The way to the Green light

Implementation of the Strategy for Quality assurance system and Accreditation at the Roskilde University in the year of 2018

Semester Project in Business Management and Leadership

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Introduction

Organizations have been going through changes for most of their time of existence. Today the change processes are even more challenging because of the globalization which is speeding the change and its character. Recent researches point out that around 70 % of organizational changes end in total failure. This high level of failure rate is urging companies to search for and adapt the right processes to be able to handle constantly changing organizational internal and external environment. Many organizations together with their leaders think that there are best practices which will eventually lead to success. Often, they observe, learn and copy those practices of other organizations, which managed to implement changes successfully, and try to apply it in own organization. Largely, most of organizations believe that organizational change can be either planned and precisely managed or it can be organic and almost impossible to manage. Just an existence of these two different opinions shows how challenging is to define any practice as a best one. That is also because what is „the best'' is changing, with time and space, and therefore, the context becomes very important and must be always considered. Therefore, what some organizations call best practice is based more on their own experience than on empirical research. So far, authors did not succeeded to clarify stable conclusion of the „best practice'' concept. Some academics point at the fact that organizational change management is often driven by consultants, and therefore might be misleading because it suggests what is trendy and popular. There is also a notion, that combination of hard and soft approaches is needed while going through organizational change. Likewise, we need to keep in mind that many qualitative researches operate under different ontological assumptions and they are biased by own individual perceptions. (Hallencreutz & Turner, 2011)

As a group we find this topic very attractive because we have been witnesses of such organizational change and strategy implementation failures. We want to look deeper and discover what might be behind these failing processes. As for now, we assume that we might recognize challenges and factors which have influence on the level of strategy implementation success. For this purpose, we have decided to follow the implementation of quality assurance system and accreditation process at the Roskilde University as we have an opportunity to do so in real time of changes happening and strategies implementing.

Key words: Quality assurance, Accreditation, Communication, Leadership, Study Board, Change, Strategy, Implementation.

Problem area

This assignment is based on researching the way how is quality assurance system and accreditation process implemented at the Roskilde University. We want to investigate the challenges of strategy creation and its implementation within this organization. At this point, we have certain level of awareness about existing researches and theorizing describing how organizations usually implement new change and processes into daily practice. Change management in organization is perceived by some, as a process which is tied to organizational strategy and vice versa. Change can be planned or can emerge. (Todnem, 2005) Further, both, academics and professionals, did not agree on single accepted by all, or vast majority, framework about how to avoid failure while implementing a new strategy in organization. One of the issues here is lack of models which can be used as a guideline during implementation processes. (Fevzi, 2003) Implementing a strategy depends a lot on organizational structure, culture and daily work of employees is managed, especially interesting insights can be gain from middle management. (Nobel, 1999) In this paper, we do not aim primarily to investigate about what is strategy implementation and what is change in organization. We do recognize that there are more approaches and points of view on these phenomena as mentioned above. However, we intent to focus our attention on how is this change and strategy implementation perceived and done, using the example of the Roskilde University within premises of two chosen departments which we explore through their Study Boards. It is apparent, from existing research and information, that many organizations still face challenges when it comes to strategy implementation. These challenges might result in slowing down organizational operations, communication and also cause frustration among stakeholders, management, employees and even end users, resp. service receivers. By correlating the organizational theories with unique empirical data we will be able to produce reasonable analysis of what is happening at RUC during the process of implementing the strategy for quality assurance system and accreditation process. Moreover, we can learn what influences decision making in this process and what roles plays leadership or communication style.

For the purpose of this project, we have chosen to focus our inquiry on two Study Boards of RUC. As researchers, we are rooted at the Department of Business Studies and Economics and therefore, we have had natural inclination to explore and examine, so to say, our own environment, Study Board for Business Studies and Economics. Basis for a choice of second Study Board was a desire to compare two as different environments as possible within our

limitations and therefore we have decided to investigate department of Computer Science and Informatics through its Study Board for Computer Science and Informatics. These two Study Boards are located under two different Institutes and they also differ in some parts of their inner structure.

We are confident that our research will produce not only academic insights, but also, important practical knowledge beneficial for the University, looking at future objections through a deeper understanding of this current process and reflecting on challenges connected this unique strategy implementation.

Problem formulation

The topic of the introduced project targets more generally topic of strategy implementation and more specifically, the quality assurance system and accreditation process at the Roskilde University. Based on the fact that RUC staff and students have been, to various levels, influenced by this process, it can be assumed that such process will be perceived with extra significance. It can be also believed that the right strategy implementation of this process is in focus of all involved individuals and groups working on it. Therefore, it is interesting to learn and to better understand, how is RUC, as an organization, approaching the process of strategy creation and process implementation at multiple levels of its organizational structure, from students through external collaborator to the top management. By understanding these unfolding processes, RUC might be able to diminish possible errors or mitigate some of the pitfalls with regard to not only quality assurance and accreditation, but also other strategies implemented in smaller or larger scale in the future. Therefore, the main question of this research is:

What are the challenges of implementing the strategy for current quality assurance and accreditation process at the Roskilde University, specifically the Department of Computer Science and Informatics and the Department of Business studies and Economics?

Further, if we want to describe and explain how RUC approaches implementation of this strategy, it is relevant to investigate more about what are common points of view and understanding of importance of this process, its usefulness and applicability. We aim to get a better understanding of how the society of RUC supports implementation of this strategy in general, by sharing the idea, and also in more practical terms, what do responsible members of the organization do to ensure successful implementation of quality assurance and accreditation on daily basis. If there is some cooperation in order to secure the most

productive way of enforcing this strategy in organizational life and all type of procedures. Therefore, we also ask **What is the structure and level of communication within the premises of the Department of Computer Science and Informatics and the Department of Business studies and Economics of Roskilde University regarding quality assurance and accreditation process?** and **How can leadership within these departments influence the process of implementing the quality assurance and accreditation?**

To be able to answer these questions, there is a requirement for a field work and qualitative data collection because we are talking about the specific case of the process of strategy implementation at RUC and in connection to that about relationships and interactions occurring during this process in this institution.

Research Design

Regarding this project, we believe that the truth and the reality of what is happening at RUC, in connection to quality assurance system and accreditation process depends on the context and meaning which not only we, as researchers but also all involved members of RUC society attached to this phenomenon. This reality is created rather by how we see things and therefore it evolves and changes depending on our experience which is also changing with new information. Based on that, reality is bounded in context and it cannot be completely generalized in the end. Truth about the process of our interest is created by meaning and experiences. There is not one truth, one reality but as many as perceptions of people looking at the situation. That is why, with regard to **ontology, we take relativistic approach to this research.** Following relativistic approach to our research, we argue that the way how we obtain knowledge about the topic is through interactions with people from which we can learn what truth means to them. Interaction is necessary because we need to understand people and the context in which they work. This will enables us to grasp what is going on. Accordingly to that, we characterize **epistemology of this project as emic**, where the approach to reality is subjective. If we aim to gather knowledge from social interaction and we want to learn detailed information from participants we need to strategize our research in a exploratory manner. We intent to do our analysis from an empirical point of view. Therefore, we will discover and analyse knowledge in a systematic way with a help of **qualitative type of methodology** and set of qualitative methods. (Egholm, 2014)

Our research puts main emphasis on the empirical data, which are our starting point and it is qualitative in its core. We are, however, aware of existing theories about strategy

implementation and change management which have been already researched. We are conscious about the fact that we cannot obtain all of information and that collected data might be just enough to formulate reasonable conclusions. In this paper, we plan to find patterns and principles, hiding in collected data, which will help us to discover correlations in the process of implementing strategy for quality assurance system and accreditation.   Based on this, the type of our **research approach is abductive**. (Bitsch-Olsen & Pedersen, 2008: 150-153)

Methods and Data Collection

In order to answer research question, there is a requirement for both, primary and secondary data collection and analyses with the focus on the primary ones. Qualitative methods provide deeper understanding of the surrounding social world by observing phenomena taking place in the research field. Using research methods which are considering social context and are flexible to adaptation, allows us, as researchers, to explore this occurring phenomena. In this way we have an opportunity to produces rich and multiple data which are analysed with consideration of participants' uniqueness. (Ormston et al, 2014)

Following our aim to understand how is RUC approaching the process of quality assurance and accreditation, we want to gain the knowledge about these processes directly from individuals and groups which are involved in this process at RUC. To know more about the level of cooperation and collaboration among these members of Study Boards, as well as internal and external staff involved in working with Study Boards to support quality assurance and accreditation process, there is a requirement to interact with this specific group of people. In our case, valuable source of information is individual insights of those people who come in touch with this process at the most frequent level. Therefore, combination of interview and observation is the most effective way how to gain the knowledge at this moment.

Interviews shall be conducted personally, directly and individually with members of the chosen Study Boards and also with some of the employees of RUC who have dealt closely with quality assurance and accreditation process and who, understandingly, accept the invitation for a meeting. The aim of interviews is to gain insight to daily work of those RUC employees who are involved with preparation, execution and/or monitoring of the process of quality assurance and accreditation. The choice of interviewees is based on, first of all, the relevance of their work and contribution to this process and secondly their availability and

willingness to share their knowledge and opinions about this process. Even though the theme of the project and therefore interview might not be one of the most delicate, still in order to encourage interviewees to open and share their critical or even negative opinions about the process, policies and the overall way of managing the quality assurance and accreditation matter, we are well aware that the trust between interviewer and interviewee must be established during and after the duration of the research. For the interview, we prepared a set of open questions, reflecting our interest about members' points of view, opinions and feelings about daily work of the Board and their daily work, how do members interact with each other and also how they approach challenges coming under influence of quality assurance and accreditation process. The questions were guiding our interview, however, for the most of the time we left interviewees to talk freely and add anything they found necessary or interesting.

