process through dialogue, cooperation and delegation

#### **Behavioral objectives**

- Students will be able to critically reflect on their own role and attitude towards management
- They will be able to see the necessity of continual adaptation, of taking on new roles and tasks and of maintaining a positive attitude to this
- They will be secure in their ability to stand for a basic Scandinavian management mentality that includes respect for the individual, focus on equal status and a fundamental belief in involving workers from all levels of the organization.

#### **Prerequisites**

Bachelor degree or equivalent and 4 years of work experience. Please consult our Student regulations.

#### **Compulsory reading**

##### **Books:**

- Andersen, T.M., Holmström, B., Honkapohja, S., Korkman, S., Söderström, H.T. og Vartianen, J.. 2007. The Nordic Model. Embracing globalization and sharing risks. Helsinki: ETLA. kap. 1,2,3,6,7,8., 98 p.
- Barth, D. Moene, K. og Wallerstein, M.. 2003. Likhet under press. Utdfordringer for den skandinaviske fordelingsmodellen. Oslo: Gyldendal Akademisk. 143 p
- Bjerke, B. 2001. Business Leadership and Culture. National Management Styles in the Global Economy - Scandinavian Culture. Cheltenham: Edward Elgar. kap. 8, pp. 197-218
- Boltanski, L. and Chiapello. 2005. The New Spirit of Capitalism. Verso. pp. 1-29
- Byrkjeflot, H. 2003. Nordic Management: From functional socialism to shareholder value? Kap. 1 i B. Czarniawska og G. Sevón (eds.), The Northern Lights. Organization theory in Scandinavia. København: CBP Press. Kap. 1 pp. 17-40
- Chesbrough, Henry. 2006. Open Business Models: how to thrive in the new innovation landscape. Harvard Business School Press
- Creswell, J.D.. 2003. 'Research Design, Qualitative, Quantitative and Mixed Methods Approaches'. 2. ed.. Sage Publications
- Drucker, P.F.. 2000. Management Challenges for the 21st Century. Butterworth Heinemann. kap. 1, pp. 1-41
- Dølvik, J.E., Fløtten, T., Hernes, G., Hippe, J.M. (red.). 2007. Hamskifte: Den norske modellen i endring. Oslo, Gyldendal Akademisk
- Grenness, Tor. 2012. Hvordan kan du vite om noe er sant?. Ny, redigert utgave. Cappelen Damm
- Gustavsen, B., Finne, H. og Oscarsson, B.. 2001. 'Workplace Development and the Road to Social Partnership' - Creating Connectedness. The role of social research in innovation policy. Philadelphia: John Benjamins Publishing Company. pp. 73-84
- Halvorsen, K. og Stjernø, S.. 2008. Work, Oil and Welfare: the welfare state in Norway. Oslo: Universitetsforlaget.
- Herrigel, G.. 2010. Introduction: Manufacturing Possibilities, Creative Action and Industrial Recomposition - Manufacturing Possibilities. Creative Action and Industrial Recomposition in the United States, Germany, and Japan. Oxford: Oxford University Press, pp. .
- Katzenstein, P.. 1985. Small States in World Markets. Industrial Policy in Europe, kap. 2. Flexible Adjustment in the Small European States. Ithaca og London: Cornell University Press,. pp. 39-79.
- Kogut B.. 2004. Introduction: The Internet has Borders, The global internet economy. Cambridge/Ma: MIT Press. pp. 1-41
- Kristensen, P.H. - Lilja, K.. 2011. The Co-evolution of Experimentalist Business Systems and Enabling Welfare States. Nordic Countries in Transition, Nordic Capitalisms and Globalization. New Forms of Economic Organizations and Welfare Institutions. Oxford: Oxford University Press. pp. 1-46
- Morgan, G., Whitley, R. og Moen E.. How National are Business Systems? The Role of States and Complementary Institutions in Standardizing Systems of Economic Coordination and Control at the National level, Changing Capitalisms? Internationalization, Institutional Change, and Systems of Economic Organization. Oxford: Oxford University Press. pp.190-234.
- Røvik, K.A. 2007. Trender og translasjoner. Ideer som former det 21. århundrets organisasjon. Oslo: Universitetsforlaget. Kap 1,2, 4 og 6; 47 s
- Sabel, C.. 2006. A Real Time Revolution in Routines i C. Heckscher and P.S. Adler. The Firm as a Collaborative Community: Reconstructing Trust, in the Knowledge Economy. Oxford: Oxford University Press. pp. 106-156.

