Business, Language, and Culture, Leadership and Management Studies

Master Thesis

An analysis of the Study administration at CBS in an international context

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Abstract

In 1999, 29 countries signed an intergovernmental cooperation agreement now referred to as the Bologna Process. The purpose of the declaration was to align European systems of higher education in order to facilitate greater transparency, strengthen the mobility amongst students and faculty as well as increasing international competitiveness.

After having spent three years in our current Master's Programme, we were under the impression that our study administration experiences quite a high employee turnover rate. Subjectively, the consequences of such turnover rates are many; including prolonged processing times for credit transfer and pre-approvals. We became curious as of what was going on and wished to inquire about the underlying causes of the problems.

This Thesis has made a comparing case study of the study administration of Copenhagen Business School and that of University of Southern Denmark. The case study is based on surveys among students at the two universities, interviews with study secretaries at both administrations and interviews with faculty at CBS.

Our findings conclude that the BLC Master students responding to our survey perceived the BLC study administration very positively. The Negot Master students at SDU were comparatively dissatisfied with their Negot study administration. Our findings from the interviews with administration staff and faculty at CBS revealed a high turnover rate two years ago. The turnover led to had consequences for both study administration staff and faculty in terms of a lack of knowledge transfer, which led to confusion and stress.

Our analysis of the root problems suggests that the problems in the study administration are caused by a lack of strong organisational culture and insufficient consideration of employee motivation among study administration senior management. Working with the organisational culture and strengthening the incentives among employees could result in improved motivation and be a key element in improving the current situation in the study administration.

Another finding from this Thesis is the external circumstances of which the study administration at both CBS and SDU are affected such as the Study Progress Reform, the Dimensioning Reform, and the funding granted by the Danish government. Our findings conclude that although the Danish government has implemented measures to accommodate the goals of the Bologna Declaration, the most recent reforms both work against the goal of promoting mobility. Thus, the biggest threat towards the development the European Higher Education Area seems not to be found within the study administration at the Danish universities, but to found in the initiatives from the Danish government itself.

<u>Key words</u>: Bologna Declaration, Study Administration, Organisational Culture, Lean Management, Employee Turnover, TOWS Matrix,

Table of contents

1.   Introduction and justification of research

In 1999, 29 countries signed an intergovernmental cooperation agreement now referred to as the Bologna Process (Hernandez-Carrion, 2011). The Bologna Declaration[1] was developed and drafted outside the institutional framework of the European Union, which means that none of the signing countries is obliged to follow the declaration (Ravinet, 2008). However, the number of smaller countries adapting the traits of the community model and 'Bolognese culture' in order to align with the set goals, subsequently made signing the Bologna Declaration more binding than first assumed by the initial countries (Ravinet, 2008). Therefore, even though no legal sanctions are to be invoked if a country does not follow the guidelines of the declaration, the institutions of higher education are in danger of being left behind in the rapid developing cooperation across the European Higher Education Area (EHEA) (Tackney, 2014). Or as Bennetz and Kottasz (2011) puts it: "Coercive pressures arise from forces exerted formally or informally by entities upon which an institution or business school within it depends for its survival or welfare." (Bennett & Kottasz, 2011, p. 1092).

The purpose of the Bologna Declaration was to aid the development of a European area of higher education (Hernandez-Carrion, 2011). The signing countries agreed to align their systems of higher education in order to facilitate greater transparency, strengthen the mobility amongst students and faculty as well as increasing international competitiveness.

By 2014, 47 countries had signed the Declaration even including non-European countries such as Russia and Turkey. This streamlining of graduate programmes has intensified competition among universities in Europe (Bennett & Kottasz, 2011). With regulations from the EU stating that all European citizens can work in any country within the EU that they wish to, combined with increased mobility and job opportunities across countries, present day students are now able to pursue a degree from any university regardless of country, making the university reputation increasingly important.

According to the Financial Times, out of 75 business schools in Europe in 2014 (80 in 2014), Copenhagen Business School (CBS), has been ranked number 34 in 2013 and 45 in 2014. Of other Danish universities, only Aarhus Business School appears with a rank of 71 in 2013. It did not appear on the list in 2014 as Aarhus School of Business was

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[1] For definition of key terms, please refer to Appendix A

integrated into the Faculty of Social Sciences at Aarhus University. Based on these rankings, it seems fair to state that CBS is the most renowned business school in Denmark. In addition, CBS, among Danish universities, has the largest amount of non-Danish European fulltime and exchange students: 21%. The university with the second largest amount of non-Danish European fulltime and exchange students is University of Southern Denmark (SDU) with 15%.

1.1   Relation to our Study Programme

The purpose of the Master level concentration Leadership and Management Studies at CBS is to develop students for careers involving the use of appropriate leadership skills within any organisational setting: "This concentration prepares students to contribute their leadership skills to the management of organisations, networks and projects in a variety of international contexts" (issuu.com, 2011). Throughout our studies we have obtained a vast amount of knowledge about different management settings ranging from breweries to consulting agencies. Our education is defined by Reich stating "Rather than teach students how to solve a problem that is presented to them, they are taught to examine why the problem arises and how it is connected to other problems" (Reich, 1991, p. 230).

Applying this mind-set to our years spent at CBS, we could not help but wonder how topics that we have been given thorough introductions to, such as quiet leadership, participatory leadership, communication within organisations and managing knowledge work can be so well taught, meanwhile the university providing the education clearly was facing organisational problems itself. The problems were quite visible to students as they revolved around the study administration. As an example, in first year at our Master's Programme we had four different study secretaries, resulting in students not knowing whom to contact and study secretaries new at their job not knowing the answers to questions presented to them, whether in person, by phone, or in email. Reflecting upon the matter, we became curious as to what was going on and wished to inquire about the underlying causes of the problems.

1.2   The experience of service at CBS Study Administration

An initial research and comparison among all eight Danish universities shows a marked difference in the number of registered students per administrative staff working at each university.

Number of students per administrative employee

DTU	KU	AU	ITU	AAU	SDU	RUC	CBS
4,1	9,2	10,5	13,9	15,5	16,3	20,0	26,9

Student per administrative employee in 2014.   Source: dkuni.dk
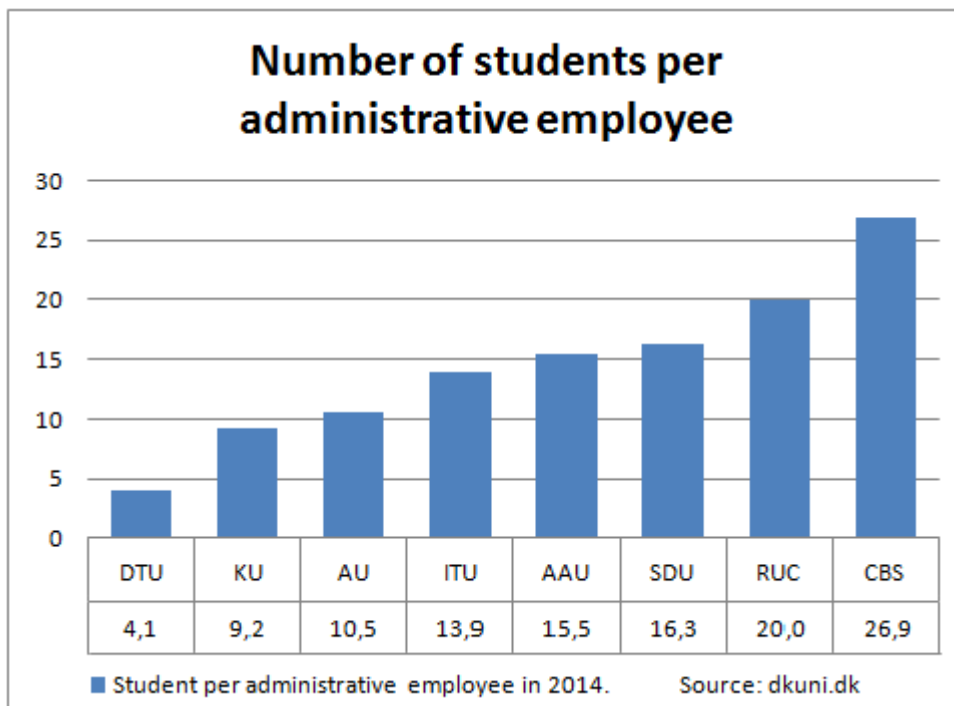
The numbers range from four students per staff to 26 students per administrative staff. Most universities have between nine and 20 students per administrative staff. CBS alone has more than 20 students, namely close to 27 (Appendix B).

University study administration staff play a very important role for all of the constituents of a modern university. Students particularly depend on their programme's study administration to ensure a smooth educational experience. Under the assumption that students attending a university in a foreign country require more assistance from administrative staff than domestic students, the assistance that foreign students receive seems particularly crucial for their successful study experience in their host university.

After having spent three years in our current Master's Programme in Leadership and Management, we had the impression that our Business, Language, and Culture Study administration had a high employee turnover rate. We began thinking about the impact of such turnover, how we experience its effects, and what this might mean for a Master's degree programme that we take very seriously.

The consequences of such turnover rates could be:
- students, foreign as well as domestic, who may not know whom to contact or where to obtain information
- cost of hiring and substitute costs for interim periods

- insufficient knowledge transfer among employees causing
- lacking job skills which again might cause
- general prolonged processing times for administrative tasks e.g. admission, credit transfer and pre-approvals which might lead to
- frustration and stress for the employee.

As study administration turnover and staffing ultimately affects all current and future students, we propose to investigate current circumstances at this public institution of higher education with the goal of noting positive features present within the current study administration and offering suggestions to optimize or improve administrative processes at CBS, if these are indicated. To enhance the validity of the study we will compare current conditions and experienced service at CBS to the Danish university with the second largest number of European students: SDU. Theories on which we base our suggestions for improvement will be selected after an analysis specifies in which areas these are needed.

1.3   Research Question

Accordingly, our research questions take this form:

- How is the study administration perceived among students at the M.Sc. Business, Language, and Culture, BLC, Programme at CBS compared to students at the Negot Master Programme at SDU?
- How does a high turnover rate amongst administrative staff affect staff and students?
- For CBS, what are the root problems of the observed high turnover and how can the situation be improved?

2.   Methodology

2.1   LMS Concentration relevance to Master's Thesis approach

In the Master's Programme concentration Leadership and Management Studies (LMS) at CBS we have undergone a thorough process of trying to understand the notion of leadership, analysing and managing workplaces, and how to apply learned frameworks at a variety of case studies.

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After being exposed to a great variety of leadership theories, we agree with Jackson and Parry (2011) who wrote "there are almost as many different definitions as there are persons who have attempted to define it" (Jackson & Parry, 2011, p. 12). The theory courses of the programme introduced the pros, cons, and discussions regarding such topics as: discursive leadership, charismatic leadership, authentic transformational leadership, participatory leadership, and quiet leadership from books published within the last 10 years. Following the somewhat abstract theoretical overview the programme continued by introducing practical management tools in courses focusing on organising and managing work, change management, and strategic management. Professors in other courses were treating the important topic of culture as a concept that can actively shape an organisation and "function as a powerful, sometimes insidious type of control" (Deetz, Tracy & Simpson, 2000, p. 86). Differences in culture across nations and communication were also taught using sources based on field research, with the aim being to teach us different methods for gathering information and researching topics. Finally, we had courses concentrating on analysing several cases bought from Harvard Business School and Ivey School of Business (websites are given in References). Analysing a wide range of cases provided us with a foundation for recognizing patterns when dealing with casework or project management in the future. We gained knowledge of how organisational issues had been dealt with by managers in the past, the outcome of each strategy, and our own analysis of the success of such strategy.

This enriching study experience, combined with our personal experiences as CBS students who encountered Study Programme staff, resulted in us wanting to do a case based Thesis inquiry into Study Programme staffing that would focus on CBS and another Danish university. We thought an explorative approach that effectively deployed appropriate triangulation of data types and methods might productively manifest what we had learned and offer practical recommendations for the Programme and School, which had taught us, particularly given the issues of culture and the challenges of objectivity (Martin, 2001).

2.2   Research approach

In order to explore study administration turnover impact in institutions of higher education, we have based our research on a comparative study between two Danish

universities. Researching phenomena such as perceived level of service amongst students and high turnover rate amongst staff requires an understanding of the setting and context. Our study experience offered sufficient experience to merit the effort involved in this exploratory, comparative research project.

We began the research by exploring surveys and official data from the universities regarding study administration, management, and change strategies, which we will review in more detail below. Furthermore, we read through research papers regarding study administration at universities, change management in higher education institutions, and implementation of the Bologna process at universities within the European Union. We gathered a large collection of data to gain a better understanding of the context and setting of the two Danish universities.

Primary data gathering was our next step. As we will document, we first gained insight into students' experience of service from the study administration at CBS before exploring the staff at CBS and SDU's point of view as well as their experience of the institution as a work place. This was done through semi-structured interviews as these offer deeper insight into such variables as workload, work conditions, behaviour, and motivation. Significant sections of the interviews were identified, transcribed, and analysed. Anonymity was ensured to informants who wished this. As the research proceeded, we added a survey of students' experience of service from the study administration at SDU.

After a thorough analysis of the external environment surrounding Danish universities and the internal factors at CBS, data was mapped into a TOWS matrix, which is an abbreviation of threats, opportunities, weaknesses, and strengths, to shed light on a suitable course of action based on appropriate theories explained in the next section of this paper. The following Thesis content will shed light on our findings, provide a thorough answer to our research questions, and offer topics for further research.

2.3   Secondary data

In this Thesis, we examined statistics and financial data retrieved from the webpage dkuni.dk, which is a website made and maintained by Danske Universiter, a Danish university association, which gathers comparable data from all of the national universities. The data available from the webpage range from income and staffing to

number of students and internationalisation. Additionally, we have drawn upon secondary data from cbs.dk and sdu.dk to gain a better insight into the organisation of the two universities. Furthermore, we have drawn upon material from the Ministry of Education and Research regarding the education reforms initiated in Denmark and material from EU regarding the Bologna Declaration.

2.4 Quantitative data collection

Exploring the perceived level of service among students was done through a survey using an online questionnaire. The link to the questionnaire was to be distributed to a group of randomly chosen Master's students via email. The random selection was conducted from the list of enrolled Master's students. As we were aware that the study administration was not allowed to provide us personal email addresses of the enrolled students due to the Danish Law for protection of personal data, we asked them to send out the email for us.

At SDU, the study administration at the Negot Programme refused to send out the email due to an internal IT policy. When we requested an explanation of the policy, they referred us to the IT department. At the IT department, they confirmed the prevailing IT policy but could not give an explanation as to why distribution of emails was not allowed. When we kept asking we finally received the answer:

> This is an internal policy we have at SDU that was implemented after the students pointed out that they received a lot of these types of surveys and would rather be without. So now our email system may not be used for your purpose, which would also apply had you been SDU students[2] (Appendix C).

The policy was implemented in 2011. We tried to see whether staff or professors were allowed to send out such survey in the hope they could help us, but the policy applied to them as well.

At CBS, the study administration was helpful and the first email was sent out to 25 students on May 20th. As we only had seven responses 10 days later, an email reminder was sent to the same students on June 2nd resulting in five additional answers.

After using our survey findings at CBS for conducting interviews at CBS and SDU, we thought to also develop a comparison group of students at SDU to verify our initial impression of the SDU study administration claims regarding effectiveness. Thus, this

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[2] Translated from Danish by the authors.

survey sequentially followed the previous one, in order to compare data between students at the two universities. As the survey could not be distributed through official channels, we contacted the student organisation at the Negot Programme and asked for their help. We clearly stated that we only wanted responses from currently enrolled Negot master students. They helped distribute the survey by posting a link directly into a closed Facebook[3] group for students at the Negot Master's Programme. This closed group has 70 members which is about 26% of the total students (268) enrolled at the Master Negot at SDU. The survey was posted on June 23rd and ran until July 3rd. There were 10 valid responses.

2.4.1 Questionnaire

The questionnaire was created in Google forms with a total of 21 questions (Appendix D for the Questionnaire). The first question was whether the student had had contact with the study administration at their programme. Afterwards questions regarding different areas were formed as yes/no questions. Whenever yes was selected in a particular area, the student could choose on a Likert-type scale ranging from 1-6 how satisfied they were with the received service ranging from one= very dissatisfied to six = very satisfied. A six point scale was chosen based on that "simulation and empirical studies have found that 4- to 7-point scales return the strongest reliability and validity" (Nadler, Weston & Voyles, 2015, p. 73). We chose an even number, forced choice, scale as Schuman and Presser (1996) have found that some respondents select a midpoint when offered but would choose a stance if the midpoint was omitted. Likewise, Garland (1991) found that respondents choose the midpoint when they otherwise had to express an undesirable response. A comment box was also provided, offering a possibility to clarify the stated satisfaction level by asking if the answer was based on a particular encounter. At the end of the survey, the students stated their nationality, age, and year of graduation. They also had an option to write their email address to allow contact for follow up questions. Eight out of 12 students at CBS provided their contact information, two out of 10 at SDU did. The rest remain anonymous.

The validity of the Facebook survey approach, applied at SDU, can be questioned since only current users of Facebook and members of the specific group can see the post

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[3] A Social media platform created in 2004.

and survey. However, according to internetworldstats.com 94.6% of the Danes were internet users in 2013 of which 54.5% were Facebook subscribers. On a European level, between 86-90% of the young generation are using the internet on a daily basis and 82% are using social media such as Facebook (Eurostat Statistics Explained). There is a positive correlation between educational level and daily use of internet. This, and lack of other options made Facebook an acceptable method to distribute the survey to the otherwise unreachable students at SDU.

The survey used non-random self-selection sampling. As such, another limitation could be self-selection bias of those students who choose to respond to the survey. The study faced limited choice in sampling student opinion and we were seeking opinion, however positive or negative, based on concrete student experience of study administration contacts. Thus, while the sampling method is not random, it does offer data, precisely because of its subjective nature, useful for our overall study.

2.5   Qualitative data collection

We planned to gather answers from the student survey before continuing with interviews with administrative staff. Therefore, our interviews with study administration staff were conducted quite late in the semester in week 23 and 24. Both interviews at SDU were held on the same day in week 23 and the two interviews at CBS were conducted on the same day in week 24. The duration of the interviews ranged between 40 minutes as the shortest and 50 minutes as the longest. All interviews were done in-house at the two universities to better accommodate the respondents by not taking more of their time than necessary. All interviews were conducted in Danish, as this was the native language of all informants. We were considering conducting all interviews in English in order to eliminate translation or meaning errors, but concluded that interviewing informants in a foreign language would distance them from their words and cause a higher risk of framed or thought out answers.

Our informants were chosen using a judgmental sampling technique (Malhotra & Birks, 2007). The choices were based on job title in the study administration of the two programmes, BLC and Negot. At SDU, we had four possible informants, however, one of them had been moved to a different programme and another declined stating that she did not have time for an interview in the middle of the exam period. This led to the final

selection of two informants. At CBS, only two people matched our selection criteria in the study administration of the BLC Master's Programme.

We added another two informants from faculty having programme experience to provide a perspective that was neither from the inside of the study administration nor from a student perspective. These two interviews were held respectively in week 26 and 27.

Furthermore we found it relevant to interview the senior manager of the CBS study administration, Rie Snekkerup, but she turned out to be unavailable until after our Thesis hand-in. Postponing the Thesis hand-in was not an option due to other professional obligations. Therefore, we have arranged for an interview with her after Thesis hand-in and her response to our findings will be presented at our oral defence.

2.5.1 Informants

At SDU, the first informant was Simon Hedegaard who is a Study Secretary at the Negot Programme at SDU. He has worked at SDU since 2007 and is responsible for the scheduling of classes at the entire Negot Programme including both bachelor and master. The second informant was Hjørdis Albrektsen, who has been Study Board Secretary at the Negot Programme since 1992 and just recently switched to another position at SDU. Even though she was no longer study board secretary when we conducted our interview, she was chosen because of her extensive experience with the Negot Programme.

At CBS, the first informant was Lars Gutfeld, who is Programme Manager at the BLC Programme. The title of Programme Manager corresponds to that of a Study Board Secretary, meaning that Lars has the same responsibilities as a Study Board Secretary at SDU. He has worked at CBS since 2013 and was chosen, as he is one of the two people in the study administration responsible for the BLC Programme. The second informant was Chalotte Hildebrandt, who has worked at CBS since 2013 and is Study Secretary for the BLC Programme. She is responsible for the scheduling of exams at the BLC Programme as well as other administrative tasks. She was chosen because she is the only secretary solely responsible for the BLC Programme.

From the CBS faculty, the first informant, who remains anonymous, was a faculty member with programme experience. The choice of this informant was based on the opportunity to gain insight into how the faculty perceive the study administration and the quality of the service provided by the study administration over time. The second faculty

member, also anonymous, also has programme experience and was chosen to validate the data from the first informant and possibly add further information on the functionality of the study administration.

2.5.2 Interview guide

For the interviews we developed two different interview guides. One interview guide was used at the interviews with the study administration staff and another was used with faculty members.

The first interview guide included questions within the areas:

- The informant's role and workload in the organisation
- Students' perception of the study administration
- The influence IT systems have at their job
- Relationship with HR and the management
- Motivation and stress factors
- The influence of the reforms currently being implemented

The questions in the interview guide were divided between being open-ended and closed. The purpose of the open-ended questions was to let the informants touch upon topics that we had not thought of ourselves and encourage them to elaborate without being interrupted, whereas the purpose of the closed questions was to get firm answers on certain topics like "Is the job all that you imagined it to be?" (For full interview guide see Appendix E).

The interview guide applied in the interviews with faculty members served to discover how faculty are experiencing the study administration. This was illustrated through questions such as "For how long have you been interacting with the student study administration?" followed by "What was your impression of the study administration during that time?" (Appendix F). Just as the first interview guide, this interview guide is based on both open-ended and closed questions that serve the purpose of gaining firm answers on some topics and elaborated answers on other.

Given the nature of this Thesis, the above-mentioned topics and questions served only as guidelines for the respective interviews.

2.6 Quality of data

In this Thesis we applied triangulation in the data collection to enhance the validity of the overall research outcome. We have chosen a mix of qualitative and quantitative methods to gain a full picture of as many aspects of the study administration function as possible, as triangulation can help "capture a more complete, holistic, and contextual portrayal of the unit(s) under study" (Jick, 1979, p. 603). In addition to providing a more complete picture of the administration at CBS, the mix of methods also serves to reduce undue bias. According to Mathison (1988) applying a mix of data collection methods will result in "data that occasionally converge, but frequently are inconsistent and even contradictory" (Mathison, 1988, p. 17). The validity of the qualitative data thus becomes a judgment assessment that is refined over time in light of the initial exploratory findings and subsequent additional data. Mathison supports this approach; "We attempt to make sense of what we find and that often requires embedding the empirical data at hand with a holistic understanding of the specific situation and general background knowledge about this class of social phenomena" (Mathison, 1988, p. 17). Thus, the responsibility for the crafting of the more plausible explanations about the studied phenomena resides with the primary researchers and the public assessment of findings in the larger intentional community of social science scholars (Mathison, 1988).

The reliability of our random sampled survey at CBS appears reasonably good enough for assessing the students' point of view for the period of their study experience. A simplistic view of reliability might hope to get similar outcomes from students in a different time frame, but this fails to appreciate the time-specific interest we have in survey data. It is our hope that CBS can implement improvements that should change the underlying conditions of student and study administration experience, against the benchmark data we have established, and be able to document valid responses of a more favourable experience in the future.

The qualitative data is collected in active cooperation between the informant and the researchers and therefore it would be impossible to recreate the same data. We have tried to secure the reliability of the answers in each interview by supplementing open-ended questions with leading question in order to verify the reliability of the answers given by the informants (Kvale & Brinkmann, 2009).

2.7 Delimitation

The reason for choosing the BLC Programme at CBS and the Negot Programme at SDU is that both are taught in English and share an international profile. Both programmes have a particular cultural area of study. Further, the two universities are the schools with the highest number of international students. More universities could have been included in our research, but since the focus of this paper is the study administration at CBS, adding more comparative samples would not necessarily aid in developing future recommendations.

We thought of conducting interviews among former employees at CBS, as these individuals might provide a more holistic picture of the workplace with nuances of work environment or job tasks that current staff may not wish to address. We ended up excluding them. Both due to time and resource obstacles in identifying and finding former employees in their current locations but also since these individuals might address an organisational form that may no longer exist at the university.

2.8 Timeframe

This comparative study is cross-sectional in nature and will offer a snapshot of current circumstances with limited historical perspective. The aim is not to conduct a longitudinal study but rather to develop a detailed understanding of the current state of the study administration at two Danish universities, identify strengths, and offer positive recommendations when indicated. That said due to steady changes that may well occur in a short period of time in university study administration, we sought to be attentive to fine-grained changes in study administration structure and data from survey sources.

3. Literature review

Initial secondary data research began with the database provided by EBSCO Industries Inc., libsearch.cbs.dk and in scholar.google.dk.

We searched for material on the Bologna Declaration and topics such as university administration, organisational development, employee turnover, and motivation.
To narrow the number of the articles, we disregarded all documents written prior to 1999, as this was the year the Bologna Declaration was signed and therefore our initial year of

substantive interest. This step effectively closes the 'left censoring' issue that sometimes arises in research, when the initial time frame cannot readily be specified regarding the research issue. As example, a search on "Bologna Declaration and administration" from 1999 until 2015 resulted in 150 articles and a search on "administration employee turnover" resulted in 190 articles. Articles found were sorted by relevance and title followed by abstracts read on all appropriate articles. Relevant articles were downloaded, skimmed, and either applied or disregarded. This broad survey of literature inspired our grasp of topic and helped us develop a guideline for how to approach our primary research.

Additionally, we searched in the CBS Master Thesis archives for projects using CBS as case. We have found only seven Master Thesis projects written after 1999. These have been screened for problematics involving administration but the topics addressed have been diversity, internationalisation, quality assurance, and even barriers for female researchers. We find no evidence that the topic of programme study administration has been addressed prior to our effort. Thus, all found material displayed a gap in research concerning the impact of the Bologna Declaration on university administration and the working environment of university programme study administration.

When analysing the findings from our empirical data, we wished to develop a framework that would result in strategic recommendations or choices for study programme administration. The range of strategic choices and the data organising framework will be discussed in our next sections, when theory appropriate to our research issue is presented.

3.1   Description of PEST, SWOT and TOWS

In order to determine strengths, weaknesses, and potential future action points of the CBS management in regard to policy decisions that may be taken for study programme administration, we have applied the TOWS matrix, which is an abbreviation of threats, opportunities, weaknesses, and strengths. This matrix was initially designed to provide a framework that helps gain a better understanding of the strategic choices that an organisation is facing. Weihrich described the matrix as "a conceptual framework for a systematic analysis that facilitates matching the external threats and opportunities with the internal weaknesses and strengths of the organization" (Weihrich, 1982, p. 59). The

TOWS matrix is a development of the SWOT framework, which is an abbreviation of strengths, weaknesses, opportunities, and threats.

The SWOT framework first appeared in academia among strategy scholars in the USA in the 1960s. Kenneth Andrews wrote that it has "been especially influential in popularizing the idea that good strategy means ensuring a fit between the external situation a firm faces (threats and opportunities) and its own internal qualities or characteristics (strengths and weaknesses)" (Hill and Westbrook, 1997, p. 47). Though the SWOT framework was initially used when forming strategies, mainly in production companies, it has also been deployed in analyses of higher education. The University of Warwick used this approach in the development of a new strategy for the university (Dyson, 2004). The University of Warwick is one of the leading universities in the United Kingdom, regularly being featured in the top ten in rankings of universities. While the school sought to continuously develop and improve their strategy, in 2001 the University administration decided that "the corporate plan was due for a radical overhaul" and here, "it was agreed that a SWOT analysis would form the core" (Dyson, 2004, p. 631). Thus, the application of a SWOT framework at the University of Warwick shows matrix suitability in university settings.

In this Thesis, the TOWS matrix serves to provide us with an exact picture of which challenges CBS faces based on their strengths, weaknesses, external opportunities, and threats. The shift from the SWOT analysis to the TOWS matrix happens because the TOWS matrix includes future action points to mitigate threats and weaknesses and to utilise strength and opportunities.

To support the TOWS matrix we then added a PEST analysis, which is an abbreviation of four factors, Political, Economical, Social, and Technological, to properly determine the external environment influencing universities in Denmark. The PEST framework was developed to describe the political, economic, socio-cultural, and technological environment that surrounds a company or organisation (Kotler, Keller, Brady, Goodman & Hansen, 2009) and "provides a strategic management framework for scanning macro-environmental factors" (Doherty, Steel & Parrish, 2012, p. 105). In comparison to the SWOT framework, the PEST analysis is focused solely on the environment that surrounds an organisation (Businessballs.com). As universities are highly

influenced by the surrounding environment, we have chosen the PEST analysis to aid in identification, assessment, and control of extrinsic threats and opportunities for CBS.

3.2   Perspectives on organisational theory

Organisations can, according to Watson (2006), be defined through the systems thinking perspective as a complete system; "we are encouraged to look at how each component of the organisation - its purchasing, technologies, marketing, production and so on - functions, in the same way that we might look at the part played in an animal's life" (Watson, 2006, p. 41). A further development of the systems thinking perspective is "the organisation can still be viewed as a unified whole whose components, or subsystems, function in an interrelated way to convert inputs into outputs" (Watson, 2006, p. 43). The organisation is thus viewed as a machine that converts input such as labour, knowledge, and raw materials into a product. The management philosophy linked to this kind of organisational thinking is the systems-control perspective. In this approach, an organisation is a "controllable entity; system; a big 'social machine'" and "it is designed and controlled by people who design, engineer and maintain it" (Watson, 2006, p. 46). The central element of systems-control thinking is that the sole purpose of an organisation is to meet a goal.

In contrast to the systems thinking approach to organisations is the process-relational perspective. This is more focused on the dealings within an organisation in that: "a process-relational way of thinking about and acting towards organisations concerns itself more with how things happen in practice when people come together in work organisations" (Watson, 2006, p. 52). Looking through a process-relational lens, organisations are viewed as work organisations and are defined as "Work arrangements involving relationships, understandings and processes in which people are employed, or their services otherwise engaged, to complete tasks in the organisation's name" (Watson, 2006, p. 53). As such the process-relational perspective views the organisation as an outcome of cooperation between individuals, as opposed to a unit that exist independently from the employees working therein.

These varied perspectives on organisations and their management offer different insights into leadership and management. In relation to the organisational changes that

CBS may wish to implement, we will return to the pros and cons of each perspective, the effect these may have on employees, and the potential outcome for the university.

3.3 Management in the system control and process relational perspective

In order to maintain and assess oversight of the employees in an organisation and the tasks they perform, it is important to consider control functions. Here normative control is an option that is applied within the system control perspective. Kunda's (2006) study on primarily normative control describes a company "Tech" (High technologies corporation), which manifests a work environment full of cultural aspects such as artifacts, shared values, and jargon – all elements appear to be used for the control or manipulation of the organisational culture. The culture is "engineered" in a particular way to make the employees incorporate the culture as an integral part of their sense of selves. This potentially insidious type of control is "the attempt to elicit and direct the required efforts of members by controlling the underlying experience, thoughts, and feelings that guide their actions" (Kunda, 2006, p. 11). The company described by Kunda eliminates the need for direct supervision, as the employees are "driven by internal commitment, strong identification with company goals, intrinsic satisfaction from work" (Kunda, 2006, p. 11).