The main advantage of this qualitative method is that its structure and consistency increase and strengthen the overall comparability of the collected data. This is helpful when looking for patterns and working out basis of a reasonable generalizations afterwards. The interview with semi-structured questions offers the benefit of gathering more objective facts about daily work and life of RUC members but it also grants enough of space for more subjective viewpoints of interviewees on this particular topic. One of the main challenges here is to hold interviewee's focus and attention to the topic of the meeting. Another challenge for us as researchers has been to figure out how to conduct this method and to find the right balance between staying reasonably objective and bearing awareness of being prejudgmental and therefore asking question related to the topic of research and not to those prejudgements. (Flick, 2014) During all interviews, notes have been taken on personal computers and request for quotation permission for quotation.

Observation, as a method of qualitative research involves more of researcher's senses in the observed field and one might face many relevant questions. For example, is it be better to be under cover or completely revealed? To be an active actor or stay aside and minimize interaction with objects? Is it better to stage situations or to focus only on observing natural ones? For this particular research, the selected premises are of those within RUC and the focus of observation has been on Study Board for Computer Science and Informatics monthly meeting during the last week of October 2018 and the dynamic and communication of its members. The observation process took about 3 hours. Because of the inability to be included as an ordinary participant, that is, an active member of any Study Board at RUC without being righteously elected, a **direct non-participatory observation** was conducted. After

initial overall observation of the field, the focus of observation was turned to search for traces of leadership style and performance, power relationship and its influence on group members, how the group members interact with each other and nonverbal communication. (Flick, 2014) Having an opportunity to observe the actual interaction of the Board's members, we could watch how the general interaction among them unfolds and if this matches to what we heard from two members of this Board during the interviews. Despite the fact that the very Study Board meeting we observed was not commenting on the process of the quality assurance and accreditation specifically, but on other issues in connection to study programmes, facilities and questions considering students of institute, it was still interesting and relevant addition to our research as we wanted to gain more knowledge about group dynamics of this Board. We assumed that this knowledge gained through this method helps us to figure out how relationships and communication are formed in this group. This, again, is important because if we understand power, relationship dynamic and the way how communication and information flow, we can use this basis as a reflection of how is the implementing process of quality assurance and accreditation communicated and managed in a broader picture. Observation was conducted not only during the meeting itself but also around fifteen minutes before and after the meeting and during the meeting break when interactions among Board's members might be modified due to change of setting. During the whole process of observation handwritten notes were taken.

The choice of this method was supported by the assumption that it can provide research with possibility to obtain inner perspectives about studied problematics from the information source. In our case, we did not face many disadvantages of this method during actual observation. There was no gender or cultural issue for example, which would limit us in our observation. As revealed non-participant, observing more or less public event, we are not aware of compromising any of ethical guidance considering method of observation. However, we came across with some limitations. Firstly, the language barrier was apparent, as meeting was taking place in Danish language and none of observers is a native speaker of Danish language. Therefore, we are aware of possibility of missing some relevant cues embedded in language itself. Another limitation was, in our point of view, a higher possibility of influencing observed members of the Board by our presence. While chosen style of observation is transparent regarding rules of research ethics, the level of influence in such case can be more significant, compared to observation under cover for example. Another limitation to our research was gaining access to the right group of people and situations which could be observed and serve as valuable data for comparison purposes as minimum.

For instance, being able to observe communication in offices or common areas among colleagues during ordinary working days. One more disadvantage of this method was a risk of going native, or in other words, adopting opinions from the observed field. This risk became visible when we were tempted to take for granted information we heard from the members of the Board about the behaviour style and ways of collaboration during the monthly meetings of other RUC Study Boards which differ from the one we had a chance to observe. Furthermore, informationally rich meeting of the Board was demanding on our senses and attention which might result in some level of data imparity. (Flick, 2014)

Keeping in mind and reflecting on all mentioned methods' disadvantages, both interview and observation, are very useful and effective methods when working in social field and when we want to focus on micro level social interactions, which have a tendency to bring along a lot of uncertainties and uniqueness. This is important because changes, strategies and their implementation affect people differently, and we assume that practical results of such implementation in organization like RUC, depends on those different perceptions of individual people who give their own meaning to what is happening around them, in this case continuous implementation of quality assurance and accreditation. (Weick,1996) While some understand quality assurance and accreditation process as necessary evil, some can see in it a great opportunity to learn more and develop their skills. Accordingly to their beliefs and mindset, we assume they will, with high possibility, act upon those beliefs and this will reflect in their daily work and daily life in organization. We are aware of a significant challenge connected to these methods, which is the way our data have been collected and analysed. The results of this process, might be insufficient or not clear for other researchers who have not been involved in this research or they would think of applying or comparing our research findings to their own. (Flick, 2014)

Because this project refers to specifics of quality assurance and accreditation policy, we believe that searching and investigating on our own about this issue will add an extra value of deeper understanding to this research. By that we mean looking for information about this topic in official papers and reports. Therefore we will use also a **documents review method**, which overall focuses on collecting data from public and/or private documents, like diaries, case reports, letters, judgements, etc. (Wolff, 2004) However, this method has in our case own limitation in language barrier on which we have already elaborated. Materials like evaluation reports, RUC newsletter, Ministry of Education guidelines etc., are written and published in Danish language or some materials are not publicly accessible. Therefore, we are aware of a possibility of information lost. (Flick, 2014) However, if we aim to understand

challenges connected to this particular strategy implementation at RUC, this method alone would not be enough and therefore we rely on combination of all these three methods which allow us to get knowledge of how is quality assurance and accreditation perceived, prepared and executed. Hence, we assume that combination of subjective viewpoints of RUC members we interviewed, our own observation and information gained from publically accessible sources will serve our purpose to find out what are the challenges of the implementation process of the strategy for current quality assurance and accreditation process at RUC.

Finally, to discover patterns, commonalities and differences, or in other words, truth about what is happening at RUC in connection to the process of quality assurance and accreditation and in this way to get closer to our conclusion, we shall analyse our case by comparing sets of data we have collected. Using the **method of comparison**, creates an opportunity to dig deeper into reality of researched process. We believe that comparing two same level units of RUC's structure, Study Boards, might reveal valuable knowledge and inform us more about the level of approach unification and level of identification with the idea of quality assurance system and accreditation process and its translation. However, we are aware that there are significant limitation to this method, especially in our case. Because of not precisely the same set of data, there is a possibility we might be challenged with categories unification. Nevertheless, it still give us enough of space to look for patterns of behaviour or actions which would bring us closer to answering our research question. (Flick, 2014)

Data Analysis

Considering significant amount of interactions, continuous and structured processing of gathered data is a prerequisite for their management. Data analysis for this research consists of few steps, like reduction of transcribed data from notes, labelling of those data groups regarding the informational context and summarizing and categorizing those blocks of information based on agreed codes worked out prior, like communication style, specific repeated words, tone of the voice, body posture, etc. Hence, the main type of data analysis shall be the **method of coding**. After data and information are processed through coding, they must be commonly understood and clarified and so the second method of data analysis, **interpretation**, is critical. (Charmaz, 2006) Keeping in mind that all interviews were not, in our case, conducted by the same group of five people, the way of interpretation, its value and validity becomes very sensitive. First of all, we are aware that all five members of the research group have their own unique perception, set of prejudgments, prior experiences and

different association with terminology and content of quality assurance and accreditation. Secondly, different number of researchers conducting individual interviews has had impact on its dynamic and we assume that it could have affected the way interviewees expressed themselves. Finally, often occurring challenge for the whole group of researchers, so to say triple interpretation, where researchers conducting the interview made sense of what they have heard and observed, had to then interpret the very same information to the rest of the group, which then had to, again, create own understanding of what was said and only then the final sense-making process could happen in the research group. Therefore, there is a possibility that the true meaning of information or data, moved around so many times among different actors, can be modified to various levels or even lost towards the end of the research itself. Processing collected data with the help of these methods and comparing them afterwards, enable us to grasp linkages, similarities and differences in collected data. Doing so, we will be able to make a sense of what are our observations and impressions about and therefore what is actually happening at RUC with regard to implementation of quality assurance and accreditation.

Documents review

All universities have to obtain institutional accreditation according to The University Act, entered in force in 2013. For RUC, 2018 is the year when the University experiences this process. The purpose of institutional accreditation is to ensure that, all universities themselves can quality-assure their education programs and thus be responsible for the creation of new programs. Therefore, in the accreditation process, RUC must demonstrate that it has a well-functioning quality assurance system that is also applied in practice. For that, RUC has developed a self-assessment report, where the description of the education model and quality assurance system and also how the university ensures the knowledge base in practice, level, content and relevance of the programs can be found (RUC newsletter Nr. 33 - 2018). In the institutional accreditation process, the staff at the specific institution has a substantial responsibility for the quality and relevance of programs and for quality assurance. That is, the primary task of accreditation is to support the quality assurance carried out at the institution (The Danish Accreditation Institution).

The accreditation process is in progress at Roskilde University, the first accreditation panel visit that took place in November was successful, the experts had meetings with the executive management, study boards members, head of studies, academic staff, boards of director

members and students. Before the second accreditation panel visit, planned for April 2019 (RUC newsletter Nr. 40 - 2018) Roskilde University must provide documentation for four audit trails selected for the audit trails: the monitoring and reporting system, the way the study programs are based on research, the evaluation of the study programs using external experts, and the relevance of the study programs (RUC newsletter Nr. 43 - 2018). The purpose is to investigate Roskilde University's quality assurance system in practice.

After the institutional accreditation process is finished, according to the Danish Accreditation Institution and the input from the interviews, the University can receive positive accreditation (the University can open new programs and local provisions and make amendments to the existing programs), conditionally positive accreditation (new programs and local provisions will need to be externally accredited before implementing them) or refusal of accreditation (it will not be possible to open new programs or local provisions). Roskilde University has a quality assurance portal on the intranet, where information about the accreditation process are available for both staff and students.