Schramm Nielsen, J., Sivesind, K.H. og Lawrence, P. 2004. Management in Scandinavia: culture, context and change, Cheltenham: Edward Elgar, kap 2,7,8, (91 s). Cheltenham: Edward Elgar. kap 2,7,8, (91 s)

#### **Articles:**

Sivesind, K.H. 1995. The indispensable role of culture: explaining different organisations and understandings by comparison of German Norwegian factories. Comparative Social Research 15. 67 p

#### **Journals:**

F. Dobbin, F. og Boychuk, T. 1999. National Employment Systems and Job Autonomy: Why Job Autonomy is High in the Nordic Countries and Low in the United States, Canada and Australia. Organization Studies 20(2). pp. 257-291

Grenness, T. 2003. Scandinavian Managers on Scandinavian Management. International Journal of Value-based Management,. 16: 9-21

### **Recommended reading**

#### **Course outline**

##### **Module 1**

##### **The Nordic model/the Nordic models**

###### Outline

- What is meant by the Nordic model? The partnership of welfare and working life
- Redefining the Nordic model. Experimental corporate structures and organizations: new forms of cooperation.
- Management and organizing in a Scandinavian/Nordic context

##### **Module 2**

##### **Focus on project papers**

###### Outline

- Science and research
- Formal and academic requirements for project papers and Master's theses
- Ethical challenges
- Criteria for success on a paper

##### **Module 3**

##### **Nordic management in a comparative perspective. The Scandinavian Management Model**

###### Outline

- How to understand management/different approaches to management
- Comparative management research
- Nordic management research
- Norwegian research on management
- Is there a Scandinavian/Nordic management model? Similarities and differences in the management forms of the Nordic countries.

##### **Module 4**

##### **The society and the economy in change**

###### Outline

- The globalized economy. New production systems, new management methods and organizations
- Different forms of market economies.

##### **Module 5**

##### **Nordic business conditions and management models in a globalized economy**

###### Outline

- A globalized economy: Opportunities and challenges for Nordic business and management
- Nordic business and management: different answers to new management and corporate structure challenges in the private and public sectors
- The Scandinavian management model's applicability

### **Computer-based tools**

It's Learning

### **Learning process and workload**

The program is comprised of five seminars for a total of 150 hours. Individual counseling will vary somewhat in the different Master's Programs. Personal counseling and general counseling will be provided at the lectures. Generally speaking, students can expect advisory counseling and not evaluative counseling. Time devoted to counseling is estimated at one hour per student in the Master's Program as a normal program. For students taking the Master's Program as their final program, the time allotted for

counseling is three hours.

### **Learning framework**

The seminars are primarily comprised of lectures. Of significant importance, however, will be the promotion of engagement in the students through discussion and debate related to the different topics and through work with cases and group assignments.

A project paper in this program will be based on an individually chosen topic. The paper counts for 60% of the total grade for the course. The paper will show that the student is capable of presenting an individually chosen approach to a problem through the use of relevant literature (theory). There is no requirement for the collection of individually acquired empirical data as part of the work put into the project paper. For those who nonetheless choose to do this, the choice of an appropriate research method will be an additional criterion of the evaluation.

For students who choose this program as their final Master of Management program, the project paper will be written individually and will count for 80% of the final grade.

The third module will be devoted in its entirety to work on the project paper, but time will also be allocated to planning and work on the paper during the first two modules. A counselor for individual counseling will also be arranged once students have chosen their topics.

### **Learning process and workload**

In accordance with ECTS norms, one study point is the equivalent of one working week, which is defined as between 25 and 30 working hours. 30 study points will consequently result in between 750 and 900 working hours for students. The number of hours includes reading/adapting the literature, working with the project paper, participation in the five modules and exam preparation. The program consists of five modules for a total of 150 hours. Lecturers will be:

Additional guest lecturers will be brought in from the private and public sectors.

### **Examination**

The students are evaluated through a term paper, counting 18 ECTS credits and an individual written exam, counting ECTS 12 credits. Both evaluations must be passed to obtain a certificate for the program. The term paper may be written individually or in groups of maximum three persons.

For students taking this program as the final Master of Management Program the following applies:

The students are evaluated through a term paper, counting 24 ECTS credits and an individual written exam, counting ECTS 6 credits. The term paper may be written individually or in groups of maximum two persons. Both evaluations must be passed to obtain a certificate for the program.

### **Examination code(s)**

MAN 30171 - term paper; accounts for 100 % of the grade to pass the program MAN 3017, 18 credits

MAN 30181 - individual written exam; accounts for 100 % of the grade to pass the program MAN 3018, 12 credits

Both evaluations must be passed to obtain a certificate for the program.

For students taking this program as the final Master of Management Program the following applies:

MAN 30191 - Term paper; accounts for 100 % of the grade to pass the program MAN 3019, 24 credits

MAN 30201 - individual written exam; accounts for 100 % of the grade to pass the program MAN 3020, 6 credits;

Both evaluations must be passed to obtain a certificate for the program.

### **Examination support materials**

None support materials allowed at written exam

### **Re-sit examination**

At the next ordinary exam.

### **Additional information**