The need for normative control in an organisation is also discussed by Kärreman and Alvesson (2004), who argue that an organisation needs some sort of normative control as "most work situations contain elements of worker autonomy, which management ceaselessly attempts to coopt and colonize in the name of the corporate good" (Kärreman & Alvesson, 2004, p. 151). Normative control that is enforced by indoctrinating employees with company values should, in return, make the employees want to enhance their performance and productivity. As the authors observe "the recent interest in identity and social identity in particular, in organizational theory is thus, among other things, motivated from a control point of view" (Kärreman & Alvesson, 2004, p. 151).

The use of systems-control perspective when trying to understand human behaviour has been criticised by Watson (2006) who argues that a process-relational frame of reference has considerable advantages in comparison. Watson underlines how human individuality is always relational, flexible, and ever changing. Sense-making is the active tool, which managers can use to shape the society of a company and to create a picture of sense among employees. When normative control uses common psychological concepts

such as motivation, needs, and attitudes, managerial authority is thus dependant on a present manager able to frame messages for and motivate the employees. "The fact that some people in societies and organisations are more active than others as 'story-tellers' and some are more discursively ingenious when it comes to processes of discursive framing than others has important implications for power relationships in general and managerial authority in particular" (Watson, 2006, p. 106). This process-relational framework would, in contrast, focus on dialogue, negotiation, and sense-making.

The concept of normative control in relation to CBS study programme administration will be discussed next to define which kind of control measures are necessary, how these measures can be implemented, and what outcomes can be expected

3.4 The normative control and use of motivation

The common notion that employee motivation has to do with people doing work tasks and that this can be manipulated stems from the system-control thinking indicating that the greater input, the greater output. Watson (2006) suggests instead that framing motivation as a work orientation opens up to the idea that output can never be stable over time due to changing personal circumstances of the employee and that work is defined differently among each and every employee ranging from 'this is the purpose of my life' to 'this is how I feed my family'. Another definition of motivation describes the managerial action in which the employees' behaviour can be influenced or controlled. Motivation should in that case be rephrased into 'strategic exchange' which "entails managerial manipulation of the implicit contract to get people to behave in a way that leads to productive cooperation" (Watson, 2006, p. 313). Put in simple terms "Tasks are shaped and rewards are offered as part of a bargaining process in which managers try to persuade employees to work in the way they want them to work" (Watson, 2006, p. 315).

Critique of strategic exchange has been raised by Zafirovski (2005), who would hold that social exchange theory combines behaviourism with concepts from microeconomics. He states that organisational circumstances are much more complex and that such a combination "virtually excludes relevant sociological and anthropological ideas as incongruent" (Zafirovski, 2005, p. 16). Zafirovski argues that social exchange theory is grounded in "partly discredited economic concepts" such as cognition, self-interest, utility maximization, and cost-benefit calculation. Another point of critique is that the theory is

based on an unjust "reliance on the operant psychology of stimuli, responses, mutual reinforcements, rewards and punishments" (Zafirovski, 2005, p. 16). Disregarding the manner in which social exchange theory has been subordinated to concepts of economics and behaviourism, Zafirovski calls for more empirically-historically grounded theories based upon sociology and anthropology.

3.5   Process-relational cooperation and use of sense-making

We see that Watson's process-relational framework would refrain from using terms as motivation and discursive framing as it would rather focus on dialogue, negotiation and relationships among employees (Watson, 2006). Looking at the individual rather than at the organisation's numeral goals and interests will emerge that employees seek to defend. Watson's "Garbage can model of organisational choice" emphasises how any organisational decision is influenced by the people taking the decision, the various problems that exist at the time of the decision both within the company but also affecting the people and even the time available for each individual (Watson, 2006). In other words, the manager is not the only person to bring an agenda to the table. In order for employees to make sense of what they are doing and how to treat new challenges, sense-making inevitably comes into play. According to Mintzberg, Ahlstrand and Lampel (2009), sense-making is an active, ongoing tool, which managers use to shape the society of a company in order to create sense. This often proves difficult, as sense-making is a retrospective process. The retrospective aspect is important as it is impossible to make sense of a situation without having a situation to learn from. Therefore acting is required before learning from it. After action is taken it is possible to discover strengths and weaknesses and evaluate and create strategies. As the implementation of a strategy is action based, ongoing evaluation and sense making is necessarily required. Furthermore, sense-making is a social process and if knowledge about how to deal with challenges "unfolds gradually, then knowledge of this unfolding sense is not located just inside the head of" one single person (Weick, Sutcliffe, & Obstfeld, 2005, p. 412). Instead, it is accumulated experience "realized in stronger or weaker coordination and information distribution among interdependent" employees (Weick et al., 2005, p. 412).

The choice of motivation versus sense-making should be particularly salient in our study of study administration staff at CBS. We will look into problems regarding employee

satisfaction and knowledge sharing later on in this thesis. We will discuss the current state of knowledge sharing, managerial attempts to further knowledge sharing and finally look into alternative approaches to the matter.

3.6 Organisations handling knowledge management

According to Alvesson (2000) it is difficult to "find objective criteria for determining the degree of knowledge-intensiveness of a firm" (Alvesson, 2000, p. 1101). He proceeds clarifying that "Typical examples of companies in this category are law and accounting firms, management, engineering and computer consultancy companies, advertising agencies, R&D units, and high-tech companies" (Alvesson, 2000, p. 1101). Watson (2006) defines in a more vaguely manner that knowledge intensive firms requires knowledge management which he defines with "Practises which encourage the acquisition, creation, sharing, manipulation and developing of knowledge within an organisation" (Watson, 2006, p. 376). As CBS has got research centres within their different departments and are involved in the practice of developing and sharing knowledge, we justify categorizing CBS as a knowledge intensive firm.

3.7 Organisational culture

Watson (2006) describes organisational culture as "the set of meanings and values shared by members of an organisation that defines the appropriate ways for people to think and behave with regard to the organisation" (Watson, 2006, p. 254). According to him, culture is created through changing patterns, shaped and influenced by both employees and managers.

Schein's (2004) model of organisational culture describes culture as having three levels: artifacts, espoused beliefs, and values, and basic underlying assumptions. The level visible to others, artifacts, consists of products and behaviour. This could be published lists of company values, posters, gadgets, manners, routines, emotional displays, or jargon. Even though this level is the most visible to the observer it "is especially dangerous to try to infer the deeper assumptions from artifacts alone, because one's interpretations will inevitably be projections of one's own feelings and reactions" (Schein, 2004, p. 27). The second level is called espoused beliefs and values. Though it is not physically visible, it can be inferred when asking people to explain and justify what they

do. It contains notions such as ethics, ideologies, norms, strategies, commitment, mind-set, and rules of behaviour that members of that given culture follow. Some of these values will have derived from management but are only transformed into shared values once they have been accepted by the group members. The deepest level of the culture Schein refers to is basic underlying assumptions although "many other culture researchers prefer the term basic values to describe the concept of the deepest levels. I prefer basic assumptions because these tend to be taken for granted by group members and are treated as nonnegotiable" (Schein, 2004, p. 25). The non-negotiable, taken- for-granted-values shared by group members can be described as being the core of the culture and covers implicit assumptions that guide behaviour and influence how members perceive, think, and feel. Because they are so wide spread, members are usually unaware of them – and this can make them extremely difficult to change.

Hofstede's (2001) Onion diagram has many similarities to the model of Schein and depicts culture as different layers of an onion, with values as the core, covered by rituals and visible heroes and symbols as the outer layers. Values are again the basic values, while so-called rituals are visible manifestations of a given culture. Rituals could be anything from morning routines at an office to celebrating holidays in a specific way. These rituals might be considered superfluous in terms of goal achieving, but are essential in binding individuals to the collective and its shared norms. Heroes are model based role figures and are people, alive, diseased, or mythical, who possess characteristics considered important to a culture. The visible outer layer such as symbols, gestures, images, and objects carry a specific and often complex cultural meaning, which is only recognized by those who share the culture.

Several articles have been written criticizing Hofstede's onion model[4]. Among these, Fang (2006) notes that Hofstede's model has a particular historical limitation, in that "it was constructed in the height of the Cold War era when nations were like "black boxes" (self-contained "onions"), separated from each other physically, psychologically, ideologically, and culturally. It is not strange that culture was conceptualized as a nationality-based and passport-based phenomenon at that time..." (Fang, 2010, p. 166). Fang would rather describe culture like an ocean, being a dynamic rather than a static paradigm symbolized by Hofstede's Onion model. In our view, Fang's criticism is justified when looking at culture

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[4] A search on scholar.google.dk with search words 'critique of Hofstede's cultural onion' will show a list.

in an international context, but we find Hofstede's model acceptable when looking at a micro perspective at organisational level.

The reason for culture being so important to organisational management is the performance and motivation aspect of it. Sense making for followers is most easily obtained if, as Aristotle advised, the orator "simultaneously appeals to the follower's logic, emotions, and values" (Porter & Nohria, 2008, p. 27). An aligning of emotions and values thus makes it easier to integrate company values into the employee's self-image resulting in an enhanced productivity. As Kunda and Barley explain "Culture enhances social integration; social integration eliminates the need for bureaucracy, and increases levels of investment which, in turn, enhance performance and productivity. Thus, by manipulating culture, substantial increments in profitability should accrue" (Deetz et al., 2000, p. 5). Watson criticizes this notion as it "encourages us to see human beings as cultural dopes" (Watson, 2006, p. 103). He continues stipulating that identity is a mix of choice and constraint and that people are active sense-makers not solely determined by culture.

For our research, the importance of organisational culture will be assessed in reference to the data acquired in exploration of the CBS study programme administration. From this review, it is clear that senior CBS administrative management and the study programme management teams themselves can actively seek to influence the culture at CBS for improved ways of task performance and employee welfare.

3.8   Lean principles

The principles of Lean management, among other Japanese management practices, have developed since the end of World War II (Tackney, 2001). Lean principles, developed at the Toyota factories, were originally used to eliminate any activities in a supply chain that did not add value (Čiarnienė & Vienažindienė, 2012). The principles of Lean management "has contributed to the introduction of a number of management practices: job rotation, standardization, quality management, broadened responsibilities and the 'just-in-time' system" (Bouville & Alis, 2014, p. 3016). Lean management can be divided into two parts; a technical element which is about eliminating all technical obstacles and a managerial element. The managerial element is defined by Cullinane, Bosak, Flood, and Demerouti who state that "as a management philosophy, lean manufacturing is intended to change how people work by giving them more challenging

jobs, greater responsibility and an opportunity to work in teams" (Cullinane, Bosak, Flood & Demerouti, 2014, p. 2998). Lean principles also include an emphasis on employee well-being and a culture of continuous improvement (Bamber, Stanton, Bartram & Ballardie, 2014). In order to make sure that the implementation of Lean principles becomes a success "organisations require an awareness or realisation of the need for improvement, the capacity to deal with change and an organisational culture receptive to making changes to processes" (Radnor, Walley, Stephens & Bucci, 2006, p. 5). Furthermore, "the workforce should also be engaged in the changes and thereby empowered to make improvements to the process in which they work" (Radnor et al., 2006, p. 5).

Even though the Lean principles were developed in production plants with the purpose to minimise waste in the production, it has been applied in the public sector as well. In the Scottish public sector elements of the Lean philosophy has been successfully implemented and led to an increase in the quality of service provided (Radnor et al., 2006).

In relation to the study administration at CBS, we will evaluate how Lean principles connect with the current management practice and the organisational culture and whether the study administration possesses some of the prerequisites for implementing Lean principles.

4. PEST analysis

In order to understand the internal circumstances of the universities we start by setting the frame describing the surrounding environment. Starting with the PEST framework, the following section provides an overview of the external factors influencing the Danish universities. The goal is to identify potential opportunities and threats to CBS.

4.1 Political influence

The political influence on universities is very substantial. The government sets the frames for universities to act within and the political factors will therefore take up a quite significant part of the PEST analysis. However, the government has to act within the guidelines and agreements arranged with the European Union. The starting point is thus from a macro perspective towards a micro perspective.

4.1.1 Bologna Declaration

Of international cooperation, Denmark has engagements with the Nordic Council, The European Council and OECD. Denmark was among the initial 29 countries signing the Bologna Declaration in 1999. The Bologna Declaration consists of six focus points, described below:

- Making degrees both more readable and comparable by implementing a Diploma Supplement.
- Establishing a standardised two cycle undergraduate and graduate system across the European Union.
- Creating the European Credit Transfer and Accumulation System (ECTS) to provide an aligned accumulation system at institutional, regional, national, and European level. This to ease student mobility and grant credits for lifelong learning in other contexts recognized by the Universities concerned.
- Promoting mobility among students and faculty, by eliminating obstacles in the countries concerned.
- Raising attention to the quality assurance of comparable criteria and methodologies through strengthened cooperation.
- Strengthening the European higher education dimension, within the area of curricular development, inter-institutional cooperation, mobility schemes, and integrated programmes of study, training and research (Hernández-Carrion, José Rodolfo. 2011).

As Denmark had already in 1992 reformed Danish universities by implementing a uniform structure consisting of a three-year bachelor programme followed by a two-year master programme, the first two focus points were easily obtained (Ministeriet for Børn, Undervisning og Ligestilling [UVM], 2015).

In year 2000, the first changes took place implementing the ECTS at the professional bachelor. Studies such as teacher, midwife, bio analyst was set to last between three and four and a half years and consist of 210 ECTS (Retsinformation, 2015). In 2001, the use of ECTS became compulsory at all higher-level institutions and with the Study Progress Reform from 2013, all students were required to obtain 30 ECTS points per semester starting summer 2014 (European Union, 2015 and Uddannelses- og forskningsministeriet [UFM], 2015). Other focus points were not accommodated that

quickly. The new grading system was more time-consuming being implemented bottom up starting in primary school, and only in 2006 the new grading system reached the university level that started using it in the fall of 2007 (Aarhus Universitet [AU], 2015). The rest of the focus points are less tangible describing strengthened European cooperation and elimination of obstacles aiding mobility among students and staff.

At SDU, management strives towards increased internationalisation by making it one of four focus areas in their strategy running until 2020. The goal is to increase the number of students taking a semester abroad with 50 per cent in comparison to 2013 (Syddansk Universitet [SDU], 2015).

4.1.2 Study Progress Reform

At a national level, the Danish Parliament in 2013 agreed on an educational reform affecting all Danish universities. The reform consisted of two parts. One part was to change elements of the SU-system and the other part was to decrease the time that a student would spend on completing a master's degree from a university.

The part of the reform concerning study progress consists of four initiatives:

- Further an active study culture through mandatory enrolment in classes and exams corresponding to full year of study and discontinuation of the possibility to unregister exams.
- Establishment of better conditions for credit transfer when a student has studied at another institution or has changed study line, increased use of study starts in the winter as well as better transitions between bachelor and master educations
- Require the universities to reduce the average study time by 4.3 months until 2020.
- Option to introduce study start tests on further education that the student has two chances to pass (ufm-reform, 2015).

The reform was to be implemented without any additional funding for the universities. Furthermore, should the universities not be able to reduce the average study completion time to the required level, funding of up to DKK 943.6 million can be taken from the universities. (dkuni-numbers, 2015)

CBS implemented the Study Progress Reform in the fall of 2014 for new Bachelor students. For the study administration, this meant optimising administrative processes to shorten the credit transfer application process as well as overall completion times. From summer 2015 the Study Progress Reform applies to all programmes, bachelor as well as master. (CBS annual report 2014)

4.1.3 Dimensioning Reform

Another reform was launched in September 2014 to optimise the Danish educational system and align the education of graduates with labour market demands. The Danish minister of Education and Research announced the Dimensioning Reform, where universities were instructed to cut away 4000 seats at graduate level based on the unemployment rate among the alumni from the respective study programmes. A consequence could be that bachelor students with legal claim potentially would take up all available seats at the affected programmes, should the programme still exist. Due to criticism, pointing out that this would affect the international profile at some of the programmes; the reform was adjusted one month later. The revised version reserved 10% of the seats at the master's programmes to foreign students. After severe pressure, another revised version was announced yet another month later meeting the wishes of the universities of reducing the number of seats starting at undergraduate level. Another revision was that it was up to the president or rector of each university to decide which programme to cancel or cut seats from.

For CBS, the consequences of the Dimensioning Reform are among other that 132 study seats has to be cut away starting from summer 2015 until 2018 at bachelor level and from 2018 until 2020 at master level. The 132 seats are all in programmes related to business languages and organisational communication and CBS has chosen to add the seats in other programmes instead.

SDU has to reduce the number of study seats by 410, which corresponds to a reduction of 11%, whereas CBS only had to cut away 4% (Aalborg Universitet [AAU], 2015). For SDU this has resulted in an elimination of three language studies; Spanish, Chinese, and Arabic and further shutdowns in various programmes in the humanities department (SDU-dimensioning, 2015).

4.2 Economical influence

The income of the Danish universities could be divided into roughly three main categories. Educational Activities also known as Taximeter Funding per Student are the main source of income for five out of the eight universities. Second largest, being the largest source of income for three universities, is the Public Research Funding also known as Basic Funding. As most national research institutions merged with the universities in

2006, the basic funding appears highly uneven between the universities based on where research centres, departments, and laboratories are located. The third source of income covers other grants and sources of income.

In 2013, direct public investments constituted 62% of the total income of the universities. With an increasing number of students being enrolled at the universities each year, the basic funding per students have undergone a slight decrease (dkuni, -numbers about universities, 2014) For example since 2010, the number of enrolled students at CBS and SDU has increased 24% and 52%. At the same time, the government funding per full time student per year (earning 60 ECTS points) has decreased 10% on average for all Danish universities (Appendix G).
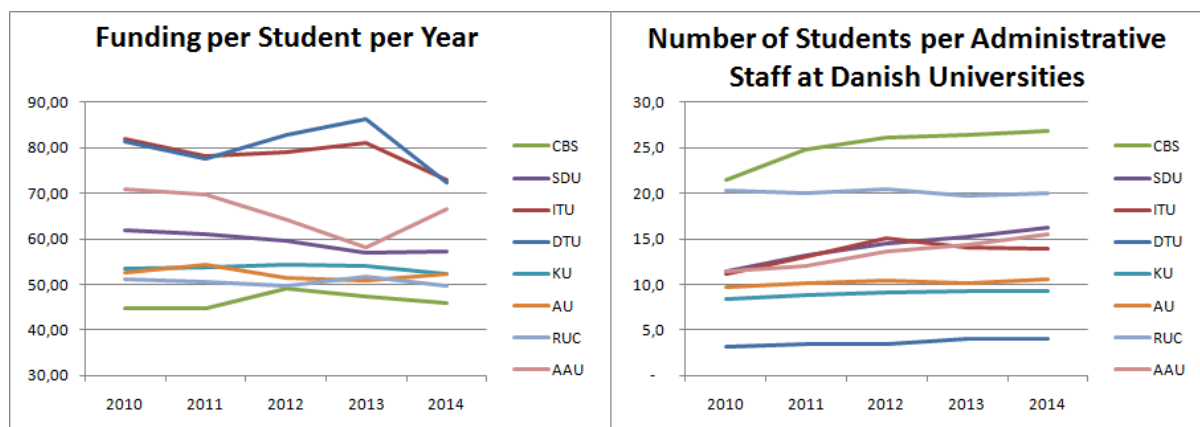
As shown in the figure above, only three universities, SDU, AU, and AAU, received more money per student from 2013 to 2014. The year before, three other universities, DTU, ITU, and KU, received an increase in funding per student per year. All other universities received less than the year before (Appendix G).

Simultaneously, in 2012 the government initiated administrative savings that fully implemented saves DKK 260 million each year. These savings combined with the increase of enrolled students gives the above illustrated condition, where the number of students per administrative staff is on the rise for six universities. Only KU and ITU have a slight decrease from 9.2 to 9.2 and 14.1 to 13.9 respectively from 2013-2014.

Not only does CBS receive the lowest Taximeter Funding per Student among the Danish universities, they also receive the lowest Public Research Funding. See table below (Appendix H).

Research Funding per Student in DKK 1000'

Year	CBS	SDU	ITU	DTU	KU	AU	RUC	AAU
2014	15,66	43,08	45,10	161,47	73,54	58,82	31,41	40,48

This puts CBS at a disadvantage in terms of development and maintenance. According to CBS annual report 2014, CBS needs to "base its long-term budget on the present framework, implying that costs must be cut by an annual DKK 60 million as from 2017" (CBS annual report 2014). CBS has already started the implementation of cost savings as 67 employees have signed voluntary redundancy agreements. Other operating cost savings have also been implemented. CBS needs to adjust its educational activities to a lower level of researchers, which means that the ratio of students to teachers will increase. The downsizing among employees does not appear on the payroll costs from 2013 and 2014. Rather there is a small increase at all employee groups and the technical and administrative department has benefited from the largest increase. See table below. Numbers stem from the CBS annual report 2014.

Payroll costs (in 1000 DKK)	2013	2014	% increase
Full time academic staff	416017	437755	5,2
Part time academic staff	99049	103127	4,1
Technical and administrative staff	290614	310154	6,7

CBS admits in the annual report 2014 that the area of TAP has been neglected for several years and only now, the increase of employment match that of the full-time and part-time academic staff. The extra resources to the TAP department have mainly been spent preparing for the Study Progress Reform, implementing STADS (the pan-university study administrative system) and hiring permanent staff among people already working at CBS in other functions. In order to make more efficient use of resources and raise the quality of the overall service, the study administration was reorganised in the spring of 2014, bringing together competencies in information sharing groups. Therefore, although the payroll costs for the TAP department have increased 6.7% CBS did reduce overall GMA costs (general management and study administration) to 6.3% (CBS annual report 2014).

4.3   Social influence

Through the last decade young people in Denmark have been encouraged to take an education. The ambition for government ruling in the period 2011-2015 was to have the best-educated nation and therefore the goal was that 25% of a generation should have a university degree (European Commission [EC], 2014). In combination with this, university students have been encouraged to take a semester abroad on exchange or do internships, to strengthen their international profile and further the internationalisation in Denmark (UFM- internationalisation, 2013)

4.4   Technological influence

The adoption of information technology in the Western world and subsequently Denmark is at a high level. In 2015, 85% of all Danish households possess a laptop and the number of households with smart phones has increased rapidly from 2011 until 2015. At the same time, online shopping is on its highest (Foreningen for Dansk Internet Handel [FDIH], 2015), leaving an impression of the Danish people as keeping up with the technological development and embracing it.

The possession of electronics in the home by type of consumption and time
Unit: Precentage

Year	2010	2011	2012	2013	2014	2015
Stationary computer	53	53	49	47	41	39
Lap-top	72	78	81	81	86	85
Tablet pc, mini computer	..	9	19	33	45	50
Smartphone	..	33	50	63	73	77

Source: http://statistikbanken.dk/statbank5a/default.asp?w=1366

The universities are also utilising the possibilities online access provides by giving students access to information, webmail, calendars, and file sharing systems online.

CBS is currently using a variety of platforms. Students will have to access five different platforms for access to their calendar, mail, enrolled courses, or to review results (E-campus, 2015). Some of these processes are supposed to be integrated into the STADS platform. The implementation of STADS started in 2013. Though no challenges presented themselves during the initial implementation period, the system soon showed limitation in terms of registration of new students and a lack of flexibility when registering in part modules instead of full semesters. In the end extra resources had to be allocated to the IT department as more errors occurred in connection with intake of new Bachelor

students and new procedures had to be learned and implemented among IT and study administration staff. As STADS has kept challenging staff, the implementation is still an ongoing process.

4.5   Sub Conclusion

Considering the environment of the Danish universities, it is evident that political and economic factors are the most substantial. The Bologna Declaration presents an opportunity for all universities and strengthens the students' possibility to take a semester in another country or take an internship abroad. The streamlining of education into undergraduate and graduate combined with the introduction of ECTS credits has generally enabled the universities to cooperate with other universities outside the national borders, giving them opportunity to offer double degrees and similar programmes.

The Study Progress Reform, imposed by the Danish parliament, introduces mandatory course enrolment of students and automatic sign-up to exams and re-exams. At the same time it deprives students of the opportunity to unregister from an exam. The universities will also have the possibility to test the students applying for a university programme during the admission process. The purpose of the reform is to shorten the completion time for students and the universities are required to decrease the average completion time by 4.3 months. If they do not reach this target, they will receive a financial penalty.

The Dimensioning Reform has the purpose of adjusting the number of seats at study programmes to the future labour market. This is done by decreasing the number of seats in certain programmes and eliminating other programmes completely. The consequences are that the number of international students in some programmes will be much lower.

CBS is the university in Denmark that receives the lowest funding per student as well as the lowest research funding. At the same time, the general student funding has decreased with 10% since 2010. This has forced CBS to try to reduce costs where possible.

The Danish government urges more and more young people to get a university degree. A national target says that 25% of future generations should hold an academic

degree. At the same time, the government is urging students to go on exchange and do internships during their study time.

The technological development in Denmark means that young people are familiar with the use of a variety of internet platforms and gadgets. Following this development, the universities are working with more self-service solutions for their students.

5.   Presentation of findings

5.1   Student survey

This section will first give a basic overview of the survey data while highlighting the most important findings. (For full and complete data, refer to Appendix I and J). The flaws of comparing data from a random sampling with those from a convenient sampling are covered in the method section. It is mentioned here to remind the reader of potential bias in the responding groups. Nevertheless, as CBS is in focus, the data collected from students of SDU functions as a secondary comparison group.

At CBS, the respondent pool consisted of 12 students from six countries. Five answers were from Germans students, two Danes, two Norwegians, a Swede, a Frenchman, and an Austrian student. At SDU the respondent pool consisted of 10 students of which five were Danes, four were German, and one was Bulgarian.

The survey among the BLC master students at CBS displayed an overall satisfaction with the service students receive from the study administration. In the survey, the students were asked how satisfied they were with the overall service provided by the study administration scaling from 1 -very dissatisfied to 6 -very satisfied. The tendency was that most students were satisfied with the service they received, as is visible in the illustration below.
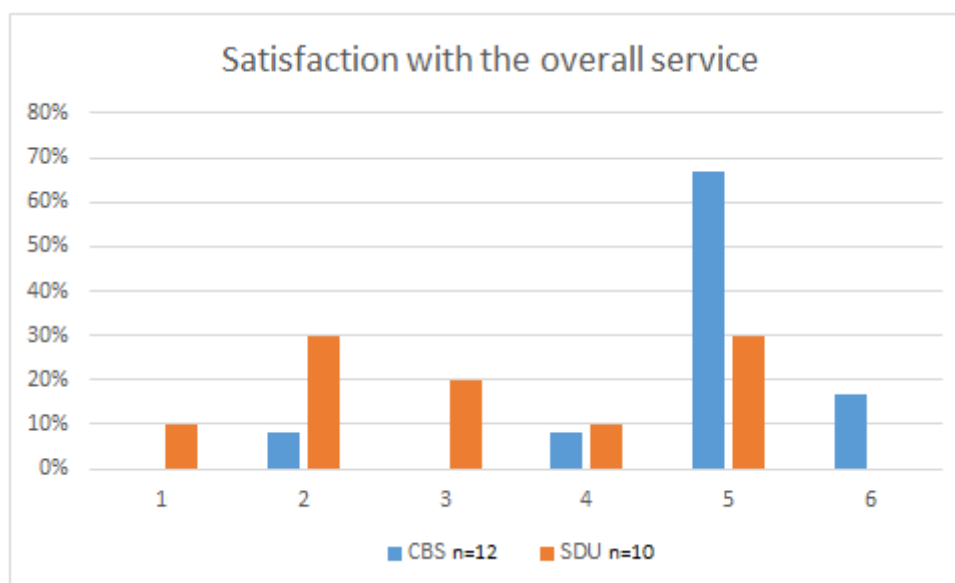
Three students commented on why they were satisfied stating that "Whenever I needed help or support, I got it relatively easy. Waiting times can ocure [*sic*], but the answers are useful and the staff is friendly." "Overall good, always here to assist me and very aware of the problems I faced", and "Often very helpful and quick to help and solve the situation" (Appendix I).

At SDU, however, it was quite different picture. Here the students were divided in their view of the service provided by the study administration and not one student was very satisfied with the service. One respondent explained the "dissatisfied" by stating:

> You are normally met with an irritated attitude, as if you are only there to waste their time, and as if you should be able to find everything online, even if it is not there. You are often met with an [*sic*] "this is not our table - go talk to somebody else"- attitude, which is really irritating and annoying, as all you are looking for is answers you have not been able to find anywhere else. Going to the study administration is always the "last resort", as it is very rarely a plesant [*sic*] experience (Appendix J).

Another student was more satisfied: "Quick response, even though sometimes several departments are involved when dealing with one issue (examination office, study board...), which is a bit confusing for new students." (Appendix J).

All of the respondents in the survey have, at some point, had to contact the study administration regarding one or more topics. The topics that appear to be most common are admission, exams and pre-approvals, where admission with 11 out of 12 responses, or 92%, was the most common. The respondents' satisfaction level concerning admission was generally high, though with a bit more differentiation.

Satisfaction with service regarding admission
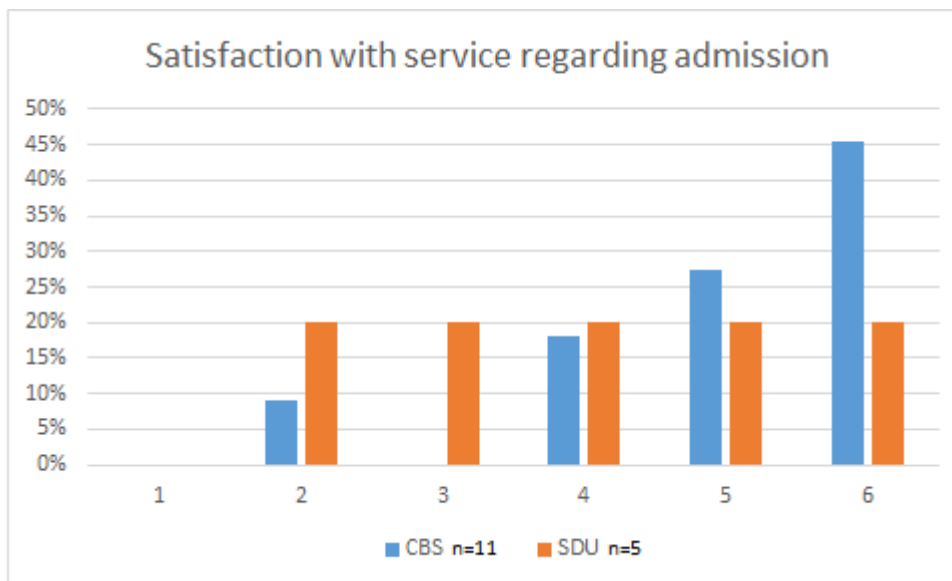
At CBS, only one of the respondents was dissatisfied with the service provided and stated this reason:

> I recall having sent at least 4 emails regarding admission to a master degree, which I never got an answer on. When going to student hub you rarely get to talk to the right people but at least someone is there to answer your questions, so that is positive (Appendix I).

