

Course introduction: Industrial organization E0009N

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08:15-09:15

09:15-09:30

09:30-11:00

Agenda

Course overview, Q&A

Fika

Introductory lecture on
industrial organization

I. Course overview

Course content, assessment and expectations



Intended learning outcomes

- a) Describe what an **organization** is, demonstrate knowledge of foundational theories that explain the emergence of organizations, and detail various perspectives on **organizational design**. Argue for why organizational design and management is relevant in the context of engineering.
- b) Outline and contrast different types of physical organizational **structures** and explain the influence of technological development on recent trends in organizational design.
- c) Specify the different attributes of **internal organizational culture** and **external environment** and connect this to their role in organizational design.
- d) Account for **innovation and change** and their impact in how industrial activities are managed
- e) Be able to discuss attributes of **technology-based business models** and the dynamic of value creation, value delivery and value capture in industrial enterprises, including interaction with the value chain.
- f) Identify and name different types of **projects**, stages of a project, project roles, project management perspectives and project management tools
- g) Apply **gender and sustainability** related perspectives on the analysis of industrial enterprises both in writing and in dialogue with others, supported by basic concepts and theories within the area of organizational theory and project management



Do you think organizational studies
are relevant for engineering
students? Discuss with your
neighbor. 3 min

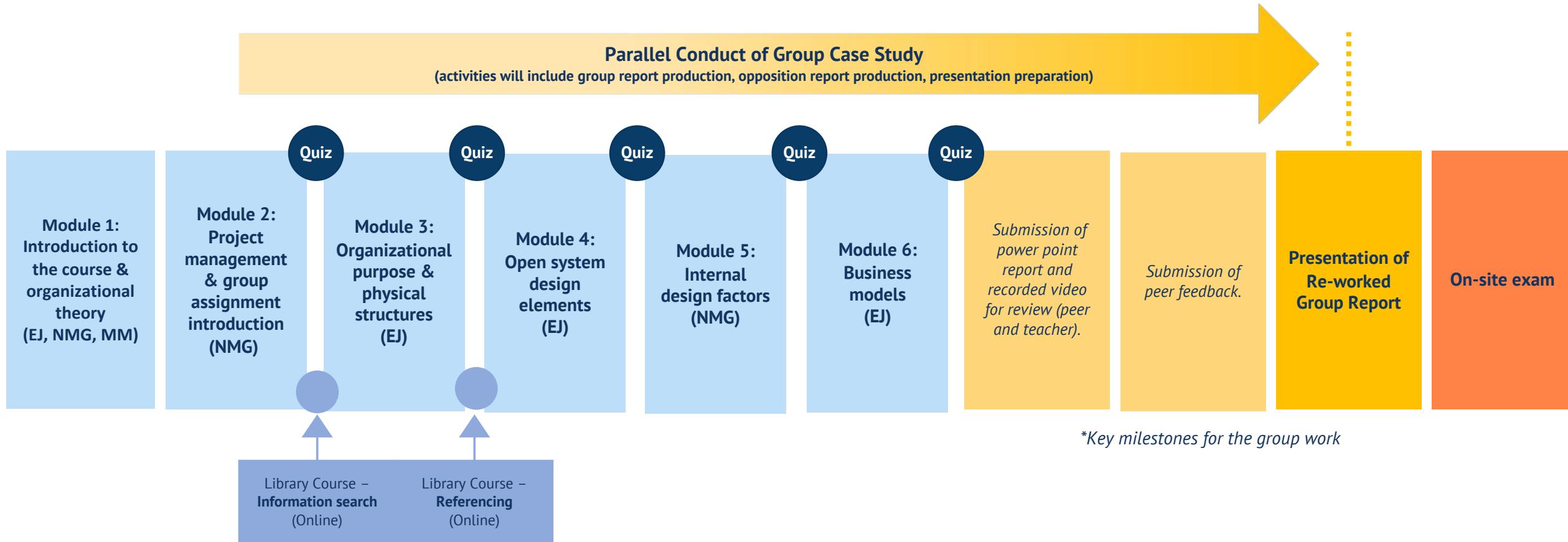


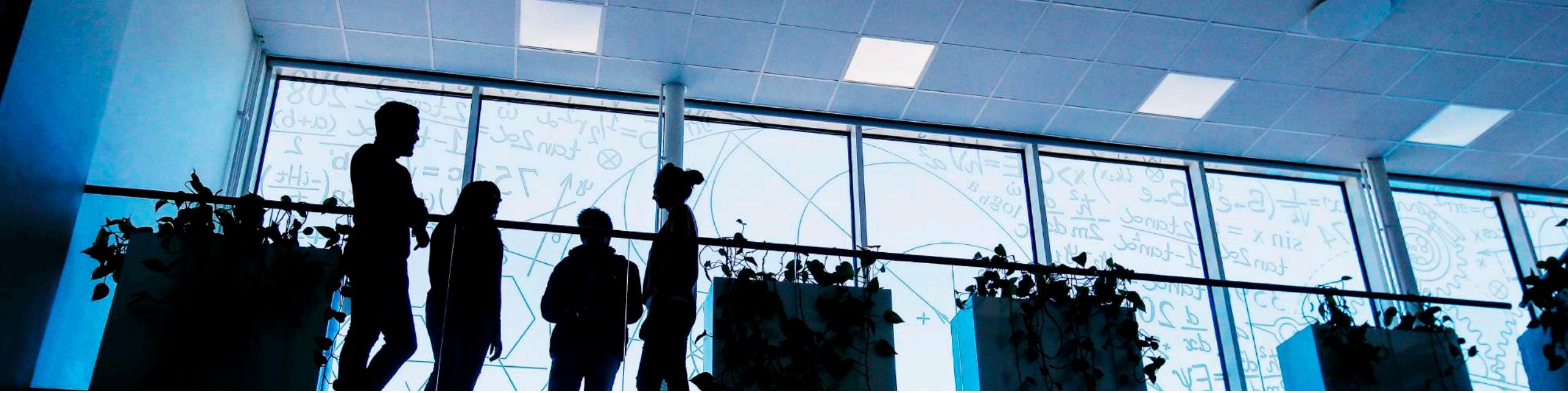
Why should we bother with organizations as engineering students?

This course will provide you with **knowledge and skills** that prepare you for **professional roles in organizations**.

It will help you make better **sense of organizations** and their role in society

Course outline





Two library sessions: Information search & referencing

Participation is mandatory as a part of your **program**.

Not visible in Timeedit – but visible on the schedule
in Canvas (follow canvas please)

The **library will message directly within canvas** with
more information on what is expected.

Class divided in two groups (surname A-M, N-Ö)

Schedule

- See Canvas: “Course Schedule” in Modules
- Not all items are visible on TimeEdit!
- Make sure to spot quiz deadlines on time
- Lectures may be shorter than indicated time, reserving a buffer

Date	Time	Place	Teacher	Activity	Notes
2023-10-31	08:15-11:00	A1547	EJ,NMG,MM	Course Introduction & Lecture Module 1	
2023-11-02	13:00-15:30	E243	NMG	Lecture Module 2	Group assignment is introduced, student groups formed, group work can begin.
2023-11-06	17:00	Canvas	-	Quiz Deadline	See canvas for quiz instructions.
2023-11-07	08:15-09:45	Online	Library Staff	Library Course: Informationssökning Session #1	Mandatory activity. Not visible in TimeEdit - library hosting an online course in searching for information. The class will be divided over the two sessions (i.e. you only need to attend one session). More information to follow in canvas. Students with surnames beginning with the letter A-M attend session #1.
2023-11-07	10:15-11:45	Online	Library Staff	Library Course: Informationssökning Session #2	Students with surnames beginning with the letter N-O attend session #2
2023-11-10	13:00-15:30	E243	EJ	Lecture Module 3	
2023-11-14	17:00	Canvas	-	Quiz Deadline	Mandatory activity. Not visible in TimeEdit - library hosting an online course in searching for information. The class will be divided over the two sessions (i.e. you only need to attend one session). More information to follow in canvas. Students with surnames beginning with the letter A-M attend session #1. Students with surnames beginning with the letter N-O attend session #2
2023-11-14	08:15-09:45	Online	Library Staff	Library Course: Referencing Session #1	
2023-11-14	10:15-11:45	Online	Library Staff	Library Course: Referencing Session #2	Students with surnames beginning with the letter N-O attend session #2
2023-11-17	09:00-11:45	E243	EJ	Lecture Module 4	
2023-11-21	17:00	Canvas	-	Quiz Deadline	
2023-11-24	13:00-15:30	E243	NMG	Lecture Module 5	
2023-11-28	17:00	Canvas	-	Quiz Deadline	
2023-12-01	09:00-11:45	E246	EJ	Lecture Module 6	
2023-12-05	17:00	Canvas	-	Quiz Deadline	
2023-12-06	09:00	Canvas	-	Group Report and recorded presentation – Deadline for submission of working version	See canvas for case study instructions.
2023-12-08	17:00	Canvas	-	Deadline for submission of Opposition report	See canvas for case study instructions.
2023-12-12	08:15-11:45	Teacher's office (A3206)	EJ	Drop-in hours for discussion of teachers feedback (upon request)	More details will be communicated later. Booking link will be provided day before. 15-min slots.
2023-12-12	14:45-17:00	Teacher's office (A3212)	NMG	Drop-in hours for discussion of teachers feedback (upon request)	More details will be communicated later. Booking link will be provided day before. 15-min slots.

Literature

Daft, Murphy & Willmott (2020).
Organization theory & design.
Cengage learning

Tonnquist, B. (2018). **Project management 4th edition in English.**
Sanoma Utbildning

Both books have been ordered to the library in limited number of copies.





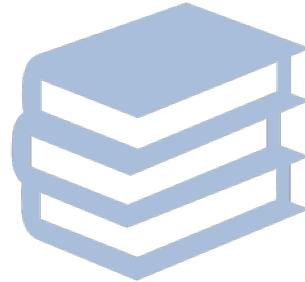
Supplementary articles, cases and videos (see “Home reading” sections on Canvas)

Some of these articles and cases will be marked as **mandatory** for reading

If you aim high with the course, read all the optional material (see links in canvas text too).

Expectations

Independent work 90% time is not scheduled, self-paced work, a lot of discipline



Involved learning course is intensive, participate in discussions, come prepared, finish assignments in time



Inclusive learning environment educational support (Funka), respect for everyone's differences



English minor email communication may be held in Swedish, expectation is that you train professional English



The purpose of lectures

- During lectures we will go through material that is in the books and beyond. That implies that after you look through the books at home, **there will be some repetition.**
- We however still expect you to have **familiarized yourself** with the respective chapters, **so that you can participate in exercises and discussion** during the lecture day. We do not expect thorough read.

