



UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW

Recruiting managers in professional bureaucracies

*How do recruiters emphasise professional knowledge
contra managerial abilities when recruiting managers
in professional bureaucracies?*

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Abstract

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Title: Recruiting managers in professional bureaucracies – *How do recruiters emphasise professional knowledge contra managerial abilities when recruiting managers in professional bureaucracies?*

Background and Problem: The choice of a manager is always an important and difficult decision. In a professional bureaucracy it could be even more difficult as the manager must to a greater extent comply with the demands formed by the professionals. Hence, the requirements on a manager's competence within a professional bureaucracy are arguably different from other types of organisations. Because of this, the recruitment process is diverse from other organisations, which implies that the dynamic between managerial abilities and professional knowledge has to be considered when recruiting a candidate to a professional bureaucracy. With demands both from professionals and management - how do recruiters emphasise managerial abilities contra professional knowledge when recruiting a manager in professional bureaucracies?

Aim of study: The aim of this study is to analyse the significance of possessing professional knowledge when recruiting for a managerial position in a professional bureaucracy, and moreover, which managerial abilities are consequently overlooked.

Methodology: This thesis explores the impact of professional knowledge respective managerial abilities by the use of a qualitative research method. The main form for gathering empirical findings is semi-structured interviews.

Analysis and conclusion: Our study suggests that professional knowledge indeed has a big impact on manager recruiting processes within professional bureaucracies. Similarly, managerial abilities may be subsequently neglected. Furthermore, legitimacy is suggested as one of the main factors for this.

Keywords: Recruiting, Professional Bureaucracy, Culture, Legitimacy, Managerial abilities, Professional knowledge.

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1. Introduction

Background

During a pilot study on a different topic with ex-employees at a large Swedish hospital who quit their jobs following a major conflict with the management, we discussed the special circumstances managers are put under in the health care sector, namely the duality of being both a professional and a manager. The nurses were understandably less than satisfied with their ex-managers who they argued were primarily professional physicians and not trained managers. They further explained that in most cases the requirement of being a medical doctor was standing in the way of good managers who could not live up to this criterion. This dynamic between the professional and the managerial spheres deserves to be further explored. We wanted to investigate the importance of holding a professional title and realised that this may not be an issue exclusively for the health care sector. After a quick search on the subject we found evidence hinting that the problem extends to organisations also in the academic area. Since both these sectors fit within what Mintzberg calls professional bureaucracies, we looked into other industries that could qualify for the description as well. We found that law and accounting firms appeared to share this dilemma and hence we decided that Mintzberg's professional bureaucracy should be the framework of our study. Before we discuss the problem at hand, we will present the professional bureaucracy and the managerial role within.

The Professional Bureaucracy

The professional bureaucracy consists of an *operating core*, housing the professionals' daily operations. The organisation is often flat, with few middle managers in the *middle line*, between the *strategic apex* (top management) and the operating core. The professional bureaucracy has a well-developed *support staff* that assists the professionals' work administratively. The *technostructure*, consisting of persons that control and measure results is small. The competencies in a professional bureaucracy are defined as standardised due to the special requirements necessary to enter the organisations, e.g. a certain university degree. Organisations with such requirements include hospitals, universities, accounting firms and law firms, all of which are represented in this study. Hence, professions that are often found in the professional bureaucracy are academics such as teachers, doctors, accountants and lawyers (Mintzberg, 1992). Thanks to the standardised competencies, the professionals know how to work and what can be expected from other colleagues. Since the professionals are often specialists within their area, they usually control and manage their own work. The professionals often work independently and individually and have close contact with their clients or customers, rather than their colleagues. However, even though the work is individual the professional has benefits of belonging to an organisation where facilities, training and coordination etc. can be shared. (Mintzberg, 1992)

Since the professionals are specialists and can manage their own work, the professional bureaucracy is characterised by decentralised decision-making and management. Furthermore, the management of a professional bureaucracy is more about coordinating the specialists than monitoring them. In a professional bureaucracy, the professionals have plenty of control of the administrative work and they are involved and influence decisions that affect them. (Mintzberg, 1992)

Nonetheless, studies have shown the manager's importance in order for professional bureaucracies to operate efficiently and Mintzberg as well as Ahrman et.al. have performed studies on which activities managers spend time on and how much time they spend on each activity and in summary, managers spend a lot of time in both scheduled and unscheduled meetings and on administration, negotiation and strategic planning (Ahrman et al., 2009); (Mintzberg, 1973). The manager role can vary in different professional bureaucracies. Either the manager role and its' responsibilities is well defined, as is the case in larger hospitals and universities, where control documents such as organisational charts or requirement specifications are published, or more blurred as in the case of a law firm where the distribution of responsibilities is shared between 55 partners (Winroth, 1999).

Problem Discussion

The manager position is very delicate. A manager has to deal with expectations from all directions within the organisation, from above, below and horizontally. Everyone has their own opinion on how a manager should be and the topic was currently discussed when Jan Eriksson, with a non-medical background, was recruited to the hospital manager position at Skåne University Hospital (Dagens medicin, 2012). However, research shows that having a good or at least satisfying manager can be a source of motivation and as motivated employees presumably perform better, a good manager is a valuable resource (Rantz, Scott and Porter, 1996).

Due to what is stated in the previous paragraph, the hiring of a manager is generally perceived as an important decision. Furthermore, the recruiting process is often associated with considerable costs and work hours. Because of the complexity of recruiting the most suitable person, the recruiting process is sometimes outsourced which may generate additional costs, while however recruiting the wrong person could prove even more costly. Actors involved in manager recruiting processes within a professional bureaucracy arguably face another difficulty since additional requirements related to the profession are placed on the list for potential candidates to fulfil.

Professional bureaucracies share a few important characteristics. The professionals control and manage their own work (Mintzberg, 1992). The professionals' work is

highly individual and independent, the decision-making and management are highly decentralised (Mintzberg, 1992). This would suggest that the professionals, the employees, are more influential than their counterpart in non-professional bureaucracies and one could argue that the manager recruiting process would be affected by this. Thus, the selection of a manager in a professional bureaucracy must to a greater extent comply with the demands formed by the professionals. Hence, the requirements on a manager's competence, a term in which both managerial abilities and professional knowledge fit, within a professional bureaucracy are arguably different from other types of organisations.

Meyer and Rowan (1977) explain that an organisation must abide by the demands formed by its institutional environment in order to be legitimate and in extension to survive. Hence, the organisation cannot entirely base their decisions on what is most efficient and ignore the institutional environment.

Purpose

The general purpose of this thesis is to explore the importance of possessing professional knowledge when recruiting for a managerial position in a professional bureaucracy, and in addition, which managerial abilities are consequently overlooked. Moreover, in the case plausible causing factors are identified; these will be presented as well. The study's aim is to present a mere suggestion of how the issue is treated within the participating professional bureaucracies.

In order to find the crossroads where the requirements of professional and managerial competence meet, we look at the recruitment of middle-managers whose jobs are not mainly professional but of a managerial nature. The research question is thereof:

How do recruiters emphasise professional knowledge contra managerial abilities when recruiting managers in professional bureaucracies?

Delimitations

This study concerns recruitment of managers within professional bureaucracies, and more specifically managers in direct relation to professionals. Even though all studied organisations can be classified as professional bureaucracies, differences in internal structure exist. Thus, the manager position at issue varies between organisations, e.g., the position as operations manager at Sahlgrenska University Hospital is only to some extent similar to the position as head of department at a faculty. They do however share one important feature, the direct management of professionals.

Our empirical research is restricted to include only local organisations; hence differences between the local and national levels are left unexplored. Policies and culture may differ between locations in the country. The number of participating

organisations limits the possibilities of making any generalisations. In order to draw any general conclusions, a much larger number would have been required, which is impossible due to the time frame. This study may however provide an indication of how the issue is perceived by the participating organisations.

Disposition

The first chapter provides an introduction assessing the study's structure, background, problem discussion, the purpose and core concepts. The second chapter describes the used methodology, the choice of explanation model, how literature was gathered and the interviews conducted. Chapter 3 presents a theoretical framework including institutional theory and Katz' typology of managers' skills. Legitimacy is linked to institutions and is thereby a part of the theoretical framework in this study. In chapter 4 the empirical findings are presented by first describing respective organisation and its recruiting process and then divided by main themes. The empirical findings are summarised in a table in the end of the chapter. After the empirical findings are presented, they are analysed within the theoretical framework in chapter 5. In an initial stage, demanded abilities and knowledge are categorised by using Katz' (1955) typology. In a second stage, missing abilities and knowledge are listed in a similar way. Analysing the missing abilities and knowledge lead us to which abilities are emphasized when recruiting in professional bureaucracies and which are not. Thereafter a section is following with an analysis of factors that plausibly have impact on the recruiting of managers in professional bureaucracies. In chapter 6 the conclusions that the analysis led us to are presented and is followed by a discussion in chapter 7 that also contain suggestions for future research.

2. Methodology

Choice of explanation model

To understand one single case by a hypothetical general framework is the definition of the abductive explanation model (Alvesson and Sköldbberg, 2008). The abductive model is a third option to the two most common explanation models, i.e. the inductive and deductive models. Its focus on the underlying framework enables a dimension of apprehension, which according to Alvesson and Sköldbberg is not present in the same way in the other two models. Where the inductive model sets sail from empirical findings and the deductive model from theory, the abductive model also emerges from empirical findings but does not neglect theoretical preconceptions and is because of that closer to the deductive model. The analysis of the empirical findings may be combined with studies of previous research and theories as a source of inspiration in order to reveal the aforementioned framework and to gain apprehension of the case. Therefore, the research process is an alternation between empirical researches and theoretical studies which both are reinterpreted along the way. (Alvesson and Sköldbberg, 2008)

“[The abductive model] implies a hermeneutic process during which the researchers eventually uncover the empirical findings with the help of theoretical preconceptions while at the same time developing the theoretical framework” (p. 61)

(Translated from (Alvesson and Sköldbberg, 2008)).

Gathering literature

When we started our search for articles and relevant theories, we quite quickly found that little was to be found in our particular research field “Recruiting managers in professional bureaucracies”. As a result, we decided to consider relevant theories within each of the fields: *Professional bureaucracies*, *Manager abilities* and *Institutional theory* that can explain what can have impact on *Management resourcing*, and from those build a framework for this thesis. To find relevant articles and other references, we used variations of the phrases mentioned above. Examples of phrases that generated hits are *Recruiting managers*, *Management in bureaucracies*, *Professional bureaucracies*, but not all of the hits proved useful. There seemed to be less written on this subject than we initially thought. Further on, during our empirical gatherings, we identified especially *personal legitimacy* as a highly relevant area to our work. Finding previous research in this field proved difficult hence we broaden our scope to also include *organisational legitimacy* where more publications were to be found.

Document Study

In our research we pursued document studies in part to gain an understanding of the formal requirements associated with topical manager positions and also to prepare for the empirical research. We searched the organisations' web pages as well as the parent organisations' in order find regulations and legislation that have an effect on the recruitment of managers within our framework.

Empirical research

The empirical research was done through semi-structured personal interviews based on the interview guide found in appendix 1. Semi-structured interviews are based on rather specific questions but allow for further reflection compared to the structured interviews. This form is together with unstructured interviews the most common approach in qualitative research (Blumberg, Cooper and Schindler, 2011). It is especially useful when exploring a topic since it allows the respondent to change the direction of the interview and describe sub-topics.

We are interested in exploring the management positions that are close to but not among the professionals, i.e. managers whose main tasks are occupied by managing professionals and not performing professional undertakings. Thus, we are looking at operations managers or persons with corresponding positions, whose main activities concern coordinating and organising their subordinates rather than sharing professional tasks with them. To select our interviewees, we listed several organisations that can be defined as professional bureaucracies, and contacted the organisations that according to our criteria seemed appropriate for study. We wanted to have a selection of organisations with varied areas of operations from both public and private sectors. The contacted organisations are operating within the fields of fine arts, health care, academic research and education, accounting and law.

We aimed at approaching managers responsible for recruiting, or superior managers to managers in areas relevant to our study, i.e. operations managers¹, head of departments², team managers, etc. Initial contact was made through an email containing information about our study and its purpose, followed by a request for an interview. In the e-mail we stated that we would call them a few days later to set a date but this was necessary on only a few occasions as most respondents answered positively with suggestions on dates or declined straight away. On one occasion, we were asked to contact another person, the interim CEO and office manager, presumably because he was thought of as being better suited to answer our questions. With colleagues' testimonies about how difficult it is to get people to accept these requests in mind, we contacted a broad field of organisations. Contacted organisations included law firms, accounting firms, a hospital, faculties within The University of Gothenburg and an opera. The results varied. Positive responses were received mainly

¹ Verksamhetschef in Swedish

² Prefekt in Swedish

from organisations within the public sector. Out of eight contacted deans, five accepted the request. The HR-managers of The Göteborg Opera and Sahlgrenska University Hospital accepted as well. However, getting positive responses from organisations in the private sector proved more difficult. After contacting four accounting firms and three law firms, we managed to get interviews with HR managers from one law firm and one accounting firm. To gain further understanding on the topic of recruiting managers in professional bureaucracies, we also made an interview with a consultant, Ann Palmgren, at the headhunting firm Finnveden AB. She has been consulted or employed by more than one of the organisations within the study. Following is a list over the interviewed representatives that will be a part of this study.

