

# How to build a quality culture

– experiences from Copenhagen Business School



Dr. Claus Nygaard  
Associate Professor, Senior Advisor  
CBS Learning Lab  
Copenhagen Business School



## **Agenda**

- External challenges
- Perceptions of QE/QA
- Perceptions of the university
- Quality Enhancement at Copenhagen Business School
- Recommendations

# External challenges





# External challenges

- Accreditation of all educations/study programs in Denmark
  - Demand for the education on the labour market?
  - Research based education(level of research)?
  - Organisation and facilitation of student learning?
  - Proven results of the education?
- Increased competition between universities
- Increased mobility of potential students
- Rankings and league tables



ACE Denmark  
Akkrediteringsinstitutionen

# Perceptions of QE/QA





# QA & QE compared

	Quality Assurance (QA)	Quality Enhancement (QE)
<b>Definition</b>	A process by which HEIs account for the quality of their services.	A process by which HEIs enhance the quality of their services.
<b>Key purpose</b>	Controlling quality	Improving quality
<b>Key driver</b>	External: National QA-agencies (accreditation, evaluation, assessment, audits).	Internal: Management group / project groups of the HEI.
<b>Type of pressure</b>	A political pressure on HEIs for external adaptation to rules and regulations in relation to their services.	A collegial or managerial pressure on HEIs for internal integration of actors, processes and structures in relation to their services.
<b>Key methods</b>	External evaluation, internal self-evaluation, peer reviews, site visits, audits.	Competence development of staff, creation of a learning organisation, relational management, work with values, creation of a quality culture.

	Internally driven	Externally driven
Improving quality	<p><b>QE</b></p> <ul style="list-style-type: none"> <li>-Competence development of staff</li> <li>-Relational management</li> <li>-Quality seminars</li> <li>-Research and publication on quality-related issues such as TLA-processes &amp; SLO.</li> </ul>	<p><b>QE</b></p> <ul style="list-style-type: none"> <li>-Benchmarking</li> <li>-Accreditation</li> </ul>
Controlling quality	<p><b>QA</b></p> <ul style="list-style-type: none"> <li>-Self-assessment</li> <li>-Benchmarking</li> </ul>	<p><b>QA</b></p> <ul style="list-style-type: none"> <li>-Assessment</li> <li>-External review</li> <li>-Externally formulated standards and criteria</li> <li>-Accreditation/certification</li> <li>-On-site visits by external reviewers / agency staff</li> <li>-Review panel</li> </ul>

# Perceptions of the university





# Conceptualisations of the university

the university as  
**designed structure**

the university as **mindset**



## The university as designed structure

- The university is a **"physical" entity**, which can be designed and controlled
- The university functions based on **rules, procedures** and **regulations**
- The university's actions can be **measured**
- The university must formulate **goals**, decide on **means**, and monitor **output**
- The university can be optimised to run like a **"machine"**

**The university can be managed (by objectives)**



# The university as mindset

- The university is a **"social" entity**
- The university is **socially constructed – we find what we look for!**
- The university functions based on **thoughts, dialogues, interpretations**
- The university includes **ideas** and **views** of employees, and in order to develop the university these ideas and views have to be changed

**The university cannot be managed –  
Managers can influence the mindsets of its people**



# Organisation as "iceberg"

## **"Visible" phenomena**

Managerial style, procedures, plans, agreements, rules, information routines, decisions, strategies, key performance indicators, goals, organisational charts, communication forms...