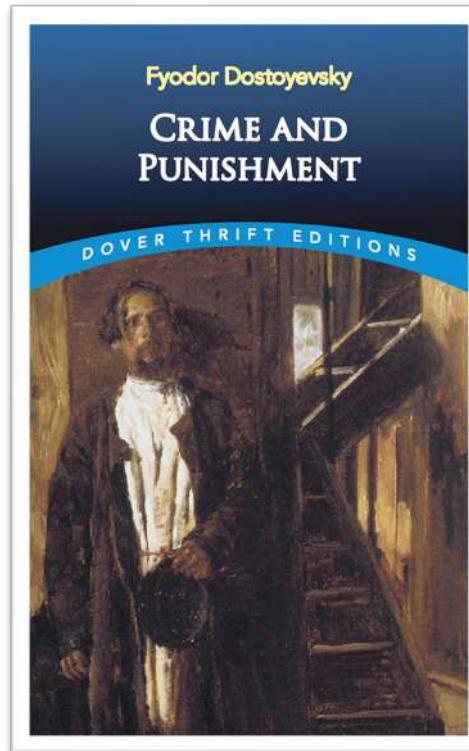




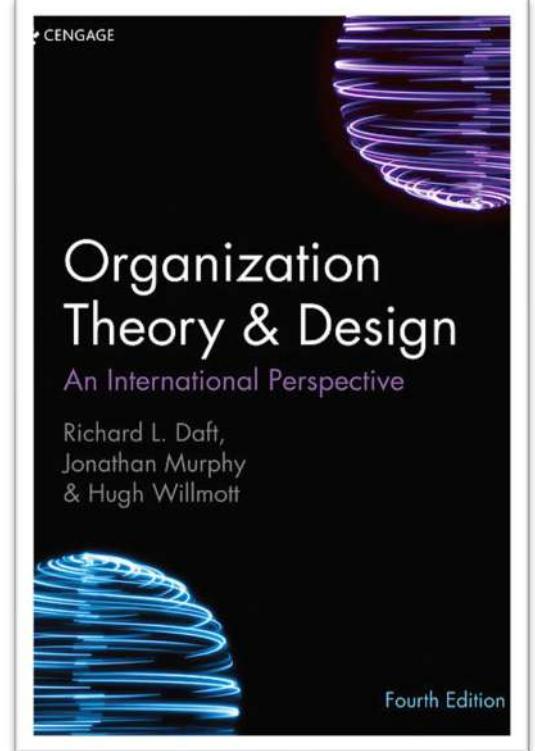
Is there a difference between how
we read academic text and fiction
books? Discuss with your neighbor.
3 min.

How to read academic text?

- Prior to the sessions you will be asked to read chapters from the course book which are quite long.
- The **purpose** of reading before the class is for you to be able to **make better sense** of the lecture, and to **be able to apply knowledge** on classroom exercises and discussions
- We don't read novels the same way we read academic text, from start to finish. Instead, make an **overview of the chapter**: abstract, structure, graphs/frameworks
- **Don't read every word but look through**, focus on highlighted concepts, read in “chunks”
- **Skip repetitive examples** and cases after the chapter
- Read more in detail before the exam and when answering quizzes!



VS.



Assessment



Five multiple choice quizzes

To examine a broad understanding of the course content



Group case study

To examine the ability to work in teams, present orally in English, critically evaluate different sources of information.



On-site exam

To examine a deeper understanding of theoretical concepts, to write effectively in English.

Point allocation

Examination	Point Allocation
Multiple choice	20 out of 100 course points. Passing points 10.
Group case study	40 out of 100 course points. Passing points 26.
On-site exam	40 out of 100 course points. Passing points 24.

U: 0-59, so to pass the whole course - 60 points.

You also need to get a pass within individual assignments!

3: 60-73 points

4: 74-86 points

5: 87-100 points



Multiple choice quizzes

The **online and graded** quizzes of about 15-30 questions.

Total of 5 quizzes.

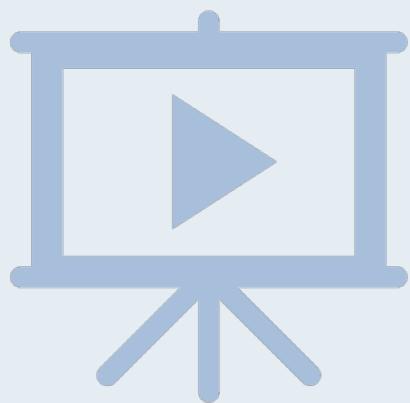
Based on lecture materials and books. **You have access to all the materials.**

Released on Canvas following completion of the related lecture. **2 study days' timeframe.**

2 attempts - the highest score will be used. No time limit.

Mandatory assignment. **But may skip some quizzes without consequences, as long as you get a total of 10 passing points for quizzes.**

Group case study & presentation



Teams of around 4-5 students. **You have to accept the course on canvas to be assigned to a team!**

Conducting an **industrial case analysis** – analysing organizational design of a company. Case of your choice among **provided on Canvas**.

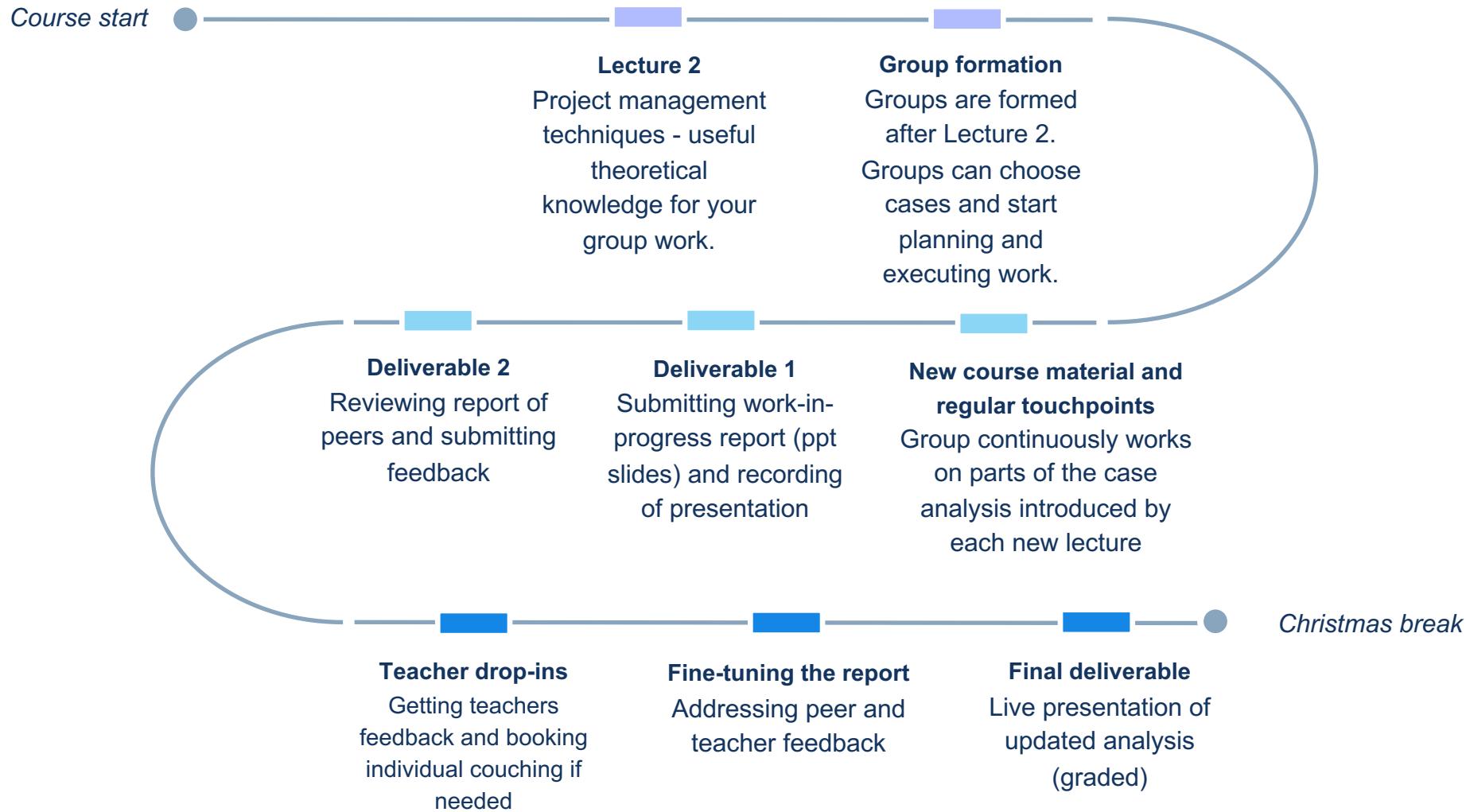
You may choose to ignore cases and come up with your own organization – will not have some material to rely on but you will have flexibility.

Producing **i) ppt report + video recording, ii) preparing an opposition report and iii) live presentation**. Detailed instructions and tips regarding each deliverable are on Canvas.

If you miss it, you will need to produce an individual report. For other scenarios see Canvas.

Very important that you work on this assignment continuously throughout the course! Deadlines get intense at the end.

Group case analysis process



Inbuilt uncertainty

- Case study analysis is meant to stimulate a real-life high-profile job assignment
- You will get an **imperfect company case** (lack of information), tight deadlines, course theory with no black and white answers and teammates that you did not choose
- To succeed – read and engage with material on time, take risk and be creative, build relationships with your peers, manage emotions, use project management tools to guide your work





Final exam

The **on-site assignment** is a **time-constrained examination** of your understanding of the course content

Tests deeper understanding of the course content

Inspera. LTU will add instructions to canvas (“Tentamen” section). Contact LTU regarding borrowing computer.

January 11. **Register through LTU** (contact them about registration period and other logistics)

24 points to pass (even if you collect 60 points from first two assignments)

Final exam: Assessment Criteria

Excellent (5 points)

Builds on “good” by showing **deep and broad understanding of the concepts**, models, and theories in the development of a reflective answer.

Multiple approaches are considered and compared. Elements of originality.

Good (4 points)

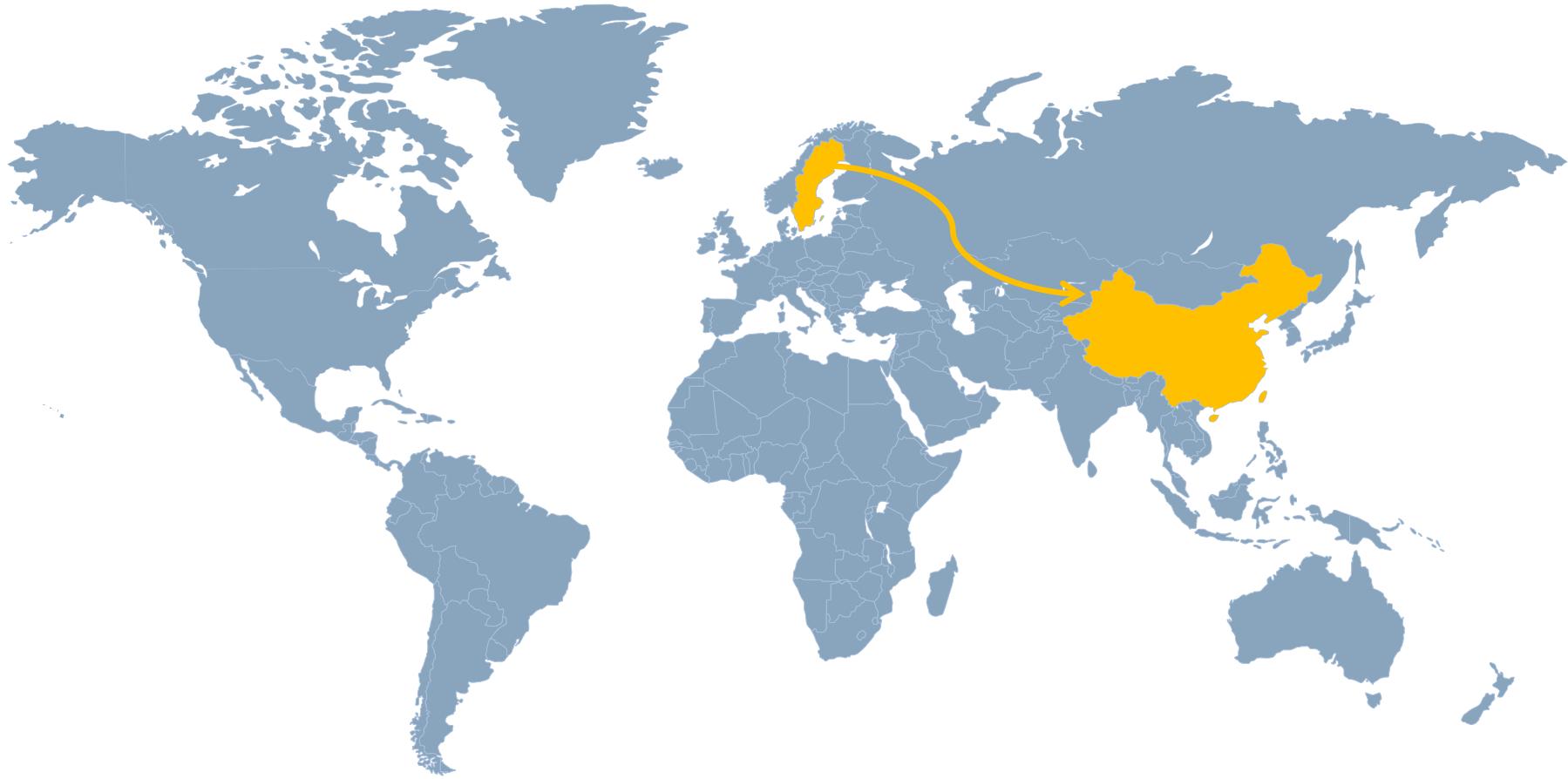
Builds on “fair” by displaying good understanding of the main ideas related to the question. **All concepts/models/theories are applied appropriately. Examples are appropriately used to substantiate claims.**

Fair (3 points)

Builds on “poor” by demonstrating fair ability to explain and discuss concepts related to the question. **There are no major errors of understanding.** However, argumentation could be clearer and/or be better supported by examples.