On the university's intranet it is specified that, the Study Board (in Danish: "studienævn") is responsible for the creation and development of the study programmes and teaching. Moreover, a Study Board is formed from an equal numbers of faculty and students. At some faculties there is one Study Board per programme, meanwhile, at other faculties, a Study Board may be responsible for several programmes. The rector is the one who decides on the actual number of Study Boards. Regarding the head of the Study Board, she/he is elected for 4 years by its members and has responsibilities and duties towards the Board and its members. His deputy must always be a student, who is elected by students for a duration of 1 year. (Birgit Jaeger) According to the Danish University Act, the main tasks of the Study Board are to 1) ensure and develop the quality of the study programme and the teaching, along with following up on evaluations of the programme and teaching; 2) prepare proposals for the programmes curriculum and changes; 3) approve the planning of teaching and examination; 4) process applications concerning credit transfers; 5) inform and discuss issues related to the study programme and the teaching.

The study boards recommend a head of studies/director of studies (in Danish: "studieleder") to the rector. The head of studies, has the responsibility for planning courses, evaluations and exams, as well as dealing with questions regarding teaching methods and curriculum. In charge with more practical matters, such as teaching schedules, examination dates is the department's administrative staff. Apart from the day-to-day management tasks, the head of

department (in Danish: "institutleder") is responsible for the quality of research and teaching, that takes place in his department.

Empirical data

In this part, we will present collected empirical data coming from interviews with members of the Study Board for Computer Science and Informatics (7 members) and the head of this program, and an observation of the monthly meeting of this Board, as well as from interviews with members of the Study Board for Business Studies and Economics (10 members) and head of this program. Talking to some of the members of the Boards and observing them as a group while interacting, we wanted to get closer to their unique communication process, see how this group makes sense out of tasks and given information and what type of leadership is occurring during such an interaction or if it occurs at all. We have decided to meet with these people and talked to their members about their work, motivation, daily routines with special regard to the current quality assurance and accreditation process which is taking place at RUC. Except of all members of the two Study Boards, we also invited the heads of these two study programs, head of the institutes and staff of RUC working on administrative connected to the quality assurance and accreditation. From the total of 22 invitations, 7 participants agreed to be interviewed. To ensure the highest possible validity of our research, we aim to be transparent to our best ability in our findings and therefore offer detailed description of what have we observed and interpreted, while working in the field.

The Case of the Study Board for the Department of Computer Science and Informatics

The Head of the Study Board is at the same time the Head of the Computer Science and Informatics Department. Together with his deputy always discuss the Board meetings´ agenda, before it takes place. The Head´s responsibility is to check if the Board does what it should do. The process of quality assurance and accreditation is referred to as being dynamic and constantly changing. It was obvious to us, that there is no new strategy or new approach born, right in front of our eyes, but rather that we are witnessing continuous process of implementing changes, which have come along with the strategy, into daily practice. The Head of the Board is perceived as a competent leader, responsible for implementations and results of changes, making sure everybody involved gets all necessary information and that descriptions match reality of things. Making sure that all his colleagues are identified with ideas, searching for confirmation of their standpoint, asking "Makes sense?". He is seen as a

person, who takes into consideration every member of the team and as someone who is good at leading people. Never yelling, rather making sure that everybody express their opinion and that everybody gets the opportunity to have a say. However, by not informing other Board members about the meeting being observed, for example, we sense a bit different signal. Despite the confusion about this situation, hearing a member of the Board and a participant of the meeting to refer to it by words „I am sure he knows" brings us back to believe that Board members share trust in the Head's competences and intentions. During the meeting, he keeps the lead and does the most of discourse, explaining and briefing and also has seemingly all information enabling him to comment on any issue concerning the work of the Board or the department. He does not get upset if any member interrupts him with a question or a comment. His expression stays calm, open and focused even when other member takes a lead during the meeting with explaining some matter or suggesting a coffee break. The Head himself finds it important, that all colleagues have a feeling of being a part of a qualitative culture. Also students must be aware that their views play an important role in the qualitative process, especially of the programmes development. He tries to address people directly, not by e-mails and explain to them "the believable stories" about the ongoing situation, including quality assurance and accreditation. He does his best to avoid "sugar coating and bullshiting". He thinks it is crucial to be open about what is there also to worry about. That is the way, he is convinced, to keep credibility. He seems himself as a leader and leads direction where they, as a group, should go. Also the way he takes his place at the meeting is proving his point. The Head positions himself at the beginning of the table, in front of the screen to make everybody see him. It seems that he does not do it to supervise or control his followers but rather to actively lead them and to be an example. Without a doubt he is willing to discuss the issues also out of the Board's meeting but, of course, only as much as the working culture, regarding interviewees open and friendly, allows it. Offices are relatively close to each other and one can hardly avoid mutual interaction during the day. Communication among the Board's members seems truly smooth and clear as they all appear to be prepared for the Board meeting and already have some understanding of topics which need to be addressed. Mutual respect is expressed via coming on time for a meeting or raising a hand when asking for a word. Not many questions are asked. One can feel a common ground in this environment. Members of the Board help each other to understand topics which are not clear enough. Knowledge about the topic is more important than status, even though the level of seniority has still influence on communication. Such behaviour reflects on a good team work and how calm the members are about changes in general and a necessity to constantly

upgrade procedures. When they meet as a group to discuss issues and/or face changes, new processes etc., one can barely spot visible frustration, rejection, fear or neglectance. All participants have tendency to express their opinions clearly, shortly and without much of emotions. They keep eye contact and give each other respect and space to express an opinion. If there is frustration and confusion, they connect it to disagreements between members of the department and administration. As members of the Board, they seemingly trust each other's competences. They perceive current process of quality assurance and accreditation very similarly. For them, it is important to have it in order and to ensure and establish more stable system. The process is very slow and accompanied by lot of confusion and uncertainty because of plenty of evaluation and a lot of data procession. So called "panic mode in administration" is especially annoying and could be in their opinion avoided. Lack of process control, last minute document requirements and even power struggle about who should be in charge of change implementation, accelerate already fast mode of constant change. Such situations creates barriers in mutual understanding between teachers and students for example. Nevertheless, it is important and crucial for the success of the programs to implement successful strategy for quality assurance and accreditation. The Head is very focused, determined and confident about this process. He has done it before and has created own indicators to measure how is the Department and the Board succeeding in their objectives.

Even when being self-critical, the members of the Board confirm their position. They would, in general, like to stay away from being a narrow-minded. Some would do it through watching and meeting other parts of the University, what are they like and how other Study Boards operate and by this to evaluate and compare their procedures. Others put emphasis on importance to see a bigger picture and to understand the context in which they work as a group. One can see clear definition of "us" versus "them", believing in existence of many differences in behaviour, thinking, attitude and the way how actions are taken. Perceiving themselves as organized, cooperative, effective and efficient as opposite to other RUC Study Boards that might hold more members, more disagreements and they might not get along very well.

The Case of the Study Board for the Department of Business Studies and Economics

The Study Board for the department of Business studies and Economics has position of the Head of the Board and the head of the department separated. There is a belief that these two roles should be divided because of political pressures and heavy weight of responsibility and duties. Nevertheless, the Head of the department joins and participates on regular Study Board meetings and supports communication between these two. Election of Board members are technically held, however true meaning of democratic approach is lacking. Information and communication seem to be exclusive and such pattern of behaviour does not mirror only in Study Board but also through the department. Communication has very low level and is not satisfactory. At the same time it become evident that demand for more information and better flow of communication was low as well. Members of the Board are located in relatively close physical distance and therefore informational exchange happens often informally and directly. Mutual professional respect is built in working environment.

The matter of quality assurance system has created a bit of division in opinions among members of the department as well as members of the Board. While some believe it is very important, even a must and it can give, the University as well as Study Board, freedom to manage and improve courses and programmes and it will make the whole process of future accreditation smoother and more time effective, there are also opinions that this process bears negative connotations and its point is unclear. As for accreditation process, opinions differ in the same way and there are some who see it as „invention of bureaucracy". The implementation of quality assurance and accreditation strategy requires changes to be made in different areas and levels of the organization. While nobody speaks about change as something negative and we definitely cannot say that relationship towards change would be openly resistant, members of the Board reflect on long prevailing status quo described as lack of willingness to change anything because of embedded belief that there is no need to do things differently on the one hand and lack of power to perform any actual change on the other hand.

Communication style is more top-down direction, indirect and conduct often via e-mails and it seems like it has caused declination of employees' empowerment and motivation to introduce new ideas and look for their support. People we have met refer to hierarchy and criticize it. They also express their awareness about inner politics, ideological struggles and power relationships. However, we do not spot obvious traces or descriptions about how is, for example, leadership performed in this very part of the University. In connection to leadership,

we understand there are couple of layers of leadership which at the moment do not compliment each other. On the other side, recent changes in the Study Board organization are perceived positively in general and also specifically with regard to leadership of the Head of the Board who is perceived as open to discussion, competent, experienced and does his best to create good environment for other colleagues and ensure positive outcome of quality assurance and accreditation process. Opinion about importance and validity of roles are showing as important in this environment. One can sense desire for better power balance especially the one between individual teachers and the Study Board. This imbalance causes not only already mentioned lack of motivation but also lack of individual responsibility for results of the quality assurance system implementation. When reflecting on the current stage of this process we learn that there is definitely call for more freedom in creating own leadership style as well as more visible responsibility division within hierarchy of the Institute.

Empirical data Summary

We can see significant differences between these two cases, especially in context and focus. While the Study Board for Computer Science and Informatics refers a lot to their management, leadership and team work with very little focus on quality assurance and accreditation process as something extraordinary and especially important, the Study Board for Business Studies and Economics touches only slightly the topic of leadership and instead offers much more insights into communication style, lack of response and diversity of opinions.

The common ground is the agreement about desire to provide the highest quality study programmes and create an environment where students can reach their potential and be successful with and based on education gained at RUC. However, the opinions and suggestions on how to make this desire a common daily practice of this organization, which would be accepted by all members of RUC society, differ greatly. Another commonality is the lack of seeing the bigger picture. In our case, this means that employees who are responsible on daily basis for implementing quality assurance and accreditation strategy are still more likely narrow-minded and focus mostly on their micro environment which appear to be problematic in the sense that, successful implementation of the quality assurance and accreditation takes everybody to be actively involved and on the same board in the long run.

