



NTNU

Faculty of Social and Educational Sciences,
Department of Education and Lifelong Learning

What relational aspects are important for organizational capacity for change in a higher education merger

Master's thesis, Organization and leadership, relational leadership,
coaching, supervision and motivating

Surur Taso
Autumn 2018

Table of Contents

Abstract.....	
Preface	
1. Introduction.....	1
1.2 Purpose and research question	2
1.3 Disposition.....	3
2. Case and context	4
2.1 Mergers in higher education in Norway	4
2.2 The institutional context.....	5
NTNU	5
HIST.....	6
HiG.....	7
HiÅ.....	7
2.3 The merger and the re- organization	8
3. Theoretical framework.....	10
3.1. International and national trends and tendencies for mergers in higher education.....	10
3.2 Perspectives on organizational change and OCC.....	12
3.2.1. Readiness and capability for organizational change	15
3.2.2 Organizational Change Capacity (OCC).....	16
3.2.3 Developing and managing OCC	17
3.3 Managing and leading change.....	19
3.3.1 Management and leadership in higher education.....	19
3.3.2 Leadership styles and culture in mergers in higher education	20
3.4 Summary and research questions.....	22
4. Method	23
4.1 My role and my preconception	23
4.2 Research design and strategy	24
4.3 Data collection	24
4.4 Data analysis	27
4.5 Trustworthiness and transferability.....	28
5. Analysis of the merger	29
5.1 The pre- merger stage	29
5.2 The merger stage.....	44
5.3 Post- merger and the new NTNU.....	47
6. Discussion and conclusion.....	49
6.1 Goal.....	49
6.1.1 Pre-merger stage	49

6.1.2 The merger stage.....	51
6.1.3 Post-merger stage.....	51
6.2 Involvement	51
6.2.1 Pre-merger stage	51
6.2.2 The merger stage.....	55
6.2.3 Post-merger stage.....	55
6.3 Resources	55
6.3.1 Pre-merger stage	55
6.3.2 The merger stage.....	58
6.3.3 Post-merger stage.....	58
6.4 Conclusion	58
Appendix.....	60
References.....	72

Abstract

Background: Organizational change in today's society is becoming commonplace. For many organizations, this means that they either change the way they do business and create value or perish. This trend and necessity for change is influencing higher education, which has seen considerable re-structuring in the past twenty years. Although there is extensive research and literature on organizational change in corporations, there is insufficient research on managing organizational change and organizational capacity for change in higher education.

The Norwegian government initiated different mergers as a measure for restructuring the higher education sector. These initiatives aimed to improve efficiency and quality at the institutions. Therefore, I choose to fill the gap by investigating:

“What relational aspects are important for organizational capacity for change in higher education mergers?”

Methods: To answer this question, I used qualitative methodology and a holistic case study of a merger of my workplace, the Norwegian University of Science and Technology (NTNU) with three colleges, Høgskolen i Sør-Trøndelag (HIST), Høgskolen i Gjøvik (HiG) and Høgskolen i Ålesund (HiÅ). As the merger and change implementation is still ongoing, I chose to use documents as data and performed a theme analysis. I made a search of articles produced by the University newspaper, Universitetsavisa (UA) and others, for three stages of the merger (2014-2017), pre- merger, the merger and post-merger stage. In addition, I used different decision-making documents and evaluations, performed by Deloitte (2015) and Nordic Institute for Studies in Innovation, Research and Education (NIFU, 2016), at different points of the merger. These reports express the status quo at the time when performed and do not comment or discuss specifically the merger partners' OCC.

Merger characteristics: There are four significant characteristics for the possible outcomes of this change, the merging organizations are of different size, located in three different cities, have different focus when it comes to research and education, and have employees with a diverse academic background. The thesis' main contribution has thus been on what aspects and actions leaders focus on to express organizations' goals for organizational change, how they involve staff and adapt resources to a merger, and thereby influence OCC.

