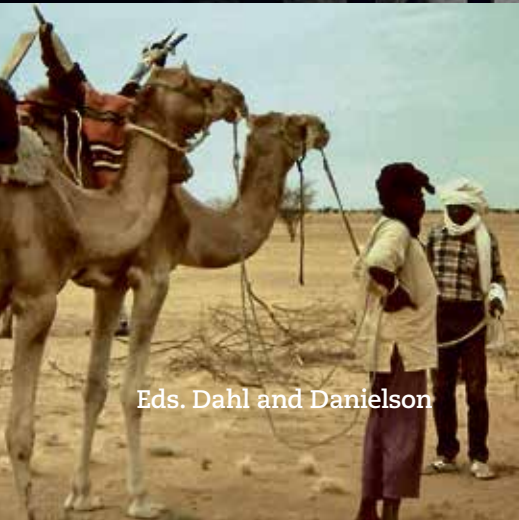




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Eds. Dahl and Danielson



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Stockholm Business School

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IN THE PAST fifty years, business administration has entered the scene of the social sciences. The context has been an increasing, and seemingly insatiable, demand for professionally educated persons in business and public sector organization. The subject has foremost developed in response to educational demands, and is today the academic discipline attracting the largest number of students in Sweden. However, during the last decades research has been strengthened, and with respect to that, it can be said that business administration has left its adolescence and become a full-fledged member of the social science community.

Business administration – setting the scene

To understand the development at Stockholm University, it is necessary to give a brief description on how business administration has evolved in Sweden at large. In the early 20th century, the subject was formed in relation to

what was then perceived as urgent needs in the business community and to enhance its social prestige. K.A. Wallenberg, one of the founders of the Stockholm School of Economics, argued that “knowledge and formal education will lift businessmen from the status of petty shopkeepers and merchants”, giving them a position to participate in the political and cultural discussions shaping the society’s further economic development (SSE 2009:15).

In the early 1900s, business administration education had a hands-on character emphasizing commercial techniques with a loose and fragmented theoretical foundation, if any. This gave ample opportunities for the subject in the years to come to assimilate theoretical ideas and constructs from other social science disciplines. In contrast, education and research have always had a clear focus on a phenomenon of foremost importance in contemporary society: business and other formally organized activities. Quite early it was also acknowledged

that the interest did not solely concern profit-oriented corporations but organizations of different kinds, including public sector and cooperative organizations (Thorburn 1966). Business administration is thus characterized by its focus on a societal ‘meso-level’, where macro structures, such as markets and the political system, as well as micro-level individual behaviour constitute important contingencies.

In the late 1950s, pressure rose to increase educational opportunities in business administration within the university system, as a response to the developing economy and the entry of the baby boomer generation to the labour market. Until 1957, however, academic education in business administration was provided only at two specialized and privately operated business schools: Stockholm School of Economics (SSE, established in 1909) and Gothenburg School of Economics (GSE, established in 1923). Both institutions received some financial support from the government. While GSE was later integrated into the University of Gothenburg, SSE, mainly financed by private resources, has maintained its institutional autonomy.

Significantly, the number of professorships in business administration was limited. Until the late 1950s, chairs existed only at SSE and GSE. At the suggestion from a governmental committee (SOU 1953:15), arguing for the importance of introducing business administration within the social sciences, one chair was

established in Uppsala and one in Lund in 1957. In 1965, fourteen persons held chairs: six at SSE, three at GSE, one in Uppsala, and four in Lund.¹ At Stockholm University, a chair was established only in 1966.

For a long time there was also a shortage of persons formally qualified for positions as academic teachers. The first PhD in business administration was awarded as late as 1950, and the second in 1953. In 1965, a total of 12 people had graduated. The number of PhDs has since then increased, first at a slow pace. In 1980, a total of 202 persons had received a PhD (28 from Stockholm University), rising to a total of 1016 (161) in 2007.

In conclusion, business administration was a newcomer in the social sciences with a background in business life, a constrained supply of academically trained teachers, a limited academic tradition (if any), and with a rather fragmented theoretical framework. This suggests that business administration can be conceived as a loosely defined cluster of theoretical perspectives. This is the big picture, given as a background to how the School of Business² developed from 1962 to 2013.

1 Some professors had graduated abroad or in other social science disciplines. Statistics based on (Engwall 2009).

2 The Swedish name has always been ‘*Företagsekonomiska institutionen*’, translated as ‘Department of Business Administration’ (1962–1993), ‘School of Business’ (1994–2006), ‘Stockholm University School of Business’ (2007–2013), and from March 2014 ‘Stockholm Business School’. With respect to this I will use ‘School of Business’ or ‘the Department’ up to 1993 to denote the operations, and from then on ‘the School’.

The account in this chapter expresses my personal viewpoint, reflecting experiences of some 25 years as senior lecturer at the School of Business, and before that as a student and assistant teacher at SSE since the late 1960s.³ The narrative has also benefitted from conversations with some former and present colleagues at the School, and from reviewing some formal documents, primarily degree programmes in business administration. I will present a rough outline of how the School has developed through the past fifty years, giving snapshots of some significant processes, events and actors. The presentation follows a chronological order, divided into six sections. Each period has some specific characteristics with respect to developments in education, research, and administrative matters.

Starting up a business (1962–1970)

Education in business administration at Stockholm University started on a small scale, basically as a subsidiary to the Stockholm School of Economics (SSE). Based on an agreement made in 1957, a limited number of students were allowed to follow courses at SSE covering the first two semesters of studies. In 1962, the operations expanded somewhat when the De-

partment was established. Instrumental in this was Professor T. Paulsson Frenckner, on partial leave from SSE, but acting as the Department's first head between 1962 and 1966.

This raises a question concerning why a department at Stockholm University was supported by SSE? A background is that in the 1960s, the public sector expanded, and so did higher education. There also seems to have existed political pressure on SSE to admit more students, as the Ministry of Education was hesitant to create a second education in business administration in Stockholm. So it is possible that a threat was perceived, influencing SSE to support the new Department. By this, SSE could maintain control over their operations, where a very limited enrolment of students was (and still is) a strategic parameter. Instead, the new department at Stockholm University would bear the burden of mass education.

In a study based on protocols from the professorial council at the SSE and on an interview with Paulsson Frenckner, the latter is quoted in the following way:

In this way one could avoid destroying the well-functioning unit made up by the Stockholm School of Economics. The new unit would at its start be able to exploit many of the teaching and examination experiences available at SSE. The development towards broader and deeper education would then be able to take place in steps, at the

³ I was employed at Stockholm University in 1985. I have worked with undergraduate education, but also held administrative positions as head teacher in management 2002–2004 and director of studies 2005–2009.

rate that resources and capacities grew. (Arvidsson 2000:20)

The strategy from SSE thus seems to have been to start up the education in order to subsequently decouple. A prerequisite was that a chair was provided. In 1964, seven years after Uppsala and Lund, the government decided to allocate a professorship in business administration to Stockholm University. In March 1966, Bertil Näslund was appointed as the first professor in Business Administration.