Poor (0-2 points)

The answer **does not address the question or demonstrate sufficient understanding.** The student may be mentioning concepts inappropriately, **uses irrelevant examples, fails to support the claims** which they make.



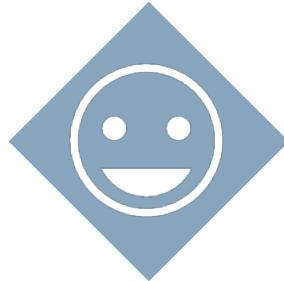
You are planning to travel from Luleå to China. How will you do that and why?

Grading examples. Assuming “take the plane” is most relevant answer.



Excellent

“I will take the plane. Normally, taking a train would be a feasible and a sustainably-friendly option. However, in current circumstances, it is not safe to travel through Russia on train. Therefore, I will take the plane. It is also the most time and cost-effective option (comparing examples as in Good).”



Good

“I will take the plane. It is the fastest way to travel. For example, by train it would take X hours, by car Y hours, while by plane only Z hours.”



Fair

“I will take the plane. It is common knowledge that it is the fastest way to travel.”



Poor

“...”

“I will walk”

“I will take the plane. For example, will take road E30.”

“Taking plane is the best.”

Group case study: Assessment criteria (read carefully on Canvas)

Excellent (40 points)	Good (35 points)	Fair (26 Points)	Poor (0-25 points)
All mandatory AND almost all report recommendations for how to conduct and present the group case study report and analysis have been well satisfied. The group demonstrates a thorough understanding of the case as well as the theoretical tools and concepts that have been applied in the analysis of it. The group likely displays originality in their case analysis. Critical insights are drawn that, for example, demonstrate a solid understanding of the connections between course literature, tools, theories and concepts with the studied case. Engaging delivery of the presentation with clear messaging.	All mandatory AND most of the recommendations for how to conduct and present the group case study report and analysis have been satisfied/followed. Identified/formulated relevant issues/problems, generally insightful and detailed analyses, appropriate use of relevant data/facts, effective application of management concepts and theories, generally logical and feasible, well-structured. This grade typically represents that the group moved beyond simply recounting a presentation of the case and the focal company, to conducting their own analysis of it and drawing their own conclusions. Effective delivery of the presentation and engagement with the audience.	The group case study report, the opposition report, and the recorded group presentation are submitted on time, and meet the mandatory requirements. The quality of analysis could be improved. Less relevant issues/problems are identified/formulated, only somewhat insightful and detailed analyses, insufficient use of relevant data/examples, limited application of theory and tools from the course. This grade typically represents that the group “filled in the blanks” on established concepts and models/theories, without attempting to conduct any of their own analysis. Somewhat effective delivery of the presentation and engagement with the audience.	The group case study report, recorded video, the opposition report, live presentation are either not produced, or submitted on time, or don't meet the mandatory requirements Failure to demonstrate an adequate understanding of the case, theories, and concepts in the group case study report and group case study presentation. Inadequate use of examples. Poor delivery of the group presentation. Lack of co-ordination. Unclear message. Ineffective time management.

What could a pass “look” like?



10/20 Multiple Choice Quiz



26/40 Group Case Study & Presentation
“Fair” = 26



24/40 On-site Exam
Eight questions scoring “fair”: $8 \times 3 = 24$

A winning strategy

1. **Do all the quizzes**, take them seriously - try to maximize these “easiest” points, use them as your **insurance**
2. **Get the basics right**, e.g. keep to the deadlines, submit your opposition for feedback, meet at least the minimum content requirements.
3. **Less words, more meaning** - address the actual questions, apply course theories and concepts appropriately, don’t waffle, and focus less on sharing your opinion – and more on crafting a well-reasoned argument.



- Canvas demonstration
- Q&A - please speak up if you have a question or use **Slido #1791339**



**BREAK
15 MIN**

II. Organization and organizational theory

Module One. Introduction to industrial organization

Intended learning outcomes

- a) Describe what an **organization** is, demonstrate knowledge of foundational theories that explain the emergence of organizations, and detail various perspectives on **organizational design**. Argue for why organizational design and management is relevant in the context of engineering.
- b) Outline and contrast different types of physical organizational **structures** and explain the influence of technological development on recent trends in organizational design.
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- f) Identify and name different types of **projects**, stages of a project, project roles, project management perspectives and project management tools
- g) Apply **gender and sustainability** related perspectives on the analysis of industrial enterprises both in writing and in dialogue with others, supported by basic concepts and theories within the area of organizational theory and project management



What is an organization?
Slido #1791339

What is an organization?



Organizations are (1) social entities that (2) are goal-directed, (3) are designed as deliberately structured and coordinated activity systems, and (4) linked to the external environment. (Daft et al, 2020)

Organizations are artificial – socially constructed, it is people that bring it to life!

Various types large, multinational corporations vs family-owned businesses; for-profit business vs non-profit organizations etc. In this course we will mainly focus on industrial and technological enterprises.

Organizations and society

- Manage resources to achieve desired goals and outcomes
- Engaged in the production of goods and/or services to create value for owners, customers and employees (can include broader stakeholder group)
- Innovation.
- Trigger but also help to resolve ongoing challenges of diversity, ethics etc.



Organizational theory helps to understand and explain “insides” of organizations.

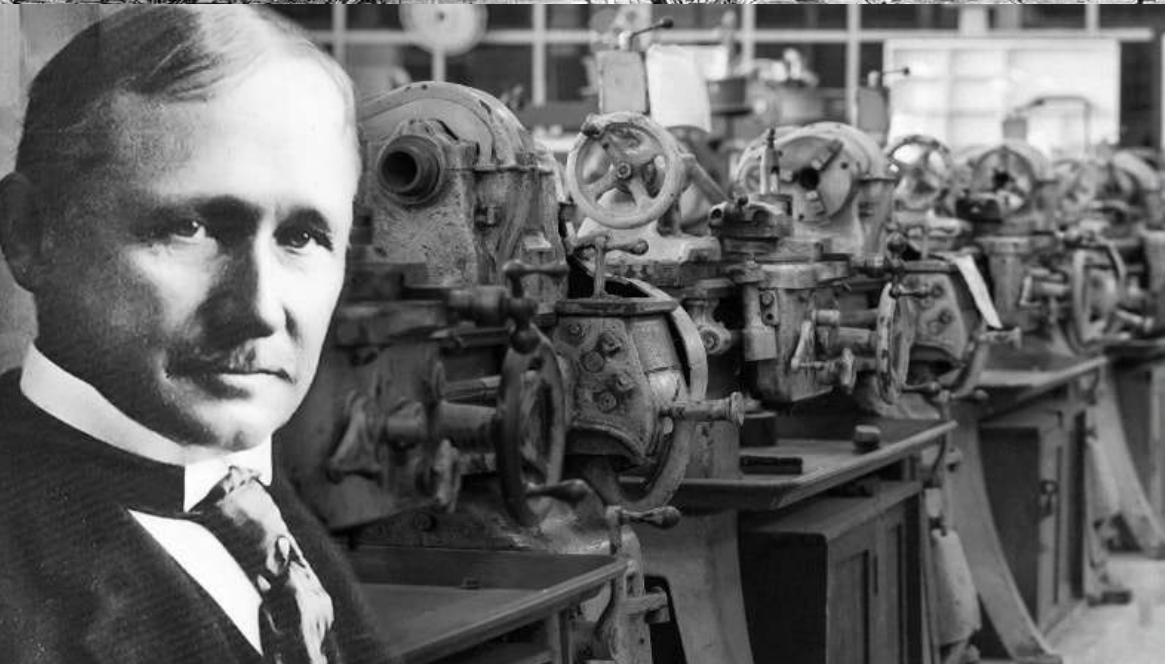
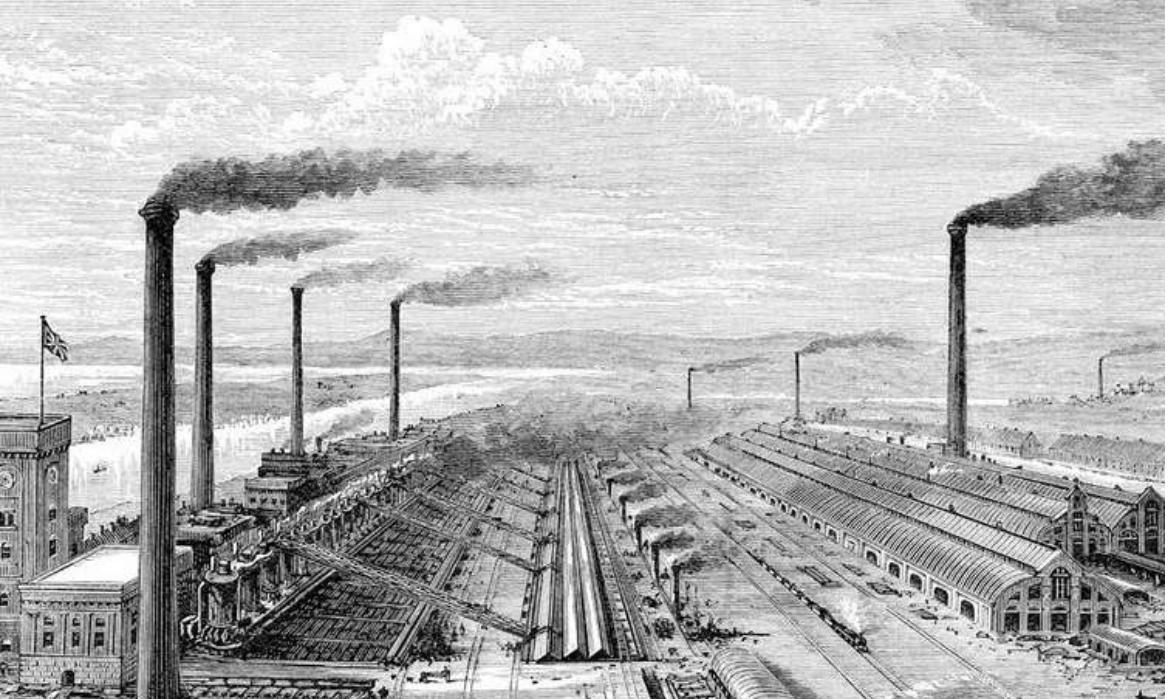
“...**theory** is the answer to queries of why. Theory is about the connections among phenomena, a story about **why acts, events, structure, and thoughts occur**. Theory emphasizes **the nature of causal relationships**, identifying what comes first as well as the timing of such events” (Sutton & Staw, 1995, p. 378)

“**Organizational theory** provides the grounds for management activities in a number of significant areas of business endeavor” (Scott, 1961, p. 8)

“**Organizational theory** is not a collection of facts or an operational manual; it is a **way of thinking about, and informing action** within, organizations” (Daft et al., 2020, p.33)

“**Theory is just a plausible story**” – Dean Shepherd (Entrepreneurship Scholar)





Historical perspectives: Efficiency is everything

- **Industrial revolution:** new sources of energy, technology & transportation, people are moving to urban areas
- 19th century – many new-age capitalist had grown so large that they became difficult to manage and control – how to manage all these people working together?
- **Scientific Management:** pioneered by **Frederick Winslow Taylor (1910s)** – broke down to smallest tasks and calculated how to conduct them more efficiently
- **How to get organized** – administrative principles for managers **Henri Fayol (1841-1925)**
- Contributed to bureaucratic organizations **Max Weber (1864-1920)** – rationalizing business operations and HR (legal authority replaces “inherited” jobs)

A black and white photograph of a large industrial steel mill. In the foreground, there are several tall, dark smokestacks and utility poles with multiple wires. Behind them, the complex structure of the steel plant is visible, featuring large cylindrical blast furnaces with ladders and walkways, and a network of pipes and scaffolding. The sky is overcast.