Keywords: goals, involvement and resources.

Preface

This thesis was written as part of an experience-based Master of Organization and Leadership, within the specialization “Relational leadership, coaching, supervision and motivating” at NTNU.

I would like to thank my supervisor, Ingunn Dahler Hybertsen, for her constructive guidance and input all through the period I was working with thesis. It has been, both a challenging and exciting period that has given me better insight in the complex topic of organizational change and the significance of organizational capacity for change. It has been specially challenging as I wrote the thesis during and after the first year of a merger in higher education.

A special gratitude and love goes to my two sons, Emir and Amar that stood by me and were often my discussing partners.

Surur Taso

Autumn, 2018

1. Introduction

This thesis investigates the relational aspects that are important for organizational change and organizational capacity for change (OCC) in higher education mergers. Successful organizational change processes require visible and effective leaders (Fielden & Markham, 1997) and mergers in higher education have to be part of a long-term strategy. Kouzes & Posner (2006) suggest that for organizations facing significant change, “leadership is the art of mobilizing others to want to struggle for shared aspirations”. Leaders often neglect the aspect of organizational culture, before and after a merger process. The success of organizational change depends highly on how leaders behave and influence organizational culture (Schein, 2006). “Organizational climate and culture represent collective social construction over which leaders have substantial control and influence” (Mumford et al. 2002).

Higher education institutions are under continuous challenge to engage in strategic development, achieve competitive advantages and search for a new position in the educational sector and in the society (Frølich et al., 2016). Financial crisis, public budget cuts and the need to reduce costs are often reasons for mergers in higher education.

Internationally, reasons for mergers in higher education have varied from the need to cut costs, to more strategic reasons such as improving the institution’s position in the sector. Government initiated mergers aim to restructure and reorganize higher education institutions (Skodvin, 1999) to achieve benefits of better resource management, effective use of common facilities and strengthening of the academic resources. Norgård & Skodvin (2002) suggest that when smaller institutions unite to establish larger units, they can improve academically, because they eliminate duplicate programs, improve collaboration between multidisciplinary and interdisciplinary fields, and diversify their academic resources and complimentary knowledge.

I wish to add knowledge on aspects that effect outcomes of managing mergers and OCC in higher education. OCC is about being better and more effective at implementing planned changes (Meyer & Stensaker, 2011). Judge (2011) defines OCC as the organization’s ability to make multiple changes in order to secure profitability and maintain day-to-day activities in the organization. Research on OCC emphasizes the importance of leadership to succeed (Judge, 2011). It is therefore necessary to search deeper at relational aspects of leaders’ actions and strategic choices within higher education. Types of leaders and managers that run corporate businesses may not have the same success in higher education. Smeby (1990)

argues that new forms of governance and evaluation could potentially meet strong resistance internally at universities partly due to the strong positions of professors.

I focused on top leaders' actions during a merger in higher education and the relational aspects of the change process. Thereby, their actions for developing OCC, such as defining and communicating clear organizational goals, involving employees in the change process and managing resources during the merger. The merger was between the Norwegian University of Science and Technology (NTNU) and three colleges, Høgskolen i Sør-Trøndelag (HIST), Høgskolen i Gjøvik (HiG) and Høgskolen i Ålesund (HiÅ). It was one of the largest and most complex changes in Norwegian higher education, with campus in three cities. The new University chose the same organizational structure that NTNU had before, with nine faculties and various numbers of departments within each faculty. Each partner's aim for the merger is described in detail under chapter 2.

1.2 Purpose and research question

The purpose of this study is to investigate what relational aspects are significant to address and be aware of when leading organizational change and developing OCC in a process of merger within higher education. It is a challenge for higher education, to establish a well-functioning organizational structure that can manage change, preserve the necessity for academic freedom, and at the same time meet the requirements from surroundings for efficiency and adaptability to what societies need.