## **"Invisible" phenomena**

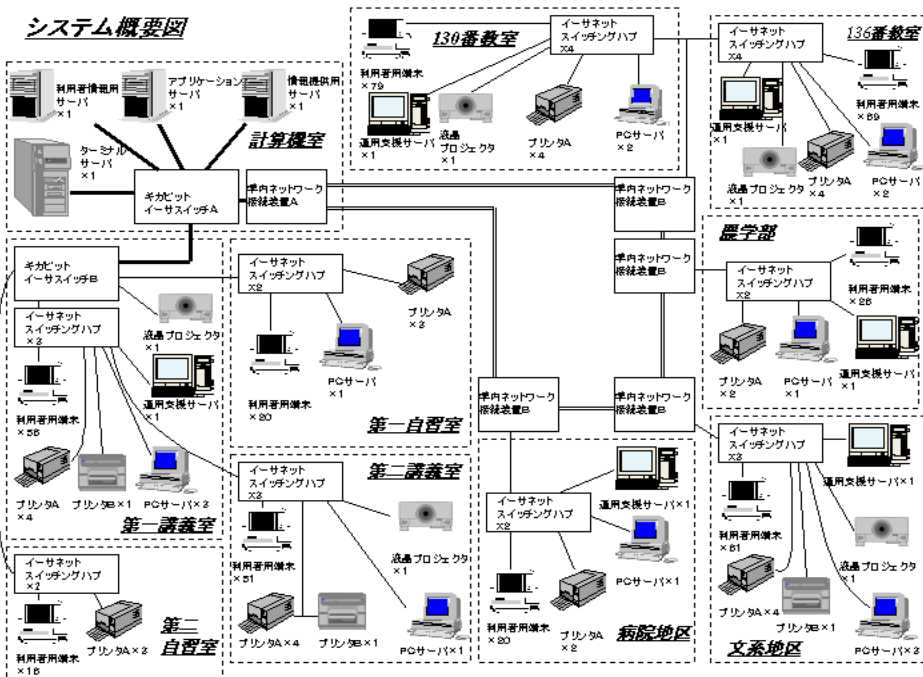
Guiding norms, values, beliefs, thoughts, aspirations, dreams, philosophies, power relations, resource games...