**The Bethlehem
steel company
experiment – steel
loading
optimization by
380%**







What do you view as a potential
disadvantage of scientific
management?
Slido #1791339

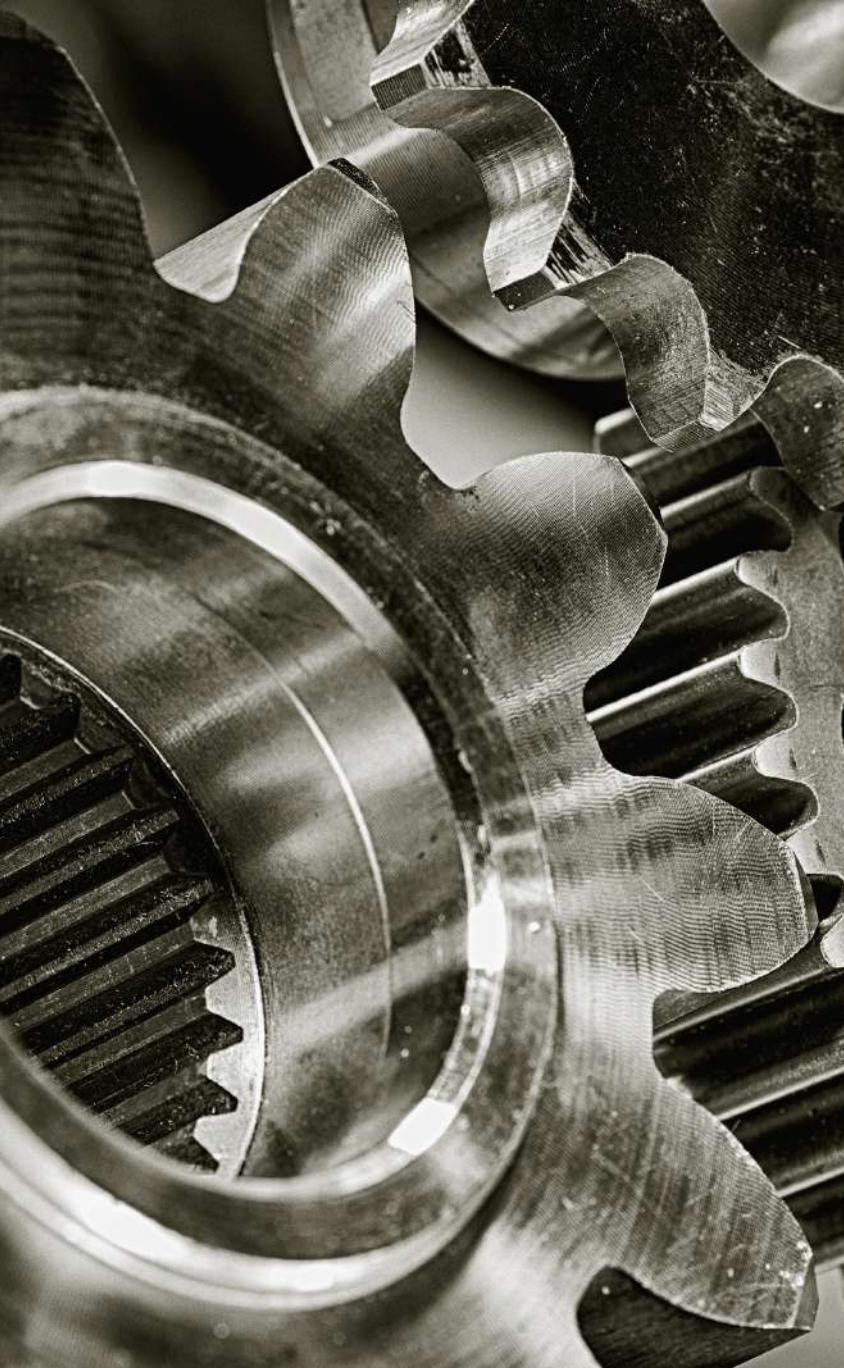
Historical perspectives: What about people?

- **Mary Parker Follett** (1868 - 1933) importance of horizontal structures
- Hawthorne Studies (1920s) **Elton Mayo**
- **Abraham Maslow** (1908-1970) pyramid of needs
 - acknowledging is not enough, need to meet needs too
- **Intrinsic and extrinsic motivation** (Ryan & Deci, 2000) - not only needs, but also boost intrinsic motivation

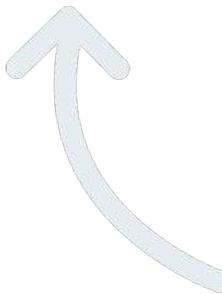




**Hawthorne
Studies (1920s)
Elton Mayo**
**Just
acknowledging
employees
increased
efficiency by 30%**



Organism



Machine



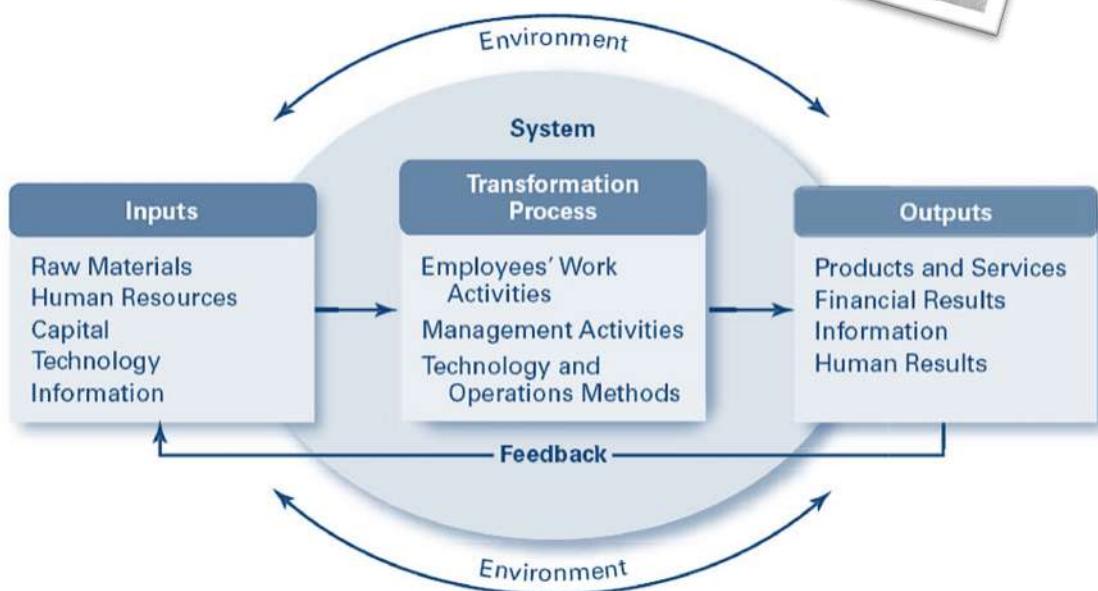


Organism



Machine





Historical perspective: Don't forget the context

- Environment is becoming more dynamic: external shocks and new innovations
- **Katz and Kahn (1966)** – open systems theory
- **Contingency theories:** there must be a ‘goodness of fit’ between ‘structural’ and ‘contextual’ dimensions (1970s). No one best way to organize, but some ways are better than other

Contemporary theories

Chaos Theory suggests that relationships in complex systems are nonlinear and made up of numerous interconnections and divergent choices, cannot plan or control

Learning organization – learn fast and adapt, organizational members are scanning for and solving emergent problems. **Absorptive capacity** (Cohen & Levinthal, 1990)

New forms of organizing: self-managing organizations (Lee & Edmondson, 2017): post-bureaucratic (self-allocation of tasks), democratic, humanistic management (more intrinsic motivation, task division based on interests and strengths)



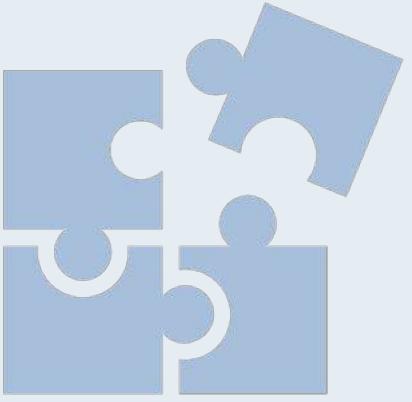
III. Basics of organizational design

Module One. Introduction to industrial organization

To meet its goals, organizations need, amongst other things, to be **accordingly organized or designed** for these goals ...

Organizational design is the deliberate process of configuring structures, processes, reward systems and people practices to create an effective organization capable of achieving the business strategy (Galbraith & Kates, 2007).



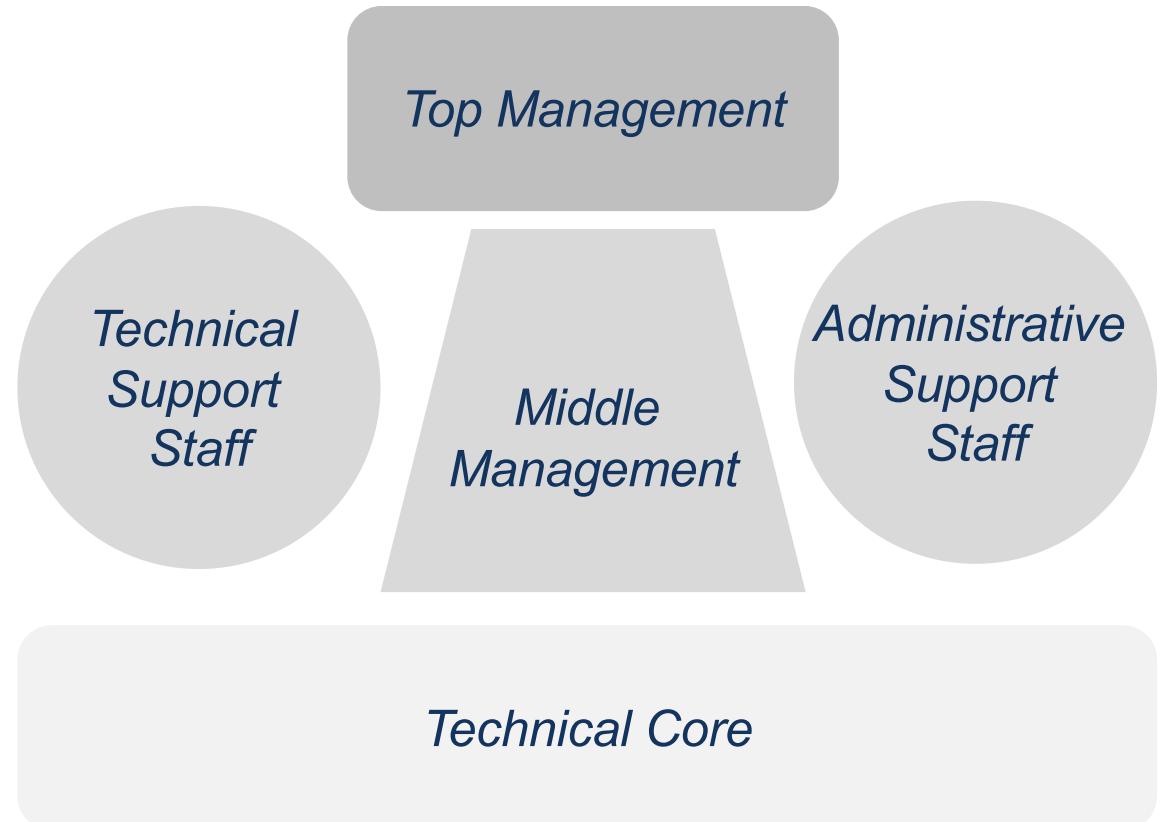


What are the elements of organizational design?