The aim of this thesis is to examine a specific change process in a sector that is under pressure for change. However, although I found research on organizational change in corporate companies and the public sector, the research on OCC in higher education institutions is not so extensive. This thesis will therefore focus exclusively on a specific case of a change process that occurred through a merger in Norwegian higher education in the period 2014-2017, between NTNU, HiST, HiG og HiÅ. Furthermore, I study the merger in the context of managing the structural change and the organization's ability to change and carry on day-to-day activities efficiently. Leaders can develop and manage capacity for change by either freeing, increasing or developing change resources (Meyer & Stensaker, 2011). Understanding how leaders communicated institutional goals for the merger, managed to involve staff and allocated resources in the merger process, and why certain mechanisms are significant, may give some explanation to the problem statement. I have chosen to study information of the merger process chronologically using articles from sources such as the University paper, Universitesavisa (UA).

The research question is “*what relational aspects are important for organizational capacity for change in higher education mergers?*”

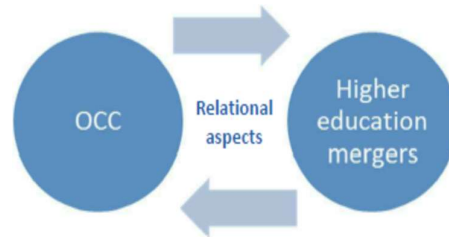


Figure 1. Modell illustrating the relational aspects and OCC in higher education mergers

1.3 Disposition

The first chapter is the introduction and background to the chosen topic. Furthermore, I present the purpose, research question, and a disposition of the study.

In the second chapter, I describe mergers in higher education in Norway, the organizations involved in the merger and their aims for a merger, the NTNU merger and re-organization.

In the third chapter, I present the theoretical framework and present literature and research on mergers in higher education and OCC. Following that, I present some theories on leadership, management, and types of leadership.

In the fourth chapter, I describe the design and methodology chosen for this study. Here you will also find a description of my role, a discussion of the chosen sources, framework for data collection, and trustworthiness. Finally, I describe how I performed the data analysis, methodological considerations and the analysis.

In the fifth chapter, you will read about the empirical findings based on document and theme analysis. The findings are presented chronologically in three merger stages, specified by three chosen themes, goal, involvement and resources.

The sixth chapter is a discussion of the presented empirical findings. I also compare the empirical findings with the literature in the theoretical framework. Finally, I comment the analysis and the need for future research.

2. Case and context

Through this chapter, I describe the context of initiatives for mergers in Norwegian higher education and government policies to serve as a background for the merger in this case.

Furthermore, I describe each institutions aim for the merger.

2.1 Mergers in higher education in Norway

Mergers in Norwegian higher education have a lot in common to those in other countries such as Australia, the Netherlands, USA, etc. (Norgård & Skodvin, 2002). Most mergers in Norway are encouraged and initiated by the Ministry of Education. Norgård & Skodvin (2002) describe a major restructuring that happened in Norwegian higher education in 1994, when 98 colleges merged into 26. Through the Quality Reform of 2003, the government made it possible for colleges to become universities. The current political climate in Norway has an overall aim in reducing costs in the public sector through mergers and streamlining. As part of these policies, the higher education faces downsizing of administrative staff (“de-bureaucratization”), requirements to improve efficiency and quality in education. The Norwegian Government presented the white paper “St. meld nr. 18, 2014-2015”¹: concentration for quality – structural reform in University and College sector. They defined merger goals as follows: (1) education and research of high quality, (2) robust academic environments, (3) good access to education and competence across the country, (4) regional development, (5) world leading academic environments, and (6) effective use of resources. The Government invited institutions to rethink their strategies and consider mergers based on profile and common interests in education and research. Administrative and academic leaders were involved in the process of forming the description of the preferred strategic position by 2020. Although one of the goals of this initiative was the “Concentration of Quality”, there was no clear definition of quality. Fourteen institutions reported that they planned to merge into five new institutions. Most of the initiatives pointed out the benefits of mergers based on a collaboration between institutions that were similar in profile, located close and had the possibility to contribute to strengthening the region. NTNU, HIST, HiG and HiÅ suggested a different merger, that aimed to contribute to “complementarity and national gain” (Frølich et al., 2016), rather than focus on geographical and regional concentration. Through this reform, the Government emphasized two aims, “*to ensure high quality in all academic courses offered by universities and colleges*”, and to establish “*robust academic research environments that provide good quality higher education and research*” (Frølich et al., 2016).