The view on the quality assurance system as a tool also slightly differs. For the Study Board for Computer Science and Informatics this system is ensuring the success of the educational programmes which then reflects in success of the students who have finished this programmes, in the way that they become competent in their profession. However, the Study Board for Business Studies and Economics perceives it more as a tool for better communication between students and teachers and how to manage and solve internal problems in better way.

Finally, to summarize our understanding and impression from work in the field we can conclude that, at this moment the quality assurance system and accreditation process is more of the background ongoing process for majority of involved members of the RUC society. Only few people see it on the top of the agenda. The majority is aware of it, but does not know details about this process and do not feel like it influences their work or in other way, that they can influence this process of its implementation. On the other hand, what became apparent during the research process and interaction with people is that members of Study Boards and so departments we have visited have more important issues which are in the center of their attention. This issues are namely leadership style, communication and physical distance, resp. structure in the organization. Therefore, we will continue this paper with consideration of these issues and we shall analyse our case with help of **leadership theories**, **communication theories** and paying attention how **organizational structure** might influence strategy implementation.

Analysis

RUC' s quality assurance system

In the following part we will present the main points of RUC's quality assurance system as described in the University's self-evaluation report. (RUC's Self-evaluation report 2018 p.12-22,52) RUC's quality assurance system includes all the University's bachelor, master and further education programs. The quality assurance system is built upon a classic quality wheel: (1) data is collected from evaluations, the study environment assessments, and from key figures and external dialogue; (2) the data is analyzed and processed; and (3) the management makes action plans at institution and institute level.
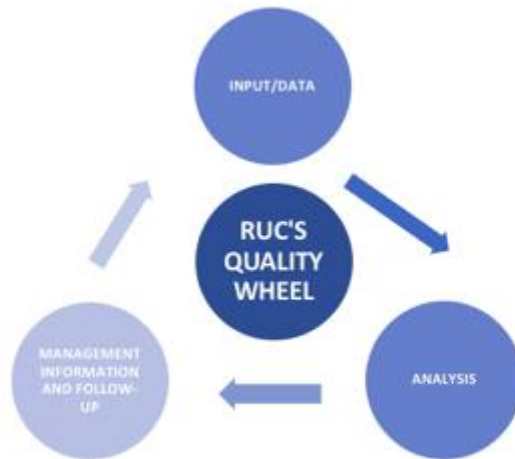
Source: RUC 's Self-evaluation report 2018, p.20

Roskilde University conducts three types of **evaluations**. Firstly, all programs and all teaching activities are evaluated systematically, and the procedures for this indicate what actions should be taken after analyzing the results. The evaluations are conducted to ensure a continuous dialogue on teaching and learning between teachers and students, to establish continuous development and follow-up on the quality of teaching and of the overall education. Secondly, the educational reviews provide the study boards and the academic environments with the competence to quality assure the professional integrity and coherence of the combined master's programs. The reviews are based on study programs and education and teaching evaluations and are conducted at least every 3 years. Thirdly, the internal evaluation with external experts, which are made to assess the relevance, level, content and knowledge base. The core element of the evaluation is a peer review that takes place on the basis of an education evaluation report. Internal education evaluations are conducted every 6 years. The University's ongoing quality assurance and development work is described and analyzed annually in two different formats: in the Reporting System and in the Monitoring System. The **study environment assessment** takes place every three years and it is a survey that is sent to all the students, the questions that are asked are, among others, about the involvement in teaching, academic and social well-being, openness and development of good study techniques. Afterwards, the programs and study boards prepare action plans for follow-up.

Key figures: RUC creates and collects data regarding the student admissions, first year dropout, completion time, graduation, unemployment, research and internationalization. The

production and collection of key figures for these parameters is based on the common definitions of the Danish Universities, the Accreditation Institute's guidelines, and the calculation methods of the Ministry of Education and Research. The data is afterwards introduced in STADS and are compiled by RUC Education & Students, as well as in RUC Finance, IT & Technology.

Regarding the **external dialogue,** each of the four RUC's Institutes has an advisory board which meets 2 to 4 times a year and discuss among others, the employment situation, the cooperation opportunities. The panels are involved in establishing the form of examination, the development of new programs and accreditation.

It is the University's mission and ambition to continue to develop and shape the quality assurance system in accordance with the values that characterize the common culture, but also to move the University further. Over the past 4 years, RUC has implemented a number of strategic, organizational and structural initiatives aimed at enhancing the quality of education, both in academic, educational and administrative terms, and these actions have greatly influenced the possibilities for building a comprehensive quality assurance system - but also influenced the culture and required adaptation in daily quality work.

As stated in the University's principles of quality assurance, all the work is accompanied by an effort to promote a good quality culture. Therefore, it is fundamental that systematic and measurable standards provide the basis for the monitoring of key ratios, and that there is a clear division of responsibilities for each individual task at all levels of management. At the same time, the principles emphasize that quality work must take place as close as possible to the academic environments and that management information and dialogue are central to the work of continuously adapting and adjusting strategies and goals.

In order to meet the requirements of a consistent and well-functioning quality assurance system, the staff regularly participate in discussions of procedures, objectives, expectations and experiences with quality work. These discussions and exchange of experiences are an important part of the culture of the university, and they are both relevant and beneficial. Considering the pedagogical profile and education structure, RUC needs a high degree of dialogue on education and research, and to discuss the University's strategy in central and decentralized colleges and forums. In order to maintain and develop the quality culture, it is important that teachers and managers regularly assess the balance between top-down and bottom-up initiatives and between quality assurance and quality development.

An important part of the quality work is done within the **Institutes' Study Boards** as active driving force. It is the Study Board's responsibility to ensure the practical organization,

implementation and development of education, including ongoing quality assurance and development of the content and quality of education. The Board of Studies is compelled to have quality assurance practices within the framework set by the university management and ensure that the policy is implemented accordingly. This is done on the basis of ongoing systematic dialogue with teachers and students, student evaluations and follow-up. (RUC's Self-evaluation report 2018: 13)

The administration plays an important role in this process, as well. The secretariat managers at the Institutes in collaboration with the Head of university, is responsible for supporting the Institutes' work on quality in the education programs - for example in relation to the delivery of key figures and guidelines for evaluations. The administrative management forum (ALF), consisting of University director, Head of the administrative departments of the RUC Administration and Secretariat managers from the Institute secretariats at the four institutes, is responsible for the administrative support of quality work across the institutes and RUC administration.

The students have a responsibility for the quality work as well. In line with RUC' s education model, is considered important that the students are involved in ensuring and developing the programs, and that they both use their rights and take responsibility for their part of the work. RUC has an active student democracy, and the students engage in debates, whether at meetings, through hearings or at their own events. In this connection, the University contributes to the operation of the student policy associations in RUC and student policy activities across student associations in the Academic Council.

Based on the review of RUC's quality assurance, management's evaluation is that, special efforts are needed in the following areas (RUC's Self-evaluation report 2018: 52):

1. Strengthening management information with more secure and reliable key figures;

2. Support for the central importance and responsibility of students;

3. Development of the quality assurance system in support of the project work form.

Organization and communication theory

In this chapter we are going to focus on communication in Roskilde University and its role in the strategy implementation. We begin with analyzing structure and hierarchy of the organization.

Furthermore, we are going to look at the culture, the patterns by which members of the organization behave. Since it can have a vital impact on the implementation and effectiveness

of the strategy. We are also going to discuss what is a change and how it is perceived by members of the Study Board we have analyzed. Middle managers play significant role in communication of the new strategy implementation within the organization, hence we will elaborate on this topic. At the end, we will discuss translation of the idea. The way it is transferred and explained to all members.

Organization structure at Roskilde University

Roskilde University was founded in 1972 with the aim to challenge traditional approach towards learning processes by giving students more freedom to explore subjects they are interested in more deeply, collaborating with companies. (About, RUC Website) University was positioned as open minded and progressive. As many organization, RUC also has an official hierarchy.

The Head of University is Rector, whereas the University is divided into four Institutes. As it was mentioned earlier, we are focusing our research on the one of the Study Boards from the Computer Science and Informatics Institute (IMT) and the Study Board from Business and Social Science Institute (ISE). Each Institute has Head of the Institute and the Head of the Studies, number depends on how many studies particular Institute offers. (Studieledere, RUC Website) Furthermore, each Institute has a number of Study Boards where each of them has own inner structure and is led by the Head of the Study Board. This is important to note in order to understand the complexity of any strategy implementation and importance of well-developed communication plan for that purpose.
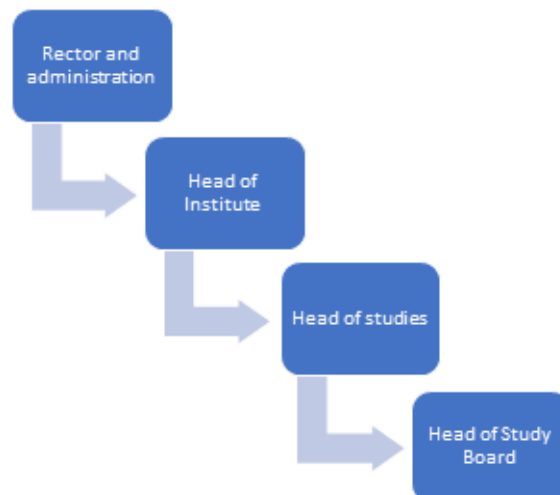
Organizational structure determines how responsibilities are assigned, coordinated and how information spreads through different levels of management. It usually depends on the organization's role and strategy. Since RUC is a relatively large and public organization, we

perceive it as hierarchical organization with vertical structure and centralized management, considering there is the top management who is supported by number of middle managers. More complex structure might create challenges in communicating changes and delivering the right information to all management levels. During our research we identified that organization's structure is implemented differently in RUC Institutes. For instance, in IMT Institute, at the Department of Computer Science and Informatics, members explained us, that informal and direct communication is highly supported. The Head of the Study Board is trying to avoid communication through email, but instead prefers to discuss issues personally (Rosendahl M.). On the other side, according to our data collected from the Economics and Business Studies, we get the understanding that meetings are mostly informative instead of being a discussion. There is lack of informal communication, without a chance to exchange opinions regarding some topics.(Anonymous) Moreover, In the Study Board for Business Studies and Economics, we have received contradicting information regarding the structure of organization. Even though all respondents agreed about good relationships among members, they feel that meetings are not always instructive and members do not have the opportunity to somehow influence the decision. (Sund K.) They believe this is because changes are not met positively on the higher management level.