At SDU, only 50% of the respondents contacted the study administration regarding admission. The answers were equally divided from very dissatisfied to very satisfied. One respondent commented that "Answers took a long time, no update on the status of the admission, no direct help" (Appendix J).

At CBS 58% of the respondents have contacted the study administration regarding exams and in general the students were quite satisfied with the service provided. One of the students giving the highest score simply noted in the comment field: "Retake exam registration" (Appendix I).

At SDU, the picture was very different. 90% of the respondents have contacted the study administration regarding exams and they were more dissatisfied with the service they received. One student stated: "I had an exam in Denmark and Spain the same day, and I was only allowed to get dispensation and do the reexamination [sic] in Denmark, if someone failed the original exam". However, another student recalled: "I wanted to switch my exam dates with another person and it worked out fine" (Appendix J).

Satisfaction with service regarding exams

(chart: bar graph with categories 1–6 on x-axis, 0%–50% on y-axis. Legend: CBS n=7 (blue), SDU n=9 (orange). Approximate values — category 2: SDU 33%; category 3: CBS 14%, SDU 22%; category 5: CBS 43%, SDU 44%; category 6: CBS 43%)
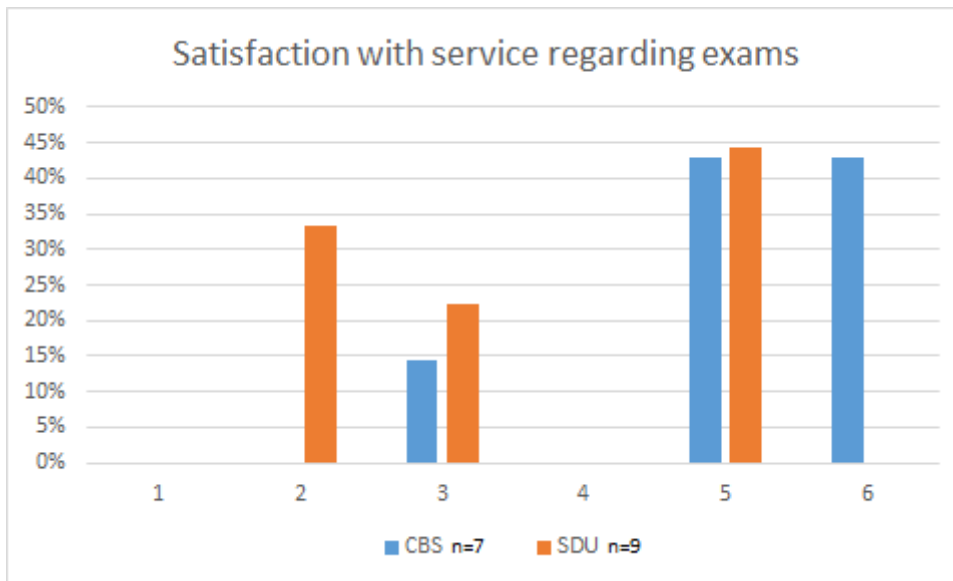
This could indicate that at SDU the service level very much depends on the person you get in contact with and what type of problem the student encounters.

At CBS, 58% of the respondents have contacted the study administration regarding pre-approvals and at SDU the number was 80%. The difference in satisfaction level is visible in the diagram below.

Satisfaction with service regarding pre-approval

(chart: bar graph with categories 1–6 on x-axis, 0%–50% on y-axis. Legend: CBS n=7 (blue), SDU n=8 (orange). Approximate values — category 1: SDU 25%; category 2: SDU 25%; category 3: CBS 14%, SDU 12%; category 4: SDU 12%; category 5: CBS 43%, SDU 25%; category 6: CBS 43%)
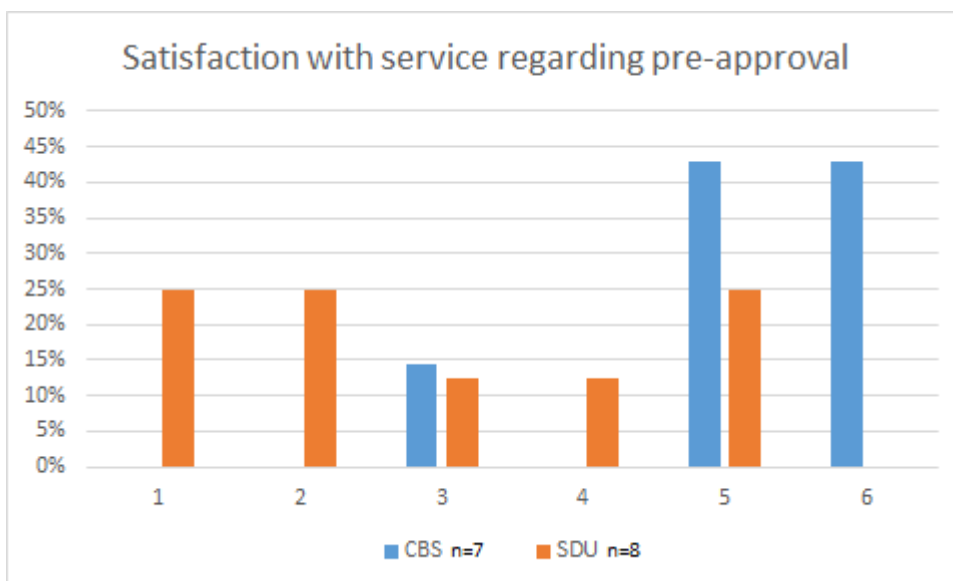
Again, the students at CBS appear to be quite satisfied with the service they have received whereas the picture at SDU was very different. At CBS, pre-approvals were described as a "smooth process" (Appendix I), whereas the descriptions at SDU were more negative:

> No office seems to be responsible. - Explanations of approvals are completely random. The offices treat the subjects different within the same organization.. - The

process took me over 5 (!!!) months because of offices not replying and giving no feedback about their decision why a subject is approved or if it is not. - No list with pre-approved courses from former students at the abroad university is available (Appendix J).

Another student explains: "It takes ages and I feel as if nobody knows the exact information" (Appendix J).

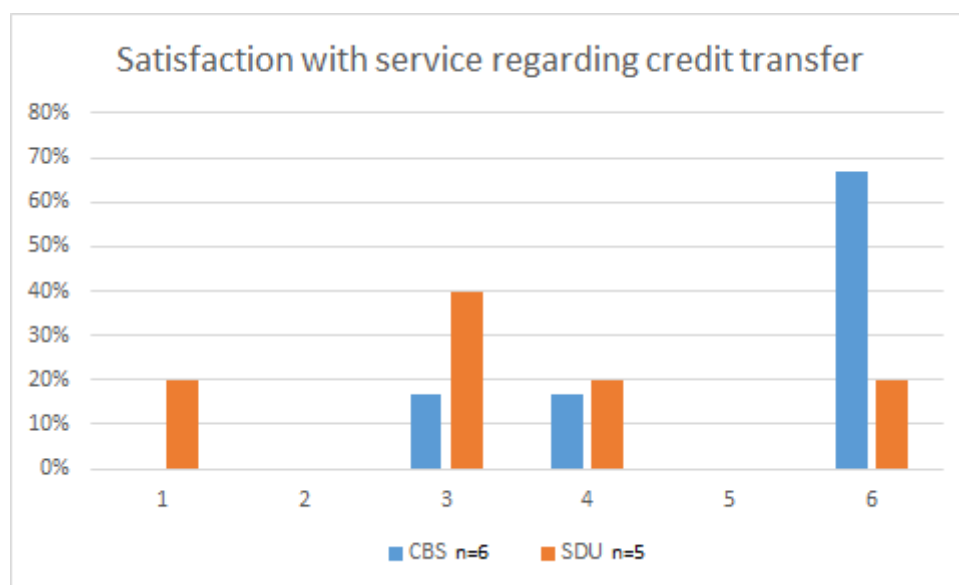Both at CBS and SDU, 50% of the respondents have contacted the study administration regarding credit transfer. Here the students at CBS again appeared to be more satisfied with the service they receive than the students at SDU.

Our impression was that there was a quite smooth process at CBS, which was illustrated by a student stating: "I just sent my application and got the pre-approval." (Appendix I), whereas it appeared to be more chaotic at SDU:

> I sent in all the required documents I could find online. However, there were other forms as well, which they sent to me after informing me that the original documents (found on their webpage) was [*sic*] not sufficient. Also, I had to contact then in order to get answer whether or not the credit transfer had gone though - they had "forgotten", and I hence got a very late reply. This happened twice (Appendix J).

At CBS, 42% of the respondents have contacted the study administration regarding electives. Here the satisfaction level for students from CBS was a bit more divided. One student stated that "I received assistance from the student hub, they were quite helpful." where another stated: "I rarely get an answer on emails, but by phone or in person it is better. Through [*sic*] always very difficult to get through to the study administration" (Appendix I). See table below.

Satisfaction with service regarding electives
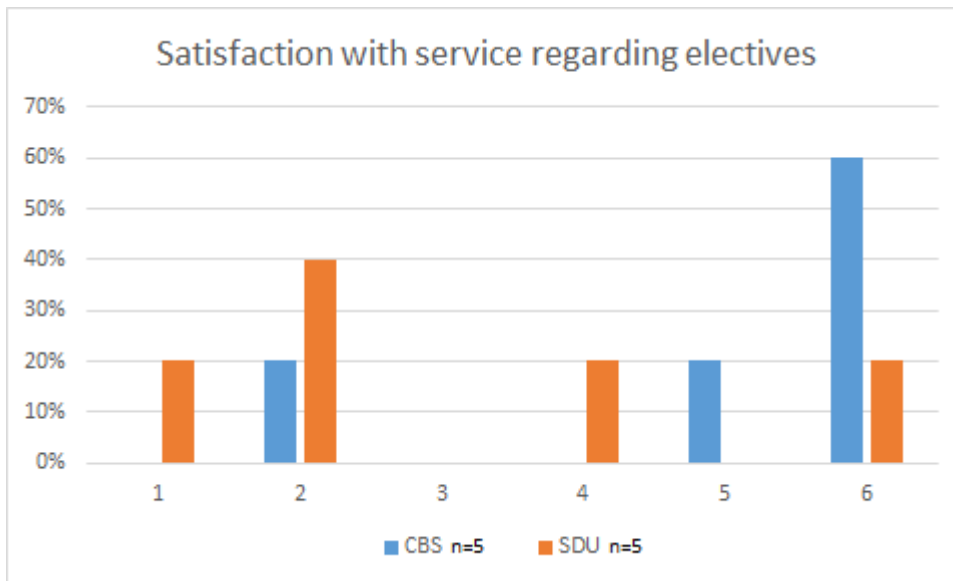
At SDU 50% of the respondents have contacted the study administration regarding electives and, as was the general picture for SDU the students were more dissatisfied with the service they received than the students at CBS were. A student from SDU stated:

> We were two people applying for the same elective. One got an answer right away, the other never got a response and was left hanging in mid-air. It was just luck that both of us were in contact and heard from the other. The response came very late (after the deadline) (Appendix J).

Another stated that:

> They had some electives from other institutes available which were "pre-approved". However, they could not tell me anything about exams and requirements, and told me to contact the other institute in order to find out. The other Institute told me that they could not help me, as exam forms and such had to be decided by my study administration. I hence got tossed back and forth - thanks to the great professor of the course, he helped me out and got everything sorted out. However, it was certainly not satisfactory (Appendix J).

At CBS 33% of respondents have contacted the study administration regarding IT/information issues and at SDU the number was 20%. In this area, the satisfaction level is somewhat the same at both universities.

Satisfaction with service regarding IT/Information issues
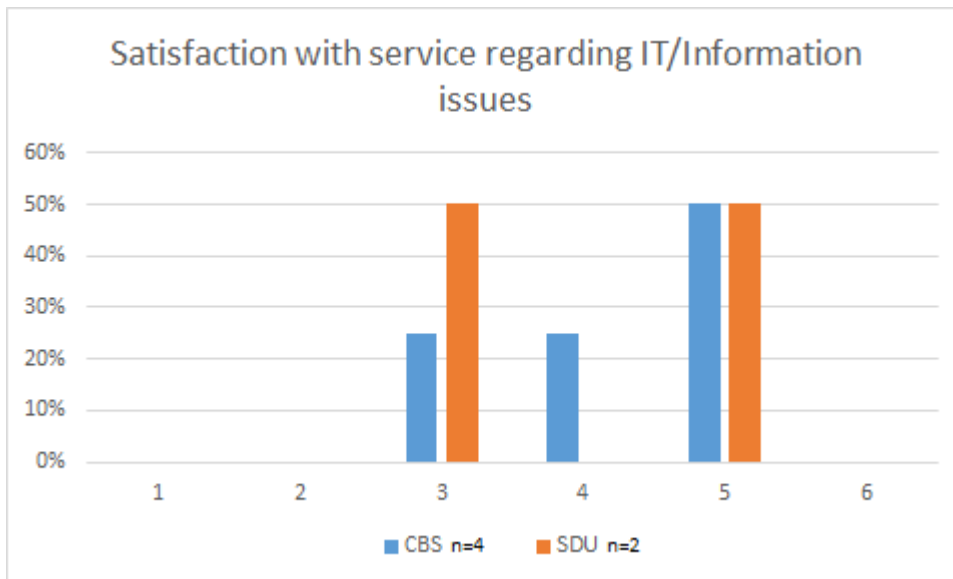
At CBS, a student described, "the IT people are always super kind and competent" (Appendix I) and at SDU, a student noted, "Answer was satisfying" (Appendix J). The satisfaction level in this area was generally positive.

At CBS 33% of the respondents have contacted the study administration regarding thesis and the students were quite satisfied with the service they have received. One respondent praised the study administration on requests regarding "Deadline to hand in the thesis contract, choice of supervisor..." (Appendix I).

Satisfaction with service regarding thesis

At SDU 40% of the respondents have contacted the study administration regarding thesis and the satisfaction level was more divided. The majority were quite dissatisfied and one student stated that:

> Secretariatet [*sic*] does barely replies [*sic*] mails - Questions are often completely ignored or answered in an unsifficient [*sic*] way - It seems that mails not get read in a [*sic*] appropriate way. Often the reply (if at all) consists only of links to some pages that dont [*sic*] answer the questions (Appendix J).

At CBS, 17% of the respondents have contacted the study administration regarding internship. Only a small number of students appear to go on internships. This could indicate that the asked respondents are on their first year and have not yet taken that decision. Another possibility is that the students might choose either exchange or electives. Noticeable are the answers given in satisfaction level. As students are 100% dependant on the help/pre-approval and certain papers from the school, the study administration is of crucial importance. The non-satisfied student explains:

> I was planning to go on an internship, which required me to get a signed document from my university stating that the internship was part of my program [*sic*]. I asked the study administration for this, but never received it... (Appendix I).
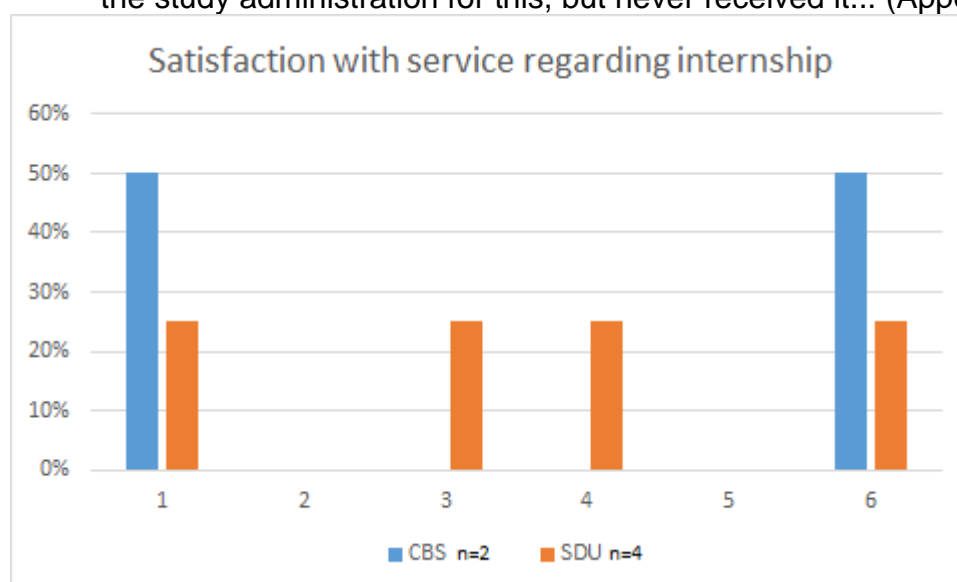
At SDU, 40% of the respondents have contacted the study administration regarding internship. This could indicate that more students at SDU are interested in going on internships than what appears to be the case at CBS. At SDU, the satisfaction level was again divided though this time equally divided between satisfied and dissatisfied. One student at SDU explained this: "They told me to contact the student councellor [*sic*], who was fairly helpful. The councellor [*sic*] told me to contact the professor, who would be assessing my internship assignment, and he was definitely [*sic*] the biggest help." (Appendix J).

In the survey at both CBS and SDU we enquired into whether the students knew who their current study secretary was and if whether they had had multiple in their time of study. At both universities, the majority of the respondents knew who their study secretary was. At CBS the numbers were 67% and at SDU it as 90%.

Regarding the question of whether they have had multiple secretaries at both CBS and SDU there was quite a significant number of respondents who did not know. At CBS 50% answered yes but 33% did not know. At SDU the number was 50% who did not know and the rest of the students were divided 30% 20% between No and Yes, showing that even the certain respondents were mutually disagreeing on the answer.

5.1.1 Sub conclusion

At CBS, the respondents were in general quite satisfied with the service they receive. When reviewing the results of satisfaction level in each area, the most important elements in relation to the Bologna Declaration are admission, credit transfer, pre-approvals, and internship. In all of these areas, the satisfaction level among the respondents was quite high, but the comments from the students still revealed some alarming examples of poor service. One student had to send four emails to the admissions office before receiving an answer and when it came to internship, another student never received the proper documentation needed to do the internship. On the other hand, both credit transfer and pre-approvals does not appear to be a problem, as the students indicated that they received the documents quickly after contacting the study administration. When reviewing all the comments in all areas, it appears that the Student Hub is a strong suite for CBS as students receives help when in contact with the Student Hub. On the other hand replying to emails seems to be a weak spot for the study administration.

At SDU, the overall satisfaction level was somewhat lower and the examples of poor service appeared more severe. For the four areas admission, credit-transfer, pre-approvals, and internship the satisfaction level was also lower than at CBS. The reasons for the low satisfaction level were in all areas mainly due to long response time from the study administration or no answer at all.

5.2 Interviews

In the interviews that we have conducted, we talked to members of administrative staff about a variety of topics. These topics gave an insight into the working environment of the study administration. In the section after the interviews, the topics are categorised as strengths, weaknesses, opportunities or threats to the administrative departments.

5.2.1 Students' opinion of the study administration

In the interviews, we asked how the informant thought students perceive the study administration at their university. Our general impression is that the administrative staff at both universities think that the students are quite unhappy with the study administration. At CBS among other things were stated that "there was far between the students and the study administration" (Appendix M) and that "one becomes almost desperate for not being able to find out whom to contact for what" (Appendix N).

It also seems to be a general impression among staff that the students are confused about whom to contact and that once they know one person in the study administration they will continue to contact that person. This is the case at SDU where a study secretary experiences that students write emails to him even though their query is not related to his area of responsibility: "it is not rare that I am asked about subjects that are clearly not my responsibility" (Appendix K). At CBS, the study administration also experiences students as confused but claim that since the introduction of the Student Hub it has become easier for students to get help: "It is of course easier for new students to go to Student Hub, but it is not always that they can answer everything" (Appendix M). When asked if student Hub had a downside the response was "you lose contact, sure. You also lose a service. A service to provide right?" (Appendix N).

5.2.2 Differences between Danish and foreign students

The administrative staff were also asked if they experienced any differences between native Danish students and foreign students. In general, our informants did not note any significant differences between Danish students and foreign students. At SDU, the foreign students were perceived slightly more positive than the Danes, simply because the foreign students offered a variation and an opportunity for the study secretary to use the English language (Appendix K). At CBS, the foreign students are to some extent

perceived to be a little more humble than the Danish students: "the Danes have a home court advantage and are maybe demanding and know what they want and [...] where foreigners are bit more out of their comfort zone, a bit more humble and a bit more careful" (Appendix N).

At SDU, it was noted that having foreign students in a master's programme at a Danish university required the study administration to have all information available in English: "We have actually double study administration, one in Danish and one in English, right?" (Appendix L). Other than requiring information available in English it does not appear that foreign students require more attention than the Danish students. This is apart from a few exceptions, at SDU, when foreigners find themselves in trouble: "There is no doubt that foreign students with problems are significantly more challenging administratively than Danish students with problems" (Appendix K).

5.2.3 Digitalisation at the universities

Both universities have implemented IT systems to support the study administration and enable self-service for the students. In our interviews, we inquired into how the implementation of IT-systems has affected their work. The general attitude towards IT-systems is positive at both universities, where SDU appears to have started with implementation of IT-systems before CBS and therefore has more experience in working with these systems: "We have in many ways been first movers on a more professional study administration" (Appendix L). The implementation of self-service systems has made administrative issues easier for the students, but is not always an advantage for the staff:

> It can be an advantage for the students that they do not have to come here. But one also loses a lot of things. One has to be clear that you do not get anything without giving something, not here either. And what you do not get is more time (Appendix L).

CBS is currently implementing a new self-service system and the administrative staff are trusting this system to ease the difficulty of certain tasks such as scheduling rooms: "Where a computer system quickly can figure out how a schedule should work based on some criteria" (Appendix M). Even though the study administration is looking forward to the full implementation of the new systems, the implementation phase itself does not appear organised. Job tasks being performed in a new way at the same time as organisational changes redefine roles, leaves the staff with unclear responsibilities: "There

is just a lot going on at the moment and a lot of things you do not find out, oh- who was supposed to do that?, before it is almost too late" (Appendix M).

5.2.4 Financial pressure on the departments

In the interviews, we briefly talked with staff about how they experienced the financial pressure on the universities. At SDU, the financial pressure was most evident in the scheduling of classes:

> Then it is about checking that we have scheduled from eight a.m. to 6 p.m. all days in all rooms because if we can do that then we might be able to save a room and then we might not need to build a new auditorium (Appendix K).

He also described it as a "mantra about not wanting to waste resources" (Appendix K).

At CBS, the financial pressure was more evident in the workload of the administrative staff. The study secretary told us that: "Because there has been a reorganisation and I had some tasks taken away from me I have now gotten the entire bachelor part, but actually there was a full time employee solely for the bachelor part before" (Appendix K). It was also noted that there is a quite high pressure on the teaching rooms at CBS.

5.2.5 Dimensioning and Study Progress Reform

Given that both the dimensioning of education and the Study Progress Reform are introduced at the universities in the coming semester, we inquired our informants about their expectations.

The dimensioning is affecting SDU quite significantly and the administrative staff responsible for the Negot programme were very worried how this will affect the study programme. Regarding dimensioning, one informant speculated:

> But if you are not allowed to exceed the limit then we just risk filling up with bachelor students with legal claim until you hit the limit and then there is no room for others, then there is no room for outsiders (Appendix K).

The study secretary described this as something "that makes our education disadvantaged" (Appendix K).

Both universities are impacted by the Study Progress Reform and the administrative staff at SDU are expecting "a tsunami of dispensation applications" (Appendix K). Though

they have difficulties predicting what kind of effect it will have on their amount of work in the study administration:

> There are also some applications we will no longer receive because the Study Progress Reform in one strike says you have to take an exam [...] We have had some applications with people not wanting to attend the ordinary exam, who wanted to attend the re exam instead. And until now that has required an application (Appendix L).

At CBS, both informants were reluctant to predict which kind of consequences the Study Progress Reform would have in the study administration. However, they speculated that this would cause students to drop out and one informant stated that the requirements towards the students were quite harsh: "It is some quite tough requirements that are being imposed from the government that people are supposed to complete so fast" (Appendix N) and "that gives some frustration and maybe, I am thinking, there are some who will not complete, maybe people who will complete faster, but also a higher dropout rate" (Appendix N).

5.2.6 Stress

In the interviews we inquired into whether the staff were feeling stressed and how well they were feeling in their job. At both universities, the amount of work has increased and at SDU, they noted two main factors for an increase in work; a larger number of students and more demanding procedures in the study administration:

> Perhaps we have enrolled too many students at the university in recent years. At least that's something I personally believe we have. [...] It becomes necessary to hire more and more administrators because you have the education policy you have and the requirements to be able to control it that you have [...] you have made a more time consuming study administration necessary (Appendix L).

At CBS, the Programme Manager is positive about the new IT-system but noted that the implementation coincides with organisational changes:

> it has been very handheld before and very dependent on a person so to speak where now it becomes more electronic and that happens at the same time as things has moved around in the different parts of the organisation (Appendix M).

So in addition to an increased number of students and time demanding it-systems, both study administrations were continuously affected by various reorganisations with changing job descriptions. At SDU was noted:

And then we had a long discussion about how we were to be organised. […] Then you have what you just call study secretaries that then, in many cases, are both responsible of schedules and of exams […] you are suddenly wearing two caps and are potentially busy all the time... (Appendix K).

And at CBS: "we have had a reorganisation and now everybody who used to be study board secretaries are now placed in the same department and are called programme managers" (Appendix M). At the same time job rotation appears to be part of the future at CBS, where a member of the administrative staff remarks: "Actually something new has come... it's lurking a little with some job rotation that is to be launched so to speak" (Appendix M). Every reorganisation affects the overview and quality of employee performance. An administrator explained: "You have been used to a certain division of matters. Now certain matters fall between chairs" (Appendix M). Regaining the overview of new tasks prolongs the study administration time: "There might have been busier in a period so there are some things that, last year, you might have finished doing already, but now might still be lacking because time has been spent on something else so to speak" (Appendix M).

5.2.7 Employee turnover

In the interviews with the employees, it became evident that the two universities are quite different when it comes to retaining their employees. At SDU, most of the staff had been there for several years and it was generally the rule that people stayed until retirement. It is stated by a study secretary: "From my perspective it is like this: as soon as you secure yourself a HK position or an AC position in a department like this, then you have the job as long as you think you should be there" (Appendix K).

At CBS, the picture is somewhat different. The study administration experiences quite a high turnover from time to time. This is caused by the high number of substitutes in the study administration and the tendency that substitutes leave as soon as they get a regular job elsewhere:

I did that too while I was a substitute, right, so you look around for something else. Especially around the end of the contract then you start thinking what am I to do next? So it has been something like that. It has just been really unfortunate... (Appendix M).

The staff indicated that hiring more permanent staff might be better but that the budget prevented that. Further adding to the problem of changing staff it appears that the staff at CBS do not want to stay in the same job for a long time. When asked where they find themselves in five years and whether it would be in the same role, one express "I don't think so. I think that maybe [...] I have changed field. It could easily be at CBS in a different role" (Appendix N). The other informant stated:

> That depends on many things, I think [...] once you get a family and such, there might be other priorities than... how exiting the job is. It could also just be making the everyday lifework right? So it might also be.... you end up in the treadmill right?" (Appendix M).

Among the staff, it is perceived as a long time to have been working at CBS if a person has been there for five years or more: "There are some programmes where it has been the same person for five years. Seven or eight years has the same person been responsible for the same programme." When asked whether that was a long time the answer was "Yes it is" (Appendix M).

5.2.8 Motivation

When interviewing the staff it became clear that the daily management has a rather large influence on the motivation of the employees. At both SDU and at CBS the employees expressed satisfaction with the management of their respective departments. At SDU, one responded to whether they could give feedback to the management: "Yes we can. [...] I really do think so. I feel they listen to us." (Appendix K) and another "the leadership [...], are really good involving the employees" (Appendix L). At CBS, a similar answer on feedback was provided "Yes, I feel like they listen to my input [...] we are asked, listened to, seen and things like that" (Appendix M).

At SDU, it appears that management makes an effort solving problems before they arise. "At our faculty, when you sense that something is wrong, you intervene and do something about it. You don't just let it escalate, right?" (Appendix L). The same goes for CBS, where "we are handling stress [...] at our weekly meetings, where we find out how the situation is all around" (Appendix N). The informant further explained that if a person is overburdened the workload is redistributed within their administrative planning unit (APU). Thus efforts are made to motivate or retain the employees. However, certain aspects of the job environment are not easily changed. If the overall way of practise goes against

one's own belief this highly affects one's motivation. An informant at CBS explained "Some people have quit, but I think that maybe it is because it has become so much like a machine that people are making up their mind if this is what they want or not" (Appendix N). Same informant also expressed dissatisfaction with the imbalance between her job description and actual tasks performed:

> Compared to what I am employed to do in relation to operation and development [...] perhaps I should do, maybe fifty-fifty, but [...] because of the reorganisation, there has been a large amount of operational tasks to be lifted and [...] there I have actually had the entire Bachelor and Masters Programme regarding all examinations and it has actually been a greater amount than those who are only hired to do the operational tasks (Appendix N).

Likewise, commenting on tasks At SDU, an informant stated that "if you disagree with the way things are done and have a hard time seeing the logic behind, well that affects you too" (Appendix L).

5.2.9 Leadership and filtration of discursive framing

We also inquired into the how the administrative staff perceived the top management at their university and the messages coming from them. In general, there seems to be an attitude that there is far from top management and down to the study secretary's level. At SDU, a study secretary stated this: "he is saying that up there and I am sitting here in the organisation 15 levels below. Let us see how much is left when it comes to me" (Appendix K).

The same seems to the case at CBS where a study secretary stated: I actually think that it takes a long time before it comes down [...] through the system. I actually think that the students might even sometimes notice the messages more" (Appendix N). This could cause higher expectations from stakeholders and students that are not reflected at the delivering level within the institution itself.

It also appears that the shorter time an employee has been at a university the more they tend to accept the messages from top management without a critical perspective whereas employees who have been working there for a longer time tend to be more critical towards these messages:

> I have not been here that long so I just eat it raw and think that it sounds like a good idea and then there might be someone who has been here for a longer time, they have heard it before [...] so they are a bit like, oh well (Appendix M).

5.3   Interview with faculty

The second rounds of interviews were with faculty with programme experience at CBS who both are treated anonymously. They were selected in order to find out how they perceived the study administration and the service provided. The findings were to help gain the full picture of the study administration and the state it is in. The first informant will be referred to as Faculty Member 1(FM1) and the second Faculty Member 2 (FM2). For all quotations used in the following section, please refer to Appendix O.