No consensus. Even your course book is inconsistent – we will use Exhibit 3.1 that views it as **structures, information and production technology, culture and HR practices, interorganizational linkages**.

Five key parts of an organization

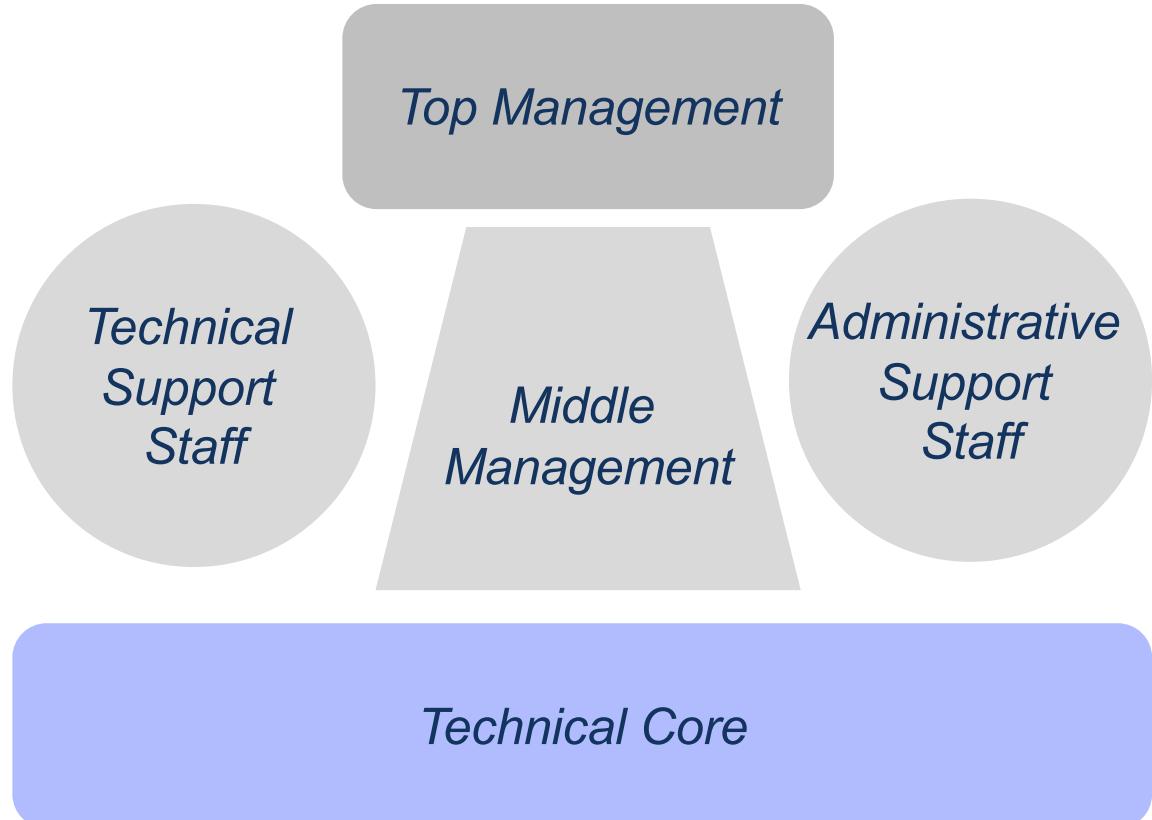
- **Henry Mintzberg –** organizational configuration model
- **5 building blocks**
- Each part has a specific role
- Different organizations give a different weighting to each part



Five key parts of an organization

Technical core

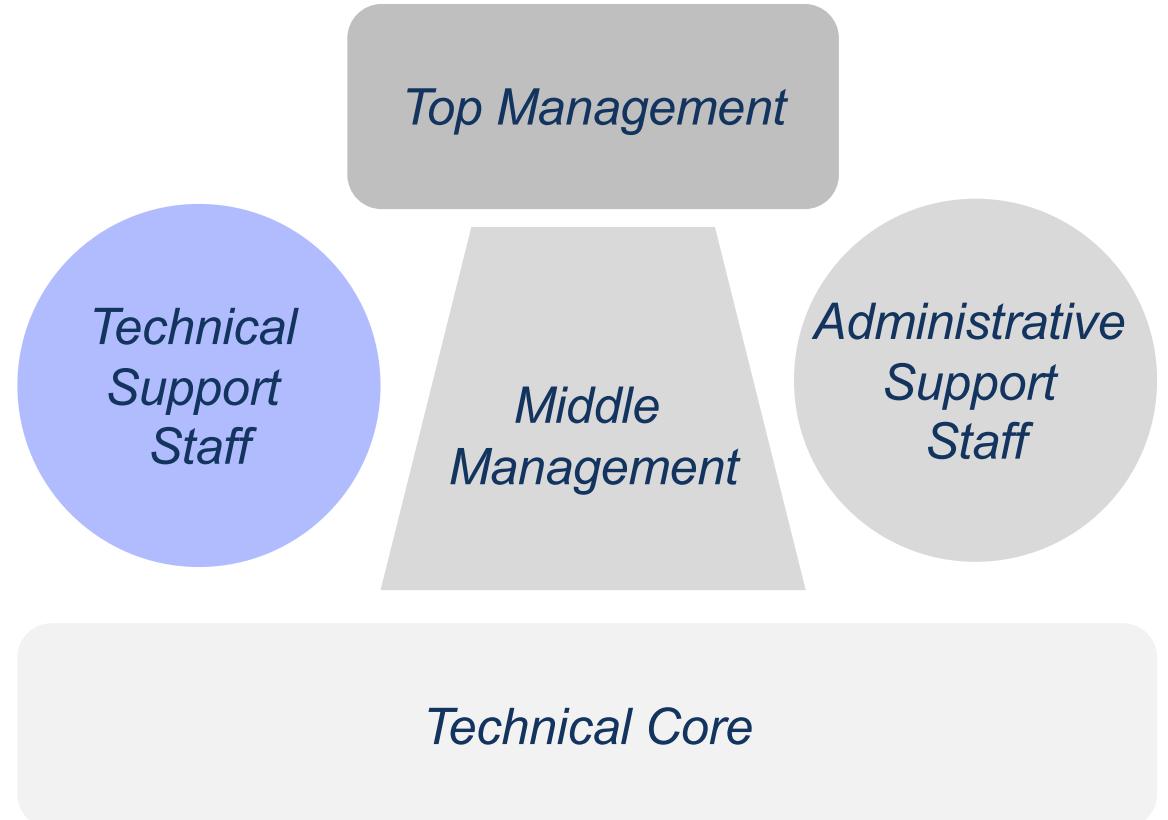
- This is where the main work takes place
- Produces the product or service of the organization
- For example, medical staff in a hospital, or production staff in a factory.



Five key parts of an organization

Technical support staff

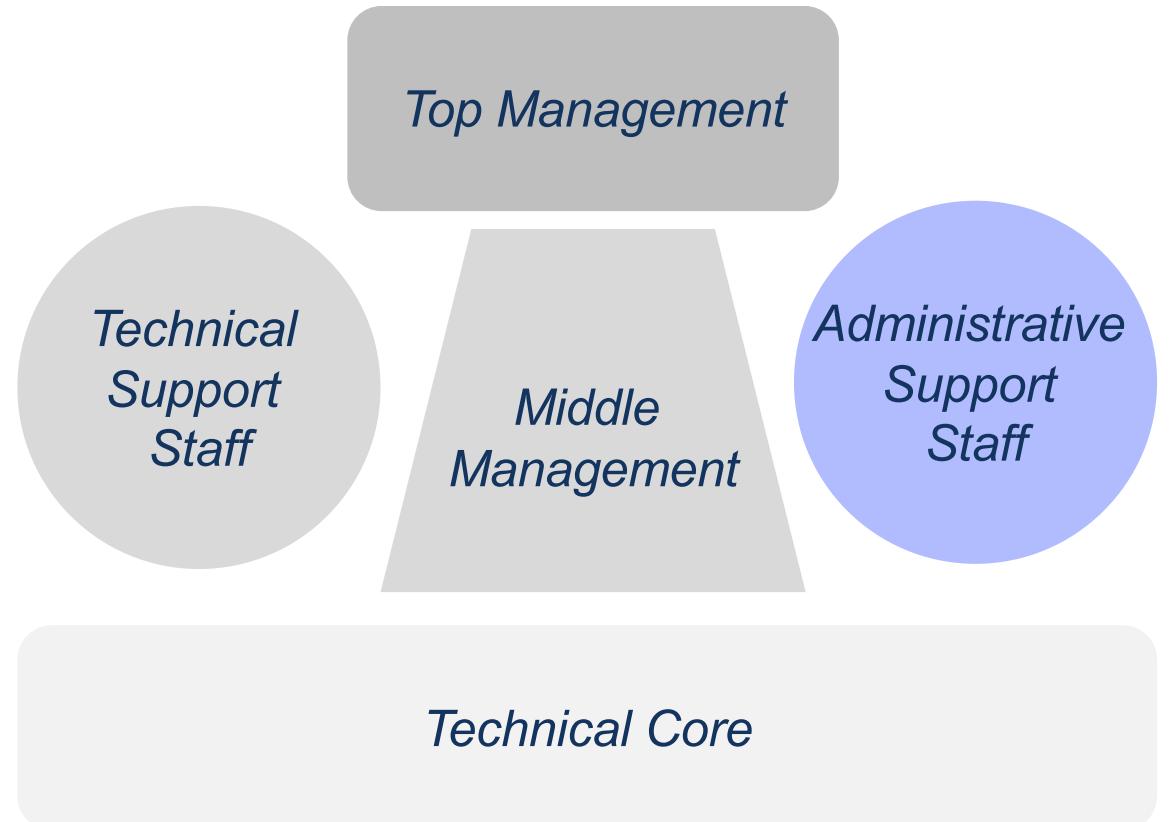
- Perform technical work outside of the technical core
- Quality control, standardisation, developing production technology, research and development departments working on next generation technology