Organizations culture

In this part of the paper we are going to explain how the culture and its role are defined in the organization. It is vital to recognize significance and influence of organizational culture on the members of organization when implementing strategy and introducing changes.

Culture has a big impact on the organizational structure, leadership style, ideas exchange and other. There are various definitions of the organizational culture, however most of them refer to the culture as a set of the rules, meanings, beliefs, values and knowledge held in common and shared among the members. (Hatch, 2006: 177) Moreover, culture can be defined as a shared qualities of the group that make them unique. (Northouse, 2016: 453) Therefore, it is a interesting and important to look how we analyse organizations and processes happening within their premisses. To identify the culture within an organization might be challenging since it is about the way people act and behave unconsciously. According to Schein's theory of three levels of culture, at the bottom level there are basic assumptions, which members of a society are considering as a reality. Usually are these taken for granted and can be seen as an essence of the culture.(Hatch, 2006: 185) It unfolds through the interactions and it is invisible. Next follow values of the organisation, which are social principles according to

which members live. They can be explained, identified and have a greater level of recognition. Values of the organization can be challenged and usually it is done when there are new members entering an organization or new manager is assigned. Part of this level are also norms, well understood and applied in the organizations. Verbal rules explaining on what is expected from members in various situations, whereas values state what is vital for the members of an organization. In the end there is level consisting of artifacts, which are physical reflection of the culture in an organization. Artifacts are tangible signs of cultural assumptions, values and norms. In order to get a deeper understanding of the culture it is necessary to pay attention to objects, verbal expressions and activities.

Roskilde University defines its culture with a critical approach towards the research and education with a strong willingness to innovate and move the society forward. (Self Evaluation Report 49). This idea is closely implemented into the learning activities, emphasizing problem oriented projects, teamwork and interdisciplinary collaboration. The culture underlines dialogue and debates, involving all members of the organization, management, students and teachers. RUC culture can be perceived as norms of the culture, the behavior what is expected from the members. Member of the Quality Assurance administration group confirmed this perception of the culture established within RUC. (Brammer Ch.) This is a description of the culture, but the reality and practical employment might differ.

Collecting data for our research we were observing the environment and have created our own understanding about the culture within Roskilde University. In some parts of the University, we noticed that teachers believe they can share opinions and see the support from the higher management while in other we noticed contradicting information. Members do not feel heard and supported. Additionally, there are people who are trying to see the bigger picture, attracting more students and keeping good ranking of the University. There are also members of RUC society who decide often not to attend the meeting they should, since the participation is not always mandatory. Such behaviour might be another addition to complicating the communication process as people are less aware of the changes.

We noticed that our respondents and people we have interacted with have different attitudes towards the occuring change, based on their organization cultural interests and believes. The student is in the centre, however everyone sees how to improve learning process differently. At first, one group of respondents was constantly mentioning the importance of the student and teacher cooperation and dialogue. Hence, aiming to reflect accreditation and quality assurance results for the well being and improved learning outcomes for the students, through

the critical approach towards subjects. Other interviewees mentioned that students do not always realize what is important for them, therefore the teacher has to be the one organizing the process and choosing the study materials. Since the quality assurance system is mostly a bureaucratic requirement, there are no noticeable outcomes. (Sund K.)

Culture differs on the various levels of the organization. Besides organizational culture, there are also subcultures (Hatch, 2006: 176) within Study Boards we have observed. One of the reason of subculture appearance is the leaders' attitude towards it and the strategy they have chosen to keep it in their departments. People have different opinions about the culture and there are contradictions. One of the reasons for this variety of opinions is the previous experience of certain members. Since people were employed in different positions before and arranged the communication processes within their organization in different way than RUC does. Then naturally, they have bigger tendency to adjust it, reform it or transform it. By doing so with regard to communication, they do so in connection with values, norms and practices of organization.

Communication Theory

Organization is based on the communication and is dependent on symbolic sense making through interactions. (Clifton, 2017) Therefore, a successful leader is significant in order to control the processes and enhance supportive working environment through right communication.

Communicative constitution is the term describing the communication in organizations. It notices that various participants are constantly a part of some interactions, and this phenomenon is called **ventriloquism.** (Cooren 2012) It is one of the main elements of communication, as it makes other participants say or act in certain way while we are talking, writing etc. This contradicts to the more classical study of communication, as it does not focus only on what people do interacting among each other or how they do it. The constitutive approach acknowledges the effects by which people in interaction control or lead conversation and speak for, or in the name of specific terms to which they feel attached, it could be principles, values, beliefs, attitudes, interests, etc. Basically, ventriloquism represents one's ability to make others (present, non present, actors, non actors) say or do something. This again indicates that terms that we produce in our conversations and reasonings also participate in what defines us and what is sensemaking. (Cooren 2012) Everything what we call organization, exists through **ventriloquial effects** or as a result of representations, materialization or embodiment of symbols. Therefore using ventriloquism

technique, leaders have an ability to coordinate discussion and deliver desired information. (Clifton, 2017) Further, according to the discursive approach, leaders are the ones who gain the most influence in communicatively constructing the organization. **Discursive approach** aims to emphasize the significance of talks in interactions, as only through the interactions organization finds its real existence form. (Clifton, 2017) Mads Rosendahl, for example, as a representative of both, the Study Board and the Study department, was emphasizing the importance of the direct communication in his department. Personally he is trying to avoid dealing with cases through emails, perhaps due to the probability of misinterpreting it.

In order to understand what is interaction about, it is necessary to focus not only on human agency alone. Social actors are not only humans, but those can be groups, individual humans or non humans, that can interact with other present, or non present agents.(Clifton, 2017) Since it is not only the present actors that have influence on people understanding of reality. Other actors which are present or non present, human or non human, which are activated by humans also have an effect on social world. For instance, we have conducted the research within the University premises, sometimes in members' own offices. Meaning, that they were in their usual working environment, therefore we suppose respondents were more confident and ready to answer to our questions. Furthermore, respondents could use materials to proof what they were saying or give additional documents.

Ventriloquising strategy can be chosen by leader with a purpose to influence other members of the conversation, make them believe in the meaning, accept the version of organizational reality and follow it. (Cooren, 2012) Leaders of the both study departments we have been researching were constantly using generalizing words, like, "for us" and "ours". Hence, we have created an opinion that they were expressing not their own opinion, but instead University's. It also created the idea about strong organizational culture and common goals shared among the members.

Change

"Change is the only constant in life". (Heraclitus c. 535 BC – 475 BC) However, what does change mean? The research has defined change management as 'the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers' (Moran and Brightman, 2001: 111).

Therefore, it is important for an organization to become comfortable with change. While authors like Winston Churchill argues that "To improve is to change, to be perfect is to change often." (Lewis, 2011) Therefore, the ability to manage and adapt to organizational

change is an essential ability required in the workplace today. In our vision, an organization can only change when all information about people, process and technology is connected. A new creative idea can not benefit an organization until its implemented and being practiced. Many times, the managers are struggling with employees unnecessary resistance to change. For instance, during an interview with a one of the members of ISE Institute confirmed that it is more difficult for them to adapt change being a public organisation, then it would have been as a private organisation. According to him, people in private organisations are very resistant to change and prefer to do things their usual way. He further added, that many teachers have been associated with RUC since day one of their jobs, and thus they have been doing things a certain way and therefore resist change. Hence, their leader has to adapt different motivational leadership theories to ensure that the change is not only implemented, but also practiced. Sometimes, the leader has to adapt a Directive Leadership to deal with such complexities. (Anonymous)

To effectively implement a change its important to understand why the employees resist change and to use techniques that can help overcome resistance. People typically resist change because they believe it conflicts with their self interest. A proposed change in job design or structure or technology may increase workload or cause real unperceived loss of power or that they may lose prestige pay and benefits. The fear of loss, may possibly be the biggest obstacle to implement a change to an organisational change and many people would do whatever they can to avoid change. (Lewis, 2011) Employees often distrust the intentions behind a change or do not understand the intended purpose of a change. During an interview with the Study Board member for Business studies and Economics, it was mentioned that implementing change is the hardest in a public organisation, while it may be less complicated in a private organisation due to more control. Uncertainty is lack of information about future events. It represents a fear of the unknown. It can especially be threatening for employees who have low tolerance for change and fear anything out of the ordinary. It is fear of reality uncertainty and unknown demands.

However, when we asked the interviewees how they feel about change, it was clear that, for them change is a good thing, as long as, the change itself does not bring too much confusion. Furthermore, one of the participants argued that RUC is a complex organization, and sometimes in his department, members have to deal with too many randomly changed processes and requirements. Thus it can make the accreditation process more difficult. He also added "that is good to know the direction where you want to go, leaders have to make sure of communicating this". (Rosendahl M.) Other interviewees expressed the desire for

change as a way for improvement, and he argued that this attitude is common amongst teachers and students (Christensen L.). Other participants stated that there are a lot of things that need to be changed in the university in general, and that sometimes change can be time consuming, it can affect the regular workload.

An interesting outcome is the importance of communication in change processes. Some of the participants emphasized the importance of direct communication instead of sending out the information through emails. Moreover, one of the interviewees mentioned that, the scheduled meetings are not organized as a discussion, they are more like an update session, there is usually a one-way communication. Likewise, we noticed this aspect as well, in the monthly board meeting that we observed.

From the interviews with the leaders, we could notice that they are aware of their position and responsibility in the accreditation process. The participants stated that there is a lot of communication going on, a lot of meetings to attend and discussions to lead, reports to write and to check if people do what they should do.