# QE at Copenhagen Business School



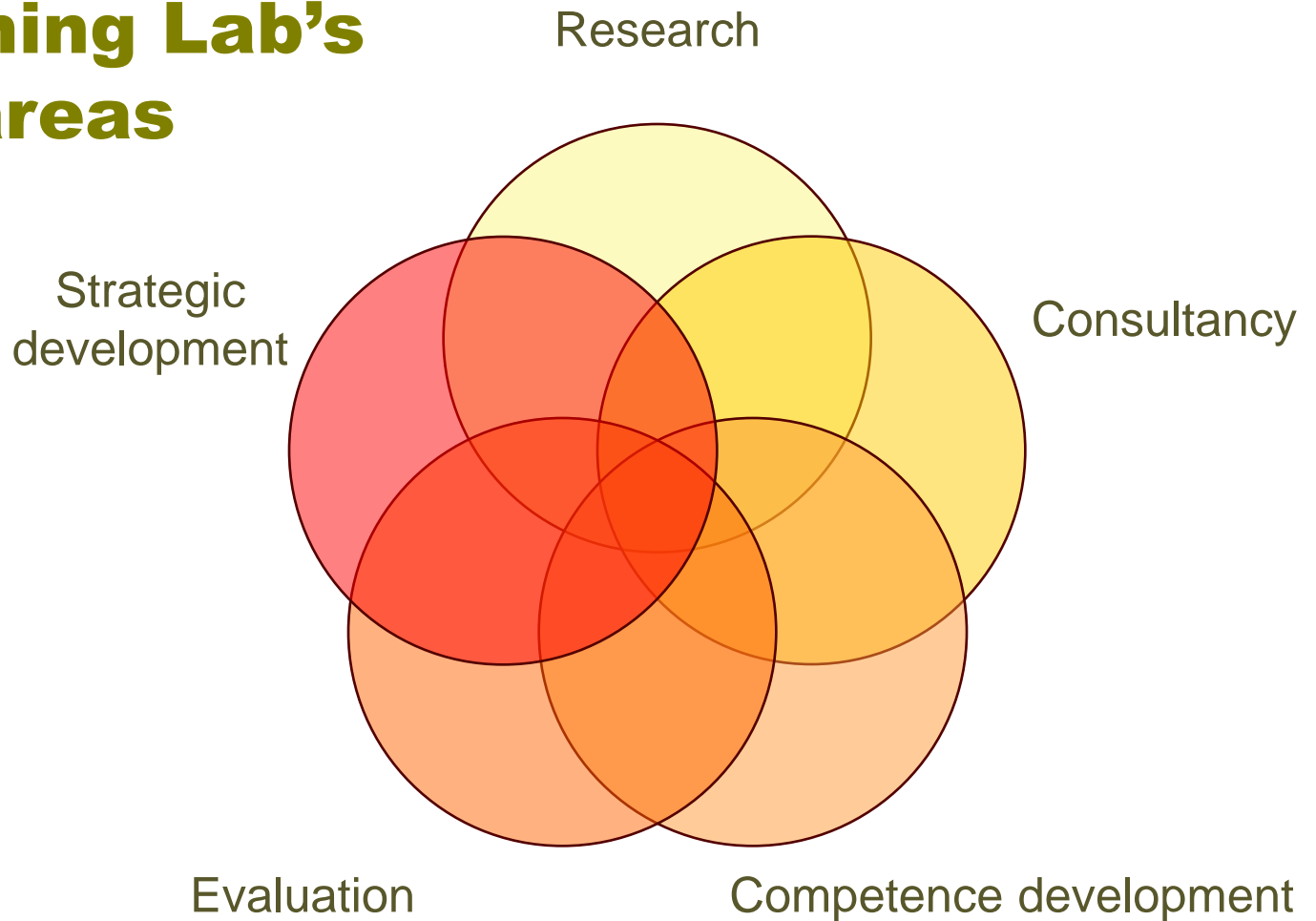


# QE - Systems or People?





## **CBS Learning Lab's key areas**



Current staff:  
11 advisors  
3 administrators  
6 project workers  
7 students  
2 ph.d students

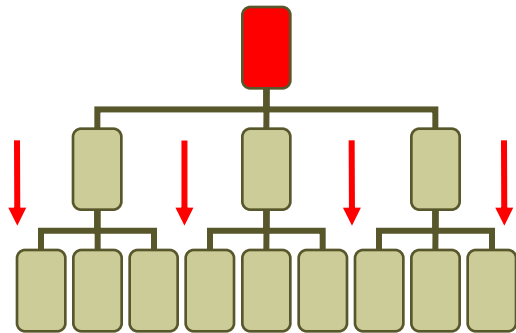


## **CBS Learning Lab's philosophy**

- Successful quality enhancement has to be made from an **organic, bottom-up approach** where focus is on key stakeholders
- An organic, bottom-up approach leads to **commitment and sense of ownership**
- Quality enhancement in multiple parts of the organisation requires a **well-developed information system**
- **Key stakeholders and key actors** have to be brought together in **coordinating** the quality enhancement process
- **Strategy formulation and implementation** need constantly to run **throughout the entire organisation**

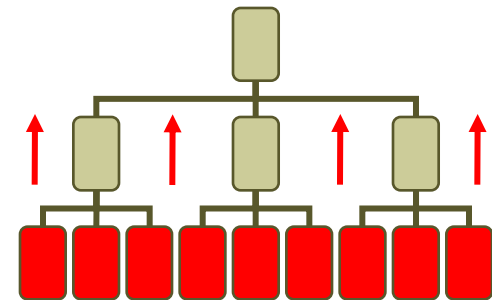


## QE – Starting point



### Top down

- Corporate strategy
- Strategic Apex decides
- Linear / strategic planning
- Goal setting / MBO
- Key performance indicators
- Change may be paradigmatic
- Change may be quick