5.3.1 Turnover rate and consequence

As one of the first topics, we enquired about the turnover rate. We wanted to know if the faculty were aware of it, were affected by it or knew if it had affected the students at CBS. Both faculty members agree that there was a time with a very high employee turnover about two years ago. FM2 recalled "Well when it was worst, two years ago, the students even felt it because it was new names they had to contact all the time." FM1 elaborated:

> It was chaos. [...] The mobility was extensive and therefore there was a lack of people actually knowing what it was all about. So when you hire new people and you only have little experience in the surrounding people, then the opportunity to introduce the new recruits becomes very small (Appendix O)

FM2 laughed "The worst was probably an employee at the master who was employed one week before quitting again". When enquired about the consequences of such turnover rate three topics came up. One mentioned stress, another lack of responsibility among employees, but both faculty members each mentioned transfer of knowledge. FM2 explained the situation:

> Then another person enters and the history is gone. You have to know; what do we usually do in this programme, is this how we used to do or in this way? You need a continuity that I don't think you can get through… what you can do –use a log or document it somehow (Appendix O).

FM1 summarised that "It is the experience that is built up through the last year that should be passed on to the next year, the so-called implicit knowledge" and that this includes "the craziest small things that are very difficult to store in an IT-system". When we mentioned that the student secretaries were in fact relying on the new IT system to make the work a

lot easier FM1 laughed and replied: "Now we have always been told […] that could easily be fixed… you only had to push a button. So you can become a bit sceptical."

FM2 ignored the IT perspective and blamed the working policy at CBS as it was stated:

> If you get a new job within CBS then you can change almost immediately. In a period where many left or changed jobs within CBS, people were leaving before replacements were hired […] and then so much knowledge is lost. It just disappears because somebody leaves and is first replaced five weeks later (Appendix O).

FM1 backed this statement of internal reorganisation:

> What I have experienced is this thing that they [management] want to move them around, the people sitting there, as much as possible, based on some fine ideas about knowledge sharing. So if someone becomes sick then you would be able to replace that person with someone else (Appendix O).

FM2 later added "but I don't think it is completely working. I mean that they just cover for somebody with somebody else from the same department."

The consequence of stress was described by FM2 who have talked to some people working in the study administration: "I have understood that it is quite stressful and pressuring for them to change programme and change assignment".

Another consequence seemed to be that staff in the study administration take less responsibility for the tasks they are to perform. FM1 claimed that "when you move around that much, then you do not make sure to strengthen their sense of responsibility" and continued by explaining a first-hand experience regarding administrators disclaiming responsibility:

> Earlier this year I was asked by one of our foreign students if I was willing to do her thesis defence over Skype. I contacted the person responsible for scheduling the exams and am told that this is not a problem. I ask what the procedures are, who has the responsibility for computers and all these things being set up, that the Skype connection is working and what we do if the Skype connection fails. And I was told that there was a procedure and that she would handle it. When we were standing in front of the exam room, censor and I, there were no computer in sight anywhere (Appendix O).

When confronting the contact person from the study administration the sound reply came that "I do not have anything to do with that, it is not my fault. That is not my table."

5.3.2 Personal relation

In the interviews with faculty it became clear that their working relationship with the study administration depended very much on a personal relationship between the two departments. A lack of knowledge of whom to contact caused frustration and a sense of distance to the administrative department. FM1 commented "What I find a challenge from time to time is that we, on the outside, do not really know whom to contact. It changes." and later on concluded "the most important in all of this […] you have to know who to contact if a problem arises". FM2 came with similar comments:

> To us, here at the other side, we are not physically at Dalgas [another building at CBS] where most of them [administrative staff] are located, so we just get a new name and you have no idea who it was and why (Appendix O).

Reflecting upon the matter was added "when you have close personal relations it works well. But when it is something anonymous that feels distant it does not work well" and later "maybe it is because of a lack of understanding and that you need the personal relations to work well together". Both faculty members agree on what characterises the best secretaries and described one in particular who "had understood what a study programme is, what kind of needs there are and what kind of challenges you are facing". For that same reason both faculty members hope that management will be better at retaining staff but are not too optimistic. FM2 noted that the current management seems to think that "all people are replaceable that anyone can do anything" and continued "I don't think that is good. Because I believe as an employee you need to feel special".

The core finding from the interviews was that both faculty members stressed the personal relationship aspect for having a well functioning working arrangement. FM2 said about the service level that "it varies, but it highly depends on who is working there" but highly stressed that "you need a person. Not a function that you contact, but a person that you contact and know you can talk to". FM2 continued "so that I know I don't have to receive that boring automatic reply, that students also get, stating it will take days or several weeks before we will...[...] where you just fell like 'ahrrgh'". FM1 supported the notion of communication with "you actually solve many of the challenges by talking with one another".

5.4　Sub conclusion

The administrative staff at CBS believed that students were not too satisfied with the service provided and found that students must be frustrated when information was not available and no direct contact person was provided. They hoped that Student HUB would ease the process. This finding is interesting as it is the opposite of the students' actual perception in the survey.

Regarding international students versus Danish students, the administrative staff at CBS were not treating them any different and they did not have double study administration as all information is provided in English only. Where the employees at CBS confided that changes in the IT systems simultaneously as a reorganisation delayed them and caused confusion regarding division of task, they were nevertheless positive towards the change and hoped for a better working tool in the future.

At SDU the employees' prided themselves with being first movers in terms of their IT processes though they did find the new systems more time-consuming.

Financially speaking the administrative staff at both universities expressed that they were under financial pressure in terms of workload and optimal exploitation of classrooms.

Regarding the new reforms, SDU appear a lot more affected than CBS with seats to cut, programmes to be cancelled, and employees expecting more work in terms of dispensations.

Regarding seniority, employees at CBS appear to have a different mindset than their counterparts at SDU. At CBS, they considered five years in the same job a long time and expressed that employees, including themselves, will seek to change jobs. At SDU the staff were satisfied with their jobs and talked about their positions as if it was 'lifetime employment'.

Regarding management issues, the administrative staff at CBS were highly satisfied with their superior and felt engaged and valued in their jobs. They were more hesitant in their response to messages coming from the top management of the university stating that messages were dealt with once at their table and not before hand.

Interestingly enough our interviews with faculty revealed a perception among faculty of management issues at the administrative department. Furthermore, our informants mentioned issues regarding high turnover rate and a lack of transferred knowledge to new employees. According to them, the employees at the study administration were stressed

due to their ever-changing roles which gave them a feeling of being replaceable and deprived them of a sense of responsibility to their tasks. Both informants concluded that good cooperation with the study administration depended on a personal relationship and good communication.

6.   SWOT analysis

In the following section we wish to highlight strengths, weaknesses, opportunities and threats for CBS. In the first part strengths and weaknesses are analysed based primarily, but not exclusively on our survey and interviews. Afterwards opportunities and threats are analysed primarily, but not exclusively, based on our findings in the PEST analysis. In the end of this section all strengths, weaknesses, opportunities, and threats are summarised as bullet points in order to use a TOWS framework. An analysis of strengths and weaknesses is based on a comparison with our second university of investigation. Though SDU does not appear in the following section, as the SWOT and TOWS are designed for improvements at CBS, SDU still affects the outcome of the analysis since they constitute our comparison group.

6.1   Analysis of quantitative and qualitative data

The current services provided by the study administration appear to be a strength for CBS as respondents in our survey were quite satisfied. In all areas relating to the Bologna Declaration; admission, credit transfer, pre-approvals, and internship, the study administration evidenced strength in service delivered though the outliers showed common signs of a weakness in relation to email responses. In the area of IT, the staff were also described as friendly and the highest score in the survey was given regarding thesis support, where no students gave a negative score. An overview of all comments across areas indicates the Student Hub as a strong suite for CBS as the Student Hub site staff are able to answer most questions and students always receive help immediately.

A reoccurring topic from dissatisfied students in the survey was a long response time or a complete lack of response to emails, which is a weakness. The issues of long response time were brought up in the survey four times, all within different areas. The long waiting time as well as frustrating automatic reply was also mentioned by the faculty

members interviewed. An answer to the long email response time can be found at the CBS website where it is stated that "when you write to CBS' e-mail address, your e-mail will be directed to the relevant department. A staff member from that department will answer your e-mail as soon as possible" (CBS-contact, 2015). The distance that long waiting time and common email inboxes creates between students and staff is considered a weakness. Another downside to the distance is the disillusion among the study secretaries that students are dissatisfied with the service provided which might affect their motivation.

We consider it a strength that CBS study administration staff do not notice any difference between international students versus Danish students. It implies that they communicate well in English and that they do not have extra work in terms of two languages at the CBS website.

Where implementation of new IT systems might prove a strength, easing job tasks such a classroom scheduling and examination planning, the timing of the implementation is a definite weakness as a reorganisation has just occurred. The double confusion of not knowing who is to handle which tasks and how to handle it in the new system causes delays and tasks carried out at the last minute. However, we consider it a strength that the employees are open to the new it system as it shows an open mind towards change and a willingness to adapt.

In terms of finance, we find the number of staff at the administrative department a weakness. They all talk about an increased amount of work, partly due to an increased number of students and pressure to stay within budget. Furthermore, gaps in staffing are covered by substitutes.

The use of substitutes mentioned by the faculty members that we interviewed is another weakness as substitutes quickly shift position transferring no or little knowledge to the next person taking over. Adding to this issue is an internal policy at CBS that allows employees to shift position immediately when relocating internally. Also, reoccurring organisational changes are a weakness to the administrative department as the employees continuously have to gain insight into new tasks and might take less responsibility as a consequence. Another reason for the lack of responsibility described by the faculty members that we interviewed could be that emails containing tasks are sent to departments and not specific individuals (Appendix O).

On a positive note, we consider the organisation of departments a strength as workload can be shifted between individuals if an employee is overburdened. These departments might also accommodate the overall management ideology about knowledge sharing without constantly changing employees' job role. Though substitutes partly explain the high turnover rate at the BLC study administration, the employees at the study administration also display a different mindset than their counterparts at SDU regarding length of employment. We consider it a weakness that the BLC administrative staff at CBS consider five years in the same job a long time and that when specifically asked about it, the informants did not see themselves in their current job five years from now.

Though we cannot know how the Study Progress Reform will affect CBS, it is a strength that the employees appear calm and wait to see the effects before assuming the worst. We consider the reform an opportunity as the study administration expects some students to drop out and others to complete faster. Concerning the Dimensioning Reform, CBS circumvents the threat with a redistribution of the study seats affected.

Regarding the direct management of the administrative department, we value employees' opinion about their superiors higher than that of the faculty members interviewed. Thus, we find the direct management of the administrative staff a strength as the employees feel listened to and included in decision making processes. However, the fact that the faculty members interviewed have a negative perception of the study administration management constitutes a weakness as the faculty perception of the study administration has an impact on the cooperation between the two departments. Furthermore, the perception that employees in the study administration are undervalued and replaceable could indicate that it has been like that at some point in time and that, in case the situation has changed, management has not done enough to show the improved situation to faculty.

The employees distance to messages coming from top management could also be both a strength and a weakness. It is considered a strength that the employees are pragmatic and deal with the daily tasks and problems at hand instead of responding to framed messages before the messages become relevant to the specific department. A weakness could be that a delayed reaction to new messages leads to changed expectations among stakeholders before the university itself starts acting their statements.

6.2   Analysis of findings from PEST

Considering the external environment of the Danish universities the political and economic factors are the most substantial. The Bologna Declaration presents an opportunity for CBS, as CBS already has a quite strong international profile given their rankings and the highest percentage of international students among the Danish Universities. Furthermore, the Bologna Declaration also offers an opportunity through the implementation of ECTS credits, as this enables students going abroad to have their credit transferred. Though with it being easier for students to change university or go on exchange the competition among universities has sharpened and therefore poses a threat.

The Study Progress Reform that is being implemented in the fall semester in 2015 presents both threats and opportunities for CBS and the other Danish universities. The introduction of mandatory course enrolment poses a threat towards the staff in the study administration, as this will require more follow up on the enrolment of students in classes to make sure that the students have enough ECTS credits per semester. The reform also introduces the possibility to have tests when evaluating applicants. This feature both presents an opportunity and a threat, as such tests opens up to students of different study background to apply and be admitted to CBS. However, such tests require more study administration time for each applicant. The Study Progress Reform also introduced automatic sign-up for exams as well as re-exams, which will ease the tasks for the study administration and as such presents an opportunity for CBS. In general though, the Study Progress Reform poses a significant threat towards CBS and other Danish universities as the universities will get a financial penalty if they do not reduce study completion time by 4.3 months as set by the government.

The Dimensioning Reform poses a threat since universities have to adjust the number of study seats at certain types of study programmes, resulting in a reduced income due to a decreasing number of students. CBS, however, has circumvented this by redistributing the affected seats to other study programmes. The programmes affected by cut seas will, however, no longer have room for the same number of international students due to legal claim students.

At CBS, the funding per student and the research funding from the government is the lowest among all Danish universities. This combined with a general decrease of 10% in student funding presents a substantial threat to CBS. A yearly increase in number of

students at CBS is considered an opportunity as this results in more student funding. On the downside, a higher number of students could also result in an increased workload for the study administration which could be considered a threat.

The target set by the government that 25% of the future generations should hold a university degree combined with more people applying to enter a university programme could be an opportunity for CBS as well as the other Danish universities.

The technological development in Denmark, with young people being very good at using IT equipment such as Smartphone and laptops, also presents an opportunity for CBS, as this allows for a focus on further development of student self-service platforms. Self-service platforms might again relieve the administrative employees for some of their current tasks. It should be noted that CBS currently have a weakness consisting of too many it platforms causing confusion among students and double study administration for the employees. Furthermore, CBS is struggling with the implementation of the newest platform STADS.

6.3   SWOT overview

Below are strengths, weaknesses, opportunities, and threats summarised in bullet points:

Strengths:
1) Student service: students are currently satisfied with the service provided by the study administration.
2) Student Hub: having a common centre where students can ask questions.
3) No discrimination - no difference between Danish students and foreign students perceived by the study administration.
4) New IT-system - implementation of new IT-system to replace some of the current systems
5) Employee adaptability - employees are open to organisational changes and new IT-systems, displaying a willingness to adapt.
6) Department - organisation of departments in APU.
7) Management – focus on working environment and open to input

Weaknesses:

1) Email response - response time and rate on emails from students

2) Distance - distance between students and study administration staff

3) Understaffing - understaffing in the study administration and a high number of substitutes in the study administration

4) Knowledge transfer - no or little transfer of knowledge between employees

5) CBS employment policy - CBS policy that employees changing positions internally can shift jobs immediately without a replacement in place

6) Organisational changes - continuous organisational changes leaving staff with no insight into new tasks

7) Lacking responsibility - staff not taking responsibility for tasks

8) Seniority - staff mindset about duration of employment.

9) Faculty perception – faculty point of view regarding past management issues concerning study administration.

10) IT-platforms - too many IT platforms confusing the students and adding extra work to the study administration.

Opportunities:

1) Bologna Declaration - Bologna Declaration in general

2) Admission test - tests of students in the admission process

3) Automatic sign-up - automatic sign-up to exams and retake exams

4) Number of students - increased number of students at CBS releases more student funding

5) Higher education level - more people wanting a university degree, meaning more students and therefore more funding

6) Tech savviness - Young people being adequate in the use of electronic devices and internet based solutions.

Threats:

1) Higher competition - the competition among universities has increased, as the Bologna Declaration has made it easier for students to switch university.

2) Forced enrolment - mandatory course enrolment of students requires more monitoring of their ECTS credits from the study administration.

3) Drop-out rate - requirement of having 30 ECTS credits in each semester could cause a higher dropout rate among students reducing student funding for CBS.

4) Financial penalty - if the required reduction in completion time for students is not met, CBS will receive a financial penalty

5) Admission test - test of potential students in the admission process will require more study administration

6) Internationalisation - fewer seats for international students

7) Funding - CBS receives less funding per student than any other Danish university

7.   TOWS overview

The below TOWS matrix will provide an overview of how the identified strengths can be applied to gain full utilisation of the opportunities and to mitigate the threats. It will also provide an overview of how the opportunities can help improving the weaknesses in the study administration and how completely new measurements can aid in the improvement of weaknesses and at the same time mitigate the threats. All initiatives in the model will be described after the matrix.

7.1 TOWS Matrix

TOWS Matrix Internal External	Strengths (S) 1 Student service 2 Student Hub 3 No discrimination 4 New IT-system 5 Employee adaptability 6 Department 7 Management	Weaknesses (W) 1 Email response 2 Distance 3 Understaffing 4 Knowledge transfer 5 Employment policy 6 Organisational changes 7 Lacking responsibility 8 Seniority 9 Faculty perception 10 IT-platforms
Opportunities (O) 1 Bologna declaration 2 Admission test 3 Automatic sign-up 4 Number of students 5 Education level 6 Tech savviness	**SO (maximize/maximize)** (A) Increase number of exchange students (S1,S2,S3,O1,O2) (B) IT system carry test and sign-up (S4,O2,O3) (C) IT platform for students (S4,O4,O5,O6)	**WO (minimize/maximize)** (D) Improve on self service (W1,W2,W3,O6) (E) Foreign employees in the administration (W3,W7,W8,O1) (F) Use of IT-platform (W4,W6,W10,O6) (G) Engage students in problem solving (W4,W5,W6,W9,O4,O5)
Threats (T) 1 Higher competition 2 Forced enrolment 3 Drop-out rate 4 Financial penalty 5 Admission test 6 Internationalisation 7 Funding	**ST (maximize/minimize)** (H) International Promotion (S1,S2,S3,T1,T6) (I) IT system carry test and enrolment (S4,T2,T5) (J) Increase student guidance (S2,T3,T4,T7) (K) Optimise internally (S2,S4,S5,S6,T7)	**WT (minimize/minimize)** (L) Develop new employment strategy (W3,W4,W5,W6,T7) (M) Motivate employees (W1,W4,W7,W8,W9,T1, T2,T5,T7)

7.2   Initiatives based on TOWS

In the below section we will briefly describe all initiatives from the above TOWS matrix. Each have mentioned in brackets which specific strength (S), weakness (W), Opportunity (O) or threat (T) they address indicated with their number. These 13 initiatives all varies in urgency and severity for CBS and though they are all presented here, we will conduct a more thorough analysis, seeking to identify root problems, of weaknesses within the study administration. That analysis is to be found after this section. All other initiatives that concerns topics like marketing and IT will not be analysed further, but are included as they all show potential for a future strategy for CBS and thereby serve as inspiration for further research. We return to initiative L and M after our analysis of root problems, as these two initiatives relate to managerial issues within the study administration and should be refined based on the discussion of future strategy.

7.2.1   (A) Increase number of exchange students (S1,S2,S3,O1,O2)

As the Bologna Declaration provides a foundation for increased cooperation among European universities, CBS appears well poised to increase their number of exchange students. Over the last five years, the number of students at CBS has increased with an average of 800 students a year. Of these, non-Danish European fulltime and exchange students constitute 21%. Based on these numbers, the number of international students that CBS could increase with would be 168. CBS can readily exploit the fact that the study administration staff do not differentiate between Danish students and foreign students and do not find more work in one group over the other. Furthermore, the student survey showed that the general experience of service is perceived positive among both Danish students and foreign students. In addition, the introduction of admission test through the Study Progress Reform should make it easier for foreign students to be admitted to a CBS programme. The limitation to such suggestion would be external factors such as housing. However, external factors do also provide opportunities such as receiving SU should the student engage in a student job.

7.2.2   (B) IT system to carry test and sign-up (S4,O2,O3)

The implementation of a new IT-system offers the possibility to develop a system able to handle the admission tests introduced in the Study Progress Reform as well as the

automatic registration for exams and re-exams. Such an implementation would require a larger one-time investment, but might save resources in the long run since no or little extra resources are needed to handle registration for admission tests, exams, and re-exams.

7.2.3 (C) IT platform for students (S4,O4,O5,O6)

An improved IT system with an orderly overview for students should not be affected by an increase of 168-800 students. We have previously covered the correlation between education level and daily use of the internet and therefore speculate that students at a higher educational institution are sufficiently tech savvy and therefore able to navigate at a well constructed website. Covering frequently asked questions and overall guidelines for the respective study programmes should ease some of the workload from the administrative staff. This should make it possible to increase the student intake without increasing the administrative workload significantly.

7.2.4 (D) Improve on self service (W1,W2,W3,O6)

Both students and faculty have mentioned issues regarding distance from the study administration. With the solution mentioned in recommendation C, the administration staff should have resources released due to students being more self reliant. Self service solutions should in other words cover as many areas of the administration as possible. This should enable the administrative staff to cater more to the needs not in the categories covered by the self service platform and be available to faculty whose needs usually are task specific and cannot be categorised in a self service solution.

7.2.5 (E) Foreign employees in the study administration (W3,W7,W8,O1)

Given that CBS is currently covering some of their tasks through substitutes and given the mentality among the Danish staff at CBS that they do not see themselves in the same job role five years ahead, the Bologna Declaration opens up to the mobility for not only students but also faculty and other members of staff. CBS could attract employees of European background as most administrative work is conducted in English. Given the current state in the European Union with Denmark having the fourth lowest youth unemployment rate combined with the fifth highest average net earnings in 2014 it should be possible to attract foreign talent (Eurostat Statistics Explained). These employees could

prove less likely to quit. Moreover, these individuals might wish to prove their value by showing best practice in the workplace taking responsibility of their tasks. Though their native language would not be Danish, we find that the majority of documents relating to administration work are available in English. Furthermore international employees could be responsible for tasks concerning international students.

7.2.6 (F) Use of IT-platform (W4,W6,W10,O6)

The implementation of one major platform with adequate flexibility should make it possible to replace several of the IT platforms that CBS currently use. By having one database shared among colleagues it should be possible to store information that is relevant for the respective study programmes and secretaries and therefore aid the knowledge transfer when an employee leaves a position. Though a general job description does exist for each position as mentioned by an administrative employee, this does not cover all the smaller "tacit knowledge" tasks that comes with a job. A note system could be added giving the administrative staff an opportunity to put in reminders or key information. The kind of information stored in the note system could be about optimisation, things to avoid, and messages from teachers in planning of schedules, classrooms or exams where the person adding the information might not be responsible the following year. Given the current culture at CBS where management keep shifting employees around or employees themselves ask for new tasks in order to develop themselves, a central system is key for retaining information in each given function in the administration.

7.2.7 (G) Engage students in problem solving (W4,W5,W6,W9,O4,O5)

A large pool of resources is available to CBS in form of enrolled students studying various graduate programmes including business management, organisational development, and human resources (CBS.dk graduate programmes). CBS can and should use these resources by providing examples of own organisational challenges as exam cases or in case competitions. Also, CBS could hire their student association dealing with consultancy called 180 Degrees Consulting (180 Degrees Consulting) to do pro bono work on one or more issues at CBS. Students would readily suggest solutions to improve knowledge transfer, develop a new employment strategy, and propose how organisational changes should be carried out and how to improve the faculty perception of management

in the administration. Furthermore, as the Study Progress Reform puts a limit on how many hours of work students can have beside their studies, this presents a useful alternative opportunity to improve student resumes.

7.2.8 (H) International promotion (S1,S2,S3,T1,T6)

As the Bologna Declaration has opened up the possibility to study at any university in Europe and international cooperation has improved prospects for studying abroad, CBS could respond to the threat of increased competition by highlighting some of the major strengths the university has to offer. The strengths that CBS could emphasise would include high satisfaction rate with the service students receive, as exemplified by the satisfaction with the Student Hub. CBS could also focus their promotion on programmes not affected by the Dimensioning Reform and add to the existing international profile they possess.

7.2.9 (I) IT system to carry test and enrolment (S4,T2,T5)

The government has imposed new policies requiring an admission test and forced enrolment to exams and re-exams. This could be a threat to CBS in terms of added work in the study administration as they would be required to double check that all students are registered for 30 ECTS per semester. An IT system could help prevent this threat. Such an IT-system should consist of a database where students, once registered in the CBS database, are automatically signed up for all mandatory courses and exams. Regarding electives, the self service platform mentioned in recommendation D could offer the possibility to register to a pre-set number of electives online. CBS already has a policy of "first come first serve". Registration could be fully automatic with students selecting courses online in prioritised order and automatically being assigned to their courses. Should the student's first priority be full, they are automatically transferred to their second or third choice whichever still has available seats. Furthermore, a database should easily be able to recognize students that are not enrolled to 30 ECTS in a given semester and automatically notify the student and the administrative staff.

Regarding the first admission test a web based solution could allow students to take the test from home. In case the test is to be conducted at the school it is still possible to have a multiple choice test administered through a database.

7.2.10(J) Increase student guidance (S2,T3,T4,T7)

The Study Progress Reform requires a faster completion time. This might result in a higher dropout rate from stressed students or a potential financial penalty should CBS not be able to reduce the current completion time for students. CBS could mitigate this threat by focussing on guidance of students. As mentioned in initiative D, a better self-service platform ought to release some resources in the study administration that could be used proactively in meeting and guiding students. This should be facilitated through the Student Hub, as our findings show how students appreciate a single point of contact. A reduction of drop-outs would increase the student funding for CBS and a faster completion time would save CBS from a penalty.

7.2.11(K) Optimise internally (S2,S4,S5,S6,T7)

Due to constrained resources, CBS could try to seek out funding from external partners other than the government. CBS also has many options to optimise the internal conditions in the organisation. CBS has already implemented a Student Hub uniting different service centres into one. Furthermore, the creation of departments e.g. the administrative planning unit (APU) allows for the employees to shift tasks between them so no one is without work at any point of time. The new IT system, mentioned in recommendation C and D should further reduce the overall need for employees to respond to student queries.

The adaptability among the employees shows a mindset open to improvements, governmental reforms, and new job routines making it easier to introduce changes in the organisation.

7.2.12(L) Develop new employment strategy (W3,W4,W5,W6,T7)

In order to minimise the weaknesses of understaffing, lack of knowledge transfer, a problematic employment policy, and a high number of organisational changes as well as mitigate the financial threat in lack of funding, a new employment strategy is suggested. The new policy should ensure sufficient time to hand over routines and tasks to a replacement when a person shifts position internally. The policy should also deal with the use of substitutes in the study administration, as substitutes constitute a significant problem in relation to knowledge transfer as they only stay in the organisation for a short

period of time. Making sure that the employment policy is adequate to aid the current problems faced by the CBS study administration, it could help save costs relating to hiring and training of new employees and substitutes.

7.2.13(M) Motivate employees (W1,W4,W7,W8,W9,T1,T2,T5,T7)

We speculate that employee motivation would resolve in a vast improvement in the areas defined as weaknesses at CBS. Employees not sharing information or being shifted around could characterise a dysfunctional working environment or a culture not promoting collegial help or sharing. With improved motivation the administrative staff should take pride in taking personal responsibility for each task, should be willing to share information with colleagues and overall be more satisfied with their job resulting in a higher work pace thus reducing the waiting time/ rate on emails. Moreover, satisfied employees are less likely to change jobs increasing the seniority among employees again boosting the implicit knowledge in the organisation. Finally, motivated administrative employees would easily help improve the perception that faculty have of the study administration merely through behaviour displaying an overall satisfaction level.

8.   Analysis of root problems

The TOWS matrix provides a framework that utilise strengths and opportunities to mitigate weaknesses and threats. The matrix does not provide an analysis of potential root problems of the weaknesses found. We therefore find that initiatives, however helpful and well meaning, might only provide temporary solutions. In order to prevent weaknesses and not only alleviate them the following section will analyse the root problems at a deeper level. The problems arise at the organisational and cultural level and a mitigation of those problems might boost the starting grounds, upon which the TOWS initiatives should be based. Some of the weaknesses pointed out in this paper, such as lack of knowledge transfer, organisational changes, the employments policy at CBS, and lack of responsibility among staff have roots in the organisational culture in the study administration. Therefore, many of the weaknesses found in the SWOT analysis are issues that can be rectified through a stronger company culture and a suitable approach to motivation and management of tasks. This will then provide a better foundation for the initiatives from the

TOWS matrix. In this section, we will therefore discuss the importance of organisational perspective, management in an organisation and company culture in relation to the issues that CBS have to deal with. Additionally, we are going to come with suggestions to how a company culture at CBS could be strengthened.

8.1 Organisational perspective at the CBS study administration

The multiple perspectives on organisations and the management of them, makes it important for any organisation facing changes to determine which perspective they themselves have on organisations. When reviewing our findings from interviews with study administration staff at BLC and faculty members, there are several indicators that CBS study administration management is applying a system control perspective. The statement from a faculty member that "all people are replaceable that anyone can do anything" (Appendix O) indicates that there is little appreciation for the individual person and their skills in the study administration. At the same time, a member of the study administration staff indicated that: "Some people have quit, but I think that maybe it is because it has become so much like a machine that people are making up their mind if this is what they want or not" (Appendix N). The above descriptions of the study administration management showing little appreciation for the individual while optimising the organisation to an extend that makes the employees feel more like part of a machine than as individuals fit that of a systems-control perspective.

Further adding to the normative principle of CBS study administration senior management, a new round of job rotation seems to be in the making for the BLC study administration. This was reported by an employee in the study administration: "Actually something new has come... it's lurking a little with some job rotation that is to be launched so to speak" (Appendix M). To this employee job rotation is a new initiative as he was not a permanent member of staff when it was tried out last time as witnessed by a faculty member: "What I have experienced is this thing, that they [management] want move them around, the people sitting there, as much as possible, based on some fine ideas about knowledge sharing" (Appendix O). The continuous change in tasks, responsibilities, and teams reinforced the impression of staff being replaceable and the study administration viewed as a machine that is independent from the employees operating it. The job rotation at that time appears to have been on an involuntary basis based on a normative idea

about knowledge sharing. The same seems to be the case for the job rotation lurking now. None of the job rotations therefore seem to be launched to accommodate employee wellbeing and we speculate that using the same measure will result in the same outcome as last time where the idea about knowledge sharing did not function as intended.

The idea about knowledge sharing is similar to elements of Lean management principles that also encourage job rotation. However, this idea about job rotation will only work if the employees are "engaged in the changes and thereby empowered to make improvement to the process in which they work" (Radnor et al., 2006, p. 5). This means that the employees in the study administration needs to be included in the decision about job rotation and that these job rotations should happen on a voluntary basis. Furthermore, job rotations happening in an organisation without a core team of employees, who knows the organisation, will only result in confusion among employees rather than a higher level of knowledge. This was the outcome last time CBS study administration senior management, made use of job rotation. At that time, as one of the faculty members described it:

> It was chaos. [...] The mobility was extensive and therefore there was a lack of people actually knowing what it was all about. So when you hire new people and you only have little experience in the surrounding people, then the opportunity to introduce the new recruits becomes very small (Appendix O).

Therefore, the Lean principles were not used correctly at that time.

As the fast pace in changes and reorganisations leads to chaos in the study administration and therefore at CBS, the systems-control perspective might not be the most appropriate in the study administration that is dependent on the knowledge of the individual employee. In a knowledge intensive organisation that is dependent on the expertise and well-being of employees, it seems much more appropriate to adopt the process-relational perspective on the organisation. The definition of an organisation using process-relational perspectives is given by Watson (2006) expressing that such organisation is viewed as "work arrangements involving relationships, understandings and processes in which people are employed, or their services otherwise engaged, to complete tasks in the organisation's name" (Watson, 2006, p. 53). Thus, focus is much more on the employees and their relationships. Assuming that CBS study administration senior management adopts this perspective, it would require a stronger focus on the employees and the way that they work together and individually as opposed to the current focus on

optimisation through reorganisations. The shifting focus of the study administration senior management to employee wellbeing leads into a discussion of control in organisations, which will be addressed next.