Translation

The process of **translation** is about looking at how new ideas are interpreted through translation from the wide level into a specific practice.

In order for the idea to be implemented at the organizational level, it has to be transformed and applied from the abstract form into the specific concept that can be adapted to the conditions in organization (Lillrank, 1995).

According to Czarniawska and Sevon "Idea translation is seen as a process wherein new practices or fashions become institutionalized in different fields at different points of time and space." (Czarniawska & Sevon, 1996) Also, since the new technology made it easier with reproduction and mass storage in organizations, the idea translation becomes more important. The selection of the idea might be prompted by a specific problem that managers in the organization face or simply because it is interesting and different. When we look at our case at the Roskilde University and the process of quality assurance that is closely connected to accreditation process, there is a need for this idea to be interpreted and translated to different sectors, employees and students of RUC. According to the data collected through the questioners with members of study boards, administration, students and others, each Study Board is in certain way responsible for the idea translation. The teachers' meetings give them the needed space for communication. They cooperate closely with the Head of the

institute and administration through which students are informed about the new ideas and important matters by email.

Sahlin-Andersson (1996) argues that there are certain rules directing the idea translation. 1) Re-contextualizing an idea – the context is made proper for the new one; 2) The re-labeling of an idea – formulating it in a different but familiar way, this phase also gives the reason behind the success of the idea; and 3) Editing – this part is connected with the implementation and application of the idea. These rules can be used as guidance for the idea translation of quality assurance and accreditation at RUC. There have been a several challenges that people face on a daily basis when it comes to the quality assurance. Based on an interviews among the most common problems are the confusion, disagreements between teachers and administration, the power struggle of who should be in charge of changes and implementation. Another challenge is the lack of communication – since in the past there were a strategy days to discuss new changes. However, these days, people don't feel empowered to come up with new ideas and to have responsibility. To add on, lot of people confirmed that it is highly time consuming because of everything has to live up to the certain standards and rules have to be followed. In order for this idea translation to be successful, it is necessary to formulate it in a different way and find a strategy for the right implementation and application. All of that is related to the lean management and removing the inefficient parts of the process.

Lean management relies on the significance of the following ideas; constant improvement and innovation, efficiency, waste eliminating - what doesn´t bring the value to the end product or service had to be removed. (Womack et al., 1990) The core principles of lean management are universally relevant and can be applied to every business.

There are a few basic principles guiding the lean management. First of all, it is necessary for organization to *identify the value;* in other words to come up with a product or service that customers want and then add the additional value in order to meet customer´s needs. Next, *mapping of the value offers* the advantage of knowing where is the value generated and subsequently it is easier to identify the parts that don't bring any value. With this bigger picture, elimination process is easier, and so any activities with adding no-value should be removed or minimized. The rest of the *activity flows* without interruption. *A pull system can* be characterized as the one where the product or service is delivered only if there is a need for it and that helps to optimize resources 'capacity. And the last principle, probably the most important one is based on the *continuous improvement*. This process is not static and can

change, new problems may occur and so there is a need for constant innovations and getting better on daily basis.

It can be concluded based on the interviews that all employees, administration and students are not aware of the accreditation and quality assurance process and its significance enough and even though they have a strategy of how to engage others in participation, there seems to be certain problems with it. First of all, they believe it is important to make everyone part of the qualitative culture, having direct dialogues with teachers and put an emphasis on students and necessity of theirs feedback. Another part of the strategy is to be open and honest with all the struggles and problems coming along the way in order to be able to deal with them. And the last but not least is related to showing the real purpose of what exactly are they doing (e.g. RUC Self-evaluation report).

Separation in time and space, distance among members

According to Mary Jo Hatch, organizations have a physical presence that extends in time and space (Hatch & Cunliffe 2013: 201). That is, the physical geography is represented by all the places where the company is operating, considering of course the locations of the partners, suppliers, customers and stakeholders, apart from the organization's offices. When physical boundaries, for example walls and partitions are eliminated, openness and visibility, are easier to obtain. Moreover, accessibility is referring to how easy it is for others to interact with other colleagues in their work area. For example, open space offices are a popular form of organization as it is believed that they encourage interaction among the team members and cross-teams collaboration.

In our perspective, these aspects are important from a leadership point of view as well, as it is an easier process to coordinate and motivate a team formed by 4 to 6 people located in the same physical space, instead of employees situated worldwide or a virtual department, for example. Furthermore, the interaction and collaboration between leaders and followers it is easier when their offices are situated at the same level, as informal conversations can take place spontaneously. The tendency for many organizations, is to place the top executive managers with the staff personnel and the middle managers together with the first line employees. This is not always the best solution, as the interaction becomes more formal, "signaling either the privileges of power or an egalitarian culture" (Hatch & Cunliffe 2013: 205), and can affect negatively the productivity of the company.

Another interesting aspect of analyzing the physical structure of an organization, is the fact that shared workplaces can be perceived as territories, that with time can become "physically

and symbolically associated with the people and processes that inhabit them" (Hatch & Cunliffe 2013: 213). The team members will attribute to their organizational territory different designs and names, that will create in this way the team identity. This is particularly important for leadership as well, as it is a different and easier process to coordinate a team with members that share the same values and feel part of the organization.

From the data collected in our research, we could notice that, in the Computer Science and Informatics department, the members of the board seemed to have a clear idea about the importance of this process for the university, as they also have previous experience in accrediting the programs from their department. In the Business Studies and Economics study board, we could notice a difference in the interviewees' opinions and attitudes regarding the accreditation of the university, as presented previously in the two department's cases.

The role of middle managers in strategy implementation

The role of leadership is well know as being an important one for the success of the strategy in the process of implementing and translating change to other actors within the organization. However, most of the research in this area are concentrated on the role of the executive management. More recently, it became important to recognize the part that middle managers play in implementing new strategies in organizations. There is number of studies defining the role of middle managers in the translation of new ideas. For instance, middle managers are responsible for bringing in external knowledge, resisting or implementing new initiatives from top management or promoting new ideas for frontline employees (Radaelli & Sitton-Kent, 2016: 312).

First and foremost, it is important to define middle management. According to Harding et al. (2014: 1214) middle managers have a central position in organizational hierarchies, between the operating core and the apex, and they are in charge with implementing senior management plans by making sure that frontline employees from a specific business unit, perform their tasks. Moreover, middle managers are "controller, controlled, resisters and resisted" Harding et al. (2014: 1231). In comparison, top managers are controllers and resisted, and first line employees are resistors and controlled (Radaelli & Sitton-Kent 2016: 312). These definitions are important in order to understand the complex role that middle managers have in organizations.

In our research we interviewed middle managers from two departments, and different organizational levels of the Roskilde University. We consider them as being part of the middle management, because even though in their department they occupy a high

hierarchical position, they still have executive managers, such as the head of the Institute and the Rector of the University.

Their input is very important in understanding what challenges the process of institutional accreditation brings. Therefore, in the following we will mention the three most important aspects which constitute the common challenges in this process.

Firstly, the communication seems to be one of the things that is very important for all of the middle managers that we interviewed. All of them mentioned that, the main communication with other colleagues, students and teachers is mainly through emails and monthly meetings. Two of the interviewees with management responsibilities, expressed the desire to have direct communication and to discuss informally. One of the participants, who is the head of his department for many years, mentioned the fact that it used to be more direct communication in the university, and that nowadays is mostly through present meetings. This is due to the fact that the university grew, and the lack of time has a big impact in organizing one to one meetings. He also mentioned the fact that in his opinion, the evaluation for the courses should be organized as a discussion between teachers and students, instead of a survey. However, they all agreed that the discussions in the meetings are at a certain level, informal. We concluded this fact as well in the board meeting that we observed at the department of Informatics and Technology.

Secondly, the middle managers' role in the institutional accreditation is to provide the documentation and make sure that all the papers regarding the quality assurance processes are in the order. Two of the interviewees, specified that they have to write reports for the university's top management. The Administration plays an important role in this process, as well. However, the middle managers seem to have different opinions, some of them argued that the Administration is supportive, whereas some of them mentioned that sometimes the information is not provided on time and it creates in this way a stressful atmosphere.

Finally, another interesting aspect that we came across in analyzing the data from the interviews, is the fact that for middle managers it is important that the first line employees show interest in knowing "the big picture", not just their individual activity, to try to understand the context (Rosendahl M.). When we asked the participants, what would they do differently if they weren't leaders, this was a common answer for all middle managers, the importance of knowing the process. One of the participants argued that it is important to discuss about the usefulness of the institutional accreditation and not to be seen only as theoretical, bureaucratic process.

Summary

In our analysis we have discovered official hierarchy in Roskilde University. There are at least four levels of management within the organisation, therefore the number of leaders are involved in the new strategy implementation. Culture within Roskilde University plays significant role, although it slightly differs in the departments we looked at. It is also happening due to the way how leaders choose to maintain it among the members.

One of the strategy of communication, it appeared leaders are following, is ventriloquism. Leaders were giving us common and general opinions in the interviews. Moreover, discursive approach is important in order to support good communication within the department.

The Idea Translation process is accompanied by many challenges that make the new strategy implementation difficult. The biggest problems seem to be the lack of communication between different departments of the University, the confusion caused by administration and lack of awareness of accreditation and quality assurance system. The importance of communication and the interest in understanding the whole process was expressed in the interviews with the middle managers, as well. Although, the study boards try to engage others in this process of implementation, it seems like they do not have a strong strategy implementation plan and therefore it may sometimes create chaos.

Leadership Evolution

The traditional leadership i.e. the trait model of leadership and behavioral model of leadership "stresses on supervisory control over employees." (Schnake, Dumler, & Cochran, 1993). The traditional trait leadership models attempted to create an understanding of leader's personal characteristics, i.e. the "innate qualities and characteristics possessed by great social, political and military leaders such as Gandhi, Lincoln and Bonaparte." (Northhouse, 2010, p. 15). The important principle of these theories is that, a good leader is born a leader and that one cannot learn to become a leader. And such leadership traits include individual´s physical characteristics, intellectual and personality. (Slack & Parent, 2006, p. 293)

However, in today's contemporary world, that is not only increasing complexity, globalization, but also seeing the social and environmental challenges on another level. The leadership is changing and challenging traditional believes, which consequently influence the traditional leadership theories and practices. Hence, new contemporary leadership theories have been developed overtime.