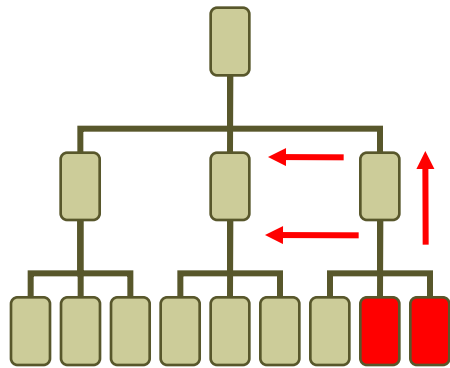


### Bottom up

- Decentralized decision making
- Adaptive change
- Focus on practice
- Change is often incremental
- Change is often from within the paradigm
- Change often takes long time

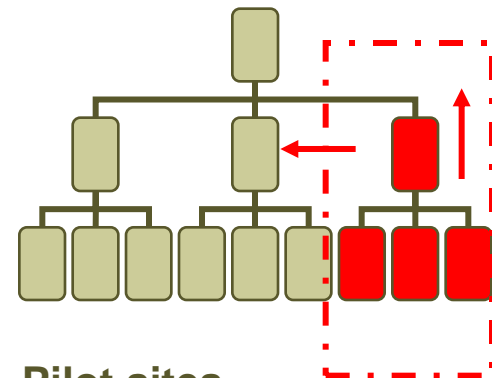


# QE – Starting point



## Pockets of Good Practice

- ”Accidental” / chance
- Take strategic advantage of a new opportunity
- Undirected change
- Change by encouragement
- Change may take long time

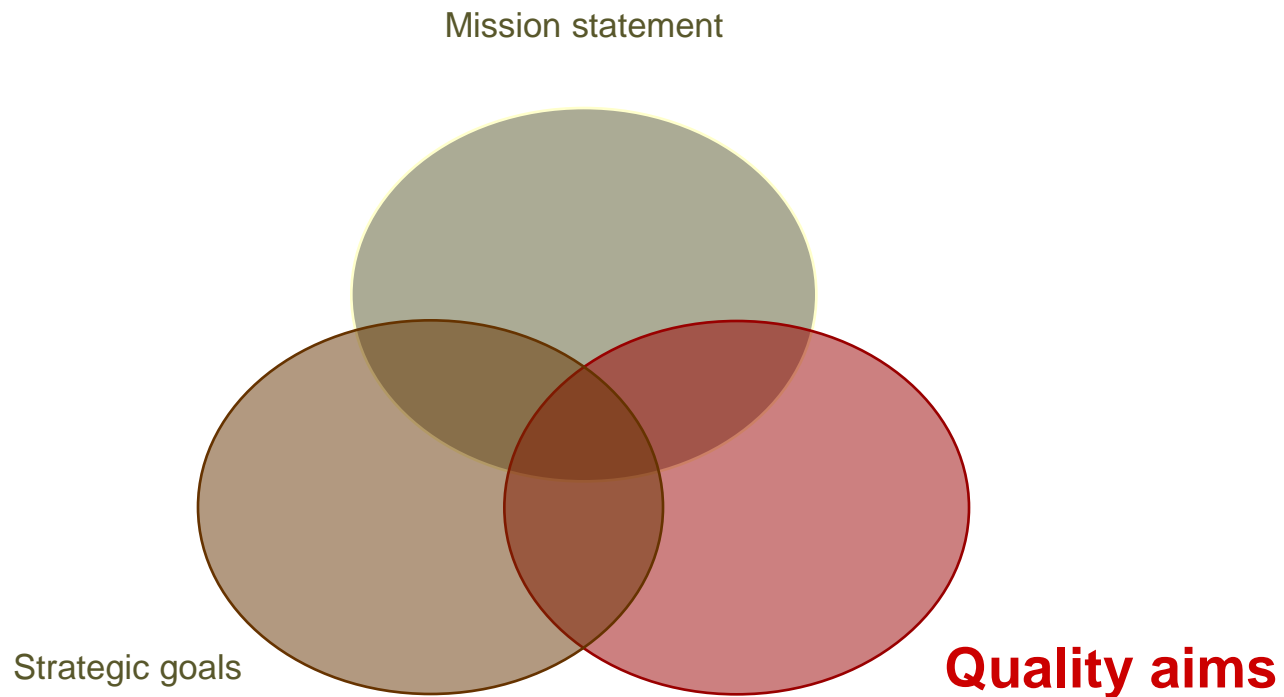


## Pilot sites

- Planned change
- Role models
- Directed change
- Learning by trial and error
- Change based on experience
- Change may take long time