- Per Cramér, Dean at School of Business Economics and Law, The University of Gothenburg.
- David Turner, Dean at Faculty of Science, The University of Gothenburg.
- Olle Larkö, Dean at Sahlgrenska Academy, The University of Gothenburg.
- Roger Säljö, Dean at Faculty of Education, The University of Gothenburg.
- Margaretha Hallberg, Dean at Faculty of Arts, The University of Gothenburg.
- Lars Rydhede, Director of HR and Communications, Sahlgrenska University Hospital.
- Lotta Delback, HR-manager, The Göteborgs Opera.
- Marianne Pamsjö, HR-manager, BDO Sweden.
- Law firm, HR-manager.

We created the interview guide after studying documents and previous research. With the abductive approach, empirical findings and the theoretical framework are simultaneously developed and in order to allow this to prevail, we made sure to cover a wide spectrum. The interview guide functioned as a memory list to ensure that the same topics was assessed in all interviews as well as promoting the comparability between the respondents, much like Blumberg, Cooper and Schindler (2011) describes it.

From the end of March to the middle of April in 2012, a total of 11 interviews were conducted. The interview questions can be found in appendix 1 and expressions were only slightly modified to fit each type of organisation, i.e. hospital, faculty etc.

The interviews were semi-structured to make sure the responses could be compared but also allowed for occasional extended reasoning (Blumberg, Cooper & Schindler, 2011). The two authors conducted the interviews, one asked the questions and one took notes on a computer. To avoid inaccurate quotes and misinterpretations, we also asked the interviewees if the conversations could be taped. Permission to record the interviews was granted on all but one occasion. We do not however think this affected the outcome of the study. As per request, the law firm is presented anonymously. However, the other interviewees expressed no desire to be anonymous when we asked.

The answers recorded from the interviews were transcribed to complement the written notes, which together formed the empirical findings presented in chapter 4. The findings are presented theme by theme in order to stimulate comparison between the respondents' answers. Furthermore, the answers have been interpreted by the two authors and as in all research, and especially in qualitative research, there is a matter of subjectivity. Even the fact that the interpretation is shared between the authors, which arguably promotes objectivity, does not remove this element. In a later stage, the findings are analysed with the theoretical framework presented in chapter 3 and presented in three different parts. First, competences that were frequently mentioned as demanded by our respondents are listed. Second, competences that are frequently mentioned as missing are presented in a similar fashion. These two parts are followed by factors with a plausible high impact on the matter at hand.

Reliability and Validity

To maintain a high quality and credibility, the study has been conducted in line with existing guidelines for qualitative research presented in Alvesson and Sköldböck (2008). The empirical material has been collected and described in a fashion that allows misinterpretations to be corrected. All but one of the interviews were recorded, which made it possible to listen to the answers again and again.

All respondents were perceived as honest and interested in the topic. To ensure a high reliability, all respondents were offered to be left unnamed. Anonymity was however adopted by only one organisation. The study is based predominantly on primary sources as we have interviewed respondents with more than adequate competence to answer our questions, i.e., they all have experience of manager recruiting processes within respective organisation. However, secondary sources such as annual reports and company web pages are used to complement the primary sources.

The results of this study are based on the respondents' understandings and own experiences. Moreover, the number of participants in the study is limited and hence the ability of generalisation is quite low, accordingly, external validity should be

perceived as modest. Internal validity can however be seen as high since the study presents a suggestion of how the reality may look like, which was the purpose of this study.

3. Theory

Categorisation of a manager's abilities

To explain which requirements that are associated with managerial abilities respective professional knowledge, Katz' categorization of a manager's abilities is used. Katz' model is presented in his work *The Management Skills of an Effective Administrator*. Even though the model is from 1955 it is still relevant and used in contemporary science, is well accepted and has been used in a range of works since its publication (Shenhar, 1990). It divides the traits of an effective manager into three categories: *technical skills, human skills and conceptual skills*.

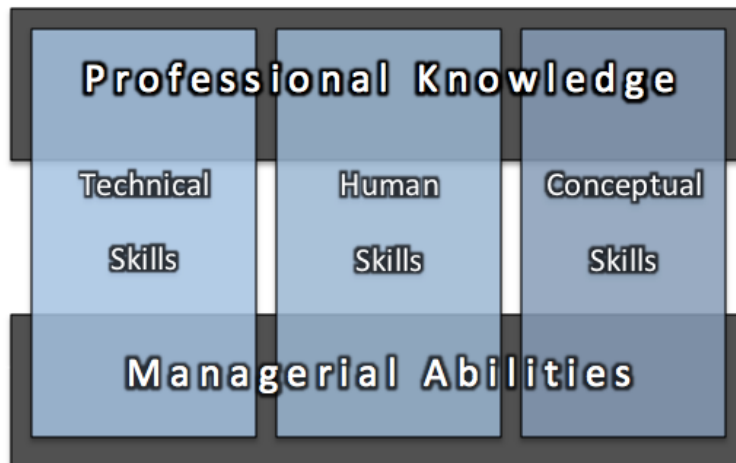
Technical skills are related to an understanding and competence in specific activities involving methods, procedures or techniques. Typical technical skills are the special competences required by a surgeon or an engineer. They are especially important in low-level management positions, though with every level upwards in the hierarchy the importance of this competence decreases. In top management, work can be efficiently done without almost any technical skills. (Katz, 1955). Katz (1955) describes technical skills as competence and knowledge within specific professions.

Human skills are concerned with working with people. A manager efficient in human skills is aware of his/her emotions, expressions and how they can be useful and limiting. Another trait of a manager competent in human skills is to be able to accept other people's beliefs and assumptions in order to understand what they really mean with their words and behaviours. Other qualities include the ability to create an atmosphere of security and approval, where subordinates feel encouraged to participate in the planning and operation, and being sensitive to others' needs and motivations and act with these in consideration. (Katz, 1955)

Conceptual skills are associated with seeing the organisation as a whole. It contains understanding how one function in an organisation affects another, and also the organisation's relation to and position in the surrounding world. (Katz, 1955)

We understand Katz' skills as associated with both professional knowledge and managerial abilities. To make Katz' (1955) categorization helpful in our study, we therefore divide the skills into professional knowledge and managerial abilities. In other words, technical skills, human skills and conceptual skills can be both associated with professional knowledge and managerial abilities, see figure 2.1.

Figure 3.1



Institutional Theory

Institutional theory emphasizes why organisations adapt to and are influenced by formal and informal *rules* that can be contradictory to logic decisions (Eriksson-Zetterquist, 2009). For example, organisations not only take decisions that aim to increase efficiency, but to increase legitimacy (Meyer and Rowan, 1977). Institutional theory also stresses how and why the surrounding and other organisations within the same organisational field influence organisations and make them similar through *isomorphism* (DiMaggio and Powell, 1983).

According to Scott (2001), theorists within the institutional field view institutions in different ways and he describes those views as the *three pillars of institutions*; *the regulative pillar*, *the normative pillar* and *the cultural-cognitive pillar*. Scott (2001) defines institutions as:

“Institutions are composed of cultural-cognitive, normative, and regulative elements that, together with associated activities and resources, provide stability and meaning to social life” (p. 48)

According to Scott the combination of elements and which one that is dominant vary over time (Scott, 2004).

Institutional rules vary between the pillars as well as the different views of isomorphism that we link to them, see table 3.1. Together the institutional rules, the different types of isomorphism and legitimacy can explain which pressures organisations and particularly professional bureaucracies are exposed to that can affect the decision making when recruiting managers.

Table 3.1.

	Regulative Pillar	Normative Pillar	Cultural-Cognitive Pillar
Rules	Regulative Rules	Normative Rules	Cultural-Cognitive Rules
Example	Rules Laws	Accreditation Certification	Taken-for-granted - Routines - Culture - Symbols
Isomorphism	Coercive isomorphism	Normative pressure	Mimetic process

The Regulative pillar

The regulative rules can be found in the regulative pillar. These rules are laws or sanctions that in some way are regulated and have to be followed by law (Scott, 2001). Not following these rules can have implications like imprisonment or other punishments such as fines. These laws are coercive and exist in order to influence people's and organisations actions (Scott, 2001). Tengblad (1997) states that other rules can be perceived as coercive even though they are not formulated in Swedish law and breaking them does not imply any further punishment by the government. Examples of this can be companies adjusting to collective guidelines, policies or recommendations. (Tengblad, 1997)

Similarly DiMaggio and Powell (1983) argues that organisations are exposed to formal pressure such as from the government but also informal pressure from other organisations in the surroundings that can be perceived as coercive. The pressure implies that organisations change and become more similar. DiMaggio and Powell call this type of homogenization of organisations *Coercive isomorphism*.

The organisations in this study are influenced and exposed to the pressure described above. For example, when recruiting managers, there are several formal rules and laws that have to be taken into account. Many of which are stated in the Swedish law. Some of the different types of organisations we examine need to consider legislation decided in trade associations, i.e. Swedish National Supervisory Board of Public Accountants³. The Swedish law of limited companies⁴ authorise the chief executive to make decisions singlehandedly concerning current operations. Furthermore, the chief executive has the sole responsibility for the same. Except for the position of CEO itself, staffing and management resourcing is included in this responsibility. It is only

³ Revisorsnämnden in Swedish

⁴ Aktiebolagslagen in Swedish

the CEO and the board of directors who possess the legal right to practise management resourcing (Tengblad, 1997).

Employees have through their unions the right to participate in management resourcing activities. The law of co-determination⁵ regulates this as long as the organisation has signed a collective agreement (Lagen om medbestämmande i arbetslivet. SFS 1976:580, 1976).

The law of co-determination does not however give the unions the right to participate in making decisions concerning management resources. Tengblad states that the organisation's obliged negotiation with the unions should merely be seen as a responsibility to inform (Tengblad, 1997).

Other rules or legislation that are organisation-specific and have been covered in the documents we have been studied will be explained in the empirical findings.

The Normative pillar

According to Scott (2001) normative rules includes values that tell us what is *suitable* or *desirable* behaviour and norms that tell us how things *should* be done. The normative rules are often explicit and what is expected from and seen as an appropriate behaviour for different kinds of actors or professions is clearly specified. Normative rules can be questioned, challenged and changed over time, and this is the difference between normative and cultural-cognitive (taken for granted) rules. Disobedience does not have implications such as fines or imprisonment but can implicate lost trust or credibility. In Scott's (2001) categorisation, certifications, titles and accreditations belong to the normative pillar. These certifications can be accomplished by a certain education, through a test or in some other way proven knowledge. (Scott, 2001)

DiMaggio and Powell (1983) argues professionals have great influence and can perceive the same pressures as organisations and that is the source to the type of homogenization that they call *Normative pressure*. According to DiMaggio and Powell (1983) professionals often have the same formal education and background and a well-developed network. They mean that professionals have several similarities with other professionals at different firms. When a new model is introduced it spreads easily among the professionals at the different organisations and they become more similar.

Like DiMaggio and Powell (1983); Tengblad (1997) focuses on the actors' influence on institutions. He claims that there is a dynamic between the actors in the institutions and their action. Not only are actors influenced by rules, rules are similarly influenced

⁵ Medbestämmandelagen in Swedish

by actors and their action. According to him, it is not possible to disconnect the action from the actor and vice versa, they are closely linked to each other. Tengblad identifies in addition to the professionals, the union as an important actor that can influence the recruiting process (Tengblad, 1997). The union has a legal right to be involved in it, if the collective agreement⁶ is signed.

As the regulative pillar, the normative pillar also influences the organisations that are objects in this study. For example when a higher education degree at a university or college within nursing and medicine is accomplished it is necessary for the student to apply for the professions' license⁷ at the Swedish National Board of Health and Welfare⁸. The licence is mandatory to be able operate and use the title Medical doctor or Nurse. The law is regulated in the patients' security law⁹ and has as purpose to guarantee the security of the patients and may recall a practitioner's licence if he or she seriously misbehaves (Patientsäkerhetslag. SFS 2010:659, 2010)

In Sweden, accountants can hold one of two licences; approved or authorised accountant¹⁰. The Swedish National Supervisory Board of Public Accountants¹¹ hands out these licences. The different criteria for the two licences are as follows: For approved accountant one must have studied accounting at a Swedish university or college for the equivalence of three years and have been practising accounting for three years under observation of an approved or authorised accountant. For authorised accountant, studies equivalent of four years and practice of five years are required. There are in both cases strict rules for what subjects should be included in the education and with the application there must be documents ensuring the correct education attached. It is possible for an accountant who is approved or authorised in another EES-country to take a qualification test in order to become approved or authorised also in Sweden (Revisorsnämnden, 2012).