¹ <https://www.regjeringen.no/no/dokumenter/meld.-st.-18-2014-2015/id2402377/>

2.2 The institutional context

The merger between the NTNU, HIST, HiG and HiÅ, represents one of the most complex change processes in Norwegian higher education, and was approved by the respective institutional boards in January 2015. The Norwegian Government approved it on June 19th, 2015. The NTNU board had a minority pro vote (six voted for the merger and five against). The new organization was established under the trademark name NTNU, on January 1st, 2016, and the formal and practical merger process was to be completed within a year. The case study focuses on the actions of top-leaders in managing this merger process in the context of an institution such as the new NTNU. It is limited to the period between pre-merger and one-year post-merger, i.e. 2014-2017. In table 1 of the appendix, I present general facts about the institutions.

NTNU

In their strategy note to the Ministry of Education on future goals and possible mergers, NTNU highlighted the importance of achieving excellence and quality in all parts of the organization. The institution's main profile within the technology and natural sciences sets a special responsibility to developing the technological basis for the future needs of our society. NTNU has a long tradition on collaboration with the other universities on vulnerable disciplines and areas. They collaborate on establishing joint educational programs, where universities share responsibility for parts of the program. However, NTNU was clear in their response on mergers that any future merger should have a strategic meaning based on more than just geography, and was opposed to a regional merger amongst higher education institutions in the Midt-Norge. NTNU preferred a merger with other colleges where the new institution could jointly secure the best national quality for education in engineering on all levels and strengthen its technological profile.

To promote quality and cross-organizational and professional collaboration, NTNU has established research within four thematic focus areas: energy, health, ocean space, sustainability and potential technologies. NTNU has organizational infrastructures that support top research and education and encourage collaboration, across faculties, nationally and internationally. NTNU collaborates closely with important research institutions and the public sector in the region, such as SINTEF, the Regional St Olavs Hospital, Trondheim municipality and other municipalities in the region. The University reported that one of the benefits of merging with one of the colleges, HIST, would be that they would complement NTNU's competencies, resources and educational repertoire. NTNU is highly profiled

internationally, and has increased funds from EU substantially. The complementary competences from HIST could strengthen NTNU's technological profile. Especially HIST's competencies in varied teaching methods were seen as a benefit for NTNU. Most educational programs at NTNU were five-year masters or professional studies such as psychology, medicine etc., whilst HIST had educational program structures based on three-year bachelors program, followed by two-year master's program. A merger between HIST and NTNU could contribute to a more effective use of premises, teaching facilities, laboratories, IT and administrative resources. However, this would require standardization of different administrative processes and development of IT systems that would support the new institution.

The challenge that NTNU considered with a HIST was the different extent of research and international orientation existing at the two institutions. A possible merger could lead to an uneven allocation of resources. NTNU considered merger possibilities with other institutions, but only if it meant strengthening and developing their national role in technology. That is why they made a comprehensive assessment for merger possibilities with the technology focused colleges, such as HIST, HiG, HiN (Høgskolen i Narvik) and HiÅ. A merger with these institutions would ensure that NTNU was located throughout Norway, and would supplement its repertoire of educational programs within technology that they did not already have. Furthermore, NTNU would be in contact with all employers for technology professions in Norway. The University has already a wide collaboration with HIST within health, teaching, economics, and technology. The NTNU name is a trademark and is an attractive partner for mergers.