Five key parts of an organization

Administrative support staff

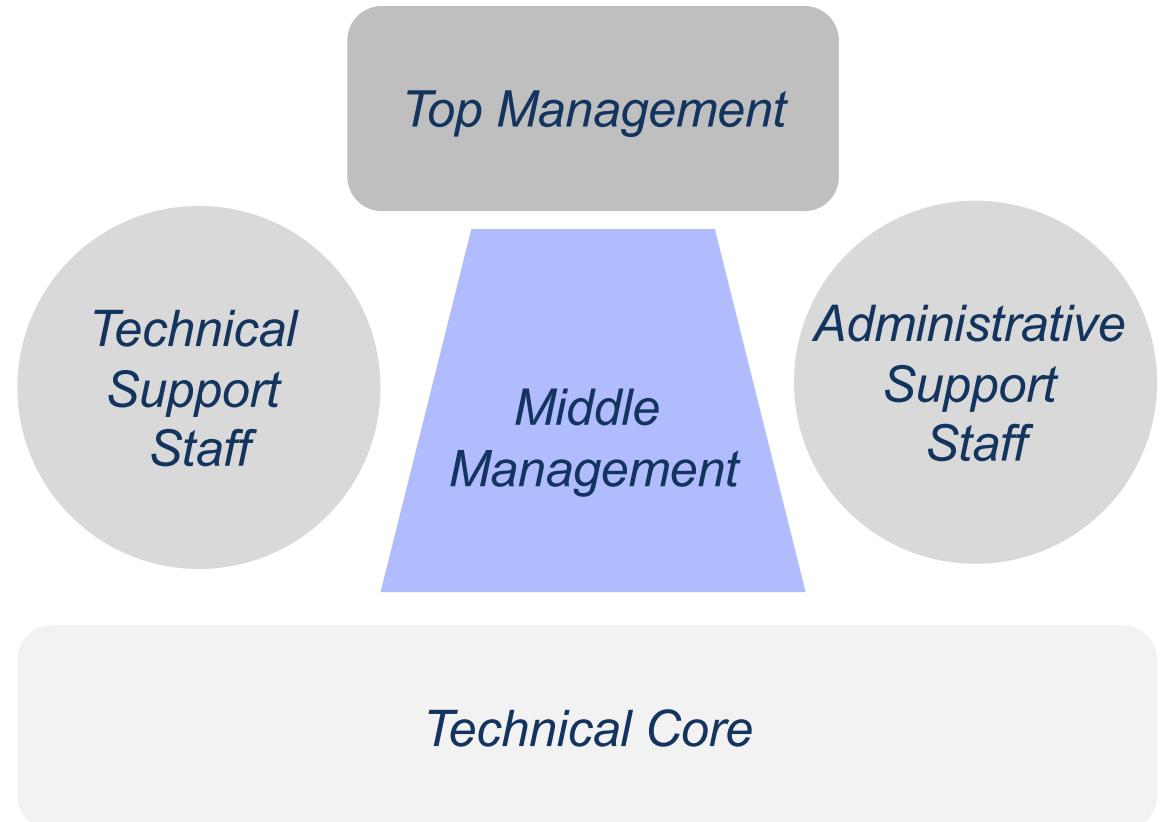
- Support work outside of product and service development
- For example, human resources managing wages, recruitment, facility management, maintenance



Five key parts of an organization

Middle Management

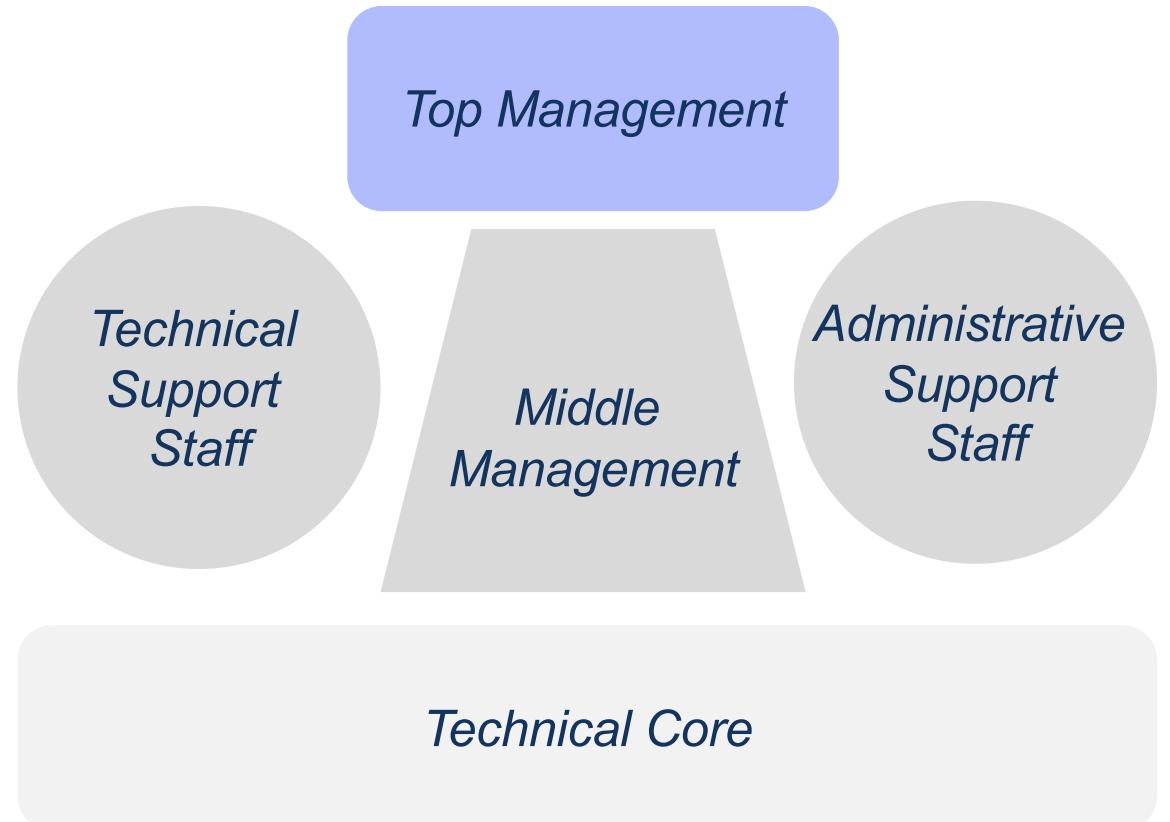
- The formal link between the top and bottom
- Acts as conveyor of information (up and down)
- Implements strategic initiatives



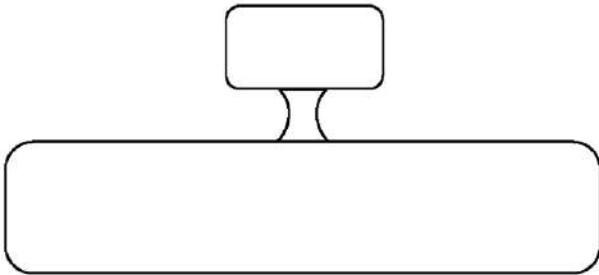
Five key parts of an organization

Top Management

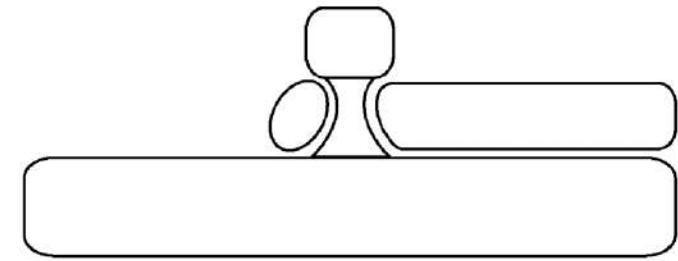
- Responsible for providing direction, strategy, goals, and policies.



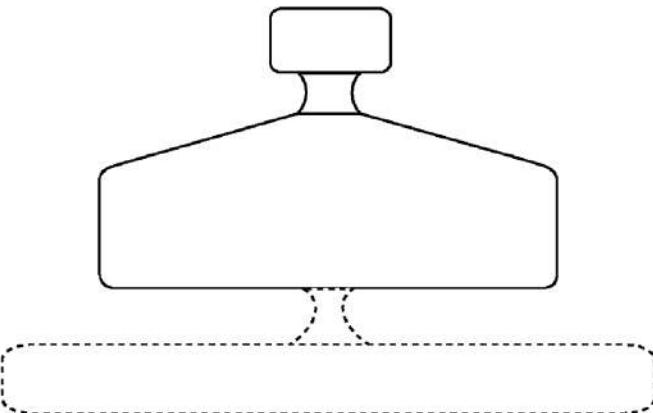
There are different ways to design these configurations (Alvehus & Jensen, 2020)