Only a member of The Swedish Bar association¹² may legally use the title "*Lawyer*" as this is stated in the Swedish Code of Judicial Procedure¹³. To become a member, the applicant must pass plenty of requirements. One must have Sweden as permanent location of living, hold a Bachelor of Law¹⁴ from a Swedish university or equivalent for proficient competence to a judge's office, have practiced law for three years, passed the entry exam and have a reputation for integrity and suitability for a legal profession (Rättegångsbalk. SFS 1942:740, 1942).

⁶ Kollektivavtal in Swedish

⁷ Legitimation in Swedish

⁸ Socialstyrelsen in Swedish

⁹ Patientsäkerhetslag in Swedish

¹⁰ Godkänd eller auktoriserad revisor in Swedish

¹¹ Revisorsnämnden in Swedish

¹² Sveriges Advokatsamfund in Swedish

¹³ Rättegångsbalken in Swedish

¹⁴ Jur. Kand. in Swedish

Even though Scott (2001) claims that the titles, certifications and accreditations belong to the normative pillar, our interpretation is that they at the same time and in some cases belong to the regular pillar. The norm of what has to be accomplished to obtain a title, certification or accreditation is clearly a norm, but in some cases laws have developed building on these norms. Examples are doctors or nurses that are not allowed to operate at all without the license.

The Cultural-Cognitive pillar

The third pillar is called the cultural-cognitive pillar. While the regulative and normative rules are explicit in texts or discussions, the cultural-cognitive rules are not. They are often deep rooted or obvious, taken for granted and not questioned in the same way as normative rules. Examples of cultural-cognitive rule are routines, culture and symbols that we use to create meaning and understanding in our lives. (Scott, 2001)

DiMaggio and Powell (1983) states that in times with uncertain environment or situations organisations tend to imitate other organisations that seem to be successful as an answer to the uncertainty. This type of homogenization process is called *Mimetic process*.

Institutions and legitimacy

Meyer and Rowan (1977) argues against the idea of the rational organisation based on entirely logical decisions, instead they promote the idea of organisations consisting of rationalized institutional elements. These elements are formed by institutional *myths*, which in their turn are shaped by the institutional environment. Organisations adopt these elements merely in order to comply with their environment as opposed to adopting ones enabling the most effective organisational outcome. (Meyer & Rowan, 1977)

Institutional *myths* are rationalised rules shaped within the institutional environment. The authors give an example of how the discipline of psychology creates a rationalized theory of staff recruitment and also justify professionals within this area. Consequently, HR-departments and their representatives are found in most organisations today. The reason being that the institutional environment requires organisations to adopt this *myth*, that a HR-department is a must, in order to gain legitimacy. *Myths* fetter organisations through the belief of their legitimacy and Meyer and Rowan define them as based on the judgment that they are rationally effective. Furthermore, they are highly institutionalised which keep them past any individual participant's or organisation's discretion. As a consequence, they must be taken for granted as legitimate, except for scrutiny of its actual impact on work outcomes. (Meyer & Rowan, 1977)

The myths are adopted as routines and practices merely for the sake of legitimacy rather than immediate efficiency. The legitimacy contributes to the organisation's survival and increases its resources, hence promoting the organisation's success (Meyer & Rowan, 1977). Legitimacy is a complex word with different approaches and views of the concept, for example the strategic approach and the institutional approach (Suchman, 1995). In the institutional approach, it is seen as something that reflects institutional frameworks whereas in the strategic approach, legitimacy is a resource (Scott, 2001). Suchman (1995) defines legitimacy as:

“Legitimacy is a generalised perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions” (p. 574)

Scott (2001) claims that according to the regulative pillar, legitimate organisations are the ones that operate in and follow the law. In the normative pillar the concept legitimacy is more complex and is judged on moral ground. In the cultural-cognitive pillar legitimacy is a concept that is deep and based on a shared understanding that is taken for granted. (Scott, 2001)

Meyer and Rowan (1977) identifies differences in how important efficiency respective legitimacy is between organisations. In organisations, such as producing businesses, where output is highly measurable and scrutiny is more easily done, there is higher pressure on efficiency whereas in organisations where output is not as measurable and scrutiny is more difficult, there is a tendency to rely more on the support from the institutional environment, i.e., hold legitimacy. Meyer and Rowan (1977) explain that this is because trust and confidence in outputs is more important for these organisations since they cannot be quantified and evaluated in the same way.

Meyer and Rowan (1977) suggest in one of their main propositions that since control and coordination of activities in institutionalised organisations may provoke conflicts and result in deprived legitimacy, the institutional elements are separated from activities and also from each other. They call this concept *decoupling*. Organisational activities are carried out beyond the supervision of managers, instead professionalism is encouraged and the activities are assigned the professionals. By this, the organisation benefits from both possessed legitimacy and kept efficient operations. As a consequence, organisations within an industry, sharing the same institutional environment, may have similar organisational forms while their actual operations may differ greatly. In order to maintain legitimacy, institutionalised organisations minimise scrutiny and assessment by internal as well as external influentials. The authors claim however that this avoidance of scrutiny is mutual, external influentials such as governments and accrediting agencies maintain the facade by using categorical evaluations and accepting ambiguous goals. (Meyer & Rowan, 1977)

4. Empirical Results

Introduction of the organisations

Faculties of The University of Gothenburg

Regulation

Public universities and colleges have to follow certain laws and regulations, such as the Higher Education Act¹⁵ and the Higher Education Ordinance¹⁶, which involve regulations concerning management resourcing. The Swedish government decides the existence of universities or colleges. The board of a university or college consists at most of 15 board members, including the chairman and the vice-chancellor. The chairman and the vice-chancellor are both proposed by the board but decided by the government (Högskolelag. SFS 1992:1434, 1992). The board of the university or college has the overall responsibility, which includes making decisions about budgets, resource allocation and the annual report (Högskoleförordning. SFS (1993:100), 1993). The vice-chancellor is responsible for the daily operations. When the chairman, board and vice-chancellor are decided, the university or college can decide their internal organisation and each university can develop its own processes and methods to fulfil this aim (Högskolelag. SFS 1992:1434, 1992).

The recruiting process

From the interviews it seems evident that the recruiting process of heads of department at The University of Gothenburg varies among the faculties included in our study. There are, however, some similarities between them too. The recruiting process is in all cases a bottom-up process that always includes the colleagues in some way. The *collegiality* is very important in the academy and is an old tradition that grants employees great power over decisions concerning the organisation and its management resourcing. The position as head of department is a time limited (varying from a couple to several years) commission of trust, which explains the large amount of internal candidates. In some cases colleagues form a committee whose purpose is to find one or more possible candidates to present to the dean who makes the final decision. In other cases the dean selects one person that is well established within the organisation to become head, with the colleagues' consent.

The interviewees

Per Cramér, Dean at the School of Business Economics and Law, The University of Gothenburg. The faculty has approximately 440 employees and 4200 students. (Handelshögskolan vid Göteborgs Universitet, 2011)

¹⁵ Högskolelagen in Swedish

¹⁶ Högskoleförordningen in Swedish

David Turner, Dean at the Faculty of Science, The University of Gothenburg. The faculty has approximately 800 employees and 6500 students. (Naturvetenskapliga Fakulteten, Om fakulteten, 2012)

Olle Larkö, Dean at the Sahlgrenska Academy, The University of Gothenburg. The faculty has approximately 1650 employees and 6500 students. (Sahlgrenska Akademin, Om Fakulteten, 2011)

Margaretha Hallberg, Dean at the Faculty of Arts, The University of Gothenburg. The faculty has approximately 600 employees and 12500 students. (Humanistiska Fakulteten i siffror, 2010)

Roger Säljö, Dean at the Faculty of Education, The University of Gothenburg. The faculty has approximately 450 employees and 4000 students. (Utbildningvetenskapliga Fakulteten, Om fakulteten, 2012)

The Göteborg Opera

Regulation

The Göteborg Opera is a limited company fully owned by the county council of Västra Götaland (The Göteborg Opera annual report, 2010). The board consists of regional politicians from various political parties (Om Operahuset, Styrelse, 2012). As a limited company, The Göteborg Opera is bound by the law of limited companies¹⁷ which states that the chief executive is assigned by the board of directors, which turn is assigned by the owner (Aktiebolagslag. SFS 2005:551, 2005).

The recruiting process

The representative from The Göteborg Opera explained that management positions are normally advertised worldwide. The applications are considered both by the management and the representatives from the company¹⁸ (e.g. professionals from the dance company etc). Interviews and tests are performed and then the company and the management make a final decision together.

The interviewee

Lotta Delback, HR-manager, The Göteborg Opera. The Göteborg Opera has approximately 500 employees (Om Operahuset, 2012).

¹⁷ Aktiebolagslagen in Swedish

¹⁸ Kompaniet in Swedish

Sahlgrenska University Hospital

Regulation

The public sector is more stringently regulated than the private, due to the government being the final employer. The government, the county council and the municipality have a common responsibility for health care and thereby hospitals. Laws and regulations are defined in Health and healthcare Law¹⁹ and by the Swedish National Board of Health and Welfare²⁰. The county council and the municipality have the responsibility to source an operations manager²¹. The operations manager has the ultimate responsibility, and should mainly work for the patients' well-being, coordination and safety as well as the organisation's administration and efficiency. Other tasks could be included if an agreement is made between the county council or municipality and the operations manager. It is not necessary for the operations manager to have a medical or healthcare education. If that is the case, the operations manager does not take any individual medical decisions for patients; instead a physician executive²² is employed and authorised to do so (Socialstyrelsens allmänna råd; Verksamhetschef inom hälso- och sjukvård. SOSFS 1997:8, 1997) (Hälso- och sjukvårdslag. SFS 1982:763 , 1982).

The recruiting process

The interviewee from Sahlgrenska University Hospital explained that the management resourcing process is often a typical recruiting process, normally advertised both internally and externally with applications and interviews.

The interviewee

Lars Rydhede, Director of HR and Communications, Sahlgrenska University Hospital. The hospital has approximately 16000 employees (Om Sjukhuset, 2012).

BDO

Regulation

Accounting firms are bound by a certain law called the Law of Accounting²³, which states that in order to be permitted to practice accounting in the form of a limited company, the following positions must be held by accountants: all directors and alternate members of the board, the chief executive, executive vice president, procurator holder and the authorised signatory (Revisorslag. SFS 2001:883 , 2001).

¹⁹ Hälso- och sjukvårdslagen in Swedish

²⁰ Socialstyrelsen in Swedish

²¹ Verksamhetschef in Swedish

²² Chefsöverläkare in Swedish

²³ Revisorslag in Swedish

The recruiting process

According to the representative from BDO, an authorised accountant within the firm can show interest of becoming a partner. To become a partner it is expected that candidates have their own customer base, worth a certain amount of money. Every year new partners are voted in to join, and the position and relationship are often lifelong. Management responsibilities are shared between partners, and some partners also become team managers, responsible for a team consisting of about six persons.

The interviewee

Marianne Pamsjö, HR-manager, BDO Sweden. BDO's name is inspired by the three founders Binder, Dijker and Otte and has approximately 450 employees in 20 cities in Sweden, and 48,800 employees worldwide (Om Oss, 2012).

Law Firm

Regulation

The law firms are similarly regulated by a certain code, i.e., the Swedish Code of Judicial Procedure²⁴ in which it is stated that all partners of a law firm must hold the title 'Lawyer' in order to be legitimate (Rättegångsbalk. SFS 1942:740, 1942).

The recruiting process

The interviewee at the law firms explains that at the bottom of the organisation the 'associate lawyers', who are young, less experienced and newly graduated, can be found. They are fostered and trained by senior lawyers until they own the title of lawyer themselves. After an associate lawyer becomes lawyer, he or she can after some time become a candidate for partner of the organisation. A partner is chosen carefully and only the most dedicated candidate is accepted. The process is complex since the partner relationship is almost seen as life long and is not ended easily. To be a candidate, the lawyer is not only expected to be a successful and hard working professional, the person is also expected to have a personal customer base and the existing partners have to accept the candidate. Once a lawyer is accepted and has become a partner of the organisation, the management responsibilities are shared equally between them as a corporate leadership. Some partners that have interest in management also become team managers.