Until 1966, studies in business administration had only been provided for the first two semesters. With the professor in place, courses for the third and fourth semesters could be offered. Lars Engwall, the second to graduate from the Department in 1970, and later professor at Uppsala University, was then a student. He has witnessed that the new professor was much wanted:

Now we hoped that the third semester, education would get started. Some of us, who had been active in the students' association, just took on to form a small group for assisting the professor with points of view [...] Our discussions about a program aimed for the start of the autumn semester 1966, and we presented our proposal to the new representative of the discipline. It is unclear whether this initiative was of any significance, but anyhow the result was the one we had

wished for. The third semester teaching could start. (Engwall 1993:57)

The teaching expanded quickly. In 1969, a total of 2,658 students were enrolled at the Department, primarily students in the social sciences studying for the first two semesters (1,942 students), but also law students taking a preparatory course in business administration (409 students). Studies on higher levels had also expanded. In 1969, there was a total of 276 students, and 31 individuals had started their PhD studies (Engwall 1970:56).

After staying in some temporary, and as it seems, poor office premises, the Department became located at Hagagatan 23, where some office and seminar rooms were available. As an auditorium big enough to accommodate all students was lacking, lectures were held in nearby cinemas. Almost all teaching staff came with Paulsson Frenckner, employed as teaching or research assistants at SSE while pursuing their PhD studies. Toward the end of the 1960s, some senior lecturers were appointed on permanent tenure, among them Solveig Wikström and somewhat later Lars Engwall. Others were enrolled as 'special teachers', and some of them had their main occupation in the business world.

Significant for the 1960s was the system with free admission to higher education in the social sciences and the humanities. Basically all

students fulfilling the formal requirement, a degree from upper secondary education, were admitted. So, all students who registered for business administration – they were many already in the late 1960s – were to have a seat. Sten Söderman, later professor, was then employed as administrative assistant responsible for staff planning. He remembers:

When the semester started in September, a great number of students wanted to register for studies in business administration. All administrative work required that the applicants actually came at a specific time to the office of the Department, where the administrative staff made notes on paper cards. Therefore, the students had to line up on Hagagatan and wait for their turn at the registration desk. There was a huge line of people, going from Frejgatan up to Surbrunnsgatan. Based on the length of the queue a rough estimate could be made of the number of teachers required, approximately one teacher for each 30 meters. Based on this estimate a call was made to an officer at the central agency (Universitetskanslersämbetet), who decided on the number of temporary teaching positions that should be allocated to the Department.

This episode illuminates a feature of the educational system of the 1960s: administrative procedures were regulated and decision-making centralized, but at the same time there were no

limitations on enrolment. This illustrates that higher education had, until then, been in a state where only a small fraction of a generation leaving secondary school went on to higher education.⁴ In the 1960s, however, the number of students increased in a way to which the system was not adapted.

At this time, research in business administration was influenced by operational research and quantitative methods developed in the US. Bertil Näslund had, for example, his PhD from Carnegie Mellon University. Inspired by him, a group of doctoral students started their projects on simulation, programming and prognostication. The overall objective was to study societal problems with financial implications for companies and organizations. In 1969, the first PhD degree was awarded, and in the subsequent years some ten of his doctoral students graduated. Many of them contributed to a book, presenting a framework for strategic planning summarizing some of the research pursued during the early years (Linde 1971).

A commitment to teaching (1970–1983)

The first two buildings in ‘*Södra huset*’ at Campus Frescati were ready to accommodate their new residents in the summer of 1970. The area was still a building site, and going by public

⁴ In 1960 universities in Sweden enrolled a total of some 40,000 students, fifty years later more than 425,000.



For several years, before Building A became a social centre of the University with its various present-day offerings of ready-made food and kiosk commodities, the Department of Business Administration occupied a sizeable part of this building. (Photo: Mats Danielson)

transportation to the new campus took some effort, as the subway was not built until 1975. The facilities and buildings that nowadays form the campus, foremost the library building and Aula Magna, did not exist.

In spite of the poor infrastructure, an entrepreneurial spirit seems to have been vibrant at the School of Business in the early 1970s. This was due to several coinciding factors. Of primary importance was a high demand from

students for courses in business administration. The bonds with the SSE also weakened, as the Department now had a professor in office. There was now also office space available for all staff on floors 5 and 6 in the A-building, where the Department stayed until the move to Kräftriket in the summer of 2000. The Department began to develop an identity of its own.

In retrospect, the early 1970s were foundational for the culture that came to characterize

the Department until the millennium shift. The expanding education, in combination with the retreat of ‘the first generation of teachers’ coming from SSE, made it necessary to enrol a new cadre. Some were permanently employed as docents or senior lecturers, among them Bo Schyberger and Hunter Mabon, but the majority of the teachers were in the early 1970s employed on temporary contracts. They were homogenous in age, most in their late twenties. The recruitment process was often improvised and informal. Usually, potential teachers were approached as students finalizing their bachelor education. From a start as amanuenses, administrative assistants or study counsellors they could, when they had proved their capability in teaching, be temporarily employed as lecturers, and only later enrolled in doctoral education.

There was a short step from being a student *of* business administration, to becoming a teacher *in* business administration, and later a doctoral student.⁵ However, the conditions for employment were as unsecure as the recruitment was informal: the teachers were employed on temporary contracts renewed every six months. Despite this, it seems as if they did not worry about job security, as there was a high demand for courses in business administration,

and always a possibility to look for a job in the business sector.

This cohort consists of roughly 30–35 individuals. Some were employed for only a few years, but a substantial group of some 20 individuals became deeply involved in the Department’s teaching operations, forming a core of the academic staff for the decades to come. Some graduated in the late 1970s, but many in the 1980s or the early 1990s. Many in this group, forming the ‘second generation of teachers’, came later to hold administrative positions, such as heads, deputy heads, directors of studies or as heads of teaching groups. Some finished their doctoral studies in a comparatively short time, laying a foundation for an academic career, among them Jan-Erik Gröjer, later professor at Uppsala University, and Agneta Stark, later guest professor in Tema Genus at Linköping University and vice-chancellor of Dalarna University College.⁶

The permanently employed staff were, compared to the temporary staff necessary to manage the undergraduate education, few. They also had a different focus, as their primary responsibility was to provide doctoral education and develop research. In the early 1970s, Lars Persson became the Department’s second full professor. He had a

⁵ This was common for many social sciences in those years (HSV 2006:17).