# Integrated aspects in QE





## Quality aims

- Develop CBS as **a learning university**
- **Empower** CBS students to be **reflective practitioners**
- Enhance **quality** in all study programmes so we educate students who are
- **competitive on the job market**
- Develop an **internal quality culture** safeguarding institutional autonomy and
- public accountability
- Stimulate internal capacity for **self-reflection and change**
- Promote the **exchange** of ideas, experiences and good practice

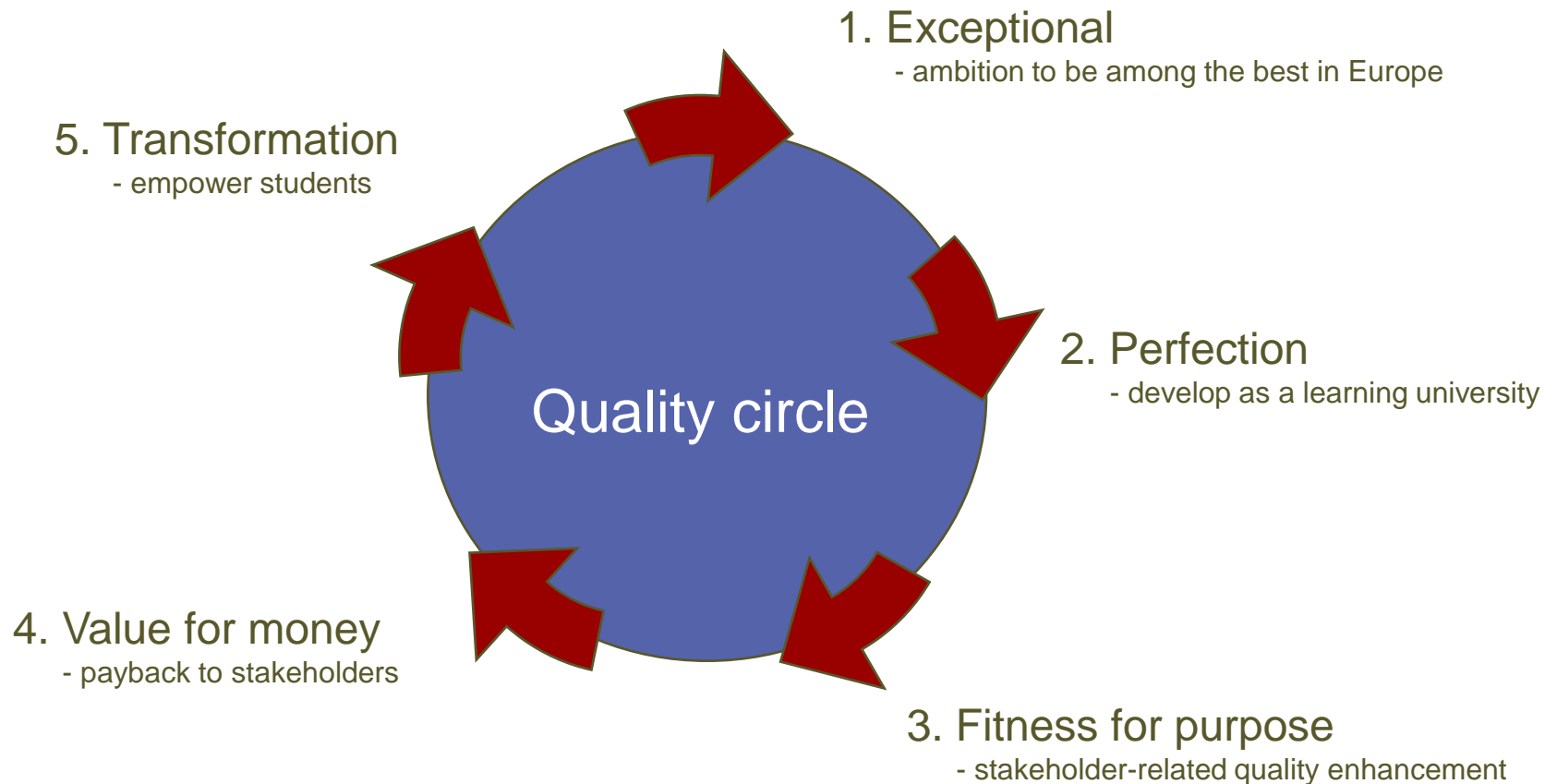


## Our "new" understanding

- "New" views on students and teachers:
  - Students are **partners**
  - Students have an **identity** and care about their **learning process**
  - Teachers are persons who **facilitate** students' learning processes
  - Teachers discuss with students their way to **achieve their goals**
  - Students learn in relation to their **past experience** and their **thoughts** about their **future life and career**