The interviewee

The representative holds the title of HR-manager and is presented anonymously.

²⁴ Advokatsamfund in Swedish

Empirical findings from interviews

Description of position

When we questioned *Cramér*, School of Business, Economics and Law, about what a head of department's main tasks and responsibilities are, he replied that in order to understand the role of the head, one must understand the ambiguous nature of the university. It has two identities and two functions: it is both a state-owned authority and what *Cramér* calls a free academy. The responsibilities associated with being a state authority are formalised and require a certain structure of command. The head of department reports to the faculty dean, who in turn reports to the vice-chancellor of the school, this is what *Cramér* calls the line structure of a university. The fact that the school is state-owned obliges the school to manage their staff in a certain way. The school also functions as a free academy that practices both research and education. This function has a completely different decision making logic and is based on the traditional *collegiality*. *Cramér* explains that it is only through collegiality/peer review that scientific quality can be secured. These two logics coexist, and it lies in the responsibility of the headmaster, dean and head of department to make the duality possible. Their positions are all based on a mandate from their colleagues, a result of the existing collegiality, but they also shape the line structure demanded by the state. In summary, a head must fulfil both its role in the line structure required by the law and its role in a free academy.

When *Turner*, from the Faculty of Science, describes the head of department's most important responsibilities and tasks, he first mentions that the person is a manager and has responsibilities of personnel and the working environment, as well as finances. Furthermore, the position as head of department has evolved into a larger strategic role that handles questions concerning development of the department. He says it is an interesting combination and that it is necessary for a head of department to possess the right abilities in order to handle the large area of responsibility. *Turner* does not mean that the head of department has an administrative role; he reacts to the word "administrative" and explains that the department also has administrators to support the head of department's daily work. Instead, he calls the head of department's role a managing one even if the position is explained as administrative in Higher Education Ordinance²⁵ etc. When we wonder if the role as head of department is closely linked to research, *Turner* explains that the head of department often works with larger groups to allocate resources, which means that he or she has to take decisions that consider research. Normally the heads differ in strengths within their own departments' respective research field, which means that in some instances they can trust their own knowledge, while in others must listen to a committee.

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Högskoleförordningen

Larkö, from Sahlgrenska Academy, explains that a head leads the operation within the existing vision in the faculty and university. He also mentions duties including strategy work, maintaining moral, keeping track of things and to “grease the wheels”. It is not an easy job, as leading professionals is like leading cats, which do as they want. Larkö means that it is preferable to be visionary and to be able to make good recruitments.

Hallberg, Faculty of Arts, explains that the head of department is responsible for all employees and other people within the department, including both researchers and students. With the new orderings taking place with the start of 1st of July, the role will hold an even larger mandate. It lies with the head to make sure everyone is in the right place, it requires an ability to overview and the courage to move people when necessary in order to drive the department forward, and to be able to perform optimal research, education and cooperation. The heads within the Faculty of Arts have deputies who have the responsibility for either research, doctoral studies or education.

Säljö means a head of department functions as an operating officer, negotiating work terms and salaries. The head is also responsible within the fields of finance, staff and recruiting, and takes care of all on-going matters concerning staffing. Other areas of responsibility are education and research; the head needs to make sure all operations within these areas are working according to plan. However, it is not the head but the researchers and teachers who drive these operations forward. Säljö also mentions the new orderings taking place in July giving the head more responsibility and power. Collective decisions will turn into decisions made by the head.

Dellback explains that the main tasks and responsibilities for a ballet manager are to plan repertoires, usually one to three years ahead. The manager hires choreographers, costume designers and the rest of the production team. Much of the work involves finding interesting people who would like to work with The Göteborg Opera. The manager has responsibility for 40 dancers and a few ballet masters. The position also includes responsibility for budgets related to productions and staff. Another side of the work is to communicate with the audience, attract new guests and satisfy regulars.

The role of an operations manager at Sahlgrenska University Hospital according to *Rydhede* is mainly administrative in larger departments where they are not active in their profession, i.e. not practising medicine. In a smaller department, the position as operations manager is combined with an active role in health care. It is decided on a case-by-case basis. The role means other managers report to you, who in turn report to the area manager²⁶.

To become a partner at BDO, the candidate has to express an interest in becoming a partner. The person can enter partnership if the existing partners reach an agreement

²⁶ Områdeschef in Swedish

of inclusion. *Pamsjö* explains that to become a team manager it is necessary to be partner. The group normally consists of 6-12 persons who have a certain area in common, e.g. transport, tax services etc.

The representative at the law firm explains that partners are responsible for their own clients, who they should attend to and care for. Being active as a lawyer is part of the role. Even the current Managing Partner works with his clients as usual. In most cases, partners are also leaders in one-way or another, with management responsibilities. As part of these responsibilities, different positions may be delegated to a partner, for example a partner may be appointed as a team manager. The essential responsibilities for a team manager are to be a good representative, and to be aware of and take an active role in junior lawyers' progress. The team manager should have a good understanding of the profession and be a role model.

Requirements associated with professional knowledge

Cramér, from the School of Business, Economics and Law, is cautious when it comes to stating formal requirements. He thinks it may exclude otherwise good and suitable candidates, i.e. lecturers who he thinks can do a great job as head of department. It is, however, beneficial to hold the title of professor. He also thinks it is crucial for a head both to have a good understanding of both authority enactment and have support from the colleagues. It is about legitimacy from a collegiality perspective.

Turner, Faculty of Science, explains that it is important for a head of department to understand on what conditions the department exists and its part in a national and international context.

Larkö, Sahlgrenska Academy, describes that education within the profession gives credibility that is needed. To be able to make difficult decisions, the head of department must have proper education, e.g. when you have to decide which patients to prioritise and which patients to leave waiting. It is not required to be a professor in order to become head of department, but you have to at least be a lecturer.

Hallberg, Faculty of Arts, explains that scientific competence is required, but not necessarily on a professor or an associate professor level. She draws the line at a doctor's degree. Currently all but two heads are professors. One has a doctor's degree and the other is an associate professor. Since the head of department is part of the delegation of authority, a particular requirement is that the candidate is familiar with how that works.

Säljö, Faculty of education, explains that in reality it is a formal requirement to have an academic background, because professional knowledge gives confidence. It is mainly about getting support from the department. Employees perceive the chosen head as a representative for the organisation. *Säljö* does not think that great

professional knowledge makes a good head. When a head is chosen, a special education is offered in order to give the new head a good understanding of the different procedures involved in the work.

Dellback, The Göteborg Opera, tells us that when The Göteborg Opera selects candidates for the position as ballet manager they look for a person who understands the special environment in which The Göteborg Opera operates. A wide network is very important, as is the ability to communicate. The person must be aware of what is going on in the industry. In order to find these candidates The Göteborg Opera asks their dancers to aid them, as they are the ones with the best knowledge of what is happening in this global industry. The opera has a liberal view on background and education, which is proven by the fact that the current ballet manager is not a trained dancer. Adolphe Binder has much previous experience of working with dancers, which gives her a wide network and an understanding of the profession. Binder is the first ballet manager without a background as dancer.

When asked why professional knowledge is needed, *Rydhede*, Sahlgrenska University Hospital, explains that it is very important to have legitimacy and the support from co-workers, although he thinks this importance is diminishing. He mentions that the Swedish healthcare is relatively bound by tradition and has a typical hierarchical structure, which takes time to attend to.

Pamsjö, at BDO, says that the Supervisory Board of Public Accountants²⁷ has specific formal requirements of different levels of titles and competences: associate audit, approved accountant or authorized accountant²⁸. Furthermore, to become a partner, you should be updated on what is happening in the business and be competent within your area (audit, tax etc). You should also show good results, have a personal customer base (which is proof of success) and have spent a certain amount of time on internal educational courses.

The representative from the law firm tells us that a mix of personalities and areas of expertise are preferred among partners. Ability to make profit is among the criteria for becoming a partner.

Requirements associated with managerial abilities

Cramér, School of Business, Economics and Law, explains that managerial abilities are not mentioned as a formal necessity, i.e. there are no formal requirements for education in management or leadership. The administrative capacity lies within the administrative support function, on which the head of department can rely. There are nonetheless some demands associated with management skills candidates must live

²⁷ Revisorsnämnden in Swedish

²⁸ Revisorsassistent, godkänd revisor, auktoriserad revisor in Swedish

up to but focus lies on general qualification rather than specific competence. Leadership skills are part of that, but Cramér thinks that is a vague concept. But since it is a leadership position, the leadership issue is vital. When asked how one can show good leadership skills, Cramér explains that there are possibilities to have leader roles as chairman of different committees or as manager of project groups. Another way to show leadership skills is to take an active part in the collegial context. The ability to innovate and the will to develop the department is beneficiary.

Turner, Faculty of Science, talks about qualities found in the person's personality. He thinks it is important that the person has the confidence of the people that make up the department and that the person is able to make uncomfortable decisions. The position requires certain integrity since it is common that the head returns to the position as researcher, after the assignment is complete.

Larkö, Sahlgrenska Academy, thinks it is difficult to find candidates for the position of head of department as successful academics are usually egocentric individualists with rough elbows, "look at me". They are often specialists within a tiny field. Larkö thinks that to be a manager is 180 degrees around, to withhold the self and uphold others. There is a rumour amongst professors claiming they are bad managers and you cannot be too rumbly in order to lead a research team.

When recruiting heads, Larkö looks for a similar mind-set, i.e. a person who is going in the same direction.

Hallberg, Faculty of Arts, means that the role as head of department involves strategic work, which takes experience. Being a tutor and having responsibility for staff and finances demand a different kind of competence than what is traditionally seen as a head's main duties and requirements.

Säljö, Faculty of Education, explains that experience from managing staff is required in order to become head of department at the Faculty of Education. Experience from boards and councils is very meriting. It demands a person who is a leader and has integrity. He once again mentions how important it is to have the support from the department because of the collegiality. Otherwise it will be an upward slope. In order to be a good head there must be genuine interest from the candidate. A candidate should also show that he or she can administer and renew. He also considers it important to have in mind which state the department is in. If it is in crisis, a head that can turn the department around is needed, even though he or she won't be popular among colleagues.

For the position as ballet manager, *Dellback* explains that the Opera wants the candidate to have led a larger dance company²⁹. If the selected person has not had experience as manager, the Opera offers training in management. This education is

²⁹ Danskompaniet in Swedish

done when it is possible, and Dellback tells us that the job is very demanding and that during season there is no room for anything but running the business. Maybe there is time in the summer.

Rydhede, Sahlgrenska University Hospital, states that the most important feature of a candidate for the position as operations manager is leadership skills. Leadership and management abilities are highly prioritised at Sahlgrenska University Hospital, which is evident by the range of courses that are offered to employees.

Pamsjö, BDO, says that the managerial abilities are not prioritised. Other traits such as enjoying doing business, being good at customer relationships, trustworthiness and general competence are seen as important instead. However, she mentions that there are partners and group managers that should not have a manager role. Many people are specialists and were not planning to become managers. She says it is difficult to match the managerial abilities with the professional knowledge.

The interviewee at the law firm explains that they look at five different criteria when considering candidates for a partnership, translated by the authors as Commitment, Leadership, Knowledge and Competence, Team Spirit and Profit Generating³⁰. By these factors, candidates are decided upon by the existing partners who, after thorough consideration, vote for or against the candidate.

When employing team managers, focus lies on leadership skills, which is in contrast to yesteryears when seniority was the deciding factor. In order to understand a potential team manager's leadership skills, the candidate's ability to develop associates and give feedback are examined. The relation between senior and junior lawyers comes naturally as part of work since the senior, more expensive lawyers have to delegate work to their younger, less experienced colleagues for economic reasons.

Benefits and downsides with existing recruiting system

Cramér, School of Business, Economics and Law, describes the recruitment process as an extreme bottom up process with little variation. There is a committee that search for a suitable candidate who is both willing and competent, and also holds a strong reputation in the department. Generally the best ones are difficult to find for numerous reasons. One is that administrative jobs are not that meriting in an academic career. In the three latest recruitments the committee nominated one single candidate for each position as the decisions were unanimous. Cramér thinks that the nominating committee sees the whole picture but the question of legitimacy is of most importance to them. He sees similarities between the organisation within a university and a theatre. Everyone is strong individually, forced to play in an ensemble. The individual

³⁰ Engagemang, Ledarskap, Kunskap och kvalitet, Laganda, Affärsgenerering in Swedish

freedom is one of the most important reasons for why people work at universities. When the committee nominates a candidate, it has the best intentions for the department in mind, not the faculty or the university. He does not think the internal conflicts should be exaggerated but if there are competing phalanxes within a department, the election of a head could become a function of an internal conflict.