The contemporary leadership theories suggest that the "effective leaders are those who have the cognitive and behavioral capacity to recognize and react to paradox, contradiction, and complexity in their environments" (Denison, Hooijberg, & Quinn, 1995). One of the common contemporary leadership models include transformational leadership.

The transformational leadership is defined as "the collective action that transforming leadership generate empowers those who participate in the process." (Leithwood, 1992). The researchers argue that, a transformational leader can bring a significant change, as "it facilitates the redefinition of a people's mission and vision, a renewal of their commitments, and the restructuring of their systems for goal accomplishment." (Leithwood, 1992).

Other contemporary leaderships i.e. the charismatic leaders possess a natural ability to influence their followers. Moreover, (Conger & Kanungo, 1987) argues that, a charismatic leader is someone who "by the force of their personal abilities are capable of having profound and extraordinary effects on followers". They can make their followers trust their values, behaviors and vision, thus their team members are loyal to them. While (Borkowski, 2005) argues, that a charismatic leader uses their own personal power to influence their followers, instead of using the power they get with their position.

A significant difference between the traditional leadership and the contemporary leadership is that, the traditional leadership stresses on characteristics or behaviors of one specific leader in a group. While, the contemporary leadership shows that a group can have more than one leader simultaneously. Moreover, consistent with the contemporary models a leader at one situation may be a follower in another situation. For an effective leader, it is important to be able to persuade, and in order to do that one needs to be able to **effectively communicate**. Shaw (2003) argues that "the activity of conversation itself is the key process through which forms of organizing are dynamically sustained and changed". While, Crevani argues that "We must redefine leadership in terms of processes and practices organized by people in interaction, and study that interaction without becoming preoccupied with what formal leaders do and think." (Crevani et al 2010, p. 78).

This makes communication at workplace even more critical and the key to success in an individual's career, as well as, an organization's growth and success. Moreover, effective communication helps **build connections** between humans. While research suggests that "A human connection will make the difference between just having a person listen and being able to actually influence him" (Ran Poliakine, 2016). It helps **build employees morale and confidence**, which has a positive effect on their performance and this generally increase the productivity and commitment, as they can freely and confidently communicate up-and-down

through their organization. Moreover, it plays a significant role for organizations to operate effectively and be more productive.

This leads us to wonder how leaders at RUC communicate with other employees. Whether they still commonly use the traditional theories or have the leaders moved towards the contemporary theories that are more applicable to current situations.

While conducting the research, during the meetings with board members and meeting observation, we observed certain contemporary leadership characteristics and traits. One of the contemporary leaderships that was evident between the participants was the characteristics and traits of the Transformational Leadership Theory.

What is Transformational Leadership

Transformational leadership was invented by Downtown, (1973). It is a contemporary leadership theory, that focuses on **charismatic and affective** elements of leadership. (Bryman, 1992). Bass and Riggio (2002) proposed in their research that the reason why transformational leadership is practiced more, may be due to its "intrinsic motivation and follower development", which is more suitable for today's working style and individuals, who wish to be inspired and moreover be empowered to be successful in times of uncertainty. This theory concerns individuals' emotions, values, ethics, standards and long-term goals. Moreover, it includes evaluating the follower's motive and meeting their needs and treating them well. (Northouse, 2016)

Computer Science and Informatics and Leadership Style

A transformational leadership is also identified as **charismatic and visionary** leader. It is someone who transforms an organization, people, values, goals and needs (Northouse, 2016). Their ability to influence is so intense that their team members usually meet and exceed the targets set by their leaders (Northouse, 2016).

On the other hand, (Burns, 1978) explained transformational leadership as someone who is a confident and **dominating character**, but influential with strong values. Who carries a role-model behavior. Moreover, a transformational leadership is competent and a motivator for the team members. These transformational leadership traits were evident at various occasions/events while conducting our research. For instance, during an interview with a study board member, who confirmed that the Head of the study board Mads Rosendahl is very competent and has a great sense for leading individuals towards a common goal (Christensen   L.).

He further explained that, despite being a dominating leader, who talks the most during the

meetings, Mads still makes sure that every member in the meeting gets an equal opportunity to share their views (Christensen L). This clearly shows the traces of a transformational leadership. Moreover, showing the transformational leadership, he was happily addressing any questions that were inquired by the attendees, with enthusiasm.

According to another member of the study board Computer Science and Informatics, the meetings have very open and informal discussions, this makes the environment during the study board meetings very comfortable and friendly for other members of the board. They have freedom to participate, comment, question etc. and their leader being a transformational leader, is happily engaging in the discussions, focusing on evaluating his team members motives, so that he can meet their needs (Christensen L).

(Burns, 1978) further described a transformational leadership as **communicative and interactive**, and above all, who **motivates and sets goals** for their team. In other words, someone who leads a group. This consequently builds an identification of the leader to the team members, as well as building confidence and trust in the leader that shows how involved a leader is in their team. The leader, in his interview has emphasized on how important it is for him to have **direct communication** with his team members through monthly meetings, thus he avoids treating cases through emails. (Rosendahl M.) He is also willing to discuss issues informally at the Board meetings. And what helps to keep the communication flowing, is the clearly defined subject areas to the members of the study board.

When asked about whether he has a strategy to engage his team members to follow the same goal, his response showed a transformational leadership trait in his personality. It's important for him to keep his team members and students aware that they are a part of a qualitative culture and on the other side, the students must be aware that their view plays an important role in the qualitative process, especially in the development of the study programs. Therefore, he ensures **direct dialog** with teachers. Along with making sure to get students feedback and explaining the believable stories about what is going on. While answering the same question, he added that it's important to "Avoid sugar coating and bullshiting" (Rosendahl M.). In other words, to **be open** about the current problems. what is there to worry about. He believes that this is the way of keeping credibility.

Furthermore, a transformational leadership is the source of **wisdom and direction**. This was visible during the same meeting that we observed, when Mads was directing the meeting, as he clearly wanted to address all the issues on the agenda, but also strictly stick to the agenda and guide the attendees when they would get side-tracked (Rosendahl M.).

In addition, (Howell & Avolio, 1993) proposes that a Transformational Leadership is a socialized leader, who concerns **collective good**. In other words, the socialized Transformational Leadership go beyond their personal interests to help their team members. This was evident in Mads answer when he emphasized on the importance to see the big picture (Rosendahl M.). And how it can be critically uncertain to only look at one aspect i.e. the teaching lectures. Thus, understanding context is very important.

Research further suggests that, it is a leader who **e**fforts to change their organizations corporate value to reflect standard of fairness and justice (Northouse, 2016). This was evident when Mads in his interview said that he is very focused, determined and confident about the accreditation process (Rosendahl M.).

Nonetheless, he didn't shy away from accepting that he is always evaluating the process, in case he finds any errors so that, he can develop them in order to avoid further disturbance to the accreditation process. For instance, in his opinion, quality assurance is needed, and he realizes the importance of accreditation process (Rosendahl M.). However, he also finds the whole process confusing and he feels that it is not well controlled. The quality assurance system will allow them to prove that they offer qualitative programs and be able to improve them on their own. Thus, he believes that the **quality assurance is worth the time and efforts to bring a positive and effective change** in the organization (Rosendahl M.).

He also drew our attention to an important point, that all in all, the quality assurance is important for RUC, because an educational institute is in competition with other institutes. RUC is competing for maximum number of students to get employments after they finish their education, like many other organizations may also be. The past results show that RUC has always shown more interest towards IT students, as there is more demand for IT graduates in the employment market as opposed to business graduates. However, the overall institute views this from a business viewpoint and intends to learn more about the market demand and how to improve the business courses. Thus, he is very interested in feedback from students to know what and how to adapt new changes to meet those demands. He generally finds that his team members understand this vision and actively participate on collecting information from their students to understand what can be done for Improvements (Rosendahl M.). This shows the leader and team members collaboratively working on the same goal in the benefit of their **organization and improve the corporate value**.

Although he admits that accreditation process is very time consuming and still requires some clarity in the procedure, when he was asked about the challenges he faces as a leader, when

the board is implementing a new change (Rosendahl M.). He added that there is a lot of confusion coming from the Quality Assurance team in administration. They provide several documents for RUC to have, that may not be needed but the institute should have them to follow the policy of "better to be safe than sorry" (Rosendahl M.). This however, increases paperwork and requires time. However, he believes that such approach strengthens the mode of a constant change. This reminds us of Burns (1978), when he in his research proposed the developed concept of Transformational Leadership suggesting that such leaders raise **"the level of morality" in** their team members (Northouse, 2016)

The interview results and the study board meeting observation clearly shows that the department of Computer Science and Informatics has a transformational leadership patterns. However, we will now look at our other chosen department, Business Studies and Economics and investigate what kind of leadership they have. In order to do that we will analyse the interview results.

Business Studies and Economics and Leadership Style

During an interview with Johannes (Member of Study Board for Business Economics and Business Studies), confirmed that his leader is doing a fantastic job (Dreyer J.K.). Moreover, according to him, he has good experience and he is open to discussions, has a good relationship with his colleagues, and lastly, he is humble. He further added that he is the right person to be the leader. In his first meeting, he thought that his leader was really prepared. These are the traces of a transformational leadership. According to (Bass, 1985): a transformational leadership has an **influence on people of an ideal** and who can make you want to **follow the same vision**. Who has a **charismatic personality** and who not only can give **inspirational motivation**, but also can communicate in such a way that inspire actions and encourages others. Someone who can make their team members **think out of the box** and more deeply, challenge assumptions and innovate. He further describes that a transformational leadership focuses on everyone.