8.2   Management perspective at the CBS study administration

In the evaluation of the management of the study administration at CBS it is necessary to review the control functions that are currently applied. As already established, it appears that the senior management of the study administration perceives the organisation through a systems-control view. Within the systems-control perspective, strategy is based on normative control.

In contrast, a process-relational view offers an alternative to CBS treatment of study administration staff that would result in different outcomes than the ones obtained through the systems-control view already applied. As "research suggests that new forms of control rarely substitute existing forms. Rather, they emerge as a complementary control structure that is added to and supplements existing forms" (Kärreman & Alvesson, 2004, p.151), we suggest working on supplementing the current normative control with the process relational form of control or correct application of Lean principles. A key element of Lean principles is the empowerment of employees to improve processes where they see fit without direct control from the management.

Reviewing the current measurements taken by the CBS management to exercise normative control, the initiatives do not appear effective. This is illustrated by a study secretary stating: "I actually think that it takes a long time before it comes down [...] through the system. I actually think that the students might even sometimes notice the messages more" (Appendix N). As the received messages coming from top management are essential to the functionality of the normative control it is a problem that a significant number of employees disregard these messages. The other administrative employee we interviewed, though stating he was open to the framed messages, also displayed a cognitive distance through his chosen wording; 'eating it raw' and even explained a correlation between tenure and unwillingness to accept messages:

> I have not been here that long so I just eat it raw and think that it sounds like a good idea and then there might be someone who has been here for a longer time, they have heard it before [...] so they are a bit like, oh well (Appendix M).

The ineffectiveness of the framed messages coming from the study administration senior management indicates that employees in the study administration are too independent and critical to be successfully manipulated by discursive framing, a way to exercise normative control, by the management.

We defined CBS as a knowledge intensive firm and since "knowledge-intensive firms [...] use social identity and the corporatization of the self as a mode for managerial control" (Kärreman & Alvesson, 2004, p. 151), we find it necessary to add a complementary control structure that enhances the cohesion and provides a set of goals and values that the employees can relate to and wish to work towards. An important aspect of this is the use of a process-relational framework. As normative control depends on a manager being good at discursive framing, this would put CBS at a vulnerable position should that manager quit or change position within the organisation. Instead, implementing a culture based on a routinely meeting structure, as example weakly Monday morning meeting, the focus on dialogue, negotiation, and sense-making would always address the employees at their current state of mind. As Watson stated (2006) that human individuality is always relational, flexible, and ever changing, we believe that accommodating employee needs and addressing current challenges on a weekly basis should in turn increase employee motivation, align their working objectives, and promote a stronger cooperation towards common goals. CBS are already making use of weekly meetings. As the administrative employee explains "we are handling stress [...] at our weekly meetings, where we find out how the situation is all around" (Appendix N). The employee also noted how workloads are already redistributed within their APU. We also see how the employees express a satisfaction with their current management which indicates the successful use of the process relational framework. The distribution of workloads within teams also corresponds with elements of Lean principles, where employees are given "more challenging jobs, greater responsibility and an opportunity to work in teams" (Cullinane et al., 2014, p. 2998). Furthermore, the management focus on stress relief for the employees indicates an emphasis on employee well-being which could indicate the use of Lean-like management practices in the current study administration at CBS.

8.3 Motivation and strategic exchange at the CBS study administration

As described in our theories section the normative control view of motivation suggests that the greater input, the greater output. Input consists of managerial manipulation of the implicit contract, discursive framing, and an indoctrination of employees with company values. The notion of 'strategic exchange' does not imply equal terms of trading as the manager will seek to get the employees to perform their most for the same basic salary, by offering 'values' or responsibility or other intangible rewards. The outcome could be either a certain success rate in discursive manipulation of the employees as when a CBS administrator said:

> I have not been here that long so I just eat it raw and think that it sounds like a good idea and then there might be someone who has been here for a longer time, they have heard it before [...] so they are a bit like, oh well (Appendix M).

It could also turn the employees against the workplace, treating their job merely as a mean to earn a living as when that same employee later stated "It [work] could also just be making the everyday life work right? So it might also be.... you end up in the treadmill right?" (Appendix M).

It is important for management to pay attention to the strategic exchange going on in the organisation, as an agreement of strategic exchange needs to be maintained by both parties. A secretary at CBS stated that:

> Compared to what I am employed to do in relation to operation and development [...] perhaps I should do, maybe fifty-fifty, but [...] because of the reorganisation, there has been a large amount of operational tasks to be lifted and [...] there I have actually had the entire Bachelor and Masters Programme regarding all examinations and it has actually been a greater amount than those who are only hired to do the operational tasks (Appendix N).

The indication that this division of tasks was not what the secretary was hired for is a sign that the management at CBS does not pay much attention to their end of the strategic exchange agreement. Even though the concept of strategic exchange does not necessarily mean equal bargaining power for both manager and employee, the neglect of an implicit contract by management will lead to a decrease in employee motivation.

When the tasks an employee are given become too uniform this goes against the Lean principles of continuously giving employees more challenging jobs and greater responsibility. In addition to this, the short-sighted focus on operational tasks limits the

development of a culture of continuous improvement in the organisation, which is also an important element in Lean management principles. The employees need to have sufficient knowledge of a given position before they claim responsibility and are ready for more demanding challenges. The time it takes to acquire that knowledge has not been given with the reoccurring organisational changes. When a faculty member stated that "I have understood that it is quite stressful and pressuring for them to change programme and change assignment" (Appendix O), management not only causes stress for employees, but with the frequent changes, both affected and unaffected employees also lose confidence in management keeping their end of the implicit contract.

8.4 Cooperation and sense-making at the CBS study administration

The process-relational framework does not value motivation and discursive framing but rather focuses on the individual and their goals and interests and thus employ management through dialogue and sense-making. As described by Weick, Sutcliffe and Obstfeld (2005):

> We see communication as an ongoing process of making sense of the circumstances in which people collectively find ourselves and of the events that affect them. [...] As this occurs, a situation is talked into existence and the basis is laid for action to deal with it (Weick et al., 2005, p. 412).

The employees and management in the study administration at CBS already display a use of dialogue, negotiation, and sense-making exemplified through their weekly meetings. As a secretary stated during our interview "we are handling stress [...] at our weekly meetings, where we find out how the situation is all around" (Appendix N). The secretary specified how these meetings always include an update on employee stress level and workload is discussed and potentially redistributed. Weick et al. (2005) noted that as the social process related to sense-making is based on accumulated experience "realized in stronger or weaker coordination and information distribution" (Weick et al., 2005, p. 412), these weekly meetings should enhance both cooperation and knowledge sharing in the department abating the weakness of tacit skills not distributed. The social interaction is further enhanced by shared offices following the most recent reorganisation (Appendix N).

We therefore encourage the administrative management to keep having these meetings and to refrain from changing employees' job position or physical location within

the near future. Moving employees around has already been tried as confided by a faculty member with programme experience:

> What I have experienced is this thing, that they [management] want move them around, the people sitting there, as much as possible, based on some fine ideas about knowledge sharing. So if someone becomes sick then you would be able to replace that person with someone else (Appendix O).

Referring to Mintzberg's (2005) notion about sense-making being an active, ongoing tool that requires acting before learning, managers should be able to evaluate on the outcome of the prior strategy leaving the administrative department:

> A chaos. [...] The mobility was extensive and therefore there was a lack of people actually knowing what it was all about. So when you hire new people and you only have little experience in the surrounding people, then the opportunity to introduce the new recruits becomes very small (Appendix O).

Following our encouragement to keep employees' in the same physical location in the future would instead create a knowledge centre with free information flow where you can place new employees. If a given employee is sick the colleagues should either be able to cover some of the work usually conducted or be able to assist and introduce a substitute to the processes. Furthermore, should CBS change employment policy altogether abandoning the current process where an employee can change position within CBS without any warning, this could result in a knowledge centre never consisting solely of new employees that have no knowledge of processes and tasks.

Although the recently established administrative planning unit (APU) has got all the potential that a process-relational cooperation creates, the management at the study administration risk losing it all should they maintain their idea about launching a job rotation as stated by a study secretary. A potential downside to the APU office structure is if tasks are divided to a degree where the employees no longer feel any personal attachment to the assignment and do not take personal responsibility as stated by a faculty member. In order to avoid this mind-set a look at the corporate culture will be handled next.

8.5   Organisational culture within the CBS study administration

Kärreman and Alvesson (2004) present the purpose of an organisational culture, with a focus on the individual and their needs, when stating: "Social identity connects the

individual to an imaginary collective" and "one prominent feature in social identities and processes of identification is their capacity to provide comfort and security" (Kärreman & Alvesson, 2004, p. 161). Thus, an organisational culture exists in order to create value for the employee, a sense of belonging, and provide a framework with which employees can identify themselves. When "culture enhances social integration; social integration eliminates the need for bureaucracy, and increases levels of investment which, in turn, enhance performance and productivity" (Deetz et al., 2000, p. 5), not only does culture provide a sense of security, it also aligns values and restricts behaviour into a framework that seeks to promote the goals of the organisation. As described by Watson (2006) culture is thus "the set of meanings and values shared by members of an organisation that defines the appropriate ways for people to think and behave with regard to the organisation" (Watson, 2006, p. 254).

Both Schein (2004) and Hofstede (2001) refer to organisational culture as having one visible layer and two sub layers of which one contains less visible phenomena like language, values, and behaviour and the other layer has got an undecipherable depth that it is nearly impossible to analyse.

As we have treated CBS as a case study and not done field research within the study administration, we are unable to describe the amount of visible objects displaying culture, vision, and goals just as we are unable to comment on stories, values, and heroes. However, as Schein (2004) specified, those images carry a specific and often complex cultural meaning, which is only recognized by those who share the culture and thus we would not have been able to interpret the cultural meaning. We are nevertheless able to look at espoused values, gathered from our interviews and extract meaning from statements. As such, we can describe the current culture or environment at the study administration at CBS as consisting of:

- Stress: "Because there has been a reorganisation and I had some tasks taken away from me I have now gotten the entire bachelor part, but actually there was a full time employee solely for the bachelor part before" (Appendix N).
- Damage control: "There is just a lot going on at the moment and a lot of things you do not find out, oh- who was supposed to do that? Before it is almost too late" (Appendix M), and "You have been used to a certain division of matters. Now certain matters fall between chairs" (Appendix M).

- Alienation in relation to students or faculty: "you lose contact, sure. You also lose a service. A service to provide right?" (Appendix N).

Without explicit values the employees of the study administration are merely conducting work tasks. Work is not an integrated part of their self-image nor do they engage more than necessarily. This was emphasised when one study secretary stated that what she found interesting was the development aspect of her job, but she ended up doing operational tasks instead:

> Compared to what I am employed to do in relation to operation and development [...] perhaps I should do, maybe fifty-fifty, but [...] I have actually had the entire Bachelor and Masters Programme regarding all examinations and it has actually been a greater amount than those who are only hired to do the operational tasks (appendix N).

For that same reason, the secretary does not see herself in the same job five years from now: "I don't think so. I think that maybe [...] I have changed field. It could easily be at CBS in a different role" (Appendix N). The other study secretary likewise showed a lack of engagement "there might be other priorities than… how exiting the job is. It could also just be making the everyday life work right? So it might also be.... you end up in the treadmill right?" (Appendix M). Even in relation to the process relational dialogues carried out by management, the receiving part creates a distance as shown with the ending of the answer "Yes, I feel like they listen to my input [...] we are asked, listened to, seen, and things like that" (Appendix M). Among faculty they also notice the general belief that "all people are replaceable that anyone can do anything" and comments "I don't think that is good. Because I believe as an employee you need to feel special" (Appendix O).

Our general impression of the organisational culture within the study administration at CBS is therefore that there is a lack of personal investment in the job among employees. This lack of personal investment in the job could stem from the notion of being treated as replaceable, not being appreciated, and being given work tasks below that of their education.

Even though Lean-like measures appear to have been introduced in the CBS study administration, the core foundations for Lean are not present in the organisation. Core foundations for the success of Lean principles are that "organisations require an awareness or realisation of the need for improvement, the capacity to deal with change and an organisational culture receptive to making changes to processes" (Radnor et al.,

2006, p. 5). When there is a culture where employees do not feel valued and appreciated and no core team of employees is present, the application of Lean principles will not succeed. Thus, the CBS study administration can illustrate a perfect case of how not to implement Lean principles. Furthermore, it will not be possible to develop a culture around Lean principles, when core functions are being maintained by substitutes.

In order to grasp the root problem, a fundamental change in appreciation of employees is required from the study administration senior management. Only by articulating appreciation and follow through by living up to their end of the strategic exchange agreement will it be possible to enhance the cooperation and employee engagement. This would also require the senior management to disregard the idea about involuntary rotation, as this is just another way of telling employees that they are replaceable.

The study administration management ought to signal that every employee is valuable and that the study administration does not function well without them. Such focus could help decrease the number of employees leaving because they were feeling unappreciated or that they were treated like a part of a machine. However, the management in the study administration need to be aware that it is a long-term venture to change the organisational culture and the change will first happen once "espoused beliefs and values are reasonably congruent with the underlying assumptions, then the articulation of those values into a philosophy of operating can be helpful in bringing the group together, serving as a source of identity and core mission" (Schein, 2004, p. 30). Therefore, management starting by living the culture they wish to have in an organisation and engaging the employees in the creation of a common philosophy, supported by jargon, slogans or symbols that only internal members of the group would know the meaning of, could then create a stronger common culture.

8.6   Looking into initiative L and M

Looking back at the initiatives suggested on the basis of the TOWS matrix, only two, initiative L and M were related to organisational challenges and culture that we have dealt with in the above section. Initiative L suggests a new employment strategy. As discussed in the sections treating organisation, motivation, and culture, the study administration at CBS tried promoting knowledge transfer a couple of years ago by continuously

reorganising the staff in the departments. The outcome was that many employees did not have enough information about their tasks and did not have any colleagues to guide them. Within the last two years, the turnover appears to have been less severe, at least within the BLC study administration department. As of recently, the study administration senior management have tried new methods for promoting knowledge sharing by arranging weekly meetings for the administrative planning unit. This seems to promote the desired outcome of knowledge sharing. However, should the administration management proceed with the new launch of job rotation as mentioned by an administrative employee the senior managements' recent efforts might have been in vain.

The initiative L from the TOWS matrix is therefore relevant when suggesting a policy that ensures sufficient transition time before changing jobs within CBS in order to hand over tasks to a replacement. The use of substitutes should be limited and the ones hired should by policy always start with being placed among trained colleagues in a shared office environment allowing knowledge sharing to take place. The administration management should listen to employee needs and take their aspirations and contracts serious and only change their internal position on a voluntary basis. This can result in more motivated employees with a higher level of tacit skills who are less likely to change jobs. As stated in initiative L, this would consequently help the CBS study administration save costs relating to hiring and training new employees and substitutes.

Initiative M suggests attending to employee motivation and is an extension of initiative L, as a new employment strategy should facilitate an increase in employee motivation. The recent reorganisation and use of knowledge sharing already promotes a culture of sharing and collegial help. Furthermore, engaging the employees in the creation of a common philosophy could create a culture with which employees identify themselves. Understanding overall goals and being part of creating a common culture could enhance the sense-making process among employees and increase their job satisfaction. If such a culture additionally emphasises personal responsibility of each task this might mitigate the weakness of employees not taking responsibility or not handling affairs within a reasonable timeframe. Motivation is thus created through the culture that is build up in cooperation between management and staff, further nurtured by a management focusing on appreciating employees, and enhanced over time as the job rotation decreases creating a stronger bond between the employees internally and externally.

9.   Conclusion

This is the first Leadership and Management Studies Thesis in the concentration to take up a novel approach to a comparative study of the study administration at Copenhagen Business School (CBS) and the study administration at University of Southern Denmark (SDU). The CBS BLC Programme study administration was the focal point of our research.

The BLC Master students responding to our random survey perceived the BLC study administration very positively. There were examples of issues that were not handled appropriately by the study administration, although these responses did not diminish the general satisfaction with the study administration.

In comparison, the Negot Master students at SDU were dissatisfied with their Negot study administration. Their dissatisfaction mainly revolved around long response times or response failure from the study administration. Curiously, most Master students at both institutions could not name their current study secretary. Less surprising, perhaps, was that neither group reported employee turnover in their respective study administration. For CBS, this could be explained by the students now communicating with the Student Hub rather than administrative employees directly or could indicate some change in organisational governance, designed – either deliberately or not – with the intent to reduce study administration staff turnover.

Consistent with our initial research interest, the findings from the interviews with administration staff and faculty at CBS revealed a high employee turnover rate in the study administration two years ago. The very members of staff that we interviewed had both initially been hired as substitutes, but are now in permanent positions. Students had according to faculty noticed the employee turnover two years ago, but the survey among BLC Master students showed that the current students have not witnessed any employee turnover. This indicates either that students now have less contact with the employees or that the high turnover all occurred before the current master students started at CBS.

Even though the current BLC Master students are unaffected of the prior high turnover rate, the turnover has had consequences both for staff in the study administration and for faculty. A high employee turnover rate in the study administration resulted in a lack of knowledge transfer between employees, which led to confusion and stress among

employees in the study administration. Stress levels and organisational changes have led to oversights in task clarity and respective position responsibilities. There are anecdotal indications from faculty that the study administration staff are still affected and do not have a clear overview of responsibility.

From our exploratory methods steps, it became evident that CBS faculty has experienced the consequences of a high turnover – and these individuals retain memories of such experiences. They describe not knowing whom to contact and tasks not solved because of unclear responsibility of assignments within the study administration.

Additionally, our findings revealed a substantial use of substitutes in the administration, which adds to problems of knowledge retention, sharing, and appropriate job-specific responsibility. Both study secretaries interviewed were once substitutes, but stated that they had now both been in the same permanent job role for the last two years. They were not aware whether there are still many substitutes in the department.

Our analysis of the root problems suggests that the problems in the study administration are caused by a lack of strong organisational culture and insufficient consideration of employee motivation among study administration senior management. Working with the organisational culture and strengthening the incentives among employees could result in improved motivation and be a key element in improving the current situation in the study administration. Management responsible for the BLC study administration appear to have already taken steps in the right direction. This is immediately evident in the comparatively lower staff turnover. In addition, our research shows that they have introduced weekly team meetings in the department where stress and the division of tasks are discussed.

Our suggestions to the management in the study administration at CBS were therefore to keep the weekly meetings, await the emerging knowledge transfer among employees in the study administration and not pursue involuntary relocation of employees in terms of tasks or physical location.

Concluding on our initial research questions:
- How is the study administration perceived among students at the M.Sc. Business, Language, and Culture, BLC, Programme at CBS compared to students at the Negot Master Programme at SDU?

Our study indicates that the BLC study administration at CBS is perceived more positively by their students than the Negot study administration at SDU is perceived by their students.

On the question:

- How does a high turnover rate among administrative staff affect staff and students?

A high employee turnover in a study administration can lead to loss of knowledge, which in turn can lead to stress and demotivation among employees.

As for the question:

- For CBS, what are the root problems of the observed high turnover and how can the situation be improved?

Our findings indicated that the root problem of the observed high turnover among employees in the study administration were evidently due to the organisational culture, which influenced employee perception and motivation regarding the permanent employment prospects of the study administration positions. We suggest a change from CBS study administration senior management, improving on their process relational principles and minimising normative control. Correct application of Lean principles would likewise give employees responsibility, challenging tasks, and a prospect of a future within the study administration where they are retained and kept satisfied. Any future job rotation would thus only be implemented in cooperation with -and for the benefit of -the employees.

Another finding from this Thesis is the external circumstances of which the study administration at both CBS and SDU is affected such as the Study Progress Reform, the Dimensioning Reform, and the funding granted by the Danish government. The political factor and the economic factor are the two most important external influences. One imposing limitation to student intake and the other limiting the funding granted to universities. The threat posed by these circumstances cannot be avoided but mitigated with the help from IT systems, redistributed study seats and internal optimisation at the universities.

In our Thesis introduction it was noted how the Bologna Declaration was to aid the development of a European area of higher education. The purpose was to align systems of higher education in order to facilitate greater transparency and quality assurance as well as strengthen the mobility for both students and faculty. Denmark was among the first countries to sign the agreement. Our findings indicate that although the Danish

government has implemented measures to accommodate the goals of the Bologna Declaration such as implementing ECTS and reforming the grading system, the most recent initiatives in terms of the Study Progress Reform and Dimensioning Reform both work against the goal of promoting mobility. The recent reforms limit the number of students at study programmes and creates a barrier against foreign students as Danish students has got legal claim on the study seats. Furthermore the requirements of 30 ECTS per semester and finish studies without delay discourage students to do internships or study abroad. Thus, the biggest threat towards the development the European Higher Education Area seems not to be found within the study administration at the Danish universities, but to found in the initiatives from the Danish government.

10. Further research observations

In the process of writing this Master's Thesis, other potential research topics emerged. When analysing our four interviews at CBS, we discovered reoccurring issues that could be interesting to follow up on with an actual survey among all administrative staff or faculty and ask them about their experience and evaluation of the reoccurring topics. It could also be interesting to interview the CBS study administration senior management and research the topic of study administration from that angle. Below other relevant research topics are elaborated.

10.1 Remarkable SDU findings

The survey among Negot Master students at SDU displayed a distinct dissatisfaction with the service they receive from their study administration. This is the opposite of the impression that was given in the interviews with the employees in the Negot study administration. The employees in the Negot study administration were under the impression that they were leading in providing service for their students and first mover in integrating IT systems at SDU. Both employees had worked in the department for a long time and described their working environment and relation to management as being good. In sharp contrast, the Negot students who participated in our survey provided several concrete examples of poor service delivered by the Negot study administration. The difference between experienced service and study administration staff perception of

provided service could indicate that using a convenience-based sampling method results in self-selection with only severely satisfied or dissatisfied students taking the time to answer the questionnaire.

The incongruence between reported experience from students and the study administration staff perception of service was an incidental surprise that could be the foundation for further research. This could be a project either undertaking a much closer investigation of the Negot administration at SDU or investigating the difference between using a self-selection sampling method based on convenience and using a random-sampling method for data collection. The latter project being the most interesting as many students base data collection for their Bachelor Project or Master Thesis on surveys using convenience based sampling.

10.2 Other initiatives, A-K

In our Master's Thesis we have noted possible initiatives based on a TOWS matrix that CBS could undertake in order to improve on weaknesses or threats. Many of the initiatives (B, C, D, F, and I) address an implementation of information technology solutions that could prove helpful to both students and the administrative department. We are aware of the limitation in relying on IT as a faculty member during our interview mentioned how new IT systems continuously have been introduced as the solution to all problems. However, that IT solution has yet to present itself. Whether a perfect solution is even possible or too much tailoring would always be required is beyond our knowledge. The tailoring of such system, accommodating all of our suggested initiatives relying on IT to give CBS a strategic advantage, could easily serve as the foundation for new research projects for students within business administration and IT or within project management. How to implement a well-functioning information technology solution is a research project on its own.

The initiatives A and H concerning the branding of CBS as a place to study and increase the number of exchange students would also be a research project of its own. Analysing governmental initiatives would be interesting as these could be in direct opposition to the signed Bologna Declaration. Other factors such as potential housing problems and opportunities such as receiving SU should also be investigated. Furthermore, an international branding strategy of CBS would be required. Based on our

initiative G about engaging students in problem solving, we find such topic suitable for students within concentrations such as Cand.Merc. in International Marketing and Management.

The remaining initiatives (E,J, and K) look into foreign employees, increased student guidance and potential internal optimisation within CBS and are described briefly under the TOWS matrix. Though each initiative has got valid potential for CBS, they each address areas that would require a more in depth analysis of return on investment and we recommend applying outside expertise from consultants should these initiatives be investigated.

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http://ufm.dk/lovstof/politiske-aftaler/reform-af-su-systemet-og-rammerne-for-studiegennemforelse/reform-af-su-systemet-og-rammerne-for-studiegennemfoerelse.pdf

Universities Denmark - A brief presentation, retrieved: 02-07-2015:
http://dkuni.dk/English/~/media/Files/Publikationer/Universities%20Denmark-publikation_samlet_120213.ashx

University of Southern Denmark, 2020 Strategy, retrieved: 15-05-2015:
http://static.sdu.dk/mediafiles/4/F/1/%7B4F100B55-CE93-41AD-856A-930267A1AB5C%7DStrategi%202020.pdf

University of Southern Denmark, dimensioning reform, retrieved: 12-06-2015:
http://www.sdu.dk/en/om_sdu/organisationen/dimensionering

University of Aarhus, implementation of new grading system, retrieved: 15-05-2015:
http://cesu.au.dk/fileadmin/www.medu.au.dk/uddannelse/undervisningsudvikling/m__l-_og_kursusbeskrivelse/rapport.pdf

Aalborg Universitet, dimensioning reform, retrieved: 26-06-2015:
http://www.intern.aau.dk/ansatte/indersiden/vis//saadan-dimensionerer-de-danske-universiteter.cid105078

12. Appendix

12.1 Appendix A – Definition of key terms

APU

Administrative Planning Unit is one of three areas within the CBS administration. The other two covers Academic Affairs and Student Affairs[5].

Administration (TAP)

The term administration covers all staff at the university not engaged in education, research, research-based services and knowledge dissemination. Therefore, the number covered by our statistics also includes rector, deans, head of department, head of units and all staff helping students[6].

Bologna declaration

The Bologna declaration from 1999 aims at aligning the European higher education system in order to facilitate greater transparency, strengthen the mobility and increase international competitiveness. The Bologna declaration consists of six focus points:

- Making degrees both more readable and comparable by implementing a Diploma Supplement.
- Establishing a standardised two cycle undergraduate and graduate system across the European Union.
- Creating the European Credit Transfer and Accumulation System (ECTS) to provide an aligned accumulation system at institutional, regional, national and European level. This to ease student mobility and grant credits for lifelong learning in other contexts recognized by the Universities concerned.
- Promoting mobility among students and faculty, by eliminating obstacles in the countries concerned.
- Raising attention to the quality assurance of comparable criteria and methodologies through strengthened cooperation.

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[5] http://www.cbs.dk/en/about-cbs/organisation/administrative-units/programme-administration-services
[6] http://dkuni.dk/Statistik/~/media/Files/Statistik/Samlet%20definitionsmanual%20160615.ashx both retrieved June 19th 2015.

- Strengthening the European higher education dimension, within the area of curricular development, inter-institutional cooperation, mobility schemes and integrated programs of study, training and research[7].

CBS

Copenhagen Business School is one out of the eight Danish national universities and is located in Copenhagen. Measured in staff, CBS has the sixth highest number with 1597.75 employees (measured in FTE –full time equivalent), and ranges fifth in number of students with 17677 enrolled students. CBS is divided into 15 departments that are responsible for a total of 27 research centres. CBS offers 18 undergraduate programs of which eight are taught in English and 40 graduate programs of which 27 are taught in English[8].

Dimensioning reform

The reform launched by the Danish government in fall 2014 requiring Danish universities to eliminate a total of 4000 study seats at some chosen graduate programs before 2018. Affected programs that were to admit fewer students were chosen based on unemployment rate among alumni[9].

SDU

University of Southern Denmark is a Danish national university consisting of five faculties in humanities, social science, natural science, technical science and medicine. The university has campuses in five cities in Denmark with main campus located in Odense. Measured in staff, SDU has the fourth highest number with 3794.22 employees (measured in FTE), and ranges third in number of students with 24326 enrolled students. The five faculties have a total of 28 departments that are responsible for 76 research centres. SDU offers 92 undergraduate programs of which 14 are taught in English and 112 graduate programs of which 71 are taught in English[10].

Student Hub

CBS opened two major open offices called Students Hubs September 26th 2012. The two offices gave a central office providing services in the areas of student guidance, the study secretariat, electives office, admissions office and the SU office. Students thus only have

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[7] Hernández-Carrion, José Rodolfo. 2011. English Language For Successful Intergration: Learning From The Bologna Process. Annals of the University of Oradea, Economic Science Series. 2011, Vol. 20 Issue 2, 140-146.
[8] http://dkuni.dk/Statistik/Universiteternes-statistiske-beredskab and http://www.cbs.dk/
[9] http://ufm.dk/
[10] http://dkuni.dk/Statistik/Universiteternes-statistiske-beredskab and http://www.sdu.dk/

to show up one place or send e-mails to one office in order to get help no matter their request. All topics that cannot be treated on site will be forwarded to the relevant secretaries that will get back to the student as soon as possible[11].

Study progress reform

In 2013, the Danish Parliament agreed on a reform of education at the Danish universities. The reform consisted of two parts. One part enacted a change in elements of the SU-system and the other part sought to decrease the time that a student spends on obtaining a master's degree[12].

Universities in Denmark

Universities in Denmark refers to the following eight national Danish Universities in alphabetical order; Aalborg University (AAU), Aarhus University (AU), Copenhagen Business School (CBS), IT University of Copenhagen (ITU), Roskilde University (RUC), Technical University of Denmark (DTU), University of Copenhagen (KU), University of Southern Denmark -Odense Campus (SDU). There are no private universities in this nation[13].

VIP and DVIP

The Danish terms VIP and DVIP is an abbreviation of "Videnskabeligt personale" and "Deltids videnskabeligt personale". Translated into English this means Scientific staff and Part time scientific staff which covers all full-time and part-time academic staff at the university engaged in education, research, research-based services and knowledge dissemination[14].

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[11] http://cbsobserver.dk/student-hubs-klar-til-hj-lpe-med-det-studierelevante

[12] http://ufm.dk/lovstof/politiske-aftaler/reform-af-su-systemet-og-rammerne-for-studiegennemforelse/reform-af-su-systemet-og-rammerne-for-studiegennemfoerelse.pdf -data retrieved May 15th 2015

[13] http://dkuni.dk/English/The-Danish-Universities -data retrieved June 17th 2015

[14] http://dkuni.dk/Statistik/~/media/Files/Statistik/Samlet%20definitionsmanual%20160615.ashx -data retrieved June 19th 2015

12.2 Appendix B – Overview of students per administrative staff

Number of Students per Administrative Staff at Danish Universities

Year	2010	2011	2012	2013	2014
CBS TAP	663,03	622,00	607,79	630,70	657,73
CBS students	14.258	15.408	15.887	16.659	17.677
Students per TAP	21,5	24,8	26,1	26,4	26,9
SDU TAP	1.392,25	1.355,52	1.390,78	1.463,21	1495,88
SDU students	15.991	17.962	20.254	22.224	24.326
Students per TAP	11,5	13,3	14,6	15,2	16,3
KU TAP	4.367,34	4.298,11	4.249,25	4.382,04	4.444,66
KU students	36.891	37.869	38.867	40.866	40882
Students per TAP	8,4	8,8	9,1	9,3	9,2
AU TAP	3.322,45	3.388,61	3.619,60	3.763,63	3.620,41
AU students	32.304	34.129	37.624	38.169	38120
Students per TAP	9,7	10,1	10,4	10,1	10,5
Ruc TAP	362,00	384,60	378,00	386,00	401,7
RUC students	7.366	7.698	7.741	7.588	8045
Students per TAP	20,3	20,0	20,5	19,7	20,0
AAU TAP	1.072,48	1.147,49	1.197,01	1.329,57	1.315,39
AAU students	12.297	13.742	16.251	19.064	20411
Students per TAP	11,5	12,0	13,6	14,3	15,5
DTU TAP	2.220,39	2.222,23	2.273,96	2.519,00	2.532,00
DTU students	7.072	7.597	7.843	10.196	10311
Students per TAP	3,2	3,4	3,4	4,0	4,1
ITU TAP	119,55	123,40	120,78	134,62	137,94
ITU students	1.335	1.602	1.821	1.894	1915
Students per TAP	11,2	13,0	15,1	14,1	13,9

Number of Students per Administrative Staff is calculated solely from tables provided by dkuni.dk

Number of Administrative staff is based on Table C -Personnel Point 3. TAP

Number of students is based on Table F -student activity Point 2.1 Total of enrolled students

12.3 Appendix C – Email from IT department at SDU

HA Hjørdis Albrektsen <hal@sdu.dk>
ti 19-05-2015 15:42

Markér som ulæst

Til: Tabita Maria Jørgensen;

Kære Tabita

Jeg beklager, men ifølge SDU's IT-politik, må vi ikke videresende spørgeskemaer.