Turner, Faculty of Science, thinks the system allows for good support from the department; the selected person will enjoy trust from the organisation. On the other hand there is a risk for a lack of renewal. A “safe choice” who will not disturb the order is often chosen.

According to *Larkö*, Sahlgrenska Academy, the personal chemistry may benefit from the collegiality-based system used in universities. He can also see some downsides. A head of department may be chosen on his/her research merits but the correlation between a good manager and how much research grants he/she gets is rather low.

Hallberg, Faculty of Arts, explains that the existing system is how most people want it to be. There are no arguments concerning that. A positive is that employees are able to dismiss their manager if it is not working. With this system you get a manager who understands the business very well, what needs there are and how to stimulate. Who is also interested in research political coherence and possesses a good understanding about the surroundings. A negative is that the selection is limited. Sometimes it is difficult to find a suitable head, and then you have to go around and ask if people are interested, which is not good since it is important that the candidate should take the assignment by free will. Another negative is that even if it is easy to describe requirements and set up a profile for how the work is done, it is very different in real life. It is a special position to be in, to be the manager of your own colleagues and to take difficult decisions that will affect these colleagues.

Säljö, Faculty of Education, means it is important to have in mind that the university is an institution based on tradition. There is a clear scientific hierarchy, from the medical students, lecturers and professors to heads of department, deans and vice-chancellors. While being a professor means you are the boss over your area of research, and some professors sometimes manage the total process, but they are still subordinate to the head. *Säljö* thinks it is completely unthought-of to recruit based only with professional knowledge or managerial abilities. The existing system is a compromise. He is open to other ways of recruiting but thinks it would be hard.

Säljö also thinks there is a risk that the management can become too weak with the existing system. He mentions problems with being too considerate or respectful. The candidates are generally not trained managers but *Säljö* thinks the head learns over time: “It is a big step to become manager for 200 people”.

Dellback, The Göteborg Opera, tells us that the system is appreciated by the CEO,

who comes from Volvo, which operates in a completely different industry. The union is much involved in the process., having four representatives in the selection group. The CEO has the final word but not before serious discussion with the other members of the group. On the downside, this process is very time consuming. The alternative would be to ask a headhunting company to find candidates for them but the Opera appreciates that people apply themselves.

Rydhede, Sahlgrenska University Hospital, appreciates that the process of recruiting an operations manager at Sahlgrenska is flexible compared to other organisations but at the same time, he thinks the healthcare sector can open up even further. He would like to see a bigger variety of professions within the organisation.

The current system is made to ensure successful succession. As a manager, you are encouraged to keep track of suitable candidates. You are not, however, allowed to choose your inheritor. The unions want all recruiting promoted openly in order to allow anyone interested to apply but Rydhede thinks that is “window dressing” as you already know who you want. On the other hand, he agrees that new blood is a must from time to time. He sees the downsides with this process. Customising the profile of demands to suit the certain one you are looking for may result in losing suitable candidates. He suggests that this happened more frequently in the past. If you promote a position externally today, you are also open for external candidates.

Pamsjö, BDO, says that through this system of stepwise become more senior and in the end become partner has a main benefit for the organisation: securing the future. Since people are working very hard in the first few years to advance, they tend to stick with the company and do not “hop off”. When an employee becomes partner her or she stays more or less forever. The downside, however is that it the organisation can be very money-driven which means fewer benefits for the employees that are not partners. When recruiting an associate, managerial or leadership abilities are not looked for.

The interviewee at the law firm explains that with the existing recruiting system the most suitable persons in the organisation are the ones ending up at the manager positions. As there are no financial incentives for being a team manager, the personal interest and/or commitment for the organisation and colleagues are important motivations for candidates.

Missing competences

Cramér, School of Business, Economics and Law, can identify one competence area where heads of departments tend to be falling short, leadership. After being elected as head, one is offered an education specially made for new heads.

Turner, Faculty of Science, identifies some competences that could be desirable as the

role as head of department. The ones that are chosen to become head normally do not have an education within the areas of finance and work environment. The person gets this education after taken over as head. However, Turner does not think that the managerial abilities are disregarded; it is just that the person that is chosen to become head does not have a formal management education. Another competence that could be useful is a larger insight of the basic education³¹. He explains a very successful case where a head came from the position as Director of studies³² which, according to Turner is an dead-end that normally does not lead to a position as head of department. This experience could be useful since the basic education is more complex, with many programs and several courses ranging from one faculty to another. The research is in many cases easier to handle.

Turner, Faculty of Science, further explains that it is important for the heads to work together and to develop the faculty, and thereby more developed cooperation ability is desired from the heads. The heads are going to be (1st of July) responsible for teacher recruitment, which also requires knowledge about these areas; planning and competence resourcing.

Larkö, Sahlgrenska Academy, says that the economic issues are overrated, they are easy to handle. Some support can be needed within the HR-area; laws and regulations, what you are allowed to do and not, rights and obligations.

Hallberg, Faculty of Arts, sees some problems that the heads can struggle with. She says that the role as head is difficult due to the variation of tasks that are involved with the position. She argues that there is a lack of human support and that the head is very lonely in his or her job. Therefore she explains that the "head-pair"³³ is important, to have someone to pitch ideas with. Hallberg does not think that the managerial abilities are disregarded; she things the most important thing is to see a spark from the one that is going become head.

Säljö, Faculty of Arts, mentions that the maintenance of the organisation works well, he is also satisfied of how the recruiting process of heads works. However, an ability that has to be developed is innovation, not only maintaining the organisation but to develop and find new niches and network with the surroundings. There is a lack of education within these areas. We have a "maintaining tradition" where the assignments are coming by themselves and we are supposed to do something with them but it is also necessary to build an own foundation, a "drive", and stimulate and make sure that mechanism works. Säljö also says that there is a difference between which abilities a head of department needs when a department is not working very well, and other when it is working fine. It is important that the head can cope with renewal processes, be innovative and be able to "move" people from one activity to

³¹ Grundutbildning in Swedish

³² Studierektor in Swedish

³³ Prefektparet in Swedish

another.

Dellback, The Göteborg Opera, mentions similar competences; to handle development discussions with employees, questions about career development and organisational questions. The ensembles are very large and time is prioritised on them instead of those issues mentioned.

Rydhede, Sahlgrenska University Hospital, says that it is very individual. Administrative managers (HR- or financial managers) are normally very skilled administrators and have experiences of for example the information system, can make financial statements and are good writers. These abilities the operations managers can be missing even if the persons are talented and Rydhede explains that reason for this is that they have never spent as many hours on education in administrative tasks as they have on their origin profession. The operations managers therefore need support in the financial area and some operations manager wish for a more solid foundation and knowledge about finance. Some more developed leadership skills or education can also be desired. Moreover, some of the operations managers have difficulties to ask for help and support since these people are used to manage things by them selves, they have often been top performing in their whole life. However, Rydhede explains that this phenomenon is decreasing thanks to the gender distribution that has changed over the past few years (more equal).

Pamsjö at BDO mentions that the focus is very much on the customer. There is a risk of forgetting about the HR-questions and the employees, the HR-department has to support in those questions.

The representative from the law firm tells us that no one has chosen the career of a lawyer to become a manager or a leader. The Law firm has identified general management skills as an area where education is needed. Training and coaching is used to help this matter as well as filling the gaps in especially project management skills.

About legitimacy

When asked about legitimacy, *Cramér*, School of Business, Economics and Law, explains how he sees it. He states that legitimacy is a form of mutual trust. It is a socially created situation where both parties in a mutual relation can set reliable forecasts about each other's future actions. It takes long time and is built both formally and informally. A professor's title is an evidence of a certain competence in the research arena but a professor can still be an ass³⁴. A person doesn't necessary have his/her peers' confidence but a professor's title strengthens the legitimacy. Other factors that strengthen the legitimacy are judiciousness, reliability and a history of

³⁴ Skitstöver in Swedish

good deliverance performance. To gain legitimacy among teachers and researchers, one should be either a teacher or researcher.

Turner, Faculty of Science, mentions the word “*trust*” a couple of times during our interview. We ask him if trust is equal to dissertation and equal to legitimacy. The answer is “*Yes, it is the foundation*” but he also adds that the managerial abilities are important too. Finally he says

“To have an head that is not dissertated is unimaginable³⁵”

Moreover he adds that at some departments within his faculty it is

“..unimaginable to have a head that is not professor”

When we say that the “rules” of being dissertated or a professor is not regulated by law or the university, he says that legitimacy cannot be written in rules, it is about having a dialogue with the organisation.

Larkö, Sahlgrenska Academy, says that he thinks it is impossible to have the position as head without having knowledge about the profession as doctor. It could be possible to have a surgeon as head at a medical department, a person that is not very skilled within the certain area, but who has legitimacy anyway. It is necessary to “be one in the gang³⁶” to gain legitimacy. But to be a manager is easier if you happen to be a professor as well, because you have certain legitimacy. *Larkö* continues and explains that he thinks that it is important to be really good at something, then legitimacy is gained, but it is not important to know everything.

Hallberg, Faculty of Arts, has a different view of what legitimacy is. She says it is a combination of education, personality and being alert³⁷. Legitimacy is gained when the person shows that she or he wants something, it can be someone that has shown an idea, vision or lust.

Säljö, Faculty of Education, does not think legitimacy has to do with the level of education and it is not the same as being a good teacher either. *Säljö* says it is tricky. It is not necessary to be a professor to become head, but it is normal to be dissertated and to have an own research- and teaching area that the person is known for.

“You can be a brilliant teacher or researcher, but that does not mean that you are a brilliant leader, I believe the correlation is quite low.”

Dellback, The Göteborg Opera, says that four representatives from the labour force

³⁵ Inte tänkbart in Sweish

³⁶ ”Vara en i gänget” in Swedish

³⁷ Vara pigg in Swedish

(in this particular case the dance company) were involved in the recruiting process. The dance force knows which leader that has what is required to develop the company³⁸ and attract good performers. They are also involved to make sure that the candidate is well established within the dance force and accepted to gain legitimacy. The candidate has to be communicative, be able to handle pressure and communicate with both the audience and the media to be able to gain legitimacy at all.

Rydhede, Sahlgrenska University Hospital, says that gaining legitimacy is different depending on your profession. Generally, it is harder to gain legitimacy from the doctors if you are not doctor yourself. He thinks it is easier at some department, e.g. psychology department³⁹ where both psychologists and nurses are “strong” professions. Furthermore an external candidate can have high legitimacy, Sweden is small which means that you know other doctors within your competence area.

In *Pamsjö*'s organisation, BDO, legitimacy is very much about seniority. It is natural that the senior employees or partners have more legitimacy and have more influence, since they are very experienced and possesses great knowledge and competence.

The law firm explains that even though it would be difficult for a non-lawyer to manage lawyers by practical reasons (not understanding the business), there is definitely an element of legitimacy required when leading other lawyers.

Do you need to be professional to manage other professionals?

To the question if one must be a professional in order to manage other professionals, *Cramér*, School of Business, Economics and Law answers "not generally". He states that there are a lot of empirical results from the industrial sphere where managers from completely different businesses are positioned in manager roles with great results. But because of the collegial decision-making, the academic sphere is different. It is not possible to have a lawyer as head for the department of economics, due to issues with legitimacy. *Cramér* thinks it is different in the anglo-saxic part of the world where judges can have an academic background in history.

Turner, Faculty of Science, means that it is necessary to be a professional to lead other professionals. This is a question that has been debated. He says that it is important that a trust for the head of department is well established within the organisation, not at least for the strategic questions that the head is working with which requires a professional competence. Further he explains that it has been discussed whether the faculty should have a manager that is of pure administrative character and separate this position from issues like research which can be handled by an head but the conclusion has been that it is so difficult to separate the questions about

³⁸ Kompaniet in Swedish

³⁹ Psykiatrin in Swedish

research from questions about finance or personnel, they are so closely linked.

Larkö, Sahlgrenska Academy, answers “Absolute yes” to this question and refers to that in international terms, we have gone too far in the other direction in Sweden; he does not see “a manager” as a profession itself. Larkö also says that what could happen if someone who does not know the profession takes decisions is that patients can be mistreated with devastating results.

Hallberg, Faculty of Arts, means that it is necessary to have a similar professional background as the department operates in and that this is not unimportant. She argues that a scientist as a head would not understand the important issues. Every department has its own culture, and if the head comes from a completely different environment, things become more complicated than if the head would have come from the same environment.

Säljö, Faculty of Education answers this question with a “*Yes, you do*”, you must have a certain insight in the profession and understand the dynamics in the organisation. But you must also be able to communicate, take decisions, employ people, negotiate salaries, motivate the people that are, for some reason, not so alert. You also have to know when to ask for other people expertise (finance, law, HR-questions, communication) to solve problems. So Säljö thinks you need professionalism far beyond the frames of being competent within your research area.