⁶ Other individuals in this cohort are Jens Lindberg, Marianne Nilson, Olle Högberg, Christer Lindgren, Sten Köpniwsky, Lillemor Westerberg, Roland Hansson, Stig Johansson and Sören Bergström.



The Frescati university was built according to a hierarchical mode of thinking, even if modern and functional. Students were expected to dwell mainly on the lower (3rd and 4th) floors. The style gave rise to conspiratorial myths of the buildings having been built for alternative uses as a military hospital or that the corridors were lined with surveillance bridges. Students at the Department of Business Administration were mainly seen between the buildings A and B. (Photo: Mats Danielson)

degree from SSE with a specialization in marketing, and was employed until his retirement in 1996. As Näslund was on leave from 1971 and then returned to SSE, it was only in 1975 when Paulsson Frenckner was appointed that the Department had two full professors on duty. Beside them, the permanently employed academic staff consisted of four docents and two senior lectur-

ers. Some 30 individuals were employed as lecturers working on temporary contracts, some with a PhD but a large group were still completing their doctoral studies. In addition, 13 amanuenses performed administrative work (many also enrolled in doctoral education). Notably only four administrative staff were permanently employed at the Department.

What is business all about?

In the early years, courses were ‘copy-pasted’ from SSE following a conception of the subject articulated at SSE in the late 1950s. Earlier, education had a rather practical orientation, and was to some extent adapted to the need of specific industries. Inspired by developments in US business schools after the Second World War, a more analytical and generalist orientation became emphasized. The intention was to deliver an education relevant for work at the top executive level of firms, irrespective of their industrial sector (HHS 1959).

As the focus was on problems that the top management had to deal with, an overarching interest concerned decision making and problem solving. Top management also had to integrate what was then perceived as the basic functional needs of a business corporation, supposedly an industrial firm. From these days emanates a division of business administration in four sub-areas, reflected both in education and in research: management (or ‘administration’ as it was earlier denoted), accounting (‘book-keeping’), financial analysis/finance (‘calculus’) and marketing (‘distribution’) (Thorburn 1966:15–18). The modern terms – more frequently used from the 1980s onward and today taken for granted – signify a shift within the subject, from being anchored in a ‘practical’ vocabulary to more analytical frameworks and concepts.

Many of the emerging research studies had a distinct empirical focus, dealing with different aspects of a firm’s behaviour.⁷ A step was thus taken to break off from earlier normative approaches, but also from being more or less solely dependent on theoretical frameworks anchored in economics and to some extent in economic history and cultural geography. In these years, the subject opened up for influences from other social sciences, mainly psychology, sociology and political science. The general systems theory framing many social sciences in the 1970s was also influential. In the following decades, interest grew to associate with developments in sciences such as social anthropology and computer and systems sciences, but also within the humanities such as ethnology and philosophy.

Both the theoretical perspectives and the sub-specializations from the 1960s have over the years been debated, developed and re-framed. New specialized areas have evolved, for example ‘entrepreneurship’ and ‘operations management’. Important border zones exist, and many specialized areas of research have developed. Nevertheless, the 1960/70s were in many respects foundational, both in education and in research, reflecting a subject in search of distinct and legitimate theoretical perspectives.

⁷ The work by Cyert and March is illustrative (Cyert & March 1963).

Nationally defined degree programmes

The development of business administration has not solely mirrored developments in research, but always been influenced by trends and problems in the contemporary practice of business administration. Furthermore, the subject has been deeply shaped by changes in the Swedish higher educational context. It can be mentioned that the governmental agency for the universities (*Universitetskanslersämbetet*) in the early 1970s defined a nationally valid curriculum (*'normalstudieplan'*) for the first two semesters, thus to some extent standardizing the content of an academic subject. More importantly, other changes emerging in the 1970s were foundational.

In the late 1960s, it was obvious that the system with 'free admission' to higher education was no longer feasible, and a system with fixed study programmes combining different subjects was suggested. The proposal, presented by the government in 1968, was much opposed. In spite of that, a revised proposition was implemented one year later. In business administration this combination of subjects was denominated as *'linje 6A'*. In 1977, this system was elaborated and several degree programmes were introduced, among them one in business administration and economics – *'Ekonomlinjen'*. Instead of regulating the content of the courses, the programme introduced nationally defined goals that the education

should attain. This programme, which has been modified over the years, has been of primary importance for the development of the subject and the School of Business.

The degree programme from 1977 was studied for six semesters. The first semester was an integrative course, called 'Introductory Course in the Social Sciences'. This was followed by a course in economics for one semester, and a semester with courses in law and statistics. Business administration was studied for a total of 90 credits during the last three semesters. The content of the courses in business administration was characterized by high flexibility, since only the 'Introductory Course in Business Administration' and the BSc thesis were mandatory. All other modules covering the subject's different specialized areas, studied at the basic, intermediate and advanced level were, with a few limitations, optional. The final BSc thesis was also written without any specialization based on the course modules earlier studied. Progression was de-emphasized in order to increase the student's freedom of choice.

Since the degree programme introduced in the 1970s was similar to the education offered at SSE, it attracted a large number of students. Yet, compared to SSE, the number of students admitted at Stockholm University was, and has since then always been much larger, approximately 200–250 students each semester. As the number of applicants has always exceeded the



Students carrying out assignments in business administration. (Photo: Mats Danielson)

number of students admitted, there existed an excess demand, which was assimilated by enrolling many in freestanding courses amounting to some 200 students each semester.

Contrary to some other departments, the School has not solely depended on students studying freestanding courses. The course delivery has also profited from economies of scale as students enrolled in the degree programme and freestanding courses to a large extent have

studied the same course modules. Since the late 1970s until today, 400–600 students have studied business administration on the basic and intermediate level, and some 250–300 on higher levels – each semester. The total number of students enrolled each academic year has for a long time amounted to some 3,500. From the 1970s on, the Department had become an institution delivering ‘mass education’. However, the education has always been well adapted to

the labour market, ensuring the students employability.

The 1970s was not solely characterized by the entrepreneurial spirit of the ‘second generation of teachers’. They also benefitted from acting in a context plentiful of resources. The supply of students seemed unlimited; the overriding problem was to recruit teachers and to deliver the courses. Also, the financial resources were allotted on the basis of the number of students *admitted* and the number of students enrolled in the degree programme was decided by the national agency, not by the Department nor the University. Obviously, this was long before the system with ‘HÅS’ and ‘HÅP’. Furthermore, the framework provided by the degree programme was loose, waiting to be filled with various courses. Pedagogical development and experiments in the design of the courses and curricula thus flourished. “Everything was possible, only the sky was the limit”, was an attitude during these years, expressed in a conversation with a former colleague.