Med venlig hilsen

Hjørdis Albrektsen
Specialkonsulent, Det Humanistiske Fakultet/Negot.-sekretariatet

LM Lisbeth Marie Juhl
on 20-05-2015 10:58

Markér som ulæst

Kære Anni,

Vi er to studerende som er ved at skrive vores kandidatafhandling. I den forbindelse vil vi gerne sende et spørgeskema ud til en gruppe studerende på negot-studiet. Vi har dog fået at vide af Hjørdis Albrektsen, at sekretariatet ikke må udsende skemaet på vegne af os og vi må naturligvis ikke få email-adresser til studerende udleveret.
Dette undrer os, da CBS ikke har fundet nogen problemer i at udsende spørgeskemaet på vegne af os. Når I fremsender emails er dette ikke i modstrid med persondata-loven og derfor undrer vi os over hvilke it-politikker der gør sig gældende siden SDU ikke kan imødekomme samme forespørgsel, som CBS kan. Har du mulighed for at redegøre for dette?

Såfremt vi ikke kan udsende spørgeskemaet, skal vi som minimum redegøre for grundlaget herfor i vores afhandling.

Du er meget velkommen os på mail eller telefon og vi ser frem til at høre fra dig.

Med venlig hilsen

Tabita Jørgensen, tajo08ac@student.cbs.dk, tlf. 30202129
Lisbeth M. Juhl, liju12ab@student.cbs.dk, tlf. 99559576

SM Simon Møberg Torp <torp@sdu.dk>
fr 29-05-2015 21:11

Markér som ulæst

Til: Lisbeth Marie Juhl;
Cc: Tabita Maria Jørgensen;

Kære Lisbeth og Tabita

Jeg har ikke mulighed for at dispensere fra SDU's IT-politik. Derfor kan det ikke lade sig gøre at sende jeres spørgeskema ud via universitetet.

Jeg beklager, men sådan er reglerne her hos os. Jeg håber, at I kan klare jer uden.

God weekend!

Med venlig hilsen

Simon Møberg Torp
Dekan, Det Humanistiske Fakultet

LH Louise Haugsted Knudsen <lhk@sdu.dk>
fr 22-05-2015 14:18

Til: Lisbeth Marie Juhl;

Cc: Anni Rasmussen <anni@sdu.dk>; Tabita Maria Jørgensen;

Kære Lisbeth og Tabita

Det er desværre ikke noget, jeg umiddelbart kan svare på. Jeg er ved at undersøge, hvem som kan give jer et mere konkret svar.

Jeg kan dog bekræfte at det er proceduren på SDU. Vi må ikke sende mails til alle – hverken ansatte eller studerende.

Med venlig hilsen

Louise Haugsted Knudsen

Softwareindkøber, kontorfuldmægtig, IT-service

Fra: Kurt Gammelgaard Nielsen <kgn@sdu.dk>
Sendt: 2. juni 2015 19:39
Til: Lisbeth Marie Juhl
Cc: IT-service-LED; Louise Haugsted Knudsen
Emne: RE: Spørgsmål vedr. IT-politik på SDU

Hej Lisbeth

Det er en intern politik vi har på SDU som blev besluttet efter at de studerende gjorde opmærksom på at de fik rigtig mange af disse typer undersøgelser, og det vil de gerne være fri for det.

Så nu må vores mailsystem ikke bruges til jeres formål, og det gælder naturligvis også hvis I havde været SDU studerende.

Med venlig hilsen

Kurt Gammelgaard Nielsen

IT-chef/CIO, IT-service

LM Lisbeth Marie Juhl
fr 05-06-2015 11:22

Hej Kurt,

Mange tak for dit uddybende svar.
Som en sidste ting, vil vi gerne vide hvornår denne politik trådte i kraft?
På forhånd tak for din hjælp.

Med venlig hilsen
Lisbeth

Til: Tabita Maria Jørgensen;

Fra: Kurt Gammelgaard Nielsen <kgn@sdu.dk>
Sendt: 5. juni 2015 11:27
Til: Lisbeth Marie Juhl
Emne: SV: Spørgsmål vedr. IT-politik på SDU

Ca 2011 , uden at jeg kan huske det helt præcist.

Med venlig hilsen/ Best regards
Kurt Gammelgaard Nielsen
IT-chef/CIO

12.4 Appendix D – Questionnaire

Experience of study administration at Copenhagen Business School

You have been chosen to answer this brief survey looking into your experience of the administration at your university program.
As this is your personal experience of the help you have received during your time of study, there are no right or wrong answers.
The survey will take aproximately 3-5 minutes to fill out.
We highly appreciate your help.
Best regards Tabita and Lisbeth

Have you ever had to make use of the administration staff at your university?

○ Yes

○ No

Have you contacted the administration regarding admission?*

○ Yes

○ No

Was the administration able to assist you regarding admission?

          1   2   3   4   5   6

No, very dissatisfying ○ ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding credit transfer?*

○ Yes

○ No

Was the administration able to assist you regarding credit transfer?

          1   2   3   4   5   6

No, very dissatisfying ○ ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding electives?*

○ Yes

○ No

Was the administration able to assist you regarding electives?

1 2 3 4 5 6

No, very dissatisfying ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding exams?*
○ Yes
○ No

Was the administration able to assist you regarding exams?

1 2 3 4 5 6

No, very dissatisfying ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding internship?*
○ Yes
○ No

Was the administration able to assist you regarding internship?

1 2 3 4 5 6

No, very dissatisfying ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding IT/information issues?*
○ Yes
○ No

Was the administration able to assist you regarding IT/Information issues?

1 2 3 4 5 6

No, very dissatisfying ○ ○ ○ ○ ○ Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding pre-approval?*
- ○ Yes
- ○ No

Was the administration able to assist you regarding pre-approval?

	1	2	3	4	5	6	
No, very dissatisfying	○	○	○	○	○		Yes, very satisfying

Is your answer based on a particular encounter you recall?

Have you contacted the administration regarding thesis?*
- ○ Yes
- ○ No

Was the administration able to assist you regarding thesis?

	1	2	3	4	5	6	
No, very dissatisfying	○	○	○	○	○		Yes, very satisfying

Is your answer based on a particular encounter you recall?

How satisfied are you with the overall service provided by the study administration?*

	1	2	3	4	5	6	
Very dissatisfied	○	○	○	○	○		Very satisfied

Please state a reason for your stated satisfaction level

Do you know who your current study secretary is?*
- ○ Yes
- ○ No

Have you had multiple study administrators during your time of study?*
- ○ Yes
- ○ No
- ○ I do not know

How has this influenced your experience of the service you have recieved?

Finally, we need a bit of information about you

Please state your nationality*

Please state your age

Please state year of expected graduation

Thank you for your participation

Please state your e-mail address below
Your information will not be given to any third parties

May we contact you for follow-up questions, please check this box
- ☐ Okay

12.5 Appendix E – Question guide for administration staff

Intro: This interview will be recorded. You can be anonymous if you wish to

You and your role in the administration
Name, age, marital status and children
How long have you been working at XXX?

What i the basic nature of the work you perform?
What is the quantity?
Was the job description accurate?
Is the job all that you imagined it to be? why/why not?

Students perception
How do think that the students perceive the administration?
How does that affect you?

Relationship with HR, Uni Management
Do you know the strategic plan for your programme
Are you consulted/engaged in decision making regarding your program?

Is change/ job rotation planned?
Is that advisable?
Are you adaptable/like the job rotation?

Motivation and stress factors
Are you affected by time constraints, pressures? How do you handle that?
eg having a spouse or partner to lean on
eg support from superior

What are the self-development or professional opportunities for growth?
Do you feel valued by the institution and your program peers?

Is there congruence between the priorities of the university and your own?

How many structural changes has undergone during your time as admin?
How has this affected your work?

Have you ever considered to change jobs? why/why not?

Do you think gender plays a role in terms of stress level in this job?
How do you think the study progress reform starting soon will affect work?
Is it doable without further resources?

Should we have any further Questions, may we contact you on phone or by mail?

Appendix F – Question guide for faculty

What is your relation to the study administration?

For how long have you been interacting with the student administration?

What is your impression of the study administration during that time?

Could you explain why / please elaborate

Has it changed over time or always been the same?

How much work has been covered by substitutes' vs. fulltime employees?

Do you know why many quit?

How do you think this has affected the sudents?

Who was responsible for all of this? That everything worked…

There have been structural changes since February 1st. So there have been a lot of changes according to the administrative employees. What is the outcome? Care to comment?

The study administration hopes that the new IT system will make things easier. What are your thoughts?

What is the solution? An APU or individuals as contact person? For students? For faculty?

12.6 Appendix G – Overview of student funding

Funding per Student per Year in DKK 1000

	2010	2011	2012	2013	2014
Education grants	684.822	735.327	754.738	763.165	763963
CBS students	15.350	16.387	15.399	16.099	16.632
Funding per Student	44,61	44,87	49,01	47,40	45,93
Education grants	822.504	901.626	955.680	1.037.212	1.109.633
SDU students*	13.313	14.740	16.026	18.231	19.432
Funding per Student	61,78	61,17	59,63	56,89	57,10
Education grants	1.841.811	1.879.580	1.935.507	1.978.629	2.080.879
KU students*	34.442	34.924	35.709	36.538	39.886
Funding per Student	53,48	53,82	54,20	54,15	52,17
Education grants	1.413.276	1.525.412	1.714.381	1.749.570	1.808.330
AU students	26.808	28.024	33.410	34.343	34.527
Funding per Student	52,72	54,43	51,31	50,94	52,37
Education grants	333.534	355.192	364.895	391.002	373.652
RUC students*	6.527	7.016	7.335	7.539	7.525
Funding per Student	51,10	50,63	49,75	51,86	49,65
Education grants	573.683	594.099	593.314	721.560	760.335
DTU students	7.060	7.665	7.160	8.353	10.515
Funding per Student	81,26	77,51	82,87	86,38	72,31
Education grants	91.544	111.909	131.679	148.441	141.809
ITU students	1.116	1.431	1.663	1.833	1.948
Funding per Student	82,03	78,20	79,18	80,98	72,80

Our calculation of Funding per Student per Year is based solely on tables provided by dkuni.dk.
Education grants are based on Table A -Income. Point one -Education.
Number of students is based on Table F -student activity Point 4.2 Resource enabling students.
*Numbers taken from Dkuni.dk Table F-Studen Activity Point 4.2 Resource enabling students.
When students can enable resources at more majors at the same time, the number have been ajusted
to number of unik students. Changed numbers are hinglighted in colour. See notes to table F in year:
2011: http://dkuni.dk/Statistik/~/media/Files/Statistik/Noter/Noter%20til%20beredskabet%202011%20300512.ashx
2012: http://dkuni.dk/Statistik/~/media/Files/Statistik/Noter/Noter%20til%20beredskabet%20250613.ashx
2013: http://dkuni.dk/Statistik/~/media/Files/Statistik/Noter/Noter%20til%20beredskabet%202013.ashx
2014: http://dkuni.dk/Statistik/~/media/Files/Statistik/Noter/Noter%20til%20beredskabet%202014.ashx

12.7 Appendix H – Overview of research funding

Public Research Funding per Student in 2014 in DKK 1000

	CBS	SDU	ITU	DTU	KU	AU	RUC	AAU
Basic Funding	260.466	837.140	87.860	1.697.892	2.933.180	2.030.874	236.388	724.046
Students	16.632	19.432	1.948	10.515	39.886	34.527	7.525	17.887
Funding per student	15,661	43,080	45,103	161,473	73,539	58,820	31,414	40,479

Public research funding per student is calculated solely from tables provided by dkuni.dk

Basic funding is based on Table A -Income Point 2.1A Basic funding

Number of students is based on Table F -student activity Point 4.2 Resource enabling students.

12.8 Appendix I – Student survey at CBS

Have you ever had to make use of the administration staff at your university?

Yes	12	100 %
No	0	0 %
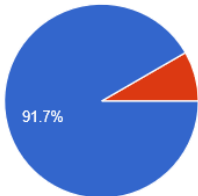
100%

Have you contacted the administration regarding admission?

Yes	11	91.7 %
No	1	8.3 %

91.7%

Was the administration able to assist you regarding admission?
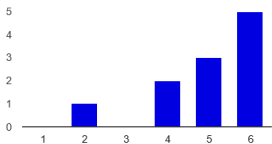
No, very dissatisfying: 1	0	0 %
2	1	9.1 %
3	0	0 %
4	2	18.2 %
5	3	27.3 %
Yes, very satisfying: 6	5	45.5 %

Is your answer based on a particular encounter you recall?

Lack of knowledge from the admissions office on specific entry requirements to my programme.

No

Yes, regarding admission criteria and ects points

I recall having sent at least 4 emails regarding admission to a master degree, which I never got an answer on. When going to student hub you rarely get to talk to the right people but at least someone is there to answer your questions, so that is positive.

Have you contacted the administration regarding credit transfer?
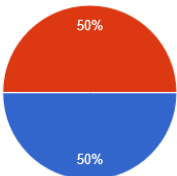
Yes	6	50 %
No	6	50 %

50%

50%

Was the administration able to assist you regarding credit transfer?
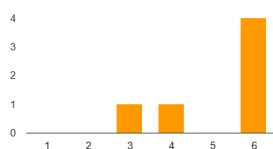
No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**1**	16.7 %
4	**1**	16.7 %
5	**0**	0 %
Yes, very satisfying: 6	**4**	66.7 %

Is your answer based on a particular encounter you recall?

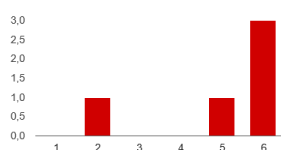I needed help with transferring credits from my internship in the third semester.

No particular encounter. I just sent my application and got the pre-approval.

Have you contacted the administration regarding electives?
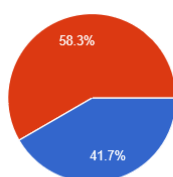
Yes	**5**	41.7 %
No	**7**	58.3 %

Was the administration able to assist you regarding electives?

No, very dissatisfying: 1	**0**	0 %
2	**1**	20 %
3	**0**	0 %
4	**0**	0 %
5	**1**	20 %
Yes, very satisfying: 6	**3**	60 %

Is your answer based on a particular encounter you recall?

I received assistance from the student hub, they were quite helpful.

I rarely get an answer on emails, but by phone or in person it is better. through always very difficult to get through to the administration.

Have you contacted the administration regarding exams?
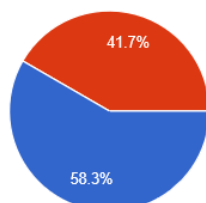
Yes	**7**	58.3 %
No	**5**	41.7 %

Was the administration able to assist you regarding exams?
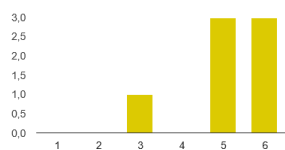
No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**1**	14.3 %
4	**0**	0 %
5	**3**	42.9 %
Yes, very satisfying: 6	**3**	42.9 %

Is your answer based on a particular encounter you recall?

Retake exam registration

Have you contacted the administration regarding internship?
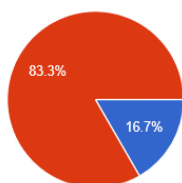
Yes	**2**	16.7 %
No	**10**	83.3 %

83.3%

16.7%

Was the administration able to assist you regarding internship?
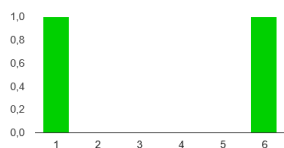
No, very dissatisfying: 1	**1**	50 %
2	**0**	0 %
3	**0**	0 %
4	**0**	0 %
5	**0**	0 %
Yes, very satisfying: 6	**1**	50 %

Is your answer based on a particular encounter you recall?

I was planning to go on an internship, which required me to get a signed document from my university stating that the internship was part of my program. I asked the administration for this, but never received it...

Have you contacted the administration regarding IT/information issues?

Yes	**4**	33.3 %
No	**8**	66.7 %

66.7%

33.3%

Was the administration able to assist you regarding IT/Information issues?

No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**1**	25 %
4	**1**	25 %
5	**2**	50 %
Yes, very satisfying: 6	**0**	0 %

Is your answer based on a particular encounter you recall?

the IT people are always super kind and competent

Have you contacted the administration regarding pre-approval?
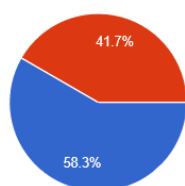
Yes	**7**	58.3 %
No	**5**	41.7 %

Was the administration able to assist you regarding pre-approval?
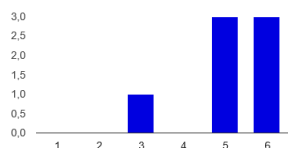
No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**1**	14.3 %
4	**0**	0 %
5	**3**	42.9 %
Yes, very satisfying: 6	**3**	42.9 %

Is your answer based on a particular encounter you recall?

Smooth process.

Have you contacted the administration regarding thesis?
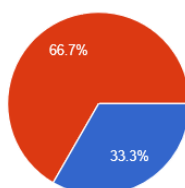
Yes	**4**	33.3 %
No	**8**	66.7 %

Was the administration able to assist you regarding thesis?
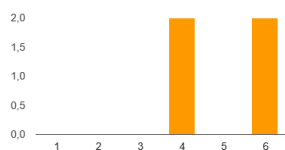
No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**0**	0 %
4	**2**	50 %
5	**0**	0 %
Yes, very satisfying: 6	**2**	50 %

Is your answer based on a particular encounter you recall?

Deadline to hand in the thesis contract, choice of supervisor...

How satisfied are you with the overall service provided by the study administration?
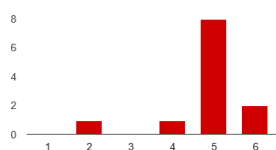
Very dissatisfied : 1	**0**	0 %
2	**1**	8.3 %
3	**0**	0 %
4	**1**	8.3 %
5	**8**	66.7 %
Very satisfied : 6	**2**	16.7 %

**Please state a reason for your stated satisfaction level**

Whenever I needed help or support, I got it relatively easy. Waiting times can ocure, but the answers are useful and the staff is friendly.

Rarely recieves answers on emails.

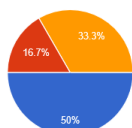Often very helpful and quick to help and solve the situation.

Overall good, always here to assist me and very aware of the problems I faced

Do you know who your current study secretary is?
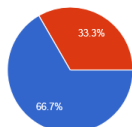
Yes	**8**	66.7 %
No	**4**	33.3 %

Have you had multiple study administrators during your time of study?

Yes	**6**	50 %
No	**2**	16.7 %
I do not know	**4**	33.3 %

How has this influenced your experience of the service you have recieved?

Confusing; I try to deat with everything myself

I have not contacted the new study secretary yet. So, no.

It has been overall OK, although the administrators have sometimes been difficult to reach.

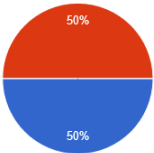Not really, I mainly use the services of student hub

12.9 Appendix J – Student survey at SDU

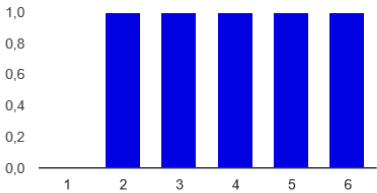**Have you ever had to make use of the administration staff at your university?**

Yes	**10**	100 %
No	**0**	0 %

100%

Have you contacted the administration regarding admission?

Yes	**5**	50 %
No	**5**	50 %

50%
50%

Was the administration able to assist you regarding admission?

No, very dissatisfying: 1	**0**	0 %
2	**1**	20 %
3	**1**	20 %
4	**1**	20 %
5	**1**	20 %
Yes, very satisfying: 6	**1**	20 %

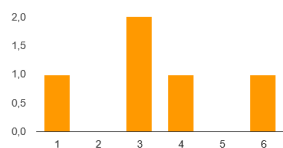**Is your answer based on a particular encounter you recall?**

A telephone call due to the fact that my english proficiency test hasn't been forwarded to the office.

Answers took a long time, no update on the status of the admission, no direct help

Have you contacted the administration regarding credit transfer?

Yes	**5**	50 %
No	**5**	50 %

50%
50%

Was the administration able to assist you regarding credit transfer?

No, very dissatisfying: 1	**1**	20 %
2	**0**	0 %
3	**2**	40 %
4	**1**	20 %
5	**0**	0 %
Yes, very satisfying: 6	**1**	20 %

Is your answer based on a particular encounter you recall?

Yes - I sent in all the required documents I could find online. However, there were other forms as well, which they sent to me after informing me that the original documents (found on their webpage) was not sufficient. Also, I had to contact then in order to get answer whether or not the credit transfer had gone though - they had "forgotten", and I hence got a very late reply. This happened twice.
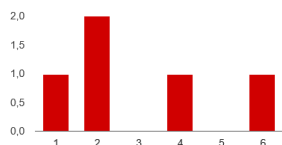
- Absolutely inacceptable behavior. No fixed rules, different information from the secretary (if they ever reply), the student advisors, the international office and the board

Transfer of credit after a semester in the UK.

Have you contacted the administration regarding electives?
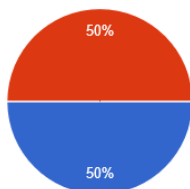
Yes	**5**	50 %
No	**5**	50 %

Was the administration able to assist you regarding electives?

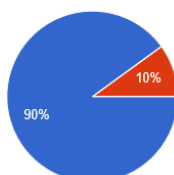|		
No, very dissatisfying: 1	**1**	20 %
2	**2**	40 %
3	**0**	0 %
4	**1**	20 %
5	**0**	0 %
Yes, very satisfying: 6	**1**	20 %

Is your answer based on a particular encounter you recall?

We were two people applying for the same elective. One got an answer right away, the other never got a response and was left hanging in mid-air. It was just luck that both of us were in contact and heard from the other. The response came very late (after the deadline).

Unfortunately, they could not provide me with the relevant information regarding electives and just made assumptions, which did not really help. Also, I have applied for pre-approval for electives weeks ago and am still waiting for an answer, which is really annoying as I would like to plan my next semester instead of doing everything on short notice.

Yes - they had some electives from other institutes available which were "pre-approved". However, they could not tell me anything about exams and requirements, and told me to contact the other institute in order to find out. The other Institute told me that they could not help me, as exam forms and such had to be decided by my administration. I hence got tossed back and forth - thanks to the great professor of the course, he helped me out and got everything sorted out. However, it was certainly not satisfactory.

Have you contacted the administration regarding exams?

Yes	**9**	90 %
No	**1**	10 %

Was the administration able to assist you regarding exams?
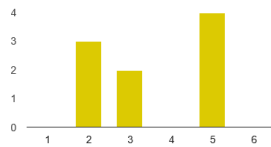
No, very dissatisfying: 1	**0**	0 %
2	**3**	33.3 %
3	**2**	22.2 %
4	**0**	0 %
5	**4**	44.4 %
Yes, very satisfying: 6	**0**	0 %

Is your answer based on a particular encounter you recall?

See the previous answer.

They delivered a standard answer I could find online myself. After this i did not contact them again with the issue. In general they are very short in their answers and sometimes they come of as anoyed.

I wanted to switch my exam dates with another person and it worked out fine

Shift from one date to the other regarding an oral exam worked without problems.

I had an exam in Denmark and Spain the same day, and I was only allowed to get dispensation and do the reexamination in Denmark, if someone failed the original exam
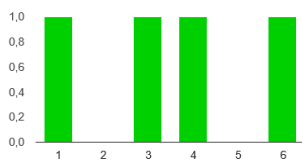
In my first semester I missed the deadline of an exam and I needed help with what to do next.

Have you contacted the administration regarding internship?
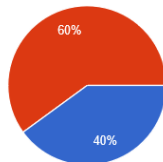
Yes	**4**	40 %
No	**6**	60 %

Was the administration able to assist you regarding internship?

No, very dissatisfying: 1	**1**	25 %
2	**0**	0 %
3	**1**	25 %
4	**1**	25 %
5	**0**	0 %
Yes, very satisfying: 6	**1**	25 %

Is your answer based on a particular encounter you recall?

They told me to contact the student councellor, who was fairly helpful. The councellor told me to contact the professor, who would be assessing my internship assignment, and he was definately the biggest help.

Have you contacted the administration regarding IT/information issues?
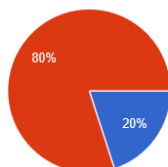
Yes	**2**	20 %
No	**8**	80 %

Was the administration able to assist you regarding IT/Information issues?

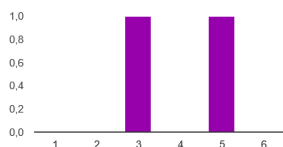|		
No, very dissatisfying: 1	**0**	0 %
2	**0**	0 %
3	**1**	50 %
4	**0**	0 %
5	**1**	50 %
Yes, very satisfying: 6	**0**	0 %

Is your answer based on a particular encounter you recall?

The information regarding the master thesis sign-up was (and still is) out-dated + it said to contact the person in charge of selecting the relevant councellors. However, it was not stated who this person was, so I had to call them in order to find out.

Answer was satisfying

Have you contacted the administration regarding pre-approval?
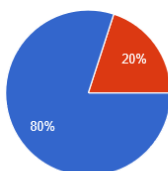
Yes	**8**	80 %
No	**2**	20 %

Was the administration able to assist you regarding pre-approval?

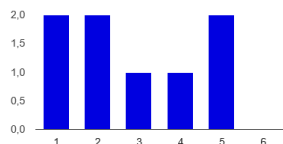|		
No, very dissatisfying: 1	**2**	25 %
2	**2**	25 %
3	**1**	12.5 %
4	**1**	12.5 %
5	**2**	25 %
Yes, very satisfying: 6	**0**	0 %

Is your answer based on a particular encounter you recall?

See "electives"

- No office seems to be responsible. - Explanations of approvals are completely random. The offices treat the subjects different within the same organization... - The process took me over 5 (!!!) months because of offices not replying and giving no feedback about their decision why a subject is approved or if it is not. - No list with pre-approved courses from former students at the abroad university is available

It takes ages and I feel as if nobody knows the exact information (see previous answer for electives)

See the comment regarding internship.

Have you contacted the administration regarding thesis?
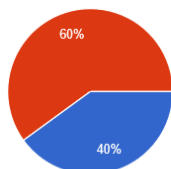
Yes	**4**	40 %
No	**6**	60 %

Was the administration able to assist you regarding thesis?

No, very dissatisfying: 1	**1**	25 %
2	**1**	25 %
3	**1**	25 %
4	**0**	0 %
5	**1**	25 %
Yes, very satisfying: 6	**0**	0 %

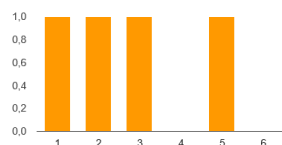**Is your answer based on a particular encounter you recall?**

- Secretariatet does barely replies mails - Questions are often completely ignored or answered in an unsifficient way - It seems that mails not get read in a appropriate way. Often the reply (if at all) consists only of links to some pages that dont answer the questions

See the comment under "information".

How satisfied are you with the overall service provided by the study administration?
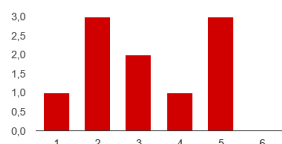
Very dissatisfied : 1	**1**	10 %
2	**3**	30 %
3	**2**	20 %
4	**1**	10 %
5	**3**	30 %
Very satisfied : 6	**0**	0 %

**Please state a reason for your stated satisfaction level**

You are normally met with an irritated attitude, as if you are only there to waste their time, and as if you should be able to find everything online, even if it is not there. You are often met with an "this is not our table - go talk to somebody else"-attitude, which is really irritating and annoying, as all you are looking for is answers you have not been able to find anywhere else. Going to the administration is always the "last resort", as it is very rarely a plesant experience.

Unfortunately, I have experienced a quite disorganized staff, where I was sent from one person to another because nobody knew the right procedure (especially with regard to the new study reform). Therefore, I do not feel well-advised in the university at alll

Long waiting-times, it seems to depend on the person answering, how satisfying the answer is

Quick response, even though sometimes several departments are involved when dealing with one issue (examination office, study board...), which is a bit confusing for new students.

Do you know who your current study secretary is?
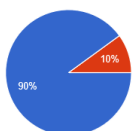
Yes	**9**	90 %
No	**1**	10 %

Have you had multiple study administrators during your time of study?
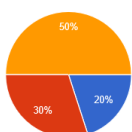
Yes	**2**	20 %
No	**3**	30 %
I do not know	**5**	50 %

How has this influenced your experience of the service you have recieved?

Deeply disappointing - the students didn't know who to contact and sometimes it really felt like they had no interest in helping out the students.

12.10 Appendix K – Interview with Simon Hedegaard

L: Lisbeth, T: Tabita, S: Simon

L: Hvor lang tid har du arbejdet her?

S: Jeg har været på det humanistiske fakultet siden August 2006, det var jeg ige inde at tjekke for det kunne jeg nemlig ikke huske, og da sad jeg i Kolding i et års tid. Og så kom jeg til Negot i november 2007, så det er vel snart otte rs tid, syv et halvt år. Og jeg har lavet det samme, i al den tid jeg har siddet på Negot. Jeg har lagt skemaer, og administreret undervisningsudbud. Så er der kommet andre ting til senere. Jeg er blevet lokale ansvarlig for humanioras undervisningslokaler. Det har jeg været i et års... i to års tid nu. Men sådan kerneopgaven det er skemalægning og undervisningsplanlægning. Det er jo sådan når man er i studieadministrationen, så ehh så er der nogen peakperioder og der er nogen mere rolige perioder. –Det er arbejdsvilkårene.

T: Hvad skyldes det? (indrapportering)

S: Det er jo som et eller andet mantra om at man ikke vil ødsle med resourcerne, altså det er jo sådan noget med at dobbelt tjekke holdtilmelingstal og kan vi måske skære et hold her og hvad nu hvis vi gør sådan og, og det er os' os' i forhold til det denneher lokalehat, så er det meget med at tjekke, har vi nu skemalagt otte til atten, alle dage i alle lokaler, fordi hvis vi kan det, så kan vi måske spare et lokale så vi behøver måske ikke bygge et nyt auditorie, det er meget sådan nogen.. Der er meget micro management idet.