HIST

In their input to the Ministry of Education on possible mergers, they believed that they had two alternatives, to carry on as an independent institution as before, or to a merge with the NTNU. HIST had an ambition to carry on to offer students a wide variety of educational programs, but to improve quality. In addition, they aimed to increase activity and improve quality of their research, and end up in a "higher division". In addition, they saw a possibility to complement their competencies with an NTNU merger and create solid research environments. They were not interested in regional merger of colleges. HIST describes that the advantages of a merger with NTNU were improved recruitment of the best students and staff, research quality and research activity, research based education and finally the possible negative effects of an eventual Government decision to reduce the number of educational

institutions. In addition, they saw that the different perspectives on educational programs from HiST and NTNU could be complementary. The educational programs from HIST focused on building practical engineering skills that different businesses need, whilst NTNU had a theoretical focus.

HiG

HiG's aim for the merger was to achieve global recognition in education and research, especially within sustainability and security. They saw that the merger with the NTNU as trademark would enable Campus Gjøvik to compete for research funds. At the same time, NTNU would benefit from the HiG's educational programs not available in their repertoire. The established teaching and research facilities were complementary to the ones that NTNU had. HiG described that the benefits of a merger with NTNU were better basis for recruitment of both best students and employees with high competences, higher quality of the educational programs, more effective teaching forms and methods, improvement and increase in use of net based teaching. Furthermore, increased research-funding, development of professionals, establishment of an effective administration, economical possibilities for the multi-campus university and improvement in the collaboration with businesses and employers in the region. HiG considered that it would be a challenge to establish adequate management models that work for multi-campus universities and effective funding of various data systems and services, in a merger with NTNU. A challenge for them was managing the merger in an effective manner at the same time as implementing other strategically important projects, and sustaining the strong collaboration educational programs had with important businesses.

HiÅ

HiG suggested two merger alternatives, with NTNU, or with colleges in the west such as colleges in Molde, Volda and Sogn and Fjordane. A merger with NTNU could lend advantages in their field internationally and lead to more research activity and higher quality. They believed that a merger with NTNU could improve the quality of both education and research, lead to better recruitment of both students and staff, especially since they had complementary disciplines in health and technology. HiÅ does not have a PhD program, and other institutions supervised their doctoral students. Another advantage of a merger with NTNU would be a closer collaboration with other similar college disciplines, with a common aim to improve the quality of educational programs, as for example, nursing programs, engineering etc. One of the challenges HiÅ saw in this merger was a threat, especially within

maritime, of centralizing of crucial activities and losing the effective responsiveness to businesses and their needs.

2.3 The merger and the re- organization

NTNU considered a merger with The College in Narvik in the beginning of the process, but the NTNU board chose not pursue this option. They are therefore, not part of my analysis. Time dedicated to research was an issue that those opposed for NTNU merger with colleges, debated on. Universities and colleges in Norway have established norms for time dedicated to teaching, research and administration and these norms vary for different positions in higher education. Professors and associate professors can dedicate a higher percentage of their time to research than lecturers that have more time dedicated to teaching purposes. Most of the employees in colleges are lecturers. Many available documents express that the main purpose of the merger is to improve the *quality of educational programs*. However, other mentioned advantages are *internationalization, more efficient use of infrastructure, complementary educational programs, possibility to increase research capacity etc.*

In total today, there are nine faculties and sixty-two departments, structured by disciplines (social and educational sciences, medicine and health sciences, engineering, humanities, natural sciences etc.) and many departments have over two hundred employees. The administrative personnel have been through a restructuring and downscaling at the same time, and have been through a period of uncertainty and stress. The aim of the merger was to transform four institutions in to one. This was challenged both by a “quiet” resistance from within, the fact that there were campus locations in four cities, demands from politicians to cut on administrative personnel cost, the complexity of increased number of students and staff, new organizational structure, and how to secure good leadership. The merger partners established a project group that had the responsibility for all activities in the merger, including practical infrastructure elements, unified technological solutions, and organizational and administrative restructuring of the four institutions². Information was published on the University merger website, including plans, activities and topics for employee involvement. There were 350 employees involved in different groups that worked on establishing organizational structures and functions of the new organization³. NTNU top-leaders initiated two evaluations of the merger process, from Deloitte (2015) and NIFU (2016). The purpose of these investigations was to get an assessment of the process