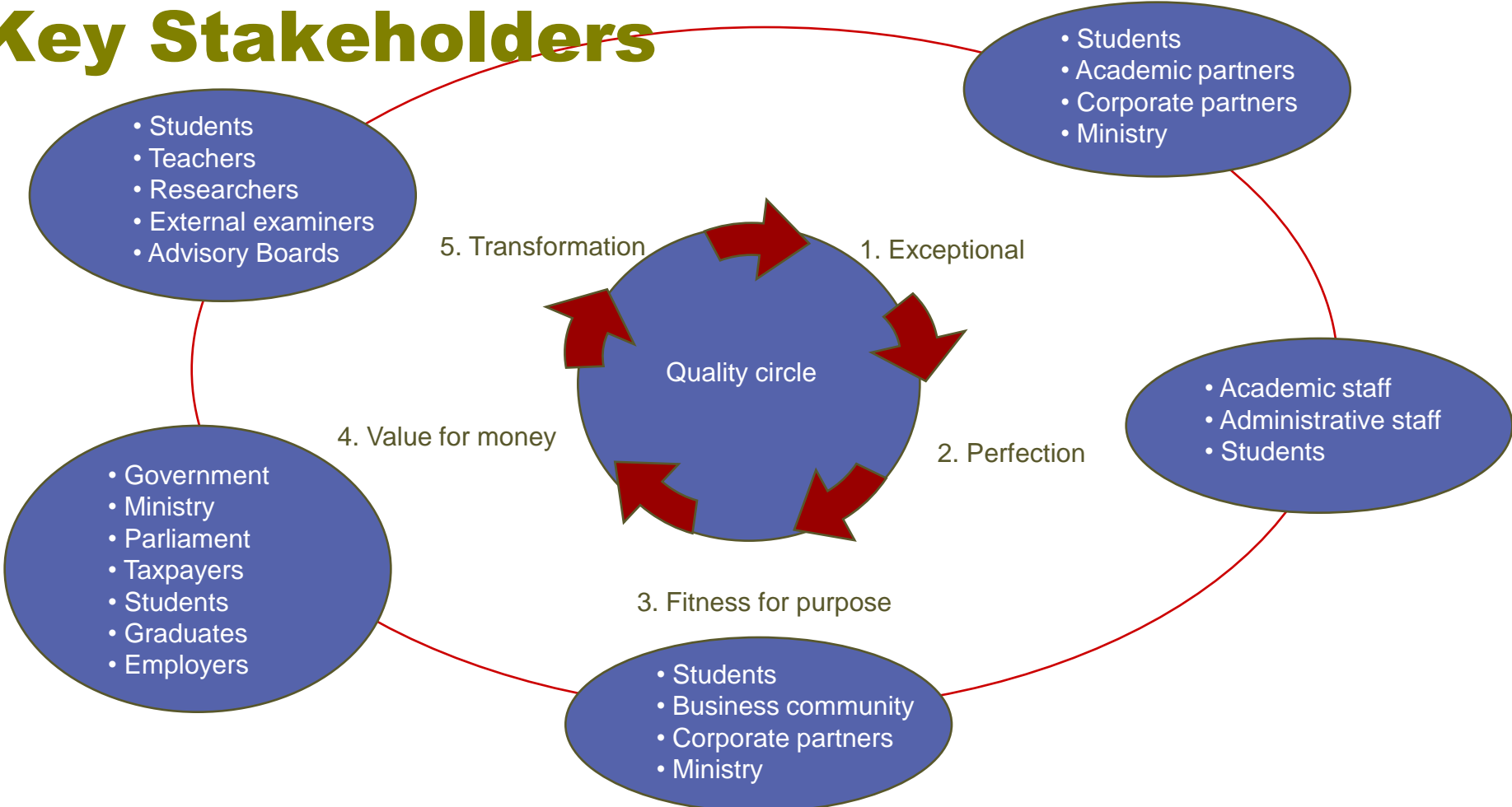


# CBS' Quality Circle





# Key Stakeholders





- Students
- Academic partners
- Corporate partners
- Ministry

# **1. Quality as Exceptional**

## **- ambition to be among the best in Europe**

### **Learning features:**

- CEMS Benchmarking (1995)
- CRE-Audit (1996), CRE Follow-Up (1998) (now EUA)
- EQUIS Accreditation (1999/2000)
- EQUIS re-accreditation (2004/2005)
- ESMU Benchmarking Programme (since 2002)
- Internal Research evaluation (with international peers) – ongoing since 1994
- Audit of masters' and bachelor programmes – ongoing (ACE Denmark)
- OECD project on institutional quality initiatives (2008-2009)



- Academic staff
- Administrative staff
- Students

## **2. Quality as Perfection - develop as a learning university**

### **Learning features:**

- Staff recruitment
- Staff development (competence development strategies & practices, administrative networks for knowledge sharing)
- Benchmarking (internal and external)
- Quality culture (focus on teaching, learning and research)
- Curriculum development



- Academic staff
- Administrative staff
- Students

## **2. Quality as Perfection - develop as a learning university**

- **Example: CBS Teaching and Learning Committee**
  - [www.cbsevaluering.dk](http://www.cbsevaluering.dk)
  - a survey of the dropout rate of students at the Faculty of Languages, Communication and Cultural Studies
  - CBS 'good practices' for the embedding of transferable skills in the curriculum according to the educational objectives of the university
- **Example: CBS Learning Lab**
  - Assistant professor program in teaching and pedagogical competence
  - Implementation of SiteScape Forum on all study programmes
  - Development of a LEARNING STRATEGY FOR CBS (discussed with board of directors, deans, study boards, head of departments, student organisations, assistant professors participating in the assistant professors programme)



- Students
- Business community
- Corporate partners
- Ministry

### **3. Quality as fitness for purpose - stakeholder-related QE**

#### **Learning features:**

- Dialogue with the Business Community
- Dialogue with graduates (alumni)
- Advisory Boards
- Life-long learning



- Students
- Business community
- Corporate partners
- Ministry

### 3. Quality as fitness for purpose - stakeholder-related QE

#### Examples:

- Corporate partners
- Alumni organisations
- Career Office (graduate placement, individual career plans for students)
- International CaseCompetition (100% student run)
- Students have internships in companies (master program in HRM, bachelor program in business economics and communication, and bachelor program in International Business)
- Students are assigned a mentor from a company (master program in HRM)