Research

Not only undergraduate education expanded at the Department of Business Administration. In 1979, some 100 doctoral students had been enrolled. Many of them were employed as teachers on temporary contracts, but there were others as well. Some PhD students worked in the business community, and many came from deve-

loping countries.⁸ The faculty supervising thesis work was however limited, consisting of only two professors and four docents. In spite of this, some 20 PhD theses had been defended by the end of this decade.

During the 1970s, research was not differentiated according to sub-specialization. Instead, and that is a sign of the times, it addressed societal problems perceived as significant. For example, Paulsson Frenckner had, together with Birger Ljung (later professor at the Royal Institute of Technology KTH) initiated a group with a focus on real estate management, reflecting the housing shortage of that time. Lars Persson worked, as did Solveig Wikström, in the field of distribution and consumer affairs. Ernst Jonsson, with a degree in economics from SSE, but then a docent in business administration, worked with efficiency and productivity issues in public administration. In addition, docent John Skår was interested in cooperative organizations, focusing on problems in the third sector.

It is significant that there was neither a clear division between the professors on the theses they supervised, nor strict borders between research areas. In a presentation of research, it is said that such a distinction would be misleading “as many research problems

⁸ One was Cheick Wague, PhD in 1990. He worked as a senior lecturer until 1997 when he became head of the newly established department at Södertörn University College.

intersect the subject's traditional specializations in sub-disciplines" (Företagsekonomiska institutionen 1979). For a long time, there was only one higher seminar at the Department, where research, thesis work and pedagogical matters were discussed. This reflects that, however diverse perspectives the subject contained, it was seen as *one* discipline.

Business as usual (1983–1993)

The entrepreneurial spirit of the 1970s is acknowledged in an ethnographic study conducted in the mid-1980s by Lena Gerholm and Tomas Gerholm, comparing six academic disciplines at Stockholm University. They noted a conscious effort to create a distinctive corporate culture at the School of Business:

Unveiling this is the noticeboards testimony on the "Departmental Day" at Grand Hôtel, in Saltjöbaden, which started with a communal boat-trip and various jollifications, interwoven with a tip quiz walk and finished by a game of croquet. And the magnificent coffee room is an expression and a monument of the collective agentive capacity: a four modules room intended for a professor was evacuated and over a weekend transformed to a lounge available for the all staff. [...] A work of textile art decorates one wall and from the opposite one, Marilyn Monroe throws a seducing glance on anyone and everybody, while Humphrey Bogart ironically contemplates the scene through

the smoke from his cigarette. This is the imprint of the generation of the 1940 (Gerholm & Gerholm 1992:48–49).

It was an open climate, not dominated by any single group or formed by the institutionalized outcome of earlier internal conflicts. Typically, many administrative staff were allocated rooms as large as the professors, while the senior lecturers dwelled in smaller cubicles. The rooms on floors 5 and 6 in the A building were randomly allocated irrespective of the teachers' specializations. Thus, the Department was not differentiated, neither hierarchically nor into different teaching groups or sections.

Education

In 1983, the degree programme was modified. This was based on a proposal from a group within the National Agency for Higher Education (*AU-gruppen*), defining a number of programmes with a focus on administrative and economic matters (UHÄ 1981).⁹ This reform prolonged the degree programme to seven semesters. It started with a basic course, composed of elements from business administration, economics, economic history and political science. This was followed by a course in economics,

⁹ Beside *Ekonomlinjen* there was a programme for work in the public sector, *Förvaltningslinjen*, and one focusing on human relations and working life, *Personal, arbete och organisation*.

and one semester divided between statistics and law. Only during the fourth semester, was there a basic course in business administration.

During the last three semesters, students could choose between different specializations, based on what was perceived as relevant knowledge for work in different labour market sectors, thus emphasizing the vocational character of the programmes. In business administration these conformed to the traditional sub-specialization (management, accounting, finance, marketing), but also included other areas (i.e. entrepreneurial business, transport economics and consumer affairs). There were also specializations in economics, for example with a focus on cost-benefit analyses. Compared to other social science studies, the programme also conferred an exclusive identity, as students received a special degree, i.e. ‘*Ekonomexamen*’, and not the general degree of Bachelor of Arts (*fil. kand.*) or Bachelor of Political Science (*pol. kand.*)

For business administration, the degree programme from 1983 was important, as the subdivision introduced in the 1960s was reinforced. This is indicative of how business administration, as an academic subject, had started to differentiate. Originally this was as a response to the perceived needs in the business community; now the division was confirmed by the regulation of the degree programme. The scope of the specialized studies in business administration furthermore expanded as the degree programme

comprised a total of 60 credits during two specialized semesters, in addition to the basic and intermediate courses. As a consequence, it was necessary to develop more course modules on the advanced level (*‘påbyggnadskursnivå’*) within the different specializations.

The Department’s teaching operation had, as indicated, a considerable volume. However, the operations benefitted from economies of scale, and course delivery had developed into a smoothly functioning machine, mainly due to the standardization of modules at the basic and intermediate levels. The interest in enhancing teaching and various didactic experiments is moreover evident from several research reports and projects (Bergström & Stockfeldt 1987). Some days before the start of the autumn semester, referred to as ‘*Peddagarna*’, were devoted to discussions on pedagogical and didactic matters.

An educational development, originating in the late 1970s, concerned the work with BSc theses. Traditionally, a thesis is supposed to be single authored, with a professor or docent as tutor. For business administration, such a system was impossible since the professors were far too few. As a consequence, BSc theses were regularly supervised by senior lecturers. Even then, the number of students – with some 250 theses examined each semester – required that they were authored by a pair of students, an arrangement common for the subject at all universities



Close to the main building of the Business School, the art piece 'Försjunken' (Sunk Down) by Charlotte Gyllenhammar (2001) puzzles the passer-by with its careful replication of the details of a nearby building turned over and disappearing into the ground. (Photo: Mats Danielson)

and university colleges. Writing a bachelor's or master's thesis (one year) has since the late 1970s also been organized in a course format with a group of students following a number of scheduled meetings, including seminars on methodology. Thus, students were not left on their own to write their theses and hand it in for examination whenever it was finalized. This system has persisted until today, and has meant a radical increase in the throughput.

Administration matters!

From the early 1960s until 1985, the formal organization of the Department was simple with only two hierarchical levels: the head supported by one or two directors of studies and some administrative staff, while the teachers formed an undifferentiated operating core. This was consistent with how the subject was defined. Teachers were appointed as professors or senior lecturers in business administration –

without any suffix indicating their specialization. To some extent it was expected that all teachers should be able to participate in all courses at the basic level.