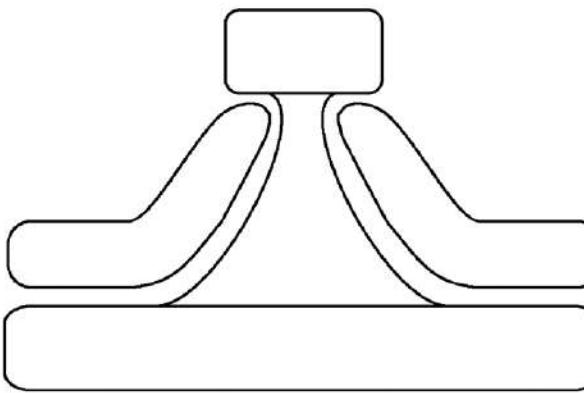
Simple structure



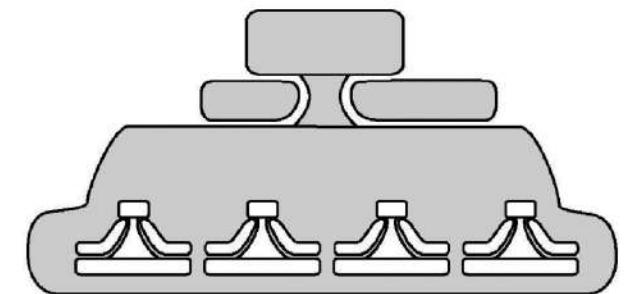
Professional bureaucracy



Adhocracy



Machine bureaucracy



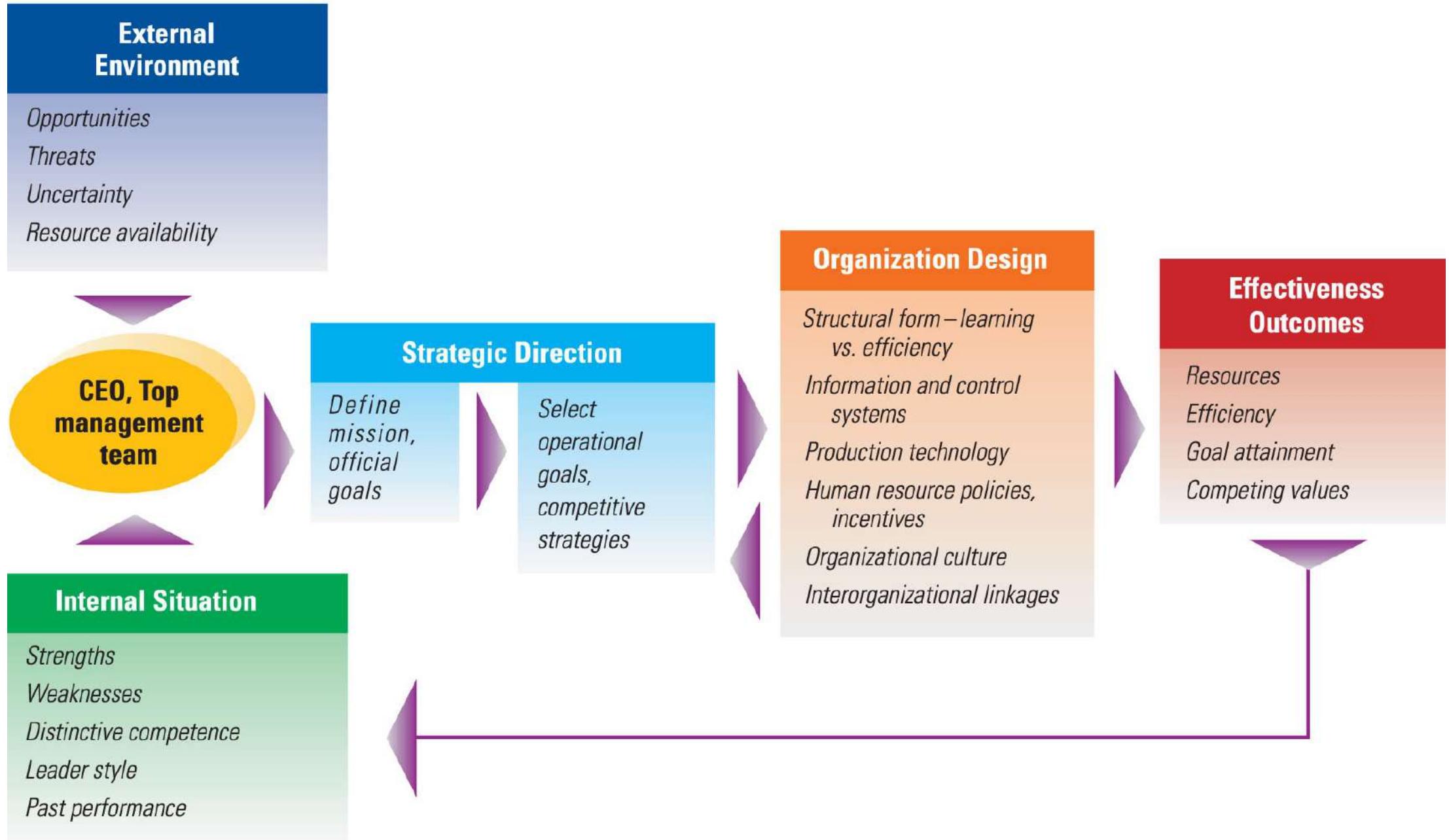
Divisional structure

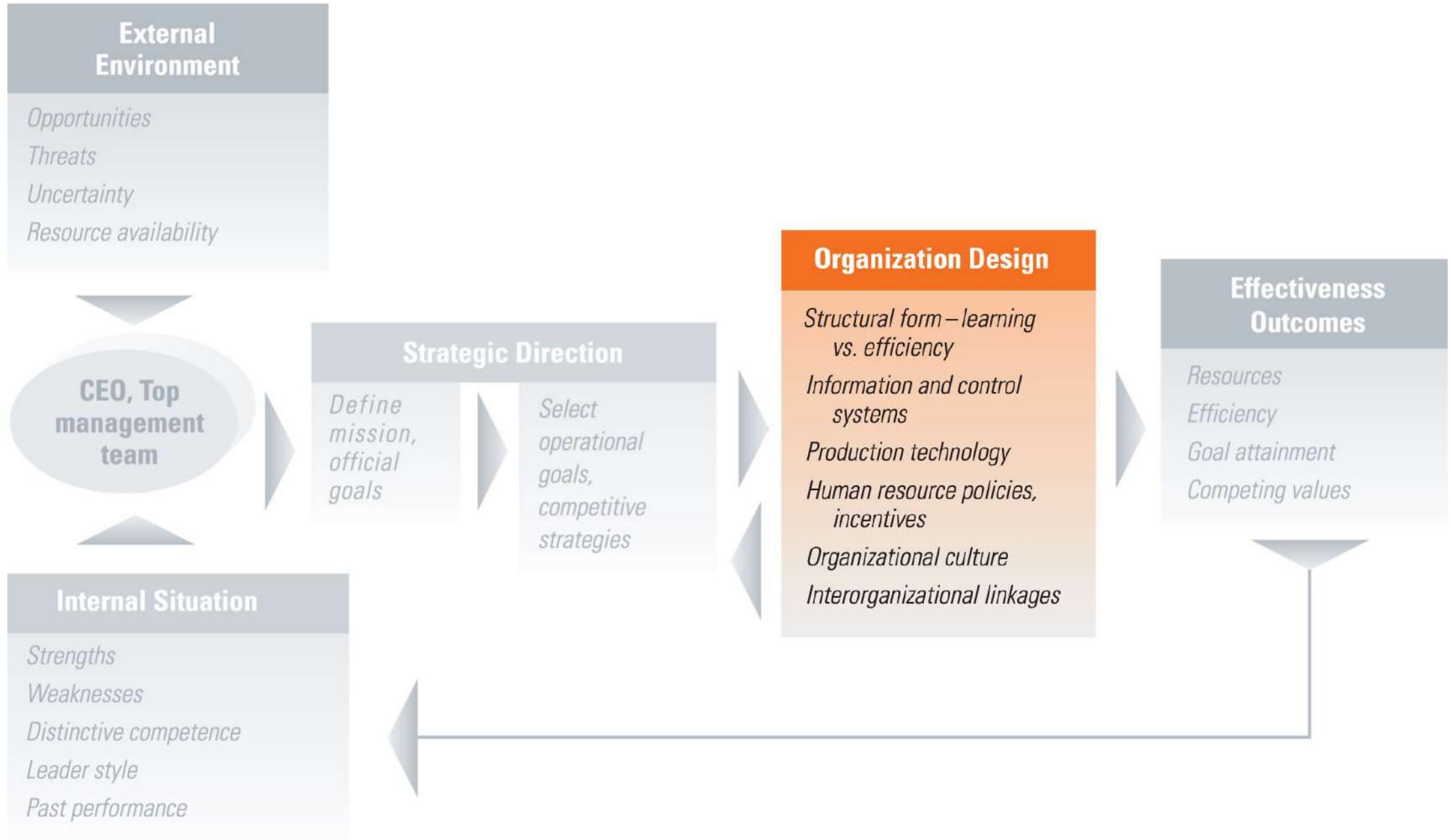


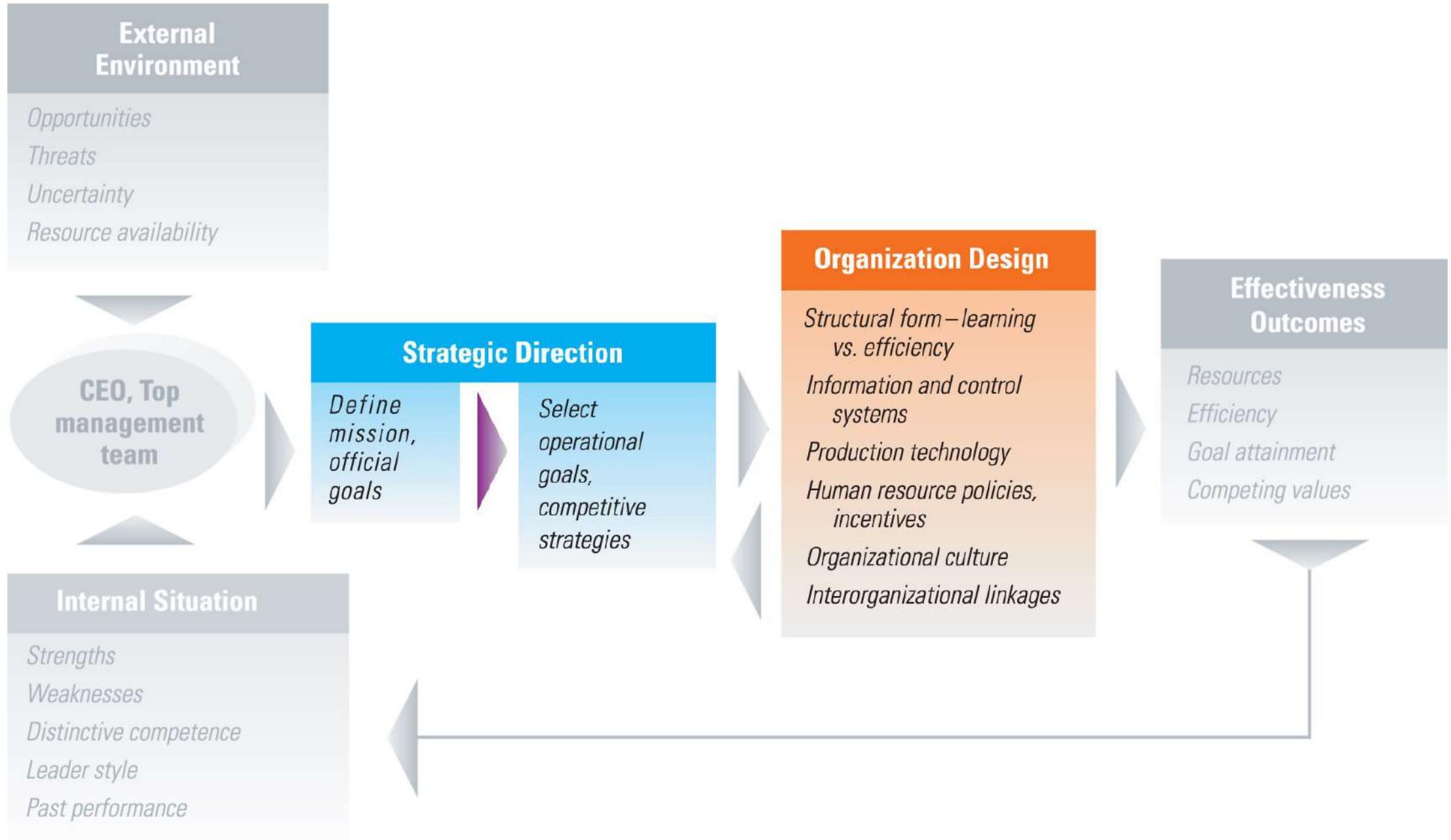
**When
designing a
building, you
need to think
about a lot of
different
factors...**