Dellback, The Göteborg Opera answers the question quite short

“Not necessarily, but you have to know the business very well”.

And explains that the managers that are applying for the manager positions at The Göteborg Opera have different backgrounds and professions; singers, pianists, musical directors and directors⁴⁰.

Rydhede, Sahlgrenska University Hospital answers

“My answer is no – however you must be extremely professional in your management.”

but continues and explains that there are some people within the hospital that think that the managers should have a professor’s competence and he does not see any disadvantages of having such background “If a person with both competences can be found – congratulations”.

⁴⁰ Sångare, pianist, dirigent, regissör in Swedish

When asking *Pamsjö*, BDO, if it is necessary to be a professional to manage other professionals she answers that it is not. She further sees a possibility of having one coach that sees the individual need and support the employer and one manager that is more senior and that could be the source of knowledge. To manage this successfully it is important that the persons work very tight together.

The law firms' representative answers yes to this question. She gives an example of how the company employed a CEO who wasn't a lawyer and it turned out ok but not in any way better than before. She thinks there are great benefits to come from the inside and understanding the business.

Tradition, culture and norms

The part tradition and habits play in the academic world is, according to *Cramér*, School of Business, Economics and Law, of course big. The university is a social construction that has survived over 900 years in Western Europe. Its cornerstones were its independence and its exclusive right to decide what knowledge and scientific quality is. This has lived through generations as an ideal for the university. Today it is questioned in debates, i.e. what is good education?

Rydhede, Sahlgrenska University Hospital, mentions shortly that the tradition of who becomes manager (often an old doctor) is less important today, but however he mentions that manager that does not have a medical background has more to "proof" to become legitimate.

Hallberg, Faculty of Arts, says there has been no problem of finding candidates to the positions as heads, but since there is an academic culture, there is no tradition of stepping forward and show your interest to the position or nominate yourself. They expect their colleagues to nominate if you are a possible candidate. She then talks about a possible future where (30.20) the head is the leader, not necessary with a researcher background, surrounded with competent people within the area of research that handles those questions, but then adds that there is a resistance to this kind of change. She refers to the changes and the proposition that is going to be released the 1st of July 2012 where there was a possibility of changing the regulations of recruiting into a new way if that was desired, but apparently it is not. The resistance is in her own generation, she says, "we are stuck in a conservative way of thinking".

Larkö, Sahlgrenska Academy, mentions to that the university has survived all kinds of obstacles, the cold war, the Black Death, the Cultural Revolution in China, Nazism in Germany; it is a system of organisations that is stable and difficult to affect. It exists some resistance, and a perception of "I do what ever I want to do" On the other hand there is some good in that too. A university should be a bit more "free" with a system where you can come and leave more or less as you want, you can sit where you want. That creates creativity, and a university is supposed to be creative.

Säljö, Faculty of Education talks about the old traditions that the universities have (collegiality etc.) and says that most of the persons within the organisation seem to like and value the tradition.

Pamsjö, BDO definitely thinks that tradition is very important within the business. She says that it is normal to follow the same pattern and that is how the business is, according to her.

What about the future?

Cramér, School of Business, Economics and Law, explains that the Swedish academic world is facing a paradigm shift. At the moment, administrative competence is not highly valued which is problematic because competent persons are needed on these positions.

Turner, Faculty of Science, says that he can imagine an increasing external recruiting, maybe a head coming from another department, and can see an interest of that already today at his faculty. He thinks this has to do with the tendency of choosing a head that is “comfortable” for the department is decreasing and instead it is desirable to find a person that can see the department from a new perspective. There is also an increase in competition, which implies change and new thinking.

Rydhede, Sahlgrenska University Hospital, explains that it has been a shift the last 10 years, with a larger variety of professions that are recruited and accepted as managers. He thinks that this openness towards other professions as managers is going to increase and that it is going to be more important, he even sees the possibility of having an economist as manager at the hospital in the future. He predicts the managerial ability as even more essential, but also explains that he does not think that much will happen within the small specialist areas, which require absolute special knowledge and where the manager position is not full time and where the manager is still working with his or her profession. Rydhede also thinks that a doctors’ decision of becoming manager at the hospital is going to be taken earlier in his or her career, today many doctors are becoming specialist⁴¹ in an age of 40 which means that they are quite old when becoming managers. However, the largest change has already taken place the last 10 years and we can not expect as radical changes as in the past, in the future.

Hallberg, Faculty of Arts, thinks that the university is going towards a recruiting of head of department where it is possible to show interest to the position, more like new public management. She can also imagine that the head is the leader, not necessary with a researcher background, surrounded with competent people within the area of research that handles those questions. She also thinks there is going to be a larger

⁴¹ ST-läkare in Swedish

openness toward external recruiting, maybe even employment of the heads (and refers to some successful case at a smaller college.) But however, she says that visions need new blood, and sees a problem of having the same head forever. The head has to consider the future, strategies and do environmental analysis⁴². It is necessary to see the organisation with fresh eyes⁴³.

Larkö, Sahlgrenska Academy, says that he can imagine future heads that are recruited mostly internally but also adds that it could maybe be possible to recruit someone from Astra [Zeneca]. It has not been done before but he says that it could be good to get someone with other leadership background and frames of reference (Larkö here refers to that small conflicts become large and long lasting within the university, due to that they consist of so little...And mentions both SAAB and SCA that have reduced their work forces and means that that are *real* problems.). To recruit internally could imply a risk of inbreeding, and that is a problem within a university. At the same time professors are recruited externally, that later can become heads.

Säljö, Faculty of Education thinks that the process of recruiting with the employees involved (a process coming from above) will remain important in the future too. He does not predict external recruiting; he thinks external candidates can have difficulties with gaining legitimacy. However he has one example when external recruitment could be successful. He says that universities do compete but also cooperate, which can imply recruiting from other universities in the future with good results. A shared leadership is maybe not impossible (a pure manager and one person that is responsible for research) but it is difficult to organise the research area with the other processes. It is problematic to come from “outside” and not be familiar with the organisation. Although, Säljö says that in some cases, for some questions it could be a good idea to have a shared leadership.

Dellback, The Göteborg Opera does not predict a large shift or change in the future. She thinks it is going to continue to be time-limited manager positions. Today The Göteborg Opera advertise new positions worldwide and that is not going to change. Dellback sees The Göteborg Opera as modern, with a well-developed management consisting of CEO, ballet manager and opera manager, that share different areas of responsibilities. This is still unique and some other organisations copy that solution.

Pamsjö predicts the “soft values” e.g. values associated with managerial abilities to be more important in the future.

The law firm simply answers that the recruiting process probably will be the same also in the future.

⁴² Omvärldsanalyser in Swedish

⁴³ Nya ögon in Swedish

Summary of interviews

The large amount of empirical findings can be difficult to handle. Therefore the answers from interviews are summarized in the table 4.1. The tables make a good overview and the answers comparable. This table have been the used as basis for our analysis in the next chapter.

Table 4.1

	Description of position – main responsibilities	Requirements associated with professional knowledge	Requirements associated with managerial abilities	Benefits with recruiting system	Downsides with recruiting system
School of Business, Economics and Law	To enable the existing symbiosis between authority enactment and academic quality proofing.	Avoids formal requirements related to merits but its crucial to have the support from colleagues.	Managerial abilities are not a formal req. Have some demands nonetheless. Focus is on general competence.	Extreme bottom up process. Academic freedom ensured.	Legitimacy is prioritised. Selection based on what benefits locally, not whole university.
Faculty of Science	The role is a managerial but not an administrative one. Allocates resources.	Important to understand the business and the surroundings.	Looks to personality traits. Confidence and integrity mentioned.	Grants good support from dept. The selected will be trusted.	Risking lack of renewal.
Sahlgrenska Academy	It is the heads mission to lead the operations by the vision stated by the faculty and university. Involves strategy work and personnel management.	Professional knowledge gives credibility and is sometimes required to make the right decisions.	Looks for a similar mind-set; who blends in.	Personal chemistry may benefit.	Candidates may be selected on academic merits alone but academics are rarely the best managers.
Faculty of Arts	Involves employee responsibilities. Make sure the right person is in the right position.	Important that the head understands authority enactment	Experience from strategic work and competence in finance and tutoring.	It is how people want it. Ability to fire own managers. The head will understand the business.	The process limits the selection.
Faculty of Education	The head is an operations manager. Tasks involve negotiating terms and responsibilities include finances, staff and recruiting. Also have a responsibility for education and research.	Professional background is in reality a requirement. The head is seen as representative.	Requires experience from staff managing. Demands a leader with integrity. Legitimacy from collegiality mentioned.	It's a compromise between managerial & professional knowledge.	Management may become too weak.
The Göteborg Opera	Ballet manager plans repertoires and hires interesting people for these. Is manager for 40 dancers and is responsible for budgets and marketing.	An understanding of the environment and the global industry is required. No certain requirements on education.	Experience from leadership and management is wanted.	The union is actively involved. Appreciated by top management as well.	Very time consuming.
Sahlgrenska University Hospital	The operations manager is administrative but may be combined with an active role as a professional.	Professional background gives legitimacy and support from co-workers. Mentions tradition.	Leadership skills are the most important feature.	Ensures succession. Thinks the process is flexible.	May overlook suitable candidates.
BDO	-	Formal requirements according to Revisorsnämnden. Have to show that you are successful and have good knowledge.	Managerial abilities not prioritised.	Secures the organisation's future. Ties good staff to the org.	Too much focus on money. Managerial abilities are not prioritised in the recruitment of associates.
The Law Firm	A partner is responsible for own clients. Working as lawyer is part of the role. Have a management responsibility. Team managers should be role models, good representatives and be active in the progression of junior lawyers.	Financial and professional success is part of the requirements for becoming a partner.	Leadership is one of the factors when choosing partners. Leadership skills are equally important when selecting team managers.	The most suitable person is the one getting the job (it works). Personal interest is ensured since no financial incentives exist.	-

Table 4.1 cont.

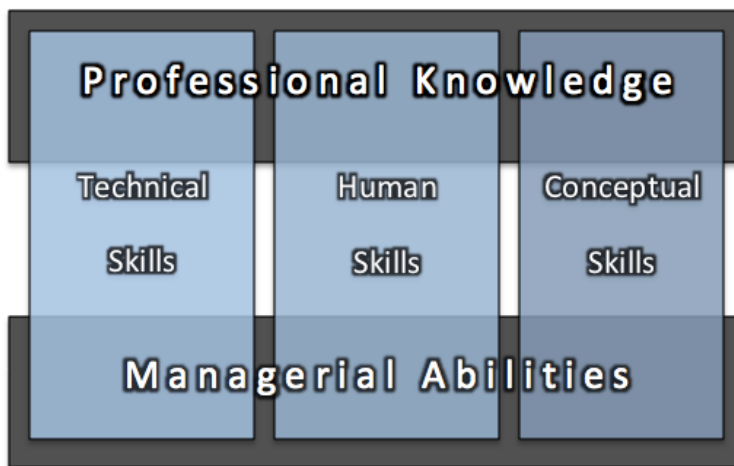
	Missing competences	About Legitimacy	Do you need to be professional to manage other professionals?	Tradition, culture and norms	Future
School of Business, Economics and Law	Leadership ability.	Legitimacy is about mutual trust.	Not generally. But the academic world is different – so Yes.	Tradition plays is very important.	Predicts a paradigm shift where administrative skills are more valuable.
Faculty of Science	Finance, work environment, insight in basic education, cooperation ability, planning and competence resourcing.	Legitimacy is about dissertation (title) and trust.	Yes but in combination with managerial abilities.	Tradition not mentioned.	More external recruiting due to harder competition among the universities.
Sahlgrenska Academy	HR-area; laws and regulations.	To gain legitimacy it is necessary to be very skilled at something	Absolute yes.	It exists some resistance, and a perception of "I do what ever I want to do".	Predicts mostly internal recruiting.
Faculty of Arts	Conflict management skills.	Legitimacy is a combination of education, personality and someone that has shown having an idea or vision.	Not unimportant to come from similar environment and have certain knowledge.	We are stuck in a conservative way of thinking.	Notifications of interest, more openness toward external recruiting, maybe employment. Head as pure leader, another person handling research questions.
Faculty of Education	Innovation and development of the organisation.	Legitimacy has not to do with level of education...	Yes, but professionalism is far beyond the competence you have. Professionalism consists of more that just education.	The tradition is liked and important for many persons.	Predicts mostly internal recruiting due to legitimacy reasons. External recruitment from other universities could be successful.
The Göteborg Opera	To handle development discussions, career development.	Communication and handling pressure.	Not necessarily, but you have to know the business very well.	-	Still worldwide advertisement of position, external candidates, share leadership.
Sahlgrenska University Hospital	Administrative and financial skills, ask for help, leadership skills.	Different depending on profession. Has not to do with internal/external candidates.	"My answer is no – however you must be extremely professional in your management."	Tradition is less important today.	Larger openness towards other professions as managers, biggest change the last 10 years, decision of doctors becoming managers earlier.
BDO	Too much customer-orientation. A risk of forgetting about the employees.	Legitimacy is about seniority since with seniority comes knowledge and competence.	Not necessarily.	Tradition is very important.	Values associated with managerial abilities more valuable.
The Law Firm	General management skills, particularly project management.	Legitimacy associated with being a professional (lawyer).	Yes, probably.	-	Things will be the same.