Connected to the specializations in the degree programme was a need to elaborate the organization of the Department. The new organization, implemented in 1985, established that graduate education should be governed by a collegial group made up of the professors, but also including other faculty engaged in PhD education. In contrast, undergraduate education was to be coordinated by two directors of studies, one responsible for the degree programme and one for freestanding courses. Most significant was, however, that the senior lecturers, and the responsibility for undergraduate courses, were divided into four 'teaching groups' (*kursgrupper*) corresponding to the different functional areas of the subject. How the groups were denoted is significant – they had a primary focus on teaching and the courses delivered.

The new organization meant an extensive decentralization, giving the teaching groups a large degree of autonomy and responsibility for the courses offered. In charge of each group was a head teacher, always a senior lecturer, supported by a teaching group coordinator. This resulted in significant job enrichment for the administrative coordinators, who supported the head teachers with course planning, scheduling, and allotment of teaching duties.

From traditional secretarial work, they now performed important functions, providing stability and continuity to the teaching operations.

The role of the 'Student Office' must be highlighted. Over the years this unit, working in the intersection between the students, the teachers, and Student Service at the university level, has been an administrative backbone of the Department. As their operations concern enrolments, administering examinations and notifying grades, they have always emphasized a perspective on the operations different from the teachers. Their interest has been on the flow of students through the courses and programmes, as they had to ensure that all formal requirements regulated both by law and by the university administration (but not always that emphasized by the teachers) were attended to.

The degree programme also initiated other administrative developments. As a short mandatory course module in computer science was included in the first semester, the Department had early on been allocated a VAX-computer. Some computer-oriented elements were introduced into the courses, however not to the extent expected. Instead, the VAX became the foundation for the computerization of the Department primarily through the development of an administrative system, complementary to the systems used at the University (STUDOK/LADOK). This system – Fastreg –

has since 1985 played an important role in administration and teaching activities, and has over the years increased in functionality. Nowadays, it includes a module for planning and registration of the teachers' work, and a forum system for handling different types of hand-ins from students, including automatic checks for plagiarism.

Research institutes

As the Department during the 1970s and 1980s received resources for only two professorships financed from the Faculty and one assistant professor (*biträdande professor*), there was for a long time a severe imbalance between research and undergraduate education. The Department was also less successful in obtaining external research funds as the professors, foremost Lars Persson, primarily worked with supervising doctoral students. He championed a broadminded view, emphasizing openness regarding which problems the research could address, and also on methodological approaches. Of primary importance was that the research contributed with knowledge relevant for problem solving and decision making processes in society (Persson 1980:6–9).

To increase research, a number of temporary 'research institutes' were established in the late 1980s. They acted as temporary independent units within the Department, approved by the vice-chancellor. They were orga-

nized around areas where research competence had been established and there were constituencies in the surrounding society willing to provide financial resources. Most institutes existed only for a limited time, but one initiated in 1987 is still in operation: 'The Institute of Local Government Economics' (*Institutet för kommunal ekonomi* – IKE). It was for a long time headed by Ernst Jonsson and contributes with research on local government economics, especially on productivity and management control.

Another research institute, active 1988–2008, was the 'Personnel Economic Institute' (*Personalekonomiska institutet* – PEI), initiated by Hunter Mabon (later promoted to professor) in collaboration with Jan-Erik Gröjer. The research focussed economic aspects of human resources in organizations. In this respect PEI combined two traditional areas of research: accounting and management. The research included several PhD projects, but had also an extensive international network. It was host for an international periodical, *Journal of Human Costing and Accounting*, founded in 1996 and later published by Emerald.

In search of a new path (1993–2004)

If the School of Business up to the early 1990s had a somewhat introverted orientation with a focus on refinement of undergraduate education and administrative matters, the following years took another direction. Instrumental

in this was Jan-Erik Gröjer. He had a long career at the School. In the early 1970s, he was employed together with many others belonging to ‘the second generation of teachers’. For some years he was director of studies before he graduated in 1978 with a doctoral thesis (co-written with Agneta Stark) on the concept of ‘social accounting’, widening bookkeeping to include a broader societal perspective.

Jan-Erik Gröjer had been head in 1985–1989, implementing the organization of the School into four teaching groups. He was now back in office, but his second term lasted for only two and a half years, as he in 1995 decided to prioritize his research. However, during these years he initiated three change processes with significant impact in the following decade. First, he continued the efforts to emphasize research. Secondly, he started to develop relations with business schools in other countries. Finally, he set in motion a process which dominated internal discussions for the rest of the decade, and with consequences until today: the decision to relocate the School to new premises at Kräftriket. He left the School in 2002, having been appointed professor in ‘accounting and finance’ at Uppsala University.

New professors, new research

In spite of the size of the undergraduate and graduate education, there were until the late 1980s only two professorships at the School of

Business: Lars Persson and Paulsson Frenckner. However, in the early 1990s, there was a significant addition and change in the School’s research capacity. In 1987, Paulsson Frenckner retired and was succeeded by Pierre Guillet de Monthoux. Solveig Wikström, one of the first senior lecturers, returned to the School from Lund in 1989 where she had been appointed professor. In 1990, Bo Hedberg, with a background from the University of Gothenburg, was employed, first as an adjunct professor and later as full professor. Evert Gummesson, who had graduated in 1977, came back to the School after a sojourn at Karlstad University College. In addition, Ernst Jonsson was appointed professor in 1992. Some years later, Kaj Sköldbäck from Umeå University was appointed when Lars Persson retired in 1996.

Of the six professors, three had graduated from other universities. This shows that the subject of business administration had expanded and was no longer an exclusive affair for the two business schools established in the early 1900s. However, three of the professorships were financed by external grants, and only later integrated into the allocation received from the Faculty of Social Sciences. A report from the Faculty Office in 1993 shows that the proportion of professors (including those financed by external grants) in relation to senior lecturers was low compared to other departments, approximately 1:9. In comparison, the ratio for

the Department of Sociology was 1:6, and for Department of Psychology 1:3. Furthermore, the resources received for research and doctoral education in relation to funds received for undergraduate education were also below that of other departments: for the School the ratio was approximately 1:6, for Sociology 1:2 and for Psychology 1:2.¹⁰ Nevertheless, with the new professors in office research gained momentum, primarily within the five research programmes initiated.

Bo Hedberg was early an internationally recognized researcher in the area of organisation, having published some significant articles on organizational learning in the late 1970s and early 1980s. At the School, he initiated one major research programme exploring the concept of ‘Imaginary Organizations’, i.e. organizations “where important processes actors, and resources appear both inside and outside of the legal entity of enterprise, both outside and inside of the accounting system and of the organisation charts” (Företagsekonomiska institutionen 1999:29). The programme was externally funded and involved several Swedish and international co-researchers. At the School the programme consisted of some fifteen doctoral projects leading to a PhD. Two researchers from this group, Ali Yakhlef and Mikael

Holmqvist, were later promoted to professors. The research is summarized in (Hedberg et al. 2002).