S: Og nogen gange tænker jeg, at det kunne også være fedt hvis vi baare tog chancen, byggede 15 nye lokaler og sagde, dem får vi sku nok brug for.[...] Det kunne være fedt nok hvis man kunne tage sig sådan nogen friheder, ... men det kan man ikke som det er lige nu. Og så er det sådan det er . Og det er det samme med de der holdstørrelser i institutterne, [...] men det er så'n, det det går meget op i, i kroner og øre problematikken.

L: Hvordan tror du de studerende opfatter dig og det arbejde du laver?

S: [...] Jeg tror de ehhmmm... nu snakker vi alle studerende ikke også? Ikke kun internationale? Jeg tror de øhhhh... Jeg eh, jeg fornemmer at de ved at de får et svar ..pause.. (L:Ja) når de går til mig. Og jeg tror, og jeg fornemmer også at de ved at de får et svar relativt hurtigt. Øhh jeg, jeg, det er ikke sjældent at jeg bliver spurgt om ting som helt tydeligt ikke er mit ansvarsområde.

T: Er der forskel da? Er de internationale [studerende] anderledes i forhold til dig?

S: Jeg tror de vil føle at de får et endnu bedre svar end de danske får. Fordi jeg synes de er hammer interessante. Jeg synes, jeg har selv læst Engelsk, jeg har hovedfag i Engelsk og jeg har sidefag i historie herfra. Øhhmm,så jeg synes det er fédt at få lov til at skrive engelsk

T: Ja, så du opprioriterer dem når de skriver ind til dig?[...]Er det bare sådan at de får et lidt hurtigere svar eller..?

S:Nu skal jeg jo svare at alle får et godt svar og et rettidigt svar, men ja, jeg opprioriterer dem, jeg synes de er sjovere i hvert fald, det er der slet ingen tvivl om.

S:Nu ved jeg godt at den nye studiefremdriftsreform gør det jo sværere for dem sådan og og at shoppe meget rundt, så vi får nok flere af vores egne, øh studerende op nu, men jeg sýnes at jeg kan mærke at de her udenlandske studerende, de er her med et helt andet mindset end... end vores danske studerende. Pause. Og det synes jeg er fedt.

T: Når du nævner fremdriftsreformen, tror du det bremser, ehmm, mobiliteten?

S: Det er jeg bange for det gør. Øhh konkret på Negot har man jo øhh, sagt at man kan, at fremdriftsreformen har som konsekvens at vi stille og roligt drosler ned for vores udenlandske optag.

T: Det er rent specifikt? S: Det er rent specifikt.

T: Okay, øhm, jeg er overrasket fordi at en af pointene med fremdriftsreformen er at det skal øge mobiliteten.

S: Ja, Det man har sagt det er at man lægger et loft. At optaget i 2015 må ikke [...] overskride optaget i 2013.

S: Og så går man ind og ser, at de her bachelorer, som nu bliver færdige, de har jo retskrav.... på uddannelsen...øhhh, men hvis, men hvis man ikke må overskride loftet, så kan vi risikerer vi jo bare at få fyldt op med retskravsbachelorer intil du rammer dét punkt, hvor vi ser på loftet og så er der ikke plads til andre. SÅ er der ikke plads til dem udefra.

T: Når SDU nu har en intern politik der hedder at I har et ønske om at i 2020 at[...]strategien hedder at 20 % af alle studerende skal være udvekslingsstuderende.. (L: Internationale) Internationale, for at skabe et internationalt miljø, kan du se det gå hånd i hånd med fremdriftsreformen så?

S:Det tror jeg ikke jeg behøver at udtale mig om. Fordet kan jeg ikke se det gør.... Nej, det kan jeg slet ikke se at det gør.... og jeg er rigtig træt af det.For, som jeg sagde før, så er det de studerende der gør det sjovt. Og det er også det der for vores egne danske studerende [...] det gi'r bare noget andet. [...]Så det synes jeg da, det blir ehh.. det gør vores uddannelse fattigere.

T: Kræver de internationale studerende mere hjælp end de danske?

S: Ja, det gør de.Man kan sige, nu refererede jeg til de der tyske piger før, som bare klarede det. De skal ik' ha' hjælp. Tvært imod. De hjælper mig fordi jeg ik har læst min studievejledning godt nok. Man kan sige, de studerende som så har problemer, da er der ingen tvivl om at er udenlandsstuderende me problemer er væsentligt tungere, rent administrativt, end danske studerende med problemer.

T: Har du en fornemmelse af at dem der henvender sig til sekretariatet, om det primært er danskere eller primært er internationale studerende? 16.50

S: Det er primært udenlandske. Dem der kommer, dem der møder op i person..øhmm... simpelthen fordi at mange af dem vi optager på vores kandidat i Negot, det er BA Negoter. Så de kender gamet, de ved hvem de skal skrive til, de ved hvad de skal gøre og hvornår de skal gøre det.

T: Skifter det meget (rotationsordning i studiesekretariatet) ?

S: [...] Nej, på Negot er vi ikke specielthårdt ramt. Men miljøet, studiesekretariatsmiljøet generelt... der bliver rykket rundt på brikkerne. Og det gør der hele tiden.

L: Tror du, er det med vilje?

S:Nej, det tror jeg mest er fordi, jeg havde en snak med, med lederen, som også er min daglige leder, og hun er træt. Træt træt træt af at køre rundt med brikker. Det er primært øhmmm studiesekretariatet er jo, vi er nogenog tredive øhh, tre mænd og så resten kvinder. Øhmm... mange kvinder sådan i 50 års, 60 års alderen, så vi bliver ramt af en del af de der livsstilssygdomme [...] men Negot er gået fri.

S: Og så var der en lang drøftelse af hvordan man skulle organisere sig. Det var, Det stor ret hurtigt klart at studienævns sekretærerne, de skulle være en gruppe for sig, fordi delave, de laver så mange fælles ting. Så sagde jeg, øhh Jeg synes, så synes jeg også vi skal lave en gruppe med rene skemalæggere og en gruppe med rene eksamenssekretærer, sådan at vi bliver professionelle og sådan at vi kan vores kram til fingerspidserne. Det var man ikke enig med mig i. Man ville hellere have at man har selvfølgelig studiesekretærene for sig, men så har man det man bare kalder studiesekretærer, som så, i mange tilfælde, både er skemalæggere og eksamensplanlæggere.Og så sagde jeg, det synes jeg ikke er lykken, for så har du pluselig to kasketter på og har potentielt set travlt hele tiden og bliver måske aldrig en rígtig god skemalægger og du bliver måske en lala-skemalægger og en lala-eksamenplanlægger... [...] Man valgte, at sige at ehmm, dér kan man godt have to kasketter på på en gang. [...] et år siden at vi lavede denne sammenlægning her.

T: Har I indflydelse på på mådende hele er bygget op på organisatorisk? Kan I give feedback? [...]

S: Ja, det kan vi. Og man kan også øhhh..[..] man kan også gå til Lone og sige "nu kunne jeg godt tænkemig at prøve noget andet" [...] Det synes jeg i aller højeste grad, da synes jeg vi bliver hørt.

L: Men så det vil sige, der er rent faktisk også plads til noget kariereudvikling [..]?

S: Sååfgjort, så afgjort. Det øhh Det er der. Helt sikkert. Man er, man er ikke bare studiesekretær fra nu af til man fylder, det er vel 70 vi skal sidde her til, men nej det er man ikke, der er en muligheder hvis du vil det.

T: Dem der er her de er glade for at være her og de bliver her faktisk til de går på pension og dem der ikke er her, det er på grund af sygdom og barsel?

S: Ja, og dem der bliver her, nu siger du, de skal på pension, der er nogen af dem… jeg har jo en del kollegaer som er ved at nærme sig den alder… Og det er ikke dem allesammen, der sådan er specielt indstillet på at gå. Altså der… der er nogen der skal skubbes kraftigere end andre. Og jeg er sådan lidt måske har du…. (Li : Udtjent din værnepligt) Ja, måske skulle du også se at komme videre, så vi kan få én under, under 40, så vi kan komme ud over stepperne ikke også? Så det ehmm… [...] der er ikke nogen der sådan forlader… det er jo… (griner) det er jo sådan i mine øjne at når du sikrer dig sådan en HK stilling eller en AC fuldmægtig stilling på sådan et institut her, så sidder du der jo sådan set lige så længe som du selv synes du skal sidde der. Jeg har været her i nogen år og jeg har også set noget lort passere.. uden at det sådan rigtig…

L: Uden at der kommer en reaktion oppefra?

S: Ja, man bliver nok lige… taget til side, men så. Gør man heller ikke mere ved det.

T: Hvor imun bliver man for for ledelsen og det der der bliver sagt ovenfra, det der bliver leveret som budskab og som vision [...] ?
S: Jeg vil ikke sige jeg bliver imun. Jeg blir måske snarere... skeptisk (T:ja) og lidt kritisk. (T:ja) Og så tænker jeg sådan, ja det er fint at de siger sådan. Lad os nu se når det rammer mig. Han siger det her oppe og så sidder jeg her og så, i organisationen, 15 etager længere nede, Lad os nu se hvor meget der er tilbage når det kommer ned til mig. Og det er også derfor med denne her dimmentioneringsdebat

L: Da har SDU været relativt hårdt ramt. (S:Ja) I hvert fald i medierne.

S:Ja det har de. Og øhh primært humaniora, Der er jeg også.. lad os nu se... hvor den lander ikke også? Da jeg started da var det arabisk, engelsk, fransk, spansk og tysk. Nu er der gået otte år. Læg så tre år, elleve år, Så er vi nede på to sprog. Det synes jeg er kedeligt. Det kan godt være at de her arabisk studerende, at det er [...] sværere at administrere dem, for det er det, det er en kompliceret studieordning, der er mange ting og udenlandsophold, der er meget der skal passe ind, men det er også fedt. Det synes jeg også er sjovt. Jeg synes det er fattigt, at man ikke kan øhhmm tilbyde andet end engelsk og tysk. Det er det du kan læse alle andre stedet, tænker jeg.

L: Når nu vi snakker reformer og det her studiefremdriftsreform, hvor meget tror I, I bliver ramt af det? [...]

S: Altså jeg er jo ikke 100% inde i den, ..øhh.. den rammer ikke, sådan skemalægning rammer den jo ikke [...] men de der studienævnssekretærer forudser en, hvad er det han plejer at sige ham sekretariatschefen, en tsunami af dispensationsansøgninger, fordi du nu skal søge om alt. Altså hvis du ikke rammer de der 30ECTS, så skal du ud med en ansøgning. Det kommer væltende. (L:ja) Tror jeg. Ikke mindst fordi at de studerende er usikre. [...] Men jeg tror stadig, det rent sags(administrative -indforstået) men det,..... det tør jeg slet ikke tænke på hvor travlt de får.

T: Og det skal stadig ku' gennemføres uden yderligere ressourcer?

S: Det vil tiden jo vise. Hvad man har tænkt sig. Men-ehh... jeg ser ikke at [...] fem otte-og tyve nyansættelser i horisonten, når jeg tænker på det. Så der er ikke lige tre nye, ny ansatte til bare at tage sig af det. Det tror jeg ikke der er.

L: Tror du det kan gøres uden yderligere ressourcer?

S: Hmm... Ja, det tror jeg godt det kan, men jeg tror måske ikke det bliver specielt ehhhmmm rart. (L:nej) Hverken for dem, de stakler der skal lave arbejdet, men heller ikke for dem [...] der venter på svarene, og som er afhængige af dem. Jeg tror godt det kan lade sig gøre, men jeg tror de får kamp til deres hår, de der studiesekretærer.

12.11 Appendix L – Interview with Hjørdis Albrektsen

L: Lisbeth, T: Tabita, H: Hjørdis

H: Der er jo sket en voldsom udvikling på det område. I starten der var vi 2 sekretærer og den tog sig af eksamen og den anden tog sig af skemalægning og læseplan og studienævnet. Og det var mig der var den sidste. Så jeg blev betragtet som, måske også på grund af min uddannelsesbaggrund, som sekretariatsleder for negot studienævnssekretariatet. Og vi blev ret hurtigt en halv medarbejder mere og med tiden har vi så været 3. Og så på et tidspunkt for ikke så mange år siden, jo alligevel 7 år siden, der kunne det simpelthen ikke længere lade sig gøre for mig at passe studienævn og skemalægning og læseplan. Så der blev ansat en til at tage læseplans og skemalægningsdelen og det fylder faktisk en fuld stilling. Og ved at have AC-bemanding, for det blev den nye også, adskiller negot-sekretariatet fra så meget andet.[…] Vi har på negot-studiet gået meget foran med et godt eksempel, fordi vi har ladet os inspirere os af måden man gjorde det på på samfundsvidenskab.vi har haft en andet blik inde over, også fordi at negot-studiet har været stort og komplekst. Så kan man sige, at hvis man skal overblik over det, så bliver man simpelthen nødt til at anvende nogle midler som for eksempel IT-databaser, excel. Nu bruger man jo næsten kun excel, men vi skal ned mellem databaser og excel for år tilbage (4.18). Så derfor har vi på mange måder været foregangsmænd for en mere professionel administration end man normalt har haft på humaniora, hvor den normale var rimelig små studier med en studienævnsformand og en studienævnssekretær, som sådan set gjorde tingene på deres måde, som var forskellige fra studienævn til studienævn. I dag er vi så derhenne, og vi har også gjort den sidste udvikling hermed, at der er vi så derhenne hvor man ligesom har standardiseret rigtig mange ting efterhånden også nede i sekretariatsarbejdet og der er vi jo egentlig gået foran med et godt eksempel kan man sige, men man må også erkende, man kan sige meget om digitalisering, man kan sige, at det kan være en serviceforbedring. Det kan være en fordel for de studerende, at ikke skal herud. Men man taber også en del ting. Man skal gøre sig helt klart at man får ikke noget uden at give noget, heller ikke her vel. Og hvad man i hvert fald ikke får, det er man får ikke mere tid. Man får muligvis en forbedring af servicen. Det mener jeg faktisk man gør og der er på mange måder heller ikke nogen vej udenom, fordi man får også på en anden måde en kvalitetsforbedring, men meget af det bærer også præg af at det er ligesom et tilbud til en overinstans, der gerne vil kunne kontrollere og have mulighed for hurtigt at trække informationer ud. Den der mere kontrollerende.. altså den del af det, som mere er møntet på det, det er ærgerligt tid at bruge faktisk og det mærker man lidt.

T: er der kommet en større mængde af arbejde? Er arbejdsbyrden blevet større? Nu igennen, du har været har i en lang årrække og du siger selv, at der blevet ansat flere og flere..

H: Ja, den er blevet meget større. Jeg kan godt forstå, selvom det har ærgret mig meget, at man taler om djøfisering, fordi hvad mener man lige med det. Men hvis det man mener med det er, at det bliver nødvendigt og ansætte flere og flere administratorer, fordi man har den uddannelsespolitik kan man sige man har og de krav til at kunne styre den, som man har, så må jeg sige ja, så er der tale om at man har indført en… man har nødvendiggjort en mere tidskrævende administration. Og den.. altså det har altid for mig personligt været et mål for for eksempel brug af IT. Det har altid været mål for mig at administrationen det skulle sådan set minimeres mest muligt. Og et plus, det var hvis man kunne ligesom få det til at fylde så lidt som muligt samtidig med at man kunne få den information ud af det og den styring af det som man havde brug for og det synes jeg simpelthen er løbet løbsk i modsat retning. Det er mit helt klare indtryk, ja.

L: Når nu du siger.. tror du.. Hvordan tror du de studerende opfatter det? Altså opfatter jer og opfatter.. man kan sige, den service de får leveret?
H: Jamen, det er jeg jo ikke den rigtige at spørge om. Fordi man må jo sige i den i det her.. altså jeg synes ikke. Det kan godt være, at der for eksempel bliver lavet overordnede undersøgelser om studentertilfredshed, som en del af en kvalitetspolitik. Men for os, der løber meget stærkt nede på gulvet, der man kan sige, der bliver fornemmelsen af hvad de studerende synes og tænker, den bliver jo mere og mere svækket i virkeligheden ikke også. Og den bliver jo også mere og mere svækket for eksempel på grund af det jeg sagde før, den digitalisering som de studerende formodentlig oplever som en positiv ting. Nemlig at det kan gøre næsten alting hjemmefra. Den har jo en.. der er jo en bagside af den medalje også, der hedder at så har man jo ikke samtidig samme årvågenhed i forbindelse med personekspeditioner på universitetet vel. Det er ligesom lidt for meget i pose og sæk. Så selvom der er åben hele dagen og man bare kan komme, så vil mange studerende fristes til at gøre det digitalt. Og det, jamen igen, altså det synes jeg sådan set er en serviceforbedring, men man må også erkende at man så ikke har helt den samme kontakt

med de studerende, men for mig har det altid været lidt en illusion, som har været.. hvor realiteterne har været, at det kun har kunnet lade sig gøre på meget små studier. Når man har mellem 5-600 studerende på et studium, som man har på negot, så får vi aldrig nogensinde et personligt forhold til andet end ganske få studerende […]
Vi mærker dem ikke som havende flere spørgsmål til os, men vi kan selvfølgelig… i takt med at vi har fået en stor mængde internationale studerende, ca. 50% af vores kandidat-uddannelse. Det vil sige 40-50 studerende på kandidatuddannelsen hvert år, så har vi jo måtte lægge al den administration der som også vedrører dem.. vi har ligesom dobbelt administration, en på dansk og en på engelsk, ikke. Det har vi jo været nødt til […]

T: Mærker du ikke netop, at det trækker i modsat retning, at der kommer.. givetvis som resultat af fremdriftsreformen at der vil kunne komme problemer med internationaliseringen?

H: Jo, det er klart nogle potentielle barrierer, både fremdriftsreformen og dimensioneringen.[…]
H: Humaniora er meget meget gode til, altså ledelsen og det er jo fakultetet dybest set, er rigtig gode til at inddrage medarbejderne. Nu taler jeg jo kun for TAP'ernes vedkommende, jeg skal ikke udtale mig på VIP'ernes. Men det synes jeg. Der er absolut ikke noget at komme efter. […]
Det skyldes overordnet set blandt andet digitaliseringen af eksaminerne. Hvem skulle det være en lettelse for? Det er det jo ikke for administrationen. Altså man kan jo diskutere, hvis du nu skal, har hjemmeopgaver, så kommer de studerende og afleverer dem. Det er et klart fysisk arbejde, det tager lad os sige en time for hver slags hjemmeopgave at få dem igennem og lige hakke dem af og så har du de opgaver og så skal de distribueres. Hvis du nu har problemer med en digital eksamen, så er er det en helt anden type problemer end det rent fysisk tidsmæssige at du skal stå og sortere opgaver. Det er manuelt primitivt arbejde. Det er til at tage og føle på. De andre problemer er mere komplekse, hvis der opstår problemer med digitaliseringen. Det inddrager flere personalegrupper. Det skaber større frustration fordi det ligesom er virtuelt, ikke. Det er ikke til at tage og føle på. […] Man får ikke noget uden at give noget og det vi giver er tid. Det er faktisk tid. Studienævns.. hvis man sidder i studienævnet nu, så går man ind på sharepoint, jeg ved ikke om i kender det, det er sådan en digitalt platform. Der har man en studienævnsplatform og der ligger alle sagerne inde til studienævnsmøderne. Så kan man sidde hjemme og gå ind på dem, man kan tage sin bærbare med. Nu får man så ikke sagerne i papir mere, men det er heller ikke sådan at de står i en kasse på sekretariatet man kan komme ind og læse dem som det har været da du var studerende, ikke. Men hvis i ser på sekretærens tidsforbrug til det her, så er det ikke blevet mindre af at det nu skal ligge i digital form der. Det er en anden måde at administrere på. Det man kan sige til det, det er at når det handler om studenteransøgninger for eksempel, så kan man ikke undgå at skulle have noget liggende i papir ved siden af sig. Vi sidder jo sommetider med 4-5 dokumenter på en gang, som vi skal konsultere. Det er meget rart at have noget på papir, så man eventuelt lige kan skrive lidt ned for at holde lidt sammen på det i stedet for at sidde der og flikke flakke mellem forskellige dokumenter på skærmen. Mange sekretærer har jo to skærme nu, fordi de har brug for at se adskillige dokumenter på en gang. Eller fordi man også har eksamenssystemet, registreringssystemet der hedder STADS åbent, ikke også, fordi man hele tiden skal derind og kontrollere noget, ikke. Så på den måde kan man sige, det er blevet digitaliseret, det er blevet kvalitetssikret kan man sige efter en vis standard, men hvis jeg lyder lidt ambivalent i forhold til det, så er det korrekt.Jeg ved ikke hvad der egentligt er vundet ved det. Jeg ved bare at det i hvert fald tager mere tid.

T: Hvordan spår du en fremtid med fremdriftsreform og.. Kunne man forestille sig i forbindelse med fremdriftsreformen, hvis der kommer flere studerende der ønsker merit eller andet, at det kommer til at belaste administrationen?

H: Det er det vi frygter lidt. Om det vil blive tilfældet har jeg svært ved at gennemskue, fordi der er også øhh en del ansøgninger vi ikke længere vil se, fordi fremdriftsreformen med et slag har sagt, jamen nu skal i gå til eksamen. Lige så snart der er udbudt en eksamen, så skal i sådan set stå der. Vi har haft en del ansøgninger med nogle der ikke ønskede at deltage i den ordinære eksamen, så om de så ikke kunne få lov til at gå til reeksamen i stedet for. Og det har indtil nu krævet en ansøgning. Den slags ansøgninger vil vi jo ikke se mere. Jo, måske vil vi se dem med tredje forsøg og folk der står med nogle fag der. Det er meget svært at overskue. Jeg tror vi vil se flere ansøgninger. Men det er jo svært at vide, får vi.. hvor mange færre studerende får vi. Altså hvor mange studerende falder fra. Vi har indført førsteårprøve efter første semester på.. første år på negot-studiet, fordi vi vil gerne. Altså vi kan måske godt et eller andet sted skrive under på at vi måske har optaget for mange studerende på universitetet i de senere år. I hvert fald noget jeg personligt mener egentlig man har. Men.. og man kan sige en førsteårsprøve, der reelt varer til udgangen af 4. semester, det er jo ikke.. altså det er jo ikke nogen fair måde at behandle studerende på. Enten mener man det eller også mener man det ikke. Og man kan sige, hvis man først er nået frem til 4. semester og så får et nej til en 4. gangs

dispensation, så har man altså læst i to år og skal så til at finde på noget andet, fordi et nej til en 4. gangs dispensation betyder at man ikke kan læse mere på den uddannelse der eller en lignende uddannelse. Altså det er et større puslespil og gennemskue om man får flere eller færre. Det er klart, at hvis der sker en reduktion i antallet af studerende, så vil det jo modvirke flere ansøgninger. Jeg tror de studerende vil blive udsat for et hårdere pres, men det er jo en anden diskussion. Den skal jeg jo ikke tage her. […]

L: …Tror du man kan gøre det her uden yderligere ressourcer med fremdriftsreformen?

H: Altså hvis man begynder at tælle fra 1.9. og fremad, så tror jeg sådan set måske godt at man kan, fordi det ressource. Den ressourcetilførsel der har skulle ske, den er på visse områder allerede sket, fordi i planlægningen af alle de tiltag, som har været nødvendige i forbindelse med både dimensioneringen eller hvad hedder det… med fremdriftsreformen, men også i forbindelse med den kvalitetssikring der er udsprunget af institutionsakkrediteringen. Der er allerede blevet mobiliseret. Det har man været nødt til at gøre. Man har ikke kunne forberede det her. Man har ikke kunne leve op til den der institutionsakkreditering, som jeg mener[…]

T: Gør det ikke ondt at se arabisk nedlagt?
H: Jo, det gør det.
T: Netop når du har lagt så stort et pionerarbejde i..

H: Jamen, det er helt utroligt. Det er helt utroligt og vi havde.. det koncept vi har der, det er unikt på mange måder og det er af internationalt format også kan man sige. Men jeg har opgivet at gennemskue..
L: Logikken bag?
H: Ja, logikken den er der ikke. Helt klart ikke. Negot-studiet er jo også et studium der ikke har beskræftigelsesproblemer så hvordan kan man kalde det dimensionering, som.. Men, men man kan sige fordelingen af ansvaret på det på henholdsvis ministeriet og universitetet her, det er meget svært at gennemskue. Det er jo nogle utroligt snørklede regler man har fået at forholde sig til for at finde ud af hvad man skulle gøre, så det.. jamen altså, jeg trøster mig jo med at man kan jo internationalisere på mange måder. Det har jo ikke kun noget med sprog at gøre.
[…]
H: Når dimensioneringen slår ned, så må vi optage mere end 30 kandidatstuderende. Og dem kan vi jo selv producere. Mere end det. Så det vil sige, at så er det slut.
L: Gør det også ondt?
H: Ja, det gør voldsomt ondt. Altså, det gør jo ondt fordi dels så er vi jo blevet punket.. det er alle universiteter, vi er blevet punket til at optage stadig flere studerende igennem de senere år. Nu mærker vi.. nu får vi lige pludselig den modsatte i virkeligheden i forbindelse med dimensioneringen, ikke, selvom man ikke, ja, kalder det adgangsbegrænsning. Spørgsmålet er hvad det egentlig er, ikke. og, ja, det er.. så har vi.. så har vi gjort meget for at internationalisere på den uddannelse her og synes at det der med at vi kunne få full-degree studerende, som jo i princippet er betalende kan man jo sige. Altså at vi kunne få dem i det omfang og vi har indrettet vores studier efter det. Jeg synes vi har gjort alt på den uddannelse, alt hvad man ligesom har sagt. Vi har været rigtig dukse-drenge agtige og nu er det lige pludselig forkert, sådan tænker man jo lidt.[…]

H: Hvis man har frustrationer i forbindelse med for eksempel fremdriftsreformen og at der kommer rigtig mange direktiver ovenfra, de er jo meget detaljerede på mange måder. Jamen så kan man jo lufte dem der, men altså det er da min opfattelse at man er rimelig kritisk overfor det, for at sige det mildt. At det er jo også en virkelig voldsom forandring […]
H: Nu giver jeg bare lige et eksempel, man forkorter SU-perioden og stresser de studerende til og stresse igennem en uddannelse. Kommer der bedre kvalitet ud af det eller dårligere kvalitet eller er resultatet det samme? Det er et af de spørgsmål jeg ville have. Øh man presser ikke bare ved at sige, at der er en ramme, man presser også fra semester til semester til semester til semester. Det vil sige, man opretholder så vidt jeg kan se et stressniveau, men nu er det jo svært at sige hvordan de studerende reagerer på det, for det er jo også noget psykisk og mentalt. Men det er jo også en måde hvorpå man opfatter sin uddannelse og jeg har sådan set fuld respekt for, at man siger, at når man skal være studerende, så skal man være det fuldtids, man skal være engageret. Men hvis det nu er helt urealistisk at man er det, hvis det nu er urealistisk at de studerende ikke har arbejde ved siden af, jamen så synes jeg man bliver nødt til at indkalkulere det. Så det er virkelig et eksperiment man er ude i her, fordi der ingen tvivl er om at man vil uddanne folk hurtigere.

T: tror du det kan ramme jer som administration, at der kommer givetvis nogle frustrerede og stressede studerende efter sommerferien?

H: Nej, det tror jeg ikke. altså, jeg er jo nødt til at sige.. jeg sagde jo det der før med at jeg var ikke så ked af at vi nu havde fået mulighed for at lave førsteårsprøver efter allerede et år, fordi vi har for mange studerende som har rigtig svært ved at komme igennem uddannelsen. Og jeg tænker og har mange gange i de sidste mange år tænkt, at der er et eller andet galt med hele uddannelsessystemet, når man gør det så moderne og så næsten modebetonet at komme på universitetet i stedet for at booste de andre uddannelser vi har på mellemlange videregående uddannelser og booste dem lidt mere eller booste håndværkeruddannelserne for eksempel [...]Og det synes jeg vi har mærket i form af at vi har rigtig mange studerende som skal have dispensation til.. måske har de 4-5. gangs dispensationer i stort set alle fag på deres uddannelser. Det er rigtig mange eksamensforsøg de har, hvordan.. hvad har det været for et slags studenterliv de har haft. Så.. og jeg har jo siddet med mange studerende som.. altså svære sager som.. og der har jeg mange gange tænkt på at gid der dog var nogen der kom og rådgav dem anderledes. [...]

H: Som administrativ der vil man tjene den til enhver tid gældende.. det til enhver tid gældende system og prøve at gøre det optimalt. Og det er en faglig.. en administrativ faglig professionel udfordring og det er det der er mit arbejde og ikke filosoferen over uddannelsens karakter, som jeg har siddet og gjort nu [...] Og det har da også en lille betydning, fordi hvis man nu er uenig med den måde det foregår på og har svært ved at se meningen med det, jamen så påvirker det jo også..

T: Ens egen motivation?
H: Ja, og energi. Selvfølgelig gør det det, det kan jo ikke undgås [...]
H: Fremdriftsreformen kan.. altså det er jo svært endnu at gennemskue hvad den betyder, fordi det er en psykologisk faktor vi også taler om. Hvordan reagerer de studerende på det her. Det ved vi jo ikke, vel. Nu har vi siddet og snakket.. jeg har snakket en del om, men dybest set ved vi jo ikke hvordan de studerende reagerer, vel. Det må komme an på en prøve.

T: Var der ikke en målsætning også om at en femtedel, var det ikke 20% af SDU's optagne på kandidat skulle være udvekslingsstuderende, altså internationale studerende?
H: Jo
T: Med dimensioneringsreformen, kommer det til at kunne spille sammen?
H: Altså jeg bliver dig svar skyldig. Jeg er ikke langt nok i projektet endnu til at kunne svare på det og det tror jeg faktisk heller ikke jeg vil blive før til nogenlunde allersidst, når alle facts er på bordet og dimensioneringens resultater er på en eller anden måde indkalkuleret, men så længe vi holder os til et procentsatser, så skulle det jo være.. altså så handler det jo ikke om hvor mange studerende vi har, men om hvor mange procent af de studerende vi til enhver tid har der får det som et element i deres uddannelse og hvor mange procent.. altså hvis vi har færre studerende, så vil 20% udenlandske studerende jo også være færre. Og så er der jo ingen der siger, at hvis man er blevet dimensioneret på kandidatuddannelsen jamen så er det på bachelordelene man skal tiltrække udenlandske studerende. Vi har jo i Sønderborg en engelsksproget samfundsvidenskabelig uddannelse, som næsten udelukkende har internationale studerende. Så der er mange måder at gøre det på. [...]