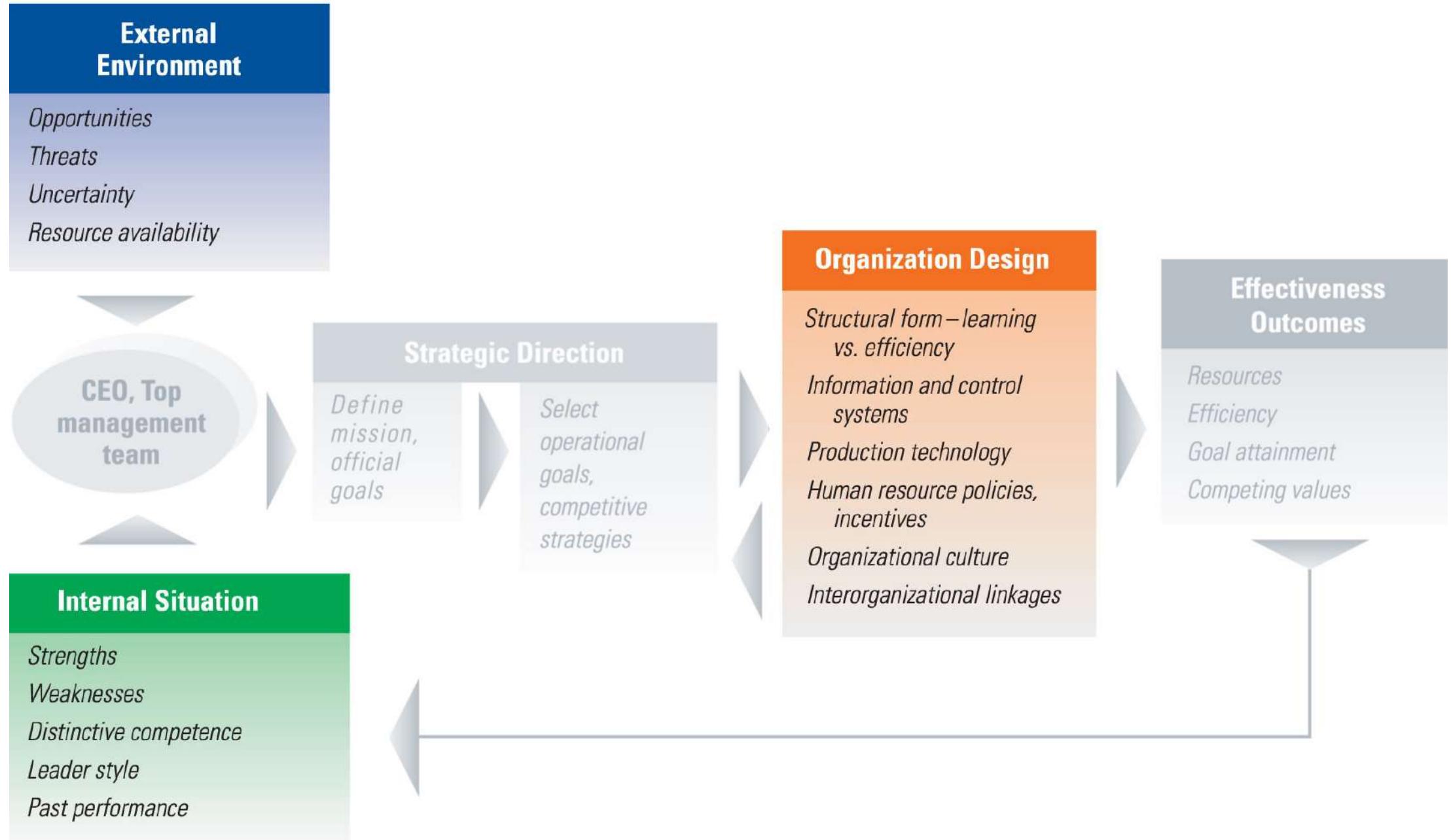


What do you think the choice of organizational design is influenced by?
Discuss with your neighbor specific factors. 5 min.



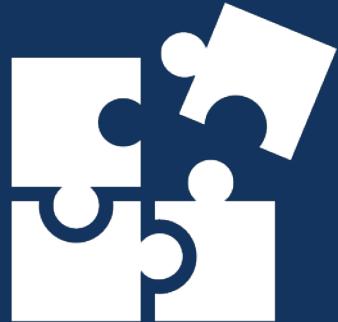






Finding "**fit**", i.e. how design choices are suitable with regards to internal and external situation the organization is positioned in, to achieve its strategic goals.

There is hardly ever "the only right fit" but some solutions are theoretically better than others. The objective is to avoid a "gross misfit".



Evolution of perspectives on organizational design

- 1 From closed to **open systems**
- 2 From vertical to **horizontal** structure
- 3 From routine tasks to **empowered** roles
- 4 From formal control systems to **shared information**
- 5 From competitive to **collaborative** strategy
- 6 From rigid to **adaptive** culture

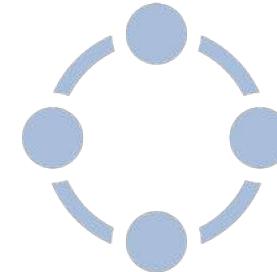
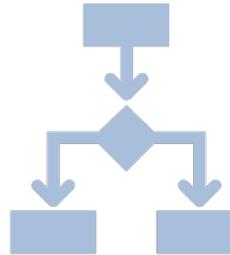
1. From closed to open systems



- Organization “self-contained”
- Closed boundary
- Managerial focus on internal design
- External factors not important (inc. how to effect, and affected by)

- Open boundary between org and external environment
- Managerial focus on managing exchanges at boundary
- Adapting to, and controlling external environment

2. From vertical to more horizontal structures



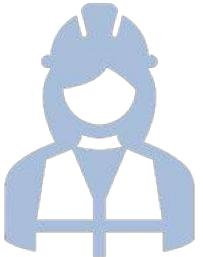
Vertical Organization Structure

- Classical pyramid shape - vertical chain of command
- Activities grouped together by type of work
- Little collaboration across functions
- Cost-efficient production in stable environments (changes difficult to co-ordinate)

Horizontal Organization Structure

- "Collapsed" pyramid - also known as "flat" org structure
- More collaboration across functions
 - Self-directed teams
- "Learning organization" – sharing information, adaptability
- Faster decisions
- Better able to manage change

3. From routine tasks to empowered roles



Routine Tasks

- Formal structure and control
- Organization as machine
- Pre-defined tasks and processes

Empowered Roles

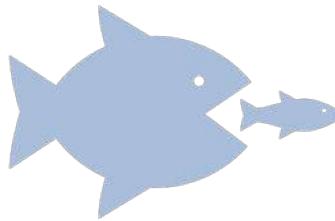
- Fewer rules and procedures
- Organization as organism
- Employee problem solving and discretion

4. From formal control systems to shared information



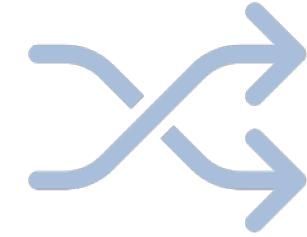
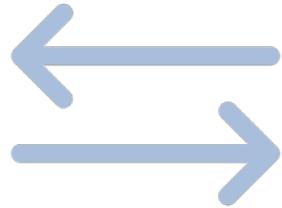
- From confidentiality to more open approach to sharing information
- Co-workers, customers, and even competitors can learn together
- Improves collaboration and organizational agility
- Challenge – vested interests, data security, established ways of working
- **Note:** this does not mean that companies share commercially sensitive information!

5. From competitive to **collaborative strategy**



- Strategy development happens throughout the organization – relationships as source of competitive advantage
- Across organizational boundaries - bottom-up and top-down. Logic – employees are close to customers and should have a voice in strategy development
- Industrial forums, workshops, academic initiatives bring together industrial actors – forums such as these acting as collaborative strategy development

6. From rigid to adaptive culture



- Avoiding organizational inertia requires that people are prepared to take risks, make mistakes and learn rather than fear being punished for them (efficiency focus) or be incentivized for continuing business as usual
- Adaptive cultures promote openness, equality, continuous improvement and change



Discuss with neighbour:

What do you think are the most pressing contemporary concerns or opportunities shaping organizational design? Slido #1791339

5 minutes

Megatrends

- Globalization
- Digitalization
- Diversity, ethics, social responsibility
- Sustainability





Environmental challenges

- Fundamental industrial shift is happening but too slow due to multiple challenges. On a broader level, established solutions are entrenched with infrastructure, regulation, value chain structures, complementary technologies and other (Köhler et al., 2019).
- **From organizational design perspectives**, firms are struggling to effectively combine competing logics of economic and environmental goals. **They face internal tensions (political struggles) and confusion**. They often decouple or compromise (Pache & Santos, 2013)
- **Decoupling** – endorse environmental goal but continue with business as usual (e.g., symbolically adopted policies for external communications)
- **Compromising** – fulfill minimum requirements;

Social challenges

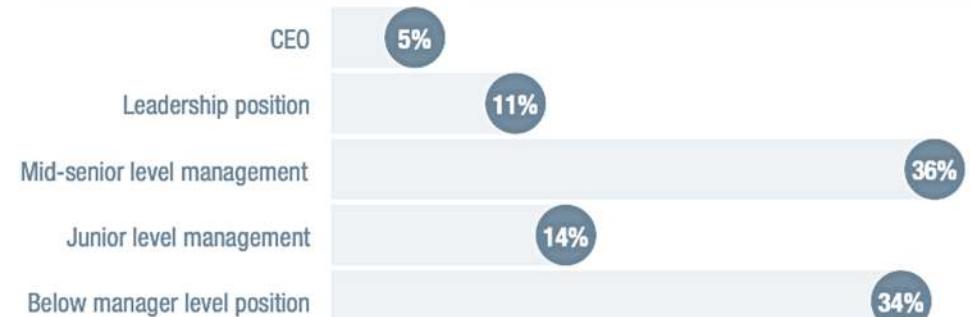
Women are underrepresented in leadership positions.
For example, [PwC survey 2018](#) of 3,627 professional working women from more than **60 countries** 2018 revealed that women hold only **16% of leadership position**.

Women who increase their leadership positions are **mostly white women, not women in color** (Jourdan, 2021)

White job applicants tend to receive more callbacks than equally qualified applicants of other races and hiring rates for people of color are lagging behind (Quillian, Pager, Hexel, & Midtbøen, 2017)

Employees of color and women report less-positive experiences at work than their white colleagues.

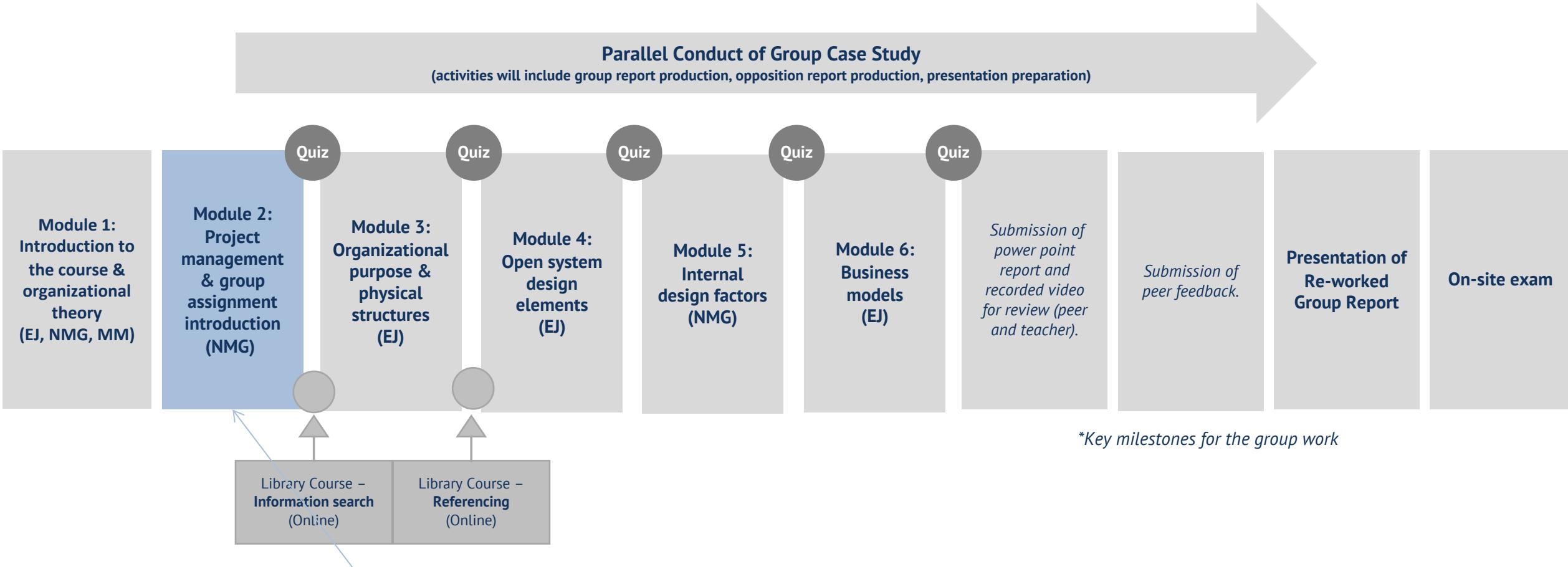
Grade level of respondents





Q&A - please speak up if you have a question or use this link to type your question. **Slido #1791339**

Course outline: Next up



Check out instructions on Canvas for home reading prior to next session Module 2! Check optional videos on Module 1. Home reading after Module 1.



**Regarding questions on this module
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