Another significant research programme headed by Pierre Guillet de Monthoux was ‘Aesthetics, Art and Enterprise’. The programme intended to “bridge the gap between enterprise and the world of art by studying a variety of ‘artistic businesses’, such as design, orchestras, opera theatre and such cultural manifestations as literature and poetry” (Företagsekonomiska institutionen 1999:19). This programme indicates an interest in approaching spheres of economic activity not tightly connected to the traditional world of business. Business operations were also framed in a cultural perspective, thus developing connections with disciplines in the humanities. In collaboration with Bengt Kristensson Uggla, then an adjunct professor, Guillet de Monthoux also introduced contemporary continental philosophy in doctoral education. The programme resulted in 13 PhD dissertations and involved co-operation with researchers from SSE and the Royal Institute of Technology (KTH). The research is summarized in (Guillet de Monthoux et al. 2007).

In marketing, research was pursued both by Evert Gummesson and Solveig Wikström. Gummesson was early with studies in ‘Service and relationship marketing’, and had become an internationally recognized researcher in

¹⁰ Utvärdering av den företagsekonomiska institutionens organisations- och utvecklingsarbete. Samhällsvetenskapliga fakultetsnämnden 1993-05-12 (Doss 621, Dnr 753/92).

this area, often referred to as the Nordic School of Service Management. His research is most distinctively expressed in (Gummeson 2002). His career is to some extent atypical for graduates from the School since he in the early 1970s was an external PhD student who did not engage in teaching. At an early stage, he published his research in international high ranked journals, while at the same time upholding contacts with the consultancy community. In contrast to the interest in quantitative studies dominating the 1970s, he also pursued research within a qualitative framework. He also engaged Philip Kotler, an internationally recognized researcher in marketing and Honorary Doctor at Stockholm University, as guest lecturer.

Solveig Wikström, employed at the Department in 1968, was the first woman in Europe to be appointed as a professor of business administration at Lund University in 1978. Until then, a total of 38 men had been appointed to professors in Sweden. Even in 2000, only five women had been appointed as professors, compared to a total of 105 men, indicating the gender bias in the discipline.¹¹ When Wikström returned to the School of Business in 1989, she continued her research in marketing and consumer affairs with a focus on how consumption patterns in households are affected by new

technologies. Her research programme 'Households in Cyberspace' resulted in five PhD dissertations. Her earlier research in business strategy and change is summarized in (Wikström et al. 1994).

Jan-Erik Gröjer initiated a fifth major research area, 'The Meritum program'. Internationally funded, the programme consisted of researchers from different universities in Europe. The research was concerned with how assets that cannot easily be measured, intangibles, which are increasingly important in a knowledge-based economy, influence key decisions in a firm. Within this programme, several PhD projects were initiated, e.g. the work by Bino Catasús, later appointed professor in 'accounting and auditing' at the School, and Ulf Johansson, later professor at Mälardalen University College. This programme reflects the growing volume of research in accounting and finance, two areas where research had been limited until the last ten-fifteen years, both at Stockholm University and nationally. Two articles published in an internationally high-ranked research journal are illustrative of the research: (Gröjer 2001) and (Johansson et al. 2001).

In 1999, the School received a donation to finance a professorship in entrepreneurship for five years, to which Björn Bjerke was appointed. Some years later, in 2003, Sven Modell was appointed as professor with a specialization in accounting. He supported a new research insti-

¹¹ Statistics based on the listing of professors in (Engwall 2009).

tute, ‘The Academy for Management Control in the Governmental Sector’, established in 2002 by the initiative of Docent Anders Grönlund and involving cooperation with some major central agencies. This institute, as well as IKE mentioned earlier, shows the interest within the School to pursue research with a focus on public sector organizations.

What about education and students?

In 1993, a change in the Higher Education Ordinance was implemented. In this reform, the nationally defined degree programmes were replaced by a system with general qualifications. Students who fulfilled certain requirements, defined in number of credit points, could receive a degree, irrespective of whether the courses studied had been within a degree programme or not. The earlier special degree (*‘Ekonomexamen’*) was replaced by general degrees: bachelor and master (one year). However, the regulation defined a new type of main area, indicated in the prefix of the Swedish degree. It was now possible to receive an *‘ekonomie kandidat/magistorexamen’*, i.e. a degree of Bachelor or Master of Science in ‘Business and Economics’. Thus, the distinct character of the degree in relation to other social science subjects was preserved.

The reform had some minor implications for the design of the degree programme, now optional but still offered at Stockholm University

as well as other universities and university colleges. One was that the first four semesters consisted of courses within the different subjects studied in the programme. The earlier introductory course was replaced by a basic course in business administration, reflecting a decreasing interest to provide explicitly integrative social science courses. Instead, the different academic subjects constituting the programme were emphasized.

As a consequence, more business administration was studied during the first four semesters. Furthermore, as the degree programme was prolonged and now included one bachelor and one masters’ thesis (one year), there was an incentive to elaborate the different specializations and to give them a distinct identity. This reflected that the specialized education was well aligned with the competencies needed in different sectors of working life, i.e. students were trained as accountants, financial analysts, marketers, human resource managers or in general management. An example of the interest to integrate education with the business community was the Market Academy, basically an extra-curricular activity for students specialized in marketing. Complementary to the regular courses, a select group of students were offered opportunities to enhance their theoretical knowledge with applied problem solving, focussing on real-life problems.

There has always existed a close cooperation between the School and different student

associations, mainly 'Föreningen Ekonomerna' (FEST). Besides providing traditional student-like events, such as kick-offs and dinners, FEST has an important role introducing new students to their studies. The association also appoints student representatives to different decision making bodies, such as the board of the School.

Internationalization, EQUIS and Kräftriket

In the autumn of 1995, Docent Sikander Khan was appointed as the new head, a position he was to hold until August 2004. He was a long-timer at the School, having graduated in 1978. He had not earlier held any administrative positions, being on leave from his position as senior lecturer for several periods, working as a guest professor or expert in various international organizations in Asia. Khan gave priority to efforts to internationalize the operations of the School with a focus on the developing economies in Asia. One sign of this was the launching of commissioned education, both a traditional MBA programme and an International Executive MBA-programme. The School turned outwards, orienting itself towards both the Swedish and the international business community.

Internationalization in undergraduate education had started on a small scale in the late 1980s. This was connected to a specialization in 'International Business Administration',

headed by Docent Birgitta Wadell, in the degree programme. In 2000, Khan had established some fifty agreements with universities in Europe, the United States, Asia and Australia. The effort to internationalize education has continued since then. Today, the School of Business has approximately 50% of the total student exchange at Stockholm University and more than 100 partner universities all over the world for student exchange as well as several for staff exchange.