H: Altså, det vil jo være meget forskellige fra fakultet til fakultet også her på SDU. Nu har du talt med to repræsentanter i dag, Simon og mig fra det humanistiske fakultet og hvis vi går ind i det, så må vi sige, det er jo fordi vi har en fakultetssekretær som faktisk går op i det her. At det skal foregå ordentligt og som har vil jeg tro langt hen de samme kvalitetsbegreber som jeg har i virkeligheden, ikke. det er i hvert fald min fornemmelse, at det er vi temmelig enige om og det betyder jo rigtig rigtig meget, ikke, for det betyder.. det betyder jo at der er den tilfredshed blandt de administrative medarbejdere og at hvorfor er der så det og hvorfor opstår der ikke den situation du beskrev. Jeg ved godt hvis fakulteter her, hvor situationen har været som du beskriver her, mindst ligeså slem endda, hvis ikke værre. Og det handler jo blandt andet om at når man hører .. når man her på vores fakultet fornemmer at der er noget galt, så går man ind og gør noget ved det. Så lader man det ikke bare eskalere, vel, så griber man ind. Og hvis man ligesom har den grundholdning og lader den sprede sig. Jamen, så har man altså fat i den lange ende med hensyn til kvalitet og tilfredshed... med hensyn til tilfredshed. Selvfølgelig er det ikke alle problemer der kan løses, sådan er det. Der er medarbejdere der havner på den forkerte hylde og det er der jo ikke noget at gøre ved og vi ansætter folk.. når vi ansætter folk, så er det jo altid svært at vide er det den rigtige. Det kan man jo aldrig vide, vel. Men man kan nu gøre en masse for at det bliver den rigtige så og det vil sige det skyldes den måde det ledes på. Det er helt klart. [...]

12.12 Appendix M – Interview with Lars Gutfeld

Li: Lisbeth, T: Tabita, La: Lars

Lars, 35, gift, barn på vej. Arbejdet på CBS i næsten 3 år.

La: […] Jamen det er faktisk meget skægt, at du spørger om det, fordi nu.. vi har haft sådan en omorganisering og nu sidder ligesom alle dem der førhen var studienævnssekretærer de sidder nu i den samme afdeling og nu kalder man det så programme manager og vi har sådan prøvet at tale om, hvad er det egentlig vi laver, for ligesom at få det defineret. […] det kan også være meget forskelligt fra.. der er jo en fra hvert studium kan man sige, ehm så vi prøver at definere det for os selv hvad det egentlig er vi laver, men altså man kan sige, det er sådan meget… Der er noget sagsbehandling, der er nogle ansøgninger om dispensation og merit og sådan nogle ting, som også kommer i studienævnet og bliver behandlet der. Så er der sådan mere drift, hvis man kan sige det på den måde, ikk. Så der er noget økonomi, noget planlægning af studiet, hvis der nu skal laves om på studiet, hvad koster tingene og sådan nogle ting, men så er der også sådan løbende økonomi, altså budgetopfølgning. Hvor mange penge har vi så brugt, altså der er jo stor forskel på om det så, altså hvilken kategori af ansatte der foretager undervisningen, altså om det er en fast eller en ekstern lektor. Så man ligger simpelthen et budget udfra hvad man tror og så finder ud af hvad der så sker. Der er nogen gange noget sygdom og nogle der får nyt job, nogle der vikarierer for andre og sådan noget. Så meget sådan økonomiopfølgning og så også skal vi så sørge for at.. det er jo sådan set studienævnet og de VIP'er der sidder i studienævnet sammen de studerende og også andre VIP'er der finder ud af hvordan de synes studiet skal være og så skal vi ligesom sørge for at det de finder ud det ligesom er lovligt eller hvad kan man sige, at det er indenfor reglerne. Der er både sådan… CBS har nogle regler for hvordan de gerne vil have tingene, for eksempel at alle fag skal være på 7,5 ECTS eller noget der er deleligt med 7,5. Ehm, men så er der også nogle regler der kommer fra ministerierne, altså fra bekendtgørelsen og lovene, at nogle ting skal være på en bestemt måde, for eksempel at en tredjedel af eksaminationen skal være med ekstern censur. Så der er sådan forskellige niveauer af regler, som vi så skal sørge for bliver overholdt. […]

La: Sideløbende med det her, så begynder man at finde ud af at man faktisk… det har været meget håndholdt førhen og meget personbåret kan man sige, hvor nu bliver det meget mere elektronisk og det sker så samtidig med at tingene ligesom har flyttet lidt rundt de forskellige steder i organisationen. Så, så det er sådan, der sker bare rigtig meget lige i øjeblikket og mange ting finder man ikke ud af, hov, hvem gjorde lige det her, før det næsten er for sent, fordi der.. man har været vant til en vis inddeling i tingene. Nu er de nogle ting der falder mellem flere stole. Og så gælder det om at samle det op inden der er nogle der opdager det.

Li: Er det en god ting at tingene bliver mere IT?
La: Ja, det tror jeg, at jeg synes, fordi der har været rigtig meget rugbrødsarbejde i sådan noget med skema og også evalueringer, det er også noget om jeg sidder og laver, men at man samme år eller hvad kan man sige, år efter år skal lede efter de samme oplysninger igen og igen og igen i stedet for at systemet måske kan huske nogle ting og så kan man bare hvis der er ændringer lige gå ind og rette til, ikk. Så der kan man spare meget. Også noget med skemalægning. Der er jo et utroligt stort pres på lokalerne på CBS. Også bare når der sidder nogle mennesker (5.40) sådan og.. hvem skal undervise der og hvor store er de hold og hvor kan de så være henne hvornår og sådan nogle ting, hvor et computersystem jo hurtigt sådan kan regne ud sådan hvordan et skema skal hænge sammen ud fra nogle kriterier, ikk. Og der er jo både, underviserne skal ikke fare frem og tilbage i mellem flintholm og solbjerg, det skal de studerende heller ikke. De har jo hele tiden forskellige hold og de studerende har forskellige undervisere, så det er et stort puslespil og lægge skema også. […]
La: Jamen, ehm det er jo faktisk den vi går og arbejder med i og for sig i afdelingen her, så nej ikke sådan rigtig. Også, det er også fordi de ønsker også at der skal være plads til at hver gør tingene lidt på sine måde fordi man arbejder også..man har et tæt samarbejde med studielederen og de kan også være meget forskellige. De kan også have forskellige forventninger til hvad vi ligesom skal være deres administrative sparringspartner eller om vi ligesom skal have mere den der sekretærrolle. Og det er også derfor de er gået væk fra benævnelsen studienævnssekretær, fordi det ligger lidt i rollen at så skal man lave alt det som studielederen måske ikke gider og det er faktisk ikke det der var lagt op til. Der var lagt op til mere sådan en faglig.. ja, som studielederen har det faglige sådan ansvar og så er der programme manager som har sådan det der administrative og det lovmæssige ansvar kan man sige. Og så er man sådan ligesom sammen om økonomien også. Men at man ikke fik sekretærbetegnelsen, så man skulle tage fotokopier og sådan noget. Det er mere det der var lagt op til. […] Så er der mange der sådan ligesom former sit eget job ud fra

også hvilket studieleder man har og hvad de forventninger der kommer derfra, hvad de er, så derfor er det ikke sådan skåret helt firkantet ud, fordi der også skal være lidt plads til ligesom at man er et partnerskab […] Nogen skærer kagen på andre måder end andre. […]

T: hvad er dit indtryk af hvordan studerende opfatter administrationen?
La: ha, jamen jeg har også selv været studerende her. Så mit indtryk er at de studerende ikke har et særlig godt forhold til administrationen. Det kan også være meget forskelligt. Men da jeg selv var studerende her, da følte jeg også at der var langt mellem de studerende og administrationen og at der ikke altid var så meget styr på det, tror jeg.

Li: Hvad tror du der kunne gøres ved det?
La: Ja, det er et godt spørgsmål. Jeg tror for det første faktisk det nye e-campus der kommer […] Men det nye der kommer, det kommer nok også til at tale sammen med det administrative system og så skal man logge ind, så når man så logger ind, så ved systemet at i studerer master BLC og i er nået så og så langt i jeres studie og allerede der sparer i måske 5 klik inde på hjemmesiden fordi i ikke skal finde noget studie […]Og alle sådan nogle ting, der gør at der er en masse spørgsmål som bliver unødvendige at stille, fordi man får svaret serveret når man logger ind, ikk. Og det er måske halvdelen af de spørgsmål vi får. Eh, og derfor hvis vi så kun skal besvare halvdelen af de henvendelser vi får fra studerende nu, så er det klart, så vil det give noget mere tid og…

T: tror du der er færre spørgsmål nu på grund af Student hub[…]?
La: Det gør der nok i øjeblikket, ja.
T: Er dit indtryk, at studerende igennem de sidste tre år er blevet måske gladere for sekretariatet eller hvad man kan sige administrationen, fordi det er blevet lettere eller mere tilgængeligt? Tror du det har ændret sig?
La: Altså det kan godt være faktisk, fordi førhen der vidste man måske ikke helt hvor man skulle gå hen, men når man så havde fundet ud af det, så vidste man også præcis hvem man skulle gå hen til. Og nu er det selvfølgelig nemmere for nye studerende at gå i student hub, men det er jo ikke altid at de kan svare op det hele, for der er også nogle ting der er meget sådan specifikke for alle studerende som de godt kan svare på og så er der noget der er ret studiespecifikt, som de ikke kan svare på og så bliver man jo sendt videre […] i systemet og det er nogle gange nogle oplever jo det som irriterende at man går ind et sted og så bliver man bare sendt hen til nogle andre eller man får stukket en email-adresse i hånden og så kan man bare skrive til den. […]
La: I princippet er reformen trådt i kraft for dem der er startet på bacheloren i 14, ehm, og ja, der kommer nok en pukkel om, ja et års tid vil jeg tro. Men vi går sådan og forbereder os lidt på det, men det er også svært.. nogen gange er det svært at forudse hvad der lige sker. Der er selvfølgelig nogle af mine kollegaer som er meget rutinerede, meget garvede, men det er altid svært […] man forestiller sig, at der kunne komme mange af den her type forespørgsler eller dispensationsansøgninger, men det er ikke altid det sker det man lige forestiller sig, vel. Vi prøver sådan at klargøre systemerne til at kunne håndtere det overhovedet. Det er også lidt det fordi der bliver bare stukket nogle retningslinier ud fra ministerierne og så er det sådan lidt. Altså vi skal jo til at lave systemerne om for at de kan håndtere det vi bliver bedt om. […]
La: Det kan godt give en stor udfordring, men der bliver også arbejdet med for eksempel merit, hvordan man kan gøre det nemmere og hurtigere og uden sådan at give kald på fagligheden i det. […]
La: Men så valgte man at sige, at der var ligesom dem der før hed studienævnssekretærer og studiesekretærer og så havde man ligesom sådan et par på hvert studie. Så har man splittet de to ting op. Dels på grund af at skemaerne skulle ryge ud på de enkelte institutter og […] 17.20 alle dem der før hed studienævnssekretærer sammen i en afdeling og alle dem der var studiesekretærer sammen i en afdeling, så man ligesom kunne få nogle stordriftsfordele ved for eksempel eksamensafholdelser. At man kunne lære lidt af hinanden både i.. dem der var studiesekretærer og dem der var studienævnssekretærer. Og selvfølgelig har det da.. det koster jo altid lidt kan man sige på.. altså med tid kan man sige, man skal vænne sig til nogle nye ting og man skal arbejde på en lidt anden måde […] Men jeg ved ikke om det sådan får en omkostning decideret i kroner øre, for det er jo det samme antal mennesker der er ansat, som får den samme løn så.. Så har der måske bare været mere travlt i en periode, så er der nogle ting man måske sidste år på samme tid ville have haft nået at lave allerede nu, men som der måske stadig lige hænger lidt, fordi man har brugt krudt på noget andet kan man sige. Så det kan være svært at sige om det nødvendigvis er blevet dyrere eller blevet en større udgift. […]

T: Føler du dig hørt når du har sådan indvendinger til måden tingene foregår på? Altså havde i noget at skulle have sagt i ændringerne her eller var det bare?

La: Ja, vi var jo sådan set blevet bedt om at byde ind med hvad vi synes, men nogle gange kan det være svært at forholde sig til, når man ikke rigtig ved hvad rammerne er for hvad man kan synes, ikk. Så altså dem der før var studiesekretærer og som er i deres afdeling, der er sket meget mere på deres front end der er sket her. Der tror jeg vi afventer lidt mere situationen, men det kan også være svært at foreslå et eller andet, når der er frit slag i bolledejen. Så hvis man ligesom har nogle rammer, så kan det være nemmere at komme med et konkret forslag til noget. Så jeg har ikke sådan.. jeg vil ikke sige at jeg har følt mig hørt, men det ikke fordi jeg ikke har følt mig hørt. Jeg har ikke rigtig budt ind med så meget. Jeg har nok bare fulgt med […]

La: Der er faktisk kommet nyt sådan.. det ulmer lidt med noget jobrotation der sådan skal til at iværksættes kan man sige.

Li: Så noget a la en gang hver halve år eller sådan noget i den retning?
La: Jeg ved faktisk ikke rigtig. Jeg tror man er begyndt sådan at samle lidt ideer til det sådan finde ud af om det er noget man skal slå større op eller om det bare er noget man skal tage fra gang til gang.
Li: tror du det er noget man skal forfølge?
La: Jeg tror det kan være meget sundt for den enkelte i hvert fald, ikk. Altså, men det er jo sådan lidt hvis man sidder og laver det samme i 25 år, nogle trives jo med det og andre kan ikke holde det ud, vel.. Så for dem der har lyst synes jeg da det er en god ide at man kan skifte rundt.

Li: Tror du det vil gøre noget for den service de studerende oplever, hvis man kører en eller anden planlagt jobrotation?
La: Ja, det tror jeg fordi.. hver gang der kommer en på sådan en post, det tager jo alligevel et års tid inden man sådan rigtig er inde i det hele […]

T: […] Hvor stor har udskiftningen været her i adminstrationen, fordi vi synes vi ser så mange nye ansigter?
La: Jamen jeg tror også lige præcis master BLC har nok været der hvor der har været størst udskiftninger i en periode. Der har været mange forskellige vikarer inde over det.
T: Kan du fortælle.. ved du hvorfor? […]
La: Nej, men det var der faktisk ikke. Der var en der måske startede med at gå på orlov og så kommer der en vikar, som.. jamen så er der nogen der bliver tilbudt et fast job et andet sted og så tager man jo det. Så kommer der en ny vikar, får et nyt job fast og så var der også en der gik på barsel også så det har været sådan tilfældigheder. Held i uheld eller hvad man siger. Ja jeg kan godt forstå.. det har jeg også selv imens jeg har været vikar, ikk, så kigger man da om efter noget andet især sådan omkring kontrakten er ved at udløbe, så begynder man at tænke hvad skal jeg så lave, ikk. Så det har været sådan noget. Det har bare været virkelig uheldigt op.. altså der er nogle studier hvor det er den samme der har siddet der i fem år eller mere, syv-otte år er der nogen der har siddet på samme studie.
Li: Er det lang tid?
La: ja, det er da sådan… det er godt deroppe af, ikk. Ja, det er det. […]

T: […] Er der ikke nok penge til fastansættelser i administrationen på CBS?
La: Næh, det er der nok ikke
T: Nej, så de kører på vikarer fordi det er et andet budget […]?
La: Nej, men det er også det, hvis nu der er en der er på orlov for eksempel, barsels eller andet orlov, ja, så kan man jo ikke ansætte en fast, ja så bliver man nødt til at køre med vikarløsningen og der.. det er i det offentlige, så det er et segment, hvor der kan være mange barsler kan man sige, men jeg ved ikke, det kan også være nogle der har siddet her mere end otte år, måske 10 på det samme studie, det ved jeg faktisk ikke om der […]

T: Har du indtryk af om nogle af dem der søger væk, blandt andet fordi de sidder i vikariat, søger de helt væk fra universitetet igen? Søger de ud i det private erhvervsliv i stedet for?
La: Nej, der er faktisk mange af dem, der søger videre indenfor det offentlige og nogle kommer til andre universiteter. Aalborg universitet har åbnet et eller andet her i Emdrup eller sådan noget, en afdeling der og så er der nogle der ryger til KU, så det er sådan lidt, ja. Så det er nok mest.. der er da også en enkelt der tog til det private tror jeg, så. Men jeg tror egentlig mest at de bliver indenfor universitetsverdenen. […]

T: Føler du at der er mulighed for at udvikle sig eller stige i graderne eller kunne gøre noget sådan karrieremæssigt her internt på CBS?

La: Nej, det er nok svært tror jeg med det som jeg laver i hvert fald og det som vi laver her. Der er ikke så store muligheder for det […]

T: Kunne du se dig selv i samme job om fem år?

La: Mmph.. Det kommer an på mange ting, tror jeg. Nu bor jeg jo lidt herfra, jeg bor i Roskilde, så ehhmm. Og skal til at have et barn, så det kan godt være at der ikke er tid til alt det pendleri. Så øhh… Det er svært at sige. Det kommer an på hvordan enderne kan mødes tror jeg. Men det er også, når man først får familie og sådan noget, så kan der være nogen andre prioriteter end lige.. hvor spændende jobbet er, det kan bare være hverdagen der bare skal hænge sammen jo ikke så ehhmm.. Så det kan også være… man havner i sådan en mølle ikke?

T: Men føler du at ledelsen, nu nævnte du bare lige hvem der var som overordnet, er de gode til at motivere de ansatte? Er de gode til at holde på jer eller føler i jer hørt eller.. kan i komme til dem, er i sparringspartnere eller de noget sådan lidt fjernt som i passer ligesom bare jeres pind og så må strategierne ligge sig selv og så skal i nok få af vide hvad der skal ske eller bliver i taget med i?

La: Ja, jeg synes nok jeg bliver taget med på råd i hvert fald. Altså ikke sådan.. der er sådan allerøverst med Rie som er studiechefen og så er der jo chefer for forskellige afdelinger hvor jeg så er i den ene af de afdelinger og på det niveau der synes jeg da i hvert fald at vi bliver spurgt og hørt og set og sådan nogle ting. Man kan jo altid komme og spørge hvis der er noget man er i tvivl om og.. men det er også typisk så er det, hvis der så er et eller andet for eksempel fremdriftsreformen, så sidder der nogle i afdelingen, som har meget forstand på systemerne for eksempel og så er dem der ligesom kommer med input til hvordan kan vi løse den her udfordring med det system vi har og så er der sådan en arbejdsgruppe der måske sidder og tænker lidt i merit og hvordan kan vi gøre det bedre i fremtiden, så er det så dem der kommer med input dertil. Så på den måde synes jeg man bliver hørt, hvis man vil det, hvis man føler man har overskud til at kaste sig ud i alle de der projekter, ikk. […]

Li: Nu snakker vi studiefremdriftsreform, når der kommer ting oppe fra, fra ledelsen, helt oppe fra dekanen og vores rektor […] Hvad sker der egentlig når det kommer ned igennem organisationen? […]

T: Eller bliver man på et eller andet tidspunkt træt af nyt fra ledelsen?

La: Det er svært at sige, for der er også noget af det som er nyt fra ledelsen, men så kommer det bare fra ministeriet og så kan man ikke rigtig gøre noget. Også kan.. de har jo også prøvet kæmpe imod kan man sige. Fremdriftsreformen for at tage det som eksempel. […] Det som der så kommer fra ledelsen, det kan jo for eksempel være "Bedre service til de studerende" for eksempel, ikke. Og nu har jeg ikke været her så længe, så jeg æder det jo bare råt og synes det lyder som en god ide og så er der nogen som har været her lidt længere tid, de har hørt det før, så det er sådan lidt.. så er de måske mere sådan, nå ja, men der er jo ligesom ikke mere tid til rådighed eller noget andet nyt, så.. men det som jeg har nævnt før som jeg også sætter min lid til, det er det der nye e-campus om man vil. Det lyder til at blive rigtig godt. […]

T: […] Hvor presset er du på arbejdet? Du har fuldtid, men er du kronisk bagud? […]

La: Jeg føler ikke, at jeg er kronisk bagud. Det kommer lidt i bølger og så siger man, årh nu skal jeg virkelig stramme mig an for at følge med, ikke. Nej, men jeg synes det er sådan.. jeg synes godt jeg kan mærke, at der ligesom er bare lige.. der er lige den sidste sådan pukkel inden sommerferien, som der skal styr på, ikk. Jeg tror jeg føler, at det er okay. […]

12.13 Appendix N – Interview with Chalotte Hildebrandt

Li: Lisbeth, T: Tabita, C: Chalotte

L: Og det er så på BLC som, som eksamenskoordinator?

C: Ja, nu sidder jeg både som eksamenskoordinator , men jeg sidder også med nogle udviklingsopgaver ved siden af. Øhhmm og afholder nogen seminarer til vores forskere. Øhh er lige kommet med i sådan en gruppe, projekt gruppe,styregruppe, hvor vi så skal ehhmm implementere vores nye digitale eksamenssystem, hvor det så kræver noget uddannelse af VIP personalet. [...] Hvor jeg så kommer på kommunikationsdelen der.

Li: Hvor stor er din arbejdsmængde? Er det reelt for meget til en person?

C: Ja, altså nu har vi jo haft denne omorganisering, så ja, jeg har nok haft, i forhold til hvad jeg er ansat til at skulle varetage, i forhold til drift og udvikling, så sidder primært, så dem der sidder her i APU (Administrative Planning Unit), sidder primært med drift, og så er der jo nogen... der er selvfølgelig nogen udviklingsopgaver ved siden af men ,men det er jo en del af at være HK'er eller AC'er også. Altså i forhold til hvor meget øhh, hvor meget udviklings, udviklingsopgaver man får. Men jeg skulle måske nok lave sådan, måske fifty-fifty, men der har været en stor, netop på grund af omorganiseringen, så har der været en stor mængde af drift der skulle løftes og øhh der har jeg nok... Der er BLC studiet kæmpe stort og i forhold til eksaminer. Så der har jeg faktisk både haft hele Bachelor og masterdelen i forhold til alle eksaminer og det har faktisk været en større mængde end dem der kun er ansat til at lave drift. Altså der har min arbejdsmængde været væsentlig større end de andres. Som ikke er nødvendigvis ansat til at lave udvikling, udviklingsopgaver. [...] Før har jeg faktisk kun siddet med masteren. Men så fordi der har været omorganisering og jeg har nogen opgaver taget væk fra mig, så har jeg så fået hele bachelor-delen, men der har rent faktisk siddet en fuldtidsansat til bacherdelen alene før. [...] måske halvanden mand.

L: Hvordan tror du de studerende opfatter jer som administration?

C: [...] Jeg tænker faktisk at med den nye måde vi har sat op på i studieadministrationen, hvor man går via hubben, altså hvor der faktisk ikke er nogen kontaktperson, [...] Der kommer også mange nye studerende ind, som ikke ved, så de sender via Hubben. Også får vi så informationen nede hos os, og det gir vi så, deler, uddelegerer vi til den der nu skal have, den der kan svare på spørgsmålet. Så der er nogle led der går igennem. [...]
Jeg tænker at, det vi oplever, nu er det jo stadig meget nyt, men det er at man, de studerende bliver... det er... man bliver næsten desperat for ikke at kunne finde ud af hvem er det der sidder med... hvem skal jeg have fat i, hvis jeg har noget omkring denne her eksamen og man skal via et led altså via hubben og kommer den så lige hen til den rigtige person? Jeg tænker det må være frustrerende. [...] Jeg opfattede faktisk at øhh... da jeg sad øhh... som kun koordinator eller på masteren.Der oplevede jeg faktisk, hvor jeg fik meget positivt feedback hele tiden og har også fået sendt blomster og hehe du ved der har været forskellige situatoner hvor at ehh... det oplever jeg ikke i samme omfang mere efter vi har lavet, fordi netop, [...] man mister kontakten ja. Man mister også jo en service, en sericeman kan gi' ikke? Man blir jo ikke man bliver mere sådan en... en.. maskine ing'? Hvilket jo også er lidt hele ideen i det. [...]
Ja, jeg kan godt li og øh og der er jeg jo noj øh nok meget selvstændig også altsåjeg godt kan li selvstændig arbejde hvor man ligesom er en personog go øhh hehe et individ. At man ikkebliver sådan en gruppe af mennesker der sidder og øhh det kan jeg godt mærke, det ror jeg at øh.. Nu er det sådan fordi at øh at før var jeg både et menneske, både i forhold til de studerende og i forhold til, til VIP'erne, det er jo så min, det er dem jeg servicerer nu kan man sige, hvor før var det både VIP'ere og studerende, men men forVIP'erne der jeg jo ikke,derer jo stadig ikke en maskine, derer jeg jo stadig et menneske, hvis man kan sige det sådan ikke?

L:Er der forskel på om det er danske studerende eller internationale?

C: Altså hvordan?

T: [...] Forskel i antal henvendelser, kræver nogen mere end andre?

C: Ja, det sidder man lige og tænker over. Øhhmm.. [...] Jeg tror umiddelbart, så tænker jeg at hvis man, at man måske godt kan mærke forskellen mellem... hvis man skal lave en forskel. Altså hvis man skal prøve at skelne mellem øhh udenlandske og danske studerende. Jeg lægger egentlig ikke så meget mærke til om det er udenlandske eller danske studerende. Men men jeg tænker måske man godt kan mærke lidt nogen gange at udlændinge, de er på udebane, hvor er danskerne er på hjemmebane og er måske krævende og ved hvad de vil ha' og ...øh.. hvor udlændinge de er lidt mere på udebane, lidt mere ydmyge og lidt mere, sådan forsigtige til værks.

L: Nu ved den her studiefremdriftsreform der står for døren lige om lidt, hvordan tror du den kommer til at påvirke jer i administrationen? [...]
C: Ja, jeg er meget spændt, jeg tænker at det kræver helt klart en øhh... en indkøringsperiode. Jeg er meget spændt på også øhh altså der er netop også det der med at de studerende skal bestå så og så mange ECTS og så noget, at de er godt nok nogen.. nogen.. tuffe krav der bliver stillet altså fra regeringens side af, at man ligesom skal have folk så hurtigt igennem. Og hvad kommer det til at betyde –nede hos os? Altså jeg tænker, det er jo, det nogen krav der bliver stillet udefra altså det er jo nogen der bliver stillet opppefra, så... Men vi bliver jo selvfølgelig også et eller andet irriterende bindeled i det her eller et eller andet. Vi skal jo, vi gør jo bare som vi får besked på, det er jo ikke os, der øhh.. men jeg tænker der.. der kommer noget frustration og måske tænker jeg også der er nogen der ikke kommer til at gennemføre, måske folk der kommer hurtigere igennem, men også mere frafald/ større frafald. [...]

T: Tror du det kan lade sig gøre uden øgede omkostninger for universitetet?[...]
C: Ja, det er helt klart øhhh altså større udg..., helt klart nogen udgifter, me mentil gengæld får man jo også folk lidt hurtigere igennm, så der kommer også nogen penge ind i den anden ende -hurtgere.

T: Kan du mærke øget press bare på to år? Føler du at alle ansatte bliver presset ligepræcis til at bære alt hvad de overhovedet kan [...]?
C: Ja, det er jo.. altså jeg tænker faktisk, jeg synes faktisk at vi har en øhh en rimelig sund og velfungerende afdeling. Og ehmm. Og vi arbejder med stress i øhh, i vores, påvores ugentlige møder, hvor vi går ind og forholder os til hvordan situationen er hos alle parter. Så der bliver arbejdet meget med det. Øhhm, jeg vil sige der var, da jeg startede var der mange stressramte, øhh sygemeldte. Som er kommet igen. Og øhh.. og som, og som har det godt. [...]
Der er da nogen der, der er da nogen der siger op en gang imellem. Der har da været nogen der siger op, men jeg tror måske at, det er jo også fordi det er blevet så maskin agtigt, og så går folk hen og tager stilling til om det er det de vil eller ikke vil, om de skal ud og prøve noget andet og så er det måske et meget godt tidspnkt at prøve noget andet.
T:Ved du hvad de skifter til, dem der forlader arbejdspladsen?
C: Det er typisk andre [...] universiteter. Og noget studieadministration. Der plejer ikke være den store ændring i det. [...] Men der er jo også mange der kommer tilbage igen. Altså ude og så kommer de tilbage. Det har der også været. [...] Jeg oplever også at dem der tager væk, at når de så kommer ind og besøger os, nu er det et par stykker der er taget væk her i løbet af foråret. At når de så er på besøg eller skriver eller noget at at detænker tilbage på noget af det gode der var på CBS.
[...]
T: Er det noget i tager nært, er det noget i tager til efterretning, eller er det sådan noget der ligesom ryger på hylder der hedder Nyt fra ledelsen og så får det lov at ligge der?
C:Jamen jeg tror i virkeligheden, jeg tror faktisk, der går lang tid før det kommer ned.. altså..og det rent faktisk kommer ned i systemet. Jeg tror faktisk måske de studerende måske endda nogen gange måske lægger mere mærke til de budskaber der er, end måske, altså fordi internt der går sådan i led ikke? Og der går lang tid før det sådan gir sig udslag i arbejdet ikke og når man, når man sidder her nede, man kan jo sige, det er langt nede i systemet ikke, så øhh... Så er der jo et arbejde at passe nu og her og hvis man så får at vide man skal være mere serviceminded, der går jo lang tid før.. ja hvordan altså..[..] det går bare lang tid...
L:Det blive måske i en lidt mere udvandet form, den kommer ned til jer, når den har været igennem alle de der led?
C: Ja, så bliver den måske også mere realistisk ikke? Når den kommer nedad altså. Der er måske lidt der bliver pillet fra undervejs, fordi at.. fordi det ikke er helt realistisk, altså at man lige pludseligt går fra noget til noget andet. [...] Men jeg tror ikke [...] det påvirker os så meget nej –når det kommer deroppe fra.

T: Hvor ser du dig selv om fem år? L: Sådan rent jobmæssigt? Sidder du her endnu?
C: Det tror jeg ikke. Det tror jeg ikke. Altså jeg tror ikke jeg sidder, det tror jeg ikke jeg gør. Jeg tror at øhhm.. [...] måske har jeg skiftet lidt felt. Det kunne sagtens være på CBS. Det kunne sagtens være på CBS i noget andet. Jeg tror ikke jeg skal ud i det private.
T: Tror du at der er mange af dine kollegaer der tænker sådan at det her er sådan[...] et springbræt/ mellemlanding om man vil?
C: Ja, blandt de unge ikke og som har taget også en lang uddannelse og sådan noget, så tænker jeg , der kunne godt være nogen der tænker, det bare er sådan lidt et, et springbræt, eller det er meget trygt lige nu og så er der måske nogen der pludseligt får børn og du ved så får man en anden type liv.

12.14 Appendix O – Overview of informants

Informants

University	Name	Title	Year of employment	Interview conducted
SDU	Simon Hedegaard	Study Secretary Study Board	2007	01-06-2015
SDU	Hjørdis Albrektsen	Secretary	1992	01-06-2015
CBS	Lars Gutfeld	Programme Manager	2013	09-06-2015
CBS	Chalotte Hildebrandt	Study Secretary	2013	09-06-2015
CBS	FM1	Faculty member with program experience		23-06-2015
CBS	FM2	Faculty member with program experience		30-06-2015

In order to secure anonymity, transcriptions of the interviews with faculty members are not enclosed. Audiofiles are available upon request.