When Johannes was asked, why he decided to join the Study Board and what keeps him actively involved? His response shows that his leader has been successful in inspiring and influencing him to innovate, as he responded that he decided to join the study board to help other colleagues (Dreyer J.K.). Moreover, his views have kept him associated with the study board and the thought that through a constant association with board will allow him to contribute to development of the business program, so that it copes with challenges that arise all the time in higher education.

Additionally, we noticed that some people feel an extra responsibly towards their job-role. In other words, they want to be involved in the accreditation process and with responsibility carry out all the necessary tasks and duties to make sure that a positive change is implemented, so that their students can gain maximum from their study experience and this institute. Hence, they take full responsibility of completing the tasks as well as contributing with their feedback. For instance, this was evident when the same member of study board responded, "My main reason has been that if I don't stay there, who will" (Dreyer J.K.), while talking about the reason for joining the study board. So being a part of the institute, they **feel responsible** for the success of the organization and being a tutor, they feel responsible towards their students to successfully completing their education, but what's more important is to get a job afterwards.

This shows the success of a transformational leadership, who can influence his team members to believe in the same vision and work on achieving the set target, going above and beyond the limits, thinking out of the box for the collective good (Northouse, 2016). And not limiting to only personal good, in other words being tutor deliver their lectures and not worry beyond this.

Transformational leadership is a process through which a person **engages** with their team members and **build a connection** that increases **motivation and morality** between both (Northouse, 2016). According to the research, this type of leader is specifically **aware** of their team members needs and motives. this was evident in the study board meeting, when the leader was attentively listening to the questions being raised by other members and taking note of the issues being voiced.

We also found out from the interview with Johannes, that he takes the QA very seriously and thus submits mid-term evaluation, also because his courses are **changing positively** due to the QA (Dreyer J.K.). However, he suggests that every student should receive a written feedback from their tutors. Furthermore, he implemented a feedback system, and he invited students to have a meeting to discuss about their grades. This shows a socialized transformational leadership quality, when an individual decides to do something beyond **their personal interest**, but for the sake of the **success of their organization and for collective good**. Johannes is doing this in his spare time and receives no additional salary for this contribution (Dreyer J.K.).

The Directive Leadership Theory (Traditional)

The directive leadership is when the leader decides in many cases and tell others what to do as well as how to do it. Generally, in similar situations the leader initiates the tasks and delegates. They clearly specify the standards and deadlines. (Northouse, 2016: 117).

Moreover, directive leaders have certain rules and expect their team members to follow those rules and work within the set boundaries. The directive leadership was also evident during our observation of the study board meeting. We noticed that Mads Rosendahl had **more knowledge and experience** regarding the meeting agenda as compared to other study board, and this was reflected during the meeting. The directive leadership is benign; however, they still show the leadership through direction and instructions. This was evident, as leader of the Study Board was mostly incharge of the discussion during the study board meeting. He was making sure to use directive leadership, so that all the members of the study board meeting were focusing their discussions on issues from the agenda and avoid getting side-tracked.

However, during the interview with Johannes we asked what challenges he has faced most commonly in his department, when the board is implementing a change. Through his response, we found out that it is challenging to get people's feedback and to make everyone fill out the evaluation forms. He gets responses from many individuals, because of the pressure he puts on people to fill out the evaluation forms (Dreyer J.K.).

Observing Correlation between Study Boards

In conclusion, we found out that the two study boards analysed in our research, have adapted a transformational leadership approach. Thus, members of these study boards seemed quite satisfied with their leadership. However, they agree that some changes are needed.

The Economic and Business Studies Department seems to be uncertain and the members seemed quite unsatisfied and complaining about certain issues that were highlighted several times. Some members even lacked motivation and interest in the procedure/participation of the QA projects i.e. accreditation.

The common issues highlighted during the interviews with the members of the study board of Business Studies and Economics and to a certain extent in the Computer Science and Informatics department included: lack of communication, unawareness causing confusion and disagreements, teachers´lack of control and shared responsibility.

Lack of Communication

One of the common and frequently issue highlighted between both the departments was the **lack of communication**. Whereas according to the study board members the leaders should initiate discussions and have two-way communication. Moreover, one member stressed on

how the study board invests too much time on analyzing the evaluation form, whereas according to him dialogue with the students and teachers is the only solution.

Unawareness causes Confusion and Disagreements

A member of the study board argued that one of the challenges faced during a new change implementation is the **confusion caused among staff and administration, is due to unawareness and disorganised QA system.** Furthermore, teachers want one thing, while the administration does something else. Meanwhile, students are **unaware** of the ongoing issues. A Lot of disagreements between teachers and administration occurs, which sometimes causes a chaos.

A few members suggested that they wish to have communication with other departments too, as this could possibly reduce confusion after discussing with members from different departments. It would increase their motivation and encourage the members to actively participate. Moreover, It could possibly expose them to new issues that they can prepare for in advance. In addition, they could get new ideas for teaching and solutions to problems. Lastly, it would increase a sense of belonging to the organization when they get to know members from across the organization.

Teachers' Lack of Control

During interviews another point came forward, which is the teachers lack of control. According to few members, the staff has no influence on the issues and is neither aware of the accreditation´s results. Moreover, many argued that the process of accreditation is very unclear, as it hasn't been well communicated to the members by their leader. Thus, people do not feel empowered to come up with ideas and neither feel responsible for the project. In other words, the communication is more top down. Furthermore, we find out that the study boards take decisions involving curriculum and literature etc. Whereas, according to the interviewees, the members should have the power to take these decisions, as they are working directly with students. Therefore, they would have better knowledge and understanding regarding curriculum and literature that should be taught in their classes.

Shared Responsibility

An interviewee pointed out that the system needs to be organized and the responsibilities should be divided between the director of study, study boards and faculty. To create a sense of ownership and responsibility for every member. He suggested that the leader should share workload, so that every member of the organization has a responsibility regarding the QA. This would create a sense of responsibility between each member towards each course, and every piece put together would help contribute to the success of RUC.

Another point was highlighted that shows the major disadvantage of directive leadership, which is that it limits to one person's perspective. The unique perspective and talent of others can't be maximized. For instance, a member of Economics and Business Studies study board put forward the argument in his interview, that he is willing to share the responsibility with the leader. According to him, sharing the responsibilities would reduce the pressure and workload for the leader. While, the leader can have more effective communication with members associated with the accreditation without worrying about the workload. Hence, this would reduce the possibilities of causing confusion.

Summary

To conclude, we found out that both the departments leaders have adapted transformational leadership with a minimal of directive leadership in certain situations only. The Computer Science and Informatics study board is largely following the transformational leadership and the leader of the department has adapted this theory and many different traits and characteristics were visible during the study board meeting. On the other hand, the Economics and Business Study Board has not gained much advantage of this theory and the leader has only adapted the transformational leadership to a minimal extent. It has some severe consequences i.e dissatisfaction and disappointment among study board members. The outcomes of the interviews show that communications needs to be improved, and the leaders need to provide more clear and complete information to the members, in order to avoid confusion.

Conclusion

Based on the interaction with members of the RUC society involved in running and executing quality assurance system and accreditation process, we have gathered data and gained knowledge which has helped us to get closer to an answer on our research question.

We identified several challenges which arise in the process of strategy implementation in the organization. Among the most affecting challenges are the way of communication in the organization, leadership style, organizational structure and culture.

The organizational structure appears to differ, even though there is a formal structure, the deeper we go, more variety we find. Due to the number of middle managers, information is not always spread equally among all members of the organization. Members are not totally aware of the changes, hence can not and sometimes are not willing to participate in the

process. Computer Science and Informatics Study Board is more organized in the process of strategy implementation, due to the reduced number of middle managers since Head of the Education and Head of the Study Board is the same person. Additionally, due to the lack of communication on the higher management level, confusion and uncertainties in the process arise. One of the challenges leaders are facing is the subculture which exist in different departments. It is also the reason why the same strategy will not be effective in different departments of the same organization. Therefore, it is important for the leader to maintain the culture within all the levels of the organization and support good level of communication with middle management.

We identified that both of the study boards analyzed in our research have adapted the transformational leadership approach. However, the Business Studies and Economics study board besides transformational leadership has adapted directive leadership as well. Top-down communication is causing confusion amongst the study board members and everyone associated with the organisation. Transformational leader is someone who would go above and beyond to help their colleagues to exceed in their job roles. Likewise, the study board leaders should consider these transformational leadership characteristics to gain maximum advantage. Both the leaders should fully adapt this theory and consider ie. adapting different strategies to motivate members to participate, reduce paperwork to give out only concise and most relevant information to the members to avoid ignorance to email communication, increase effective communication, organise regular meetings, organise and make information easily accessible all the time to the members.

Suggestion

The topic of strategy implementation and change management deserves more attention and research. During our research, we found out that there is more to be discovered and that we have barely scratched the surface of this issue. Therefore, in order to expand our research we could continue the interaction with members of other Study Boards from IMT Institute, as well as ISE Institute. Moreover, combining qualitative research with quantitative, for example performing surveys or observing the monthly board meetings, could enrich our research. We assume that more data will increase our chances to outline more precise patterns, which can lead us to knowledge what is true about the strategy implementation process at the Roskilde University.

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and <https://intra.ruc.dk/nc/dk/for-ansatte/organisering/ledelse/studieledere/>

Interviews:

Mads Rosendahl - the Head of the Study Board for Computer Science and Informatics, the Head of the Department of Computer Science and Informatics

Lukas Christensen - the deputy of the Study Board for Computer Science and Informatics

Ingemai Larsen - the advisor to Rector of the Roskilde University

Charlotte Brammer - the leader for Quality of education at the Roskilde University

Kristian J. Sund - the member of the Study Board for Business Studies and Economics

Johannes Kabderian Dreyer - the member of the Study Board for Business Studies and Economics

Margit Neisig - the Head of the Department for Business studies and Economics

Observation:

Monthly mandatory meeting of the Study Board for Computer Science and Informatics - 26.10.2018 at the Roskilde University

Participants: Mads Rosendahl, Lukas Christensen, Jan Pries-Heje, John Patrick Gallagher, Karabi Bergmann