#### CORPORATE PARTNERS

BG Fonden  
Bodum AG  
Carlsberg Breweries A/S  
Danisco A/S  
Danske Bank A/S  
Deloitte  
Ernst & Young  
IBM Danmark A/S  
KPMG Danmark A/S  
Nordea Bank Danmark A/S  
Novo Nordisk A/S  
Nykredit A/S  
Oticon A/S  
PricewaterhouseCoopers  
Skandinavisk Tobakskompagni A/S  
VKR Holding A/S



- Government
- Ministry
- Parliament
- Taxpayers
- Students
- Graduates
- Employers

## **4. Quality as value for money - payback to stakeholders**

### **Learning**

- External accreditation by ACE Denmark (2007-2009)
- Performance indicators (2005-2006) (Ministry)
- Performance agreement (2000-2003) (Ministry)
- Internal evaluations – feedback to students on webpage
- Multiple focus group interviews with employers and alumni regarding drop-out rates, curriculum development, competencies of graduates
- Bi-annual qualitative study of the "learning environment" at CBS (2004)



- Students
- Teachers
- Researchers
- External examiners
- Advisory Boards

## **5. Quality as transformation**

### **- empower students to learn to learn**

#### **Learning features:**

- Continuous quality improvement
- Curriculum development with focus on learning rather than teaching
- Evaluation of transformative learning
- Embedding transferable skills into the academic curriculum
- Benchmarking (internal and external) – transfer of 'good practice'
- Use of external experts



- Students
- Teachers
- Researchers
- External examiners
- Advisory Boards

## **5. Quality as transformation**

### **- empower students to learn to learn**

#### **Example: CBS Learning Lab**

- Development and implementation of a learning strategy for the entire organisation
- Development of courses for teachers in case-based teaching, applied pedagogics, on-line teaching, supervision, examination, evaluation, etc.
- Close links to student organisations (members of the two student organisations on the board of CBS LL)
- Seminars for student members of study boards ("problem oriented learning", "to serve as a member of a study board")
- CBS CaseCompetition is physically located at CBS LL (25 students in their organisation)
- Development of ad-hoc inputs and whitepapers for faculty and study boards working with the implementation of a "learning based pedagogy"



## Strengths identified at CBS:

- a **coherent** quality system, systematically applied;
- an established **quality culture**;
- good **involvement** of stakeholders;
- the **learning lab** initiative and the students' involvement in its inception and management;
- effective use of **results from quality reviews** and processes for the dual purpose of quality improvement and organisational learning;
- use of the above for opening up a **high level of dialogue** between staff and between staff and students;
- a strong **focus on student outcomes**;
- effective **feedback loops**;
- **transparent** information.



## Quality enhancement

- **Quality enhancement is about creating a culture that:**
  - is **embedded** in the mission and strategic focus areas
  - involves the university as a **whole**
  - has **strong support from** management
  - is **located at and supported by** departments, centres and staff units
  - is a **continuous, systematic** activity
  - requires a focus on both quality **enhancement** and quality **assurance**
  - has an **international** orientation
  - is **stakeholder-related**
  - dare to show its weaknesses and learn from **external quality expertise**

# Recommendations for QE





## Recommendations

- **Don't expect immediate results** (you're building a culture, not a machine).
- **Don't let the tail wag the dog** (is QA & ranking lists driving QE or is QE leading to profitable QA and rankings?)
- Don't get caught up in **the new public management trends** trying to force managerial systems upon your institution as a possible vehicle for QE.



## Recommendations

- Take an **organic, bottom-up approach** where focus is on key stakeholders, and choose key actors with **legitimate decision power**
- Bring together **key stakeholders and key actors** to **coordinate** the quality enhancement process
- Develop a tight and integrated **information system throughout the organisation**
- See **strategy formulation and implementation** as a constant activity running **through the entire organisation**

continues ->



## **QE in a nutshell**

- Locate and nurture pockets of good practice
- Empower people to develop their competencies
- Support new ideas
- Expect and accept failures
- Do take risks
- Try to make the unknown known
- Strive to make the extraordinary ordinary

**THANK YOU FOR YOUR ATTENTION**