A further step was Khan's initiative to obtain an international accreditation of the School, beneficial for recruiting students to the International Executive MBA-programme and to increase the status of the School. In 2002, the application to EQUIS, a recognized European accreditation body, was approved on a conditional basis for three years, giving the School an exclusive position. Only two other Swedish higher education units had earlier been accredited, among them SSE. The conditional accreditation was, however, withdrawn three years later.

Another major effort during these years was to organize the relocation of the School to the premises in Kräftriket, a process initiated in the mid-1990s but formally decided in 1999. This meant that Khan had to overcome some internal resistance, but also to manage the relations to the Faculty of Social Sciences and the Office of the Vice-Chancellor. However, the process to leave the campus at Frescati in order to develop a more



Every year, a member of the staff receives the Ballerina Prize from the students for having contributed to high quality teaching. (Photo: Mats Danielson)

clear identity as a business school was consistent with other processes initiated during the 1990s.

Intermezzo: a quick turnaround (2004–2006)

The new premises were much appreciated by the faculty, giving the School a new start. For many the departure from Frescati signified the importance of the School not only in relation to the Faculty but also to the business community.

However, the change came with a cost: all expenses, including increased rental charges, must be financed either from the allocation of resources received from the Faculty or by increasing the School's external revenues. As only a temporary financial support had been secured from the University, this necessitated a strict budgetary discipline.

The strategy to compensate for the increased costs was to expand commissioned education.

But as the market for MBA education collapsed in 2001, the revenues did not grow as expected. A factor worsening the financial situation was that the Board of the School, declining a more modest proposition from Khan, in 2002 had decided to reduce the yearly teaching load from 396 to 300 hours for all teachers. As this decision was not compensated for by a reduction in the delivered teaching hours, the operating costs increased by some 25 %, as new temporary teaching staff needed to be hired.

According to financial reports, the School had a negative cash flow for seven years from 1999, amounting in June 2005 to an accumulated deficit of 43 million SEK on direct government funding. With respect to that, the Dean of the Faculty and the University Director became worried. When Kåre Bremer, newly appointed vice-chancellor, was informed that a balanced budget for 2004 had not been presented to the Faculty Office, he decided to suspend the Board of the School, and a new external head was appointed. This decision was not well received, unexpected as it was for the staff. The resistance did not diminish when it turned out that the new head was a professor of economics, evoking some reluctance between the disciplines.

The temporary head, Harry Flam, took on his position in August 2004. His overall strategy was to gain control over costs. First, the evaluation factor for teaching hours was reset to the level

before 2002. As a consequence, contracts for the temporarily employed teachers were not renewed. Secondly, to reduce the total number of teaching hours, courses for the first two semesters were re-planned to have only one starting each semester, common for the degree programme and freestanding courses. Lectures were also to be held at Aula Magna instead of in Kräftriket, and to take advantage of economies of scale enrolment was increased to a maximum. Many specialized courses on the bachelor's and advanced levels were also closed down. A third part of the action programme was to cancel contracts for office space and some teaching rooms at Kräftriket. As a fourth component, a new strategy to emphasize research was introduced. Senior lecturers now had to apply for a reduction in teaching load which could be approved, provided they could document significant research activities.

As the academic years of 2004–2006 were years full of turmoil, resistance and disappointments, both academic and administrative staff tended to disengage.¹² This was facilitated by the fact that many of the academic staff was approaching retirement. From the age of 60, they could receive a beneficial deal reducing their teaching load to 50 %, while the salary only decreased by 20 %. The difference was funded by centrally allocated resources, based on an agreement between the trade unions and Stockholm

¹² Illustrative is a publication, highly critical of the events, by Liukkonen (2005).

University in response to the generation shift facing many departments. For the School of Business, the timing was perfect, coinciding with the exit of the ‘second generation of teachers’.

In order to secure a more coordinated undergraduate education and ensure progression in the courses, some new organizational arrangements were introduced. A Committee for Undergraduate Education (*Grundutbildningsnämnden*) was established. To install such a committee had earlier been recommended in a national review of business administration performed by the National Authority for Higher Education (HSV 2002:157). A corresponding body, the ‘Committee for Research and Doctoral Education’, was also established.

As the efforts to emphasize research took some time to gain momentum, research tended to slow down. However, in August 2004, Per Olof Berg was appointed professor in business administration with a specialization in ‘Strategic Business and Market Communication’, a position financed by an external grant. He had previously been professor in strategy at Copenhagen Business School and more recently director of the Stockholm School of Entrepreneurship (SSE), a co-operation between universities in Stockholm, among them SSE, KTH and KI. The research programme he initiated, ‘The Stockholm Program of Place Branding’, is still in progress. It includes a number of PhD projects on the strategic marketing and positioning of

metropolitan cities around the world. It has resulted in a recently published book by Berg and Björner (eds. 2014).

Obviously, the all-embracing focus these years were on financial and administrative matters. Preparations were also made in anticipation of the new Higher Education Ordinance, introducing the Bologna Accord in 2007. The changes initiated during these years, partly as a result of strategic actions but also from processes independent of the financial crisis, laid the foundation for the revival of the School of Business in the following years.

Back on track, moving on (2006–2013)

In the autumn of 2006, Professor Thomas Hartman was appointed head. As the Board had been reinstated from the autumn of 2005, the School of Business was now in control of its operation. This was seen as a relief and a future-oriented spirit started to grow. However, to present current processes as history is not only difficult, it is dubious. What is today regarded as significant can, in a couple of years, be evaluated differently. Consequently, the presentation in this section will be synoptic, leaving the detailed history to be told in some future.

The Bologna Accord

The Bologna Accord meant a complete remake of the School’s educational programmes. Most

significant are the four master's programmes launched in 2007. These and three subsequently introduced programmes have been some of the most widely applied master's programmes at Stockholm University, including a high number of international students.

The new programmes were designed in a cross-disciplinary way, partly in cooperation with other departments. One had an integrated focus on 'Management and Marketing', another on 'International Strategic Management'. Later, they were re-designed to more clearly reflect traditional specializations within business administration. Two other programmes were developed in cooperation with other departments: 'Banking and Finance' with the Department of Economics, and 'Accounting, Auditing and Analysis' in cooperation with the Department of Business Administration at Uppsala University. The programmes introduced some years later involve cooperation with the Department of Computer and Systems Sciences, the Department of Political Science, and the Department of Education.

New bachelor's programmes in business administration were initiated in 2007, supposed to replace the four-year degree programme in 'Business Administration and Economics', which did not fit into the three-plus-two year structure of the Bologna Accord. However, only some sixth months before the reform was implemented, the Parliament decided to launch

a new degree of professional qualification ('*yrkesexamen*'): Master of Science in Business and Economics ('*civilekonomexamen*'). This degree was based on an integrated, four-year educational programme, which with some minor exceptions resembled the earlier degree programme '*Ekonomlinjen*'.