5. Analysis

Demanded abilities and knowledge

As already mentioned, we interpret Katz' (1955) categorization of skills as associated with both professional knowledge and managerial abilities. To analyse the empirical findings we therefore divide the skills into professional knowledge and managerial abilities. In other words, technical skills, human skills and conceptual skills can be related to both professional knowledge and managerial abilities, see figure 5.1 (3.1)

Figure 5.1 (3.1)



Katz' (1955) categorisation of skills, related to professional knowledge and managerial abilities.

Requirements associated with managerial abilities

Requirements associated with managerial abilities are represented in all of Katz' (1955) three categories. Human skills connected to managerial abilities are however dominating, especially general leadership skills are identified as demanded in our study.

The main responsibilities of an operations manager at Sahlgrenska University Hospital, as well as the ballet manager and the heads of departments at The University of Gothenburg, are related to tasks such as budgeting, staffing and planning. These are undoubtedly management skills and since they mainly involve methods, processes and procedures rather than interpersonal dynamics or visionary elements they are classified as technical skills in Katz' (1955) typology.

Human skills related to managerial abilities are mentioned frequently in our findings, often involving leadership ability or personal competence. Most of the interviewed deans agree upon that personality traits and general competence are important. Integrity, confidence and a mind-set similar to the organisation are mentioned as part of this. For The Göteborg Opera, a wide network is highly meriting and the ability to communicate is very important as well.

Conceptual skills related to management are demanded as well. One interviewed dean requests the ability to do strategic work and to be visionary on top of being able to make suitable recruitments. Another dean mentions the ability to overview and the courage to transfer people when necessary in order for the organisation to perform optimum.

Table 5.1.

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with managerial abilities	Planning. Budgeting. Staffing.	Personality traits: Integrity, confidence, trustworthiness, similar mind-set. Wide network. Communication skills. Courage. General leadership skills. Customer relations. Tutoring.	Strategically abilities. Visionary. Overview.

Summary of demanded requirements associated with managerial abilities and Katz' (1955) skills.

Requirements associated with professional knowledge

Requirements associated with professional knowledge are related to one of the following three: To understand the profession, the organisation and its surroundings; To act as representative for colleagues and To possess credibility and support from colleagues. These traits are according to our study closely related to a professional background. Interviewees' testimonials reveal that conceptual skills as well as technical skills are required, manifesting the complexity of the manager position.

Our empirical findings show that professional background is needed in most cases. Compared to the other organisations in our study, the opera have a liberal view on background and education and is the only organisation that allows candidates without a record of being an active professional. The Göteborg Opera stand out in this matter, as their requirements regarding professional background are not as strict. i.e., the current ballet manager does not have a background as a professional dancer. She does, however, have plenty of experience of working with and leading dancers giving her a superb understanding and a wide network. Although The Göteborg Opera do not recruit exclusively professionals they do not however list any abilities related to professional knowledge as missing.

The accounting firm explains that there are criteria related to professional success in order to become partner. A candidate should show superb results, have an own customer base and have spent a certain amount of time on internal training courses while the requirement to make profit is shared with the law firm.

For the position as head of department, it is in all cases a requirement to have a

professional background, although not all have this as a formal prerequisite. This is motivated by the need to understand the organisation and its surroundings.

A very good understanding of the environment is also a must for the position as ballet manager at The Göteborg Opera. However, knowledge about the global industry is more important than knowing the organisation, hence candidates are often selected externally while internal promotion is rare.

Understanding the profession is related to Katz' (1955) technical skills. However, in our findings it seems more important to understand how the organisation and its surroundings work, which is related to what Katz' (1955) would describe as conceptual skills.

It is also mentioned that the head of department is seen as a representative for the organisation and the colleagues and that a successful academic makes an excellent representative. As this reverence is sprung from success as an active professional, this is categorised as a trait related to technical skills.

That credibility and support from colleagues are sprung from professional knowledge is also mentioned frequently. Sahlgrenska University Hospital description is similar. A professional background gives legitimacy and support from co-workers.

In table 5.2 we present the commonly demanded skills for respective manager. They are categorised by association to managerial and professional abilities as well as by Katz' typology of technical, human and conceptual skills.

Table 5.2.

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with professional knowledge	Understanding the profession. Be a representative for the colleagues. Credibility from colleagues.		Understanding the organisation. Understanding the surrounding environment. Knowledge about global industry.

Summary of demanded requirements associated with professional knowledge and Katz' (1955) skills.

To conclude, requirements associated with professional knowledge as well as managerial abilities are demanded by all the respondents. Professional knowledge is important mainly in order to possess an understanding of the profession, organisation and the surroundings. Required managerial abilities are represented in all of Katz' (1955) categories and it seems that general leadership as well as technical skills are highly demanded. See summary in table 5.3.

Table 5.3.

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with Managerial Abilities	Planning. Budgeting. Staffing.	Personality traits: Integrity, confidence, trustworthiness, similar mind-set. Wide network. Communication skills. Courage. General leadership skills. Customer relations. Tutoring.	Strategically abilities. Visionary. Overview.
Requirements associated with Professional knowledge	Understanding the profession. Be a representative for the colleagues. Credibility from colleagues.		Understanding the organisation. Understanding the surrounding environment. Knowledge about global industry.

Summary of all demanded abilities and knowledge.

Missing abilities and knowledge

When recruiting, depending on which process is used and what position is to be recruited for, some skills and traits are prioritised over others. In our interviews we asked for competences that respective managers usually are missing. We present them classified by association either to managerial abilities (table 5.4) or professional knowledge (table 5.5) as well as Katz’ typology of technical, human and conceptual skills.

Requirements associated with managerial abilities

In our findings, there are numerous technical skills mentioned as missing within in the fields of finance, HR and law. Abilities related to human skills, leadership ability in particular, are even more frequently mentioned. Conceptual skills are equally lacking where competences mentioned include planning, competence resourcing, sense of innovation, new-thinking and organisation development. Table 5.4 shows all the managerial abilities that are missing among the managers at the organisations in our study.

Table 5.4

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with managerial abilities	Finance. HR. Laws & regulations. Project management.	Leadership ability. Conflict management. Employee care.	Competence resourcing. Innovation ability. Career development. New-thinking. Organisation development.

Summary of missing requirements associated with managerial abilities and Katz’ (1955) skills.

Requirements associated with professional knowledge

Missing competences related to professional knowledge are with one exception not mentioned in our study. The dean of Faculty of Science mentioned he would like to see that the heads of departments have more insight in the basic education area. We considered putting this ability under conceptual skills but we chose the classification of technical skills since it is connected to an understanding of an area within the organisation rather than the interconnection between areas.

The lack of missing requirements associated with professional knowledge can be explained by the fact that since all but one of the organisations have clearly specified (and high) requirements on professional background. In most of the organisations in our study, it is common to promote professionals to managers. Naturally, professionals are generally well equipped with professional knowledge. The Göteborg Opera, being the only organisation that does not require a record as professional and may have been expected to lack competence related to profession, is not an exception in this matter.

Table 5.5

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with professional knowledge	Insight in certain area of operations.	NONE	NONE

Missing requirements associated with professional knowledge and Katz' (1955) skills.

To conclude, it is clear that the missing competences with merely one exception are related to managerial abilities. Technical and human as well as conceptual skills are included. Professional knowledge does not seem to be a problem for the managers at issue. The recruiting processes used at respective organisation seem to in most cases promote abilities related to professional knowledge while neglecting abilities associated with managerial abilities. See summary in table 5.6.

Table 5.6

	Technical Skills	Human Skills	Conceptual Skills
Requirements associated with managerial abilities	Finance. HR. Laws & regulations. Project management.	Leadership ability. Conflict management. Employee care.	Competence resourcing. Innovation ability. Career development. New thinking. Organisation development.
Requirements associated with professional knowledge	Insight in certain area of operations.	NONE	NONE

Summary of all missing abilities and knowledge.

Factors that influence the choice of manager

Legitimacy and efficiency

Suchman (1995) defines legitimacy as follows:

“Legitimacy is a generalised perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions.” (p. 574)

Legitimacy is a concept that according to our findings is very important when selecting managers in professional bureaucracies. It is frequently named as one of the main reasons to why professional knowledge is necessary. However, as Suchman (1995) points out, it is a concept with several definitions and can be difficult to describe. Although the interviewees agree on the importance of legitimacy and on what it means in a larger perspective, differences can be found in their description of the concept on detail level. Respective organisation has created its own norms, values and beliefs of what legitimacy is.

When it comes to selecting manager at The University of Gothenburg, legitimacy is so important that according to Cramér at School of Business, Economics and Law, it is the main factor that the nominating committee considers. The professionals rate legitimacy very high and thereby legitimacy has great impact on the selection of managers. At the university, legitimacy is closely linked to professional knowledge and is at some faculties equal to a certain academic degree, i.e., one must possess a specific title in order to hold colleagues' legitimacy. The required title varies among the faculties, The Faculty of Science is the most strict, where a head without the title of professor is unimaginable. At the other faculties in our study the heads' academic degree vary, although a professor's degree is most common and desirable. Säljö at the Faculty of Education does not think legitimacy is about titles. At Sahlgrenska University Hospital, the required education varies between departments, where it in one department is impossible to employ a manager who is not a doctor, another department may allow nurses or psychologists as managers.

One central aspect of legitimacy in many of the cases in our findings seems to be to have proper professional background. Proper professional background is in the cases of the law and accounting firms to have shown excellent financial results while at the studied faculties it is to have achieved great results in research or to be an excellent teacher. Similarly, it is important to have proper professional background at Sahlgrenska University Hospital but The Göteborg Opera stands out from the crowd in this matter where professional background does not seem to be as important as in the rest of the cases. Using Suchman's (1995) definition, our study suggests that the norms, values and beliefs within this organisation define legitimacy in a different way.

Whether efficiency or legitimacy has most impact on an organisation depends on the measurability of the organisation's output (Meyer & Rowan, 1977). A more quantifiable output equals higher demand on efficiency. Meyer and Rowan (1977) explain the logic behind this by stating that with a measurable, explicit output, inspection and comparison will be done to a greater extent and hence a higher pressure on being competitive. Organisations with a more vague, less measurable output will be more dependent on the belief and trust on their competitiveness (Meyer & Rowan, 1977). As Mintzberg (1992) describes the professional bureaucracy the output is usually quite vague, and of a qualitative rather than quantitative nature, and hence the professional bureaucracies are compelled to rely on externals' belief of their competitiveness. It is thus not surprising that the respondents express the importance of legitimacy. This is especially the case at the university where legitimacy seems to be the most important requirement when selecting manager. At The Göteborg Opera and Sahlgrenska University Hospital, legitimacy seems equally important but it is not the deciding factor. Since these organisations are allowed more room for efficiency in their decisions, Meyer and Rowan's (1977) theory would suggest that these organisations are put under higher pressure on efficiency and that their output is more measurable than the studied faculties'. However, whether or not their output in fact is more measurable or not is not covered in this study.

Professionals' influence

What is shared between all organisations within our study is that the professionals have more influence than what can be expected from other types of organisations. The law of co-determination provides employees with a right to be part of management recruiting. Tengblad (1997) interpret this as a right to be informed of, but not to be involved, in decision-making. However, in many of the organisations in our findings, professionals have more influence on the process than the law obligate, i.e. the organisations do not follow only the regulative rules, but also other rules that can be taken-for-granted or are normative (Scott, 2001). This means that the professionals have major influence on the recruiting of manager and this could have an impact on which abilities are emphasized in the candidate selection process.

For example, as might be expected, the collegiality in the academic sphere provides the co-workers with great power in the recruiting process. The description provided by Cramér, School of Business, Economics and Law, concerning the routine as an extreme bottom-up process illustrate this well. Our findings prove credibility and support from colleagues as very important for a manager working in professional bureaucracies. In fact the professionals are able to dismiss their manager if they are displeased with his/her performance. In reality this, in addition to what has been previously mentioned, is also one of the main reasons for allowing co-workers such major influence on the recruiting process. The interviewees respond to the collegiality as something that is valuable within the organisation and characterized by tradition. In

this case with routines and tradition it is clear that the elements of Scott's (2001) cultural-cognitive pillar is affecting the organisations.