Although the concept '*civilekonom*' had been widely used, it was in formal terms a new degree, equivalent to other professional qualifications. Consequently, all higher educational units, irrespective of the education earlier offered, had to apply for the degree-awarding rights at the National Agency for Higher Education (*Högskoleverket*). This process, carried out in some rush during spring 2007, had an unexpected outcome – only six universities out of a total of 23 applications were given the right to award this degree, among them Stockholm University. Even if this degree programme was closed down after some years, the approval indicated that the School, in spite of the turbulence in the preceding years, had kept its capacity to deliver high-quality education.

The emphasis on internationalization mentioned above has also continued. In 2013, almost 100 % of the second-cycle courses were delivered in English, and two international bachelor's programmes have recently been launched. A new effort was made in 2011 to be awarded EQUIS accreditation, which, however, was not approved. In order to develop the

School's connection to its alumni and to the surrounding society, a Career Centre has been established.

Numbers and new employees

As the focus on cost control was strongly enforced by Thomas Hartman, the School managed to recover surprisingly quickly from the financial and management crisis in 2004. The newly installed 'Committee for Undergraduate Education', with Deputy Head Marianne Nilson as chairperson, also established a more coordinated delivery of courses and programmes. As the capacity to deliver undergraduate courses to a large number of students was intact, the financial recovery took only a couple of years. The negative capital accumulated up to 2005, including the teachers' overtime, was eliminated already in 2009. The School was back on track, and the operations started to grow a surplus, laying the foundation for further developments.

As mentioned above, a process of generational change began in the early 2000s. During 2006–2013, a total of 39 positions as senior lecturers have been announced, corresponding to approximately 60 % of the permanently employed academic staff. The recruitment of this 'third generation of teachers' differed radically from how teachers were enrolled in the early 1970s. First, the positions were announced within the main areas of specialization, not in

general business administration. Secondly, they were appointed with strong competition, also in areas where a shortage had earlier existed, i.e. in finance and accounting. This demonstrates that the discipline has produced a sufficient number of PhDs with an interest to pursue an academic career. Moreover, the academic staff have been internationally recruited. Today, a total of eight senior lecturers have a non-Swedish degree.

Several of those newly employed, even if they graduated from Stockholm University, had worked some years as senior lecturers at other universities and university colleges before returning to their alma mater. This is distinctively different from the situation of the 1970s, when many teachers were enrolled directly after undergraduate studies. Nowadays, a PhD is not a guarantee for being appointed as senior lecturer. The applicant must also have shown proficiency in research and demonstrated pedagogical skills.

Research is the bottom line

The focus on research has been emphasized by the complete turnover of the full professors at the School when those employed in the late 1980s and 1990s retired. New allocations for research have also been received from the Faculty of Social Sciences. In 2007, two new professors were appointed: Bino Catasús with a specialization in 'accounting and auditing', and



Between two series of seminar rooms, the central hallway of the main building forms a small boulevard of constant activity, where people move and meet. (Photo: Mats Danielson)

Lars Nordén with a specialization in ‘financial economics’. In 2009, Jan Löwstedt was appointed with a specialization in ‘management, organization and strategy’. As Per Olof Berg still had the chair in marketing, there were now four full professors, one in each of the subject’s disciplinary specializations.

The research capacity further increased in 2013 when the School of Business merged with the Department of Advertising and PR. Besides broadening the educational programmes, this

brought Jacob Östberg, recently appointed as professor in ‘advertising and PR’, back to the School. A number of senior lecturers, including Tony Fang, Torkild Thanem and Tommy Jensen, have been promoted to professors, in addition to Yakhlef and Holmqvist as earlier mentioned. Major research projects have been initiated, and a process started to develop more distinctive and internationally competitive research foci within the sections, leaving behind the policy from the 1970s of “letting all flowers blossom”.

There has, over time, been a substantial rise in the academic levels of qualification of the staff. In the end of 2013, there were five recruited professors, six promoted professors and 14 docents at the School, together with 39 permanently employed senior lecturers. In addition, some 30 individuals were temporarily employed as senior lecturers or postdocs, 11 as part time guest professors, 32 as doctoral students and 6 as amanuenses. Another sign of the advances in research is that the School of Business in 2013 received grants amounting to 12.8 MSEK from the major Swedish research councils. A total of 53 articles were published in peer-reviewed journals by the faculty, in addition to 8 books, 22 book chapters, and 6 doctoral theses.

In conclusion, the School of Business has gone through a complete transformation during the years covered in this essay. That goes

for education, where there has been a significant shift from pursuing a strategy of mass education in the first cycle to focussing on specialized master's programmes developed in cooperation with other departments. A distinctively new attitude also permeates the academic staff. Teaching is still seen as important, but not as the single focus. The importance and interest to pursue research is widely acknowledged. After some fifty years, there is now research capacity available to further the standings of the Stockholm Business School – to indicate the name in use from 2014 – within the Swedish and international research community.

From teaching to research

What can we learn from this narration of how the School of Business has developed? One first point concerns the value of a historical perspective. As the time horizon widens, the activities shaping everyday routines in education, research and administration are set into a perspective, reducing their perceived urgency. Obviously, it takes a long time to develop an academic institution. Some tentative conclusions on what has formed the process can be suggested. The narrative indicates that the changes have come about through different processes operating independently and at a different time pace.

The national degree programmes have obviously been important, affecting both edu-

cational and organizational matters, but indirectly also research. Highly influential has been the structure of the academic staff, changing slowly as the three different generations of teachers have moved through. The physical premises, shaping the image of the operation, also have had long-run implications. Finally, development in the specialized international research communities has become increasingly important during the last decade. Within these framing processes, there is space for actors to interpret and intervene, and influence the direction of the operations.

As business administration in the 1960s was a newcomer in the social sciences, it comes as no surprise that research has lagged behind. As is clear from the case in point, it has taken time to develop a base of research and a clearer focus for research. In the last two decades, international research in the different sub-specializations have become increasingly important. With increased emphasis on research, the subject has also loosened the bonds with the business community, so important in the foundational years of the early 1900s. Instead, a more detached position in relation to business and other types of organizations has evolved (cf. Hasselbladh 2013). Business administration seems to have lost its academic innocence, not only borrowing ideas and theoretical constructs from other social sciences in order to explain and understand the phenomenon of interest, but to an

increasing extent providing research from which other social sciences can benefit.



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The Stockholm Business School is today located in Kräfftriket (the 'Crayfish Realm'), opposite the still empty Albano area which is to become a substantial extension to the Frescati Campus. (Photo: Mats Danielson)





Stockholm
University