It is not only in academic environments that professionals have major impact on decisions in management recruiting. The union is directly involved in the process at The Göteborg Opera where four dancers representing the professionals are participating in an advisory committee together with representatives from the HR-department and top management. The dancers' expert knowledge of the industry makes them a valuable source of input.

The recruitment for partners at the law and the accounting firms is different, existing partners vote upon new partners. The fact that the voting partners own the firm presumes a different rationale than of professionals in the other organisations. "*They all have the same wallet*" as the HR-manager at the law firm describes how existing partners argue when voting for a new partner.

In all cases professionals are more involved in management recruiting than the law of co-determination dictates, which indicate that the normative and cultural-cognitive pillar are dominating. Among the main reasons for influence from professionals credibility and expert knowledge prevail. The professionals at the accounting and law firms distinguish themselves by the double-nature of being both co-workers and owners.

The reason for that the organisation let the professional be so involved in the recruiting process can be many. By applying Scott's (2001) and DiMaggio and Powell's (1983) framework it is likely that the organisations are very much affected by the tradition and culture that are old, liked and well established within the organisations that they have become taken-for-granted and is a mimetic behaviour. It is also likely that each of the organisations have been exposed to normative pressure. The professionals at different organisations in the same sector complies with the titles, accreditations and certifications that are common in their specific sector, creating normative rules about how things should be done and what is desirable, which creates a normative pressure that the organisations follow.

Incentives for becoming a manager

One thing all professionals within professional bureaucracies have in common is that they once decided to become specialists within a certain area, e.g. doctor, accountant, lawyer or researcher. Employment in one of these professions is often preceded by lengthy educations and thorough licensing tests that guarantee a high level of competence in respective profession. However, professionals are likely to become managers anyhow and a difference between the organisations that likely influences the selection process was discovered in the incentives to become a manager. When becoming partner at the law or accounting firm, or operations manager at Sahlgrenska, years of hard work and commitment lie beyond the person who wants to

advance. The incentives for becoming partner are often a significant pay raise and larger influence in the firm. It is rather attractive to become partner at these firms, an assumption that is a cultural-cognitive rule according to Scott (2001). The case is different in some of the studied faculties. When comparing the answers on the question if it is attractive to become manager at respective organisation, the faculties' representatives is not as certain that this is the case as their counterparts at the accounting and law firms. The general belief among the faculties was that it is not very attractive, an assumption that again is cultural-cognitive according to Scott (2001). There is a lack of interest among researchers since manager positions are not very meriting for their careers. The interviewees at the faculties explained that a manager position in most cases makes it impossible to keep up with the on-going progress in respective research field. A head of department is usually employed for several years and being absent from research can be devastating for an ambitious researcher. Another issue of importance seems to be the fact that the position is restricted to not last more than a certain length of time. In reality this means that the manager must return to work with the colleagues the person used to be manager for.

6. Conclusions

Most of the interviewees agree on that most of the respective manager's time is spent on managerial work. When the interviewees were listing requirements for prospects, managerial abilities were in the majority even if certain professional knowledge also was demanded. Among abilities that are missing among the managers, managerial skills are dominating to an even larger extent while abilities related to professional knowledge are mentioned as missing in only one case. Managerial abilities are most frequently mentioned both as required and as missing. Professional knowledge is almost never found wanted.

Since the most common approach in the studied organisations is to promote professionals to managers, it is not surprising that the selected managers possess great abilities related to the profession.

Our study suggests that professional knowledge is emphasised above managerial abilities. Furthermore it suggests that managerial abilities may in many cases be neglected in the recruitment of respective manager.

7. Discussion

It is clear that while professional knowledge is the most prioritised feature of a candidate for a manager position in a professional bureaucracy, it may stand in the way of managerial competences, which the interviewees' answers suggested were more present in the manager's work. In the analysis we present a few plausible factors that may influence the decisions made in the studied organisations. However, the fact that managerial abilities are both frequently mentioned as demanded and as lacking, we found an inconsistency that may be explained by what Brunsson (1993) calls *the necessary hypocrisy*.

The Necessary Hypocrisy

Brunsson (1993) explain that organisational studies often circulate around three characteristics that help efficient coordination: hierarchy, unity and consistency. Hierarchy means someone decides what others should do, unity keeps conflicts at bay and consistency means that everybody shares and works toward a common goal. Brunsson (1993) claims that these qualities are generally emphasized in discussions concerning organisations. However, Brunsson (1993) also finds that the opposite qualities are often as prominent in reality. He identifies that there are little connection between leaders and led and that conflicts and disagreements due to contradictions grow on trees. A reason for this is that there are other factors than end products and actions to consider in order to win external support. The organisation must take account of the demand not only for their products but also for their way of producing. It is required to show the world that they are democratic, efficient, rational etc.

Brunsson (1993) identifies certain organisations for which structures, processes and ideologies are extra important. These organisations either do not have any products that can arouse external support or struggle to show that their products are better than the competitors' (Brunsson, 1993). Our studied professional bureaucracies most certainly fall under this category. Brunsson's description has much in common with what Meyer and Rowan's (1977) description of the type of organisation that do not have a well-defined, measurable output but a more qualitative one. These theories suggest that the studied organisations are dependent on the impact of legitimacy, which in turn explain the results from our interviews.

According to Brunsson, (1993) the norms on an organisation's management and business are generally suboptimal. The norms are often of a general nature but what is efficient in a certain organisation is usually dependent on the specific situation. In order to cope with the external pressure in the form of institutional norms while maintaining efficient operations, Brunsson (1993) expect organisations to evolve two sets of structures: one for internal efficiency and one for external display. These should not stand in the way of each other but be kept apart. This division between

formal, external organisation and informal, internal organisation is evidently necessary as proven by the common tool of “working to rule” used by striking workers, meaning they follow exactly the rules of the formal organisation (Brunsson, 1993). The developed gap between formal structure and the actual work is related to what Meyer and Rowan (1977) name *decoupling*, where so called ceremonies are performed to honour the formal structure whilst how the actual work is done may go against it completely. The findings stating that managerial abilities are required and looked for in candidates but when push comes to show, they are neglected in favour of professional knowledge may suggest that these requirements are, to some extent, a ceremony.

Another aspect organisations need to consider are contradictory norms, i.e. there may be calls for decentralized as well as centralized management. Brunsson (1993) mentions political organisations and parliaments as experts on how to deal with different conflicting supporters. A suggestion for maintaining operations while satisfying external demands is to create inconsistencies between *talk*, *decisions* and *action*. Talk in agreement with one set of norms, make decisions in line with another and act according to a third (Brunsson, 1993). In order to satisfy demands from different stakeholders, the studied organisations may disconnect what is said from what is done. This would enable a difference between what is agreed upon to look for in a manager and what is actually prioritised.

According to Brunsson, (1993) hypocrisy is important for modern organisations as it promotes survival and growth. He also explains that because what the external world demand is contradictory, it is only expected that organisations act contradictory. Hence this hypocrisy cannot be called immoral. A parallel is also drawn to personal moral. If we did not allow some divergence between what we say or believe and what we do, we would simply end up with poor morals.

Brunsson (1993) states “...*hypocrisy characterize practice, but should not be allowed to characterize our intentions or presentations.*” (p. 9)

He uses an analogy to make this clear. What would be preferable: an automobile manufacturer whose production severely contaminate the environment and defends itself by stating that pollution is necessary and must be accepted; or a company whose production also adulterate the environment but which declares that working for a good environment is crucial and that its aim is to do so?

It is mentioned in our findings that a great professional does not equal a great manager. It was mentioned by two of the deans at The University of Gothenburg that the correlation between a good researcher and a good manager is quite low. The general rule in these organisations is however to promote professionals to manager positions. Positions that according to the findings are most characterized by its managerial nature and require abilities mainly associated with management. To some

extent, Brunsson's (1993) *necessary hypocrisy* explains why not managerial abilities have a priority appropriate to how the interviewees describe respective manager position.

When writing this thesis the aspect of the concepts legitimacy, tradition, norms, values and culture have been constantly circulating in our minds. In agreement with Meyer and Rowan's (1977) theory, it is clear that these elements in the end have major impact on the final choice of manager in the studied professional bureaucracies.

What is shared between the organisations is that the professions all have a long history. Long history is usually associated with traditions and well-established norms, such as the collegiality at universities. What has to be considered is that even if the collegiality is a tradition with old roots, the circumstances were different in the past, the environment has changed under several centuries – the process of recruiting has not.

It is arguable that the competition for some of the organisations in our study is getting harder every day, and with that increases the pressure on efficiency and competitiveness. Meyer and Rowan's (1977) theory suggests that the organisations would experience a shift in its dependency on legitimacy to allow efficiency a larger part in organisational decision-making. With this in mind, it is questionable how long it is possible to manage a professional bureaucracy with managers that are chosen because they are "well established" and have gained legitimacy (as in the case of the faculties) or "just happen to become manager" (as in the case with the law and the accounting firms) and are not corresponding to the abilities that are actually demanded for respective manager position.

The Role Model

The Göteborg Opera is often mentioned as the exception in our study. The answers we received from them frequently differed from the others'. This organisation seemed to have different view on the matter. Why does this organisation, which goes by the definition of a professional bureaucracy as much as any other in our study, stand out as much as it does?

When we interviewed Anne Palmgren, at headhunting firm Finnveden AB, she often came back to how The Göteborg Opera should be viewed as a role model for some of the other organisations, or more precisely, the faculties at The University of Gothenburg. Palmgren explains that The Göteborg Opera had gone through a reorganisation and is now run as more of an industry. A CEO from a completely different business was employed. The power was taken from the inner organisation and placed within the production management. Every production became a project and every profession had its own representative in the production management. Palmgren, who was employed by the organisation at the time, describe that this new

structure was perceived as radical within the industry and has proved financially successful.

Palmgren, who have consulted The University of Gothenburg in manager selections, suggests that what the university could learn from that experience is to dare to let go of the *prestige*. She explains however that within the academic sphere there is an academic freedom that should not be compromised, it is needed to ensure a reliable research. This freedom becomes a part of the organisational culture but it is associated with some complications. Palmgren explains that there is plenty of room within the university to create your own “*I Inc.*”, a personal trademark. There is a tendency to work for personal purposes rather than the organisation’s with suboptimal results as a consequence.

Palmgren further explain that there are also differences in the respective competitive environments. She argues that The Göteborg Opera are under greater financial pressure than The University of Gothenburg. The opera, as opposed to the university, cannot afford to consider issues like what leadership to use. A distinct leadership and more drastical measures have been necessary. *At the university, the competition is on an individual level between researchers applying for research grants.*

Lastly, Palmgren does not think that the university can continue with its current organisation. It must adapt to what kind of leadership the young who enter the organisation demand. She continues by stating that it is important to define the manager role. What is required of a manager? Palmgren suggests creating a collective community and a definition bank for people in leadership positions.

Additionally, Palmgren touches on the sensitivity that is common for all professional bureaucracies, namely the deprecating approach towards authority. This makes it difficult for a person who is not a doctor to be a manager within the health care sector, that person will be met with a “*I know this better than you*”-attitude. Since the professionals usually are responsible for their own competence development, a manager needs to allow room for professional success and development. She suggests a serving rather than controlling approach, the professionals must be convinced that the leadership does not hinder but boost them.

Suggestions for future research

This study proves the complexity of recruiting managers in professional bureaucracies. We have been able to identify a few plausible factors, however these should arguably be tested further in order to validate their actual impact on the issue. Since this study only includes a perspective from above in the organisational hierarchy, further research assessing the professionals’ perspective on the matter as well as the actual managers’ would be an interesting development.

Appendices

Appendix 1 Interview guide

Hur skulle du beskriva aktuell chefs viktigaste ansvars- och arbetsuppgifter? Ge exempel.

Hur gick den senaste rekryteringen av denne chef till?

Vilka krav ställdes på kandidatens yrkeskunskap respektive chefsförmåga?

Varför är dessa krav viktiga...

... gällande yrkeskunskap?

... gällande chefsförmåga?

Vilka var det som sökte/blev nominerade?

Var urvalet begränsat, ger det konsekvenser?

Vilka blir chefer inom er organisation? Har man liknande bakgrund?

Vilka fördelar ser du med det nuvarande rekryteringssystemet?

Vilka brister ser du i det nuvarande rekryteringssystemet?

Ser du några kompetenser chefer tenderar att sakna i sitt arbete? Någon ytterligare kompetens som efterfrågas?

Måste man vara professionell för att kunna leda andra professionella?

Vad är det som skapar legitimitet i er organisation?

Hur ser tillsättningen av chefer ut i framtiden tror du?

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