² <https://www.ntnu.no/fusjon/organisasjonsprosjektet>

³ <https://www.ntnu.no/fusjon/arbeidsgrupper>

from external experts and advice how to handle the process. Deloitte highlighted in their reported that the partners did not give sufficient attention to the different organizational cultures of the merging partners. NIFU recommended leaders to be more attentive to what staff members were experiencing and how the merger was affecting them. Furthermore, they needed to repeat the aim of the merger. The staff had access to extensive information about the merger process, but as there were short deadlines for the process, I am not sure if they had time and capacity to understand what was going on. Furthermore, the merger project group and top leaders arranged information and debate meetings with different topics such as organizational structure, infrastructure, reorganizing of the administration, downsizing etc. NTNU arranged different courses on change management, communication, handling downsizing of staff etc. in order to prepare leaders for the task. Another source of information for the employees and in general was UA. The academic staff used this channel frequently to establish debate and discussions about going-ons and I observed that the top leaders at NTNU always responded to this. The employee representatives were very active raising different topics on behalf of the employees. Top-leaders met with staff before major decisions concerning the merger. Either they met with staff at faculty all-meetings or on two occasions, they made a round- tour to all departments to meet with staff and discuss their ongoing objectives and challenges. In addition to regular weekly meetings with the faculty deans, the rector has regular meetings with all department heads to focus on topics and challenges that the organization as a whole needs to address. Staff and their representatives from the three partner institutions had also some news articles published in UA.

3. Theoretical framework

In this chapter, I present literature and research that shed light on relational aspects of organizational change, such as mergers in higher education, OCC, leadership, management, and types of leadership.

3.1. International and national trends and tendencies for mergers in higher education

Goedegebuure & Meek (1994) define merger as where the involved higher education institutions pertain to combine “*two or more separate institutions in to a single new organizational entity, in which control rests with the a single governing body and single chief executive body, and whereby all assets, liabilities, and responsibilities of the former institutions are transferred to the single new organization*”. The environment in higher education has become more competitive over the past two decades and requires change and adaptation (Boling et. al., 2017). According to Porter (2011), mergers can result in stronger internal synergies and advantages in the international competition. Stensaker (2007) points to the dimension of size that can be achieved through a merger and its significance to manage demands from stakeholders, students etc. At the same time, higher education has to *cut down on cost*, due to the reduction in funds (Adams & Shannon, 2006). These requirements have pressured higher education to engage in mergers as means of organizational and structural change. Research on mergers (Fielden & Markham, 1997) in the UK shows that strategic and academic goals have also been reasons for mergers in higher education. Same studies point to other reasons for mergers such as good compatibility of institutions, complementarity between a smaller and larger institution can be advantageous for a long-term strategic plan for change, and entering new markets where the new institution is a main education provider in a specific area.

Kyvik & Stensaker (2013) agree that most mergers in higher education aim mainly on change because of *structural, cultural and economic issues*. On the other hand, Drowley (2013) implicates that *political pressure* often can be reason for mergers, and aim to reduce the number of institutions. Authorities have initiated mergers as a measure for restructuring higher education (Skodvin, 1999). Harman & Harman (2003) believe that different dimensions are significant for the results of a merger. For example if it is *voluntary or involuntary* (top-down or bottom-up), if the merger is a *consolidation or a "take-over"*, if the merger is single or cross-sector, whether the merger is between two institutions or more, or if the partners in the merger have similar or different academic profiles. Furthermore, they state that mergers usually seem to function better where the partners have *complementary aims* and

strategies. Strategies for mergers aim to achieve either *integration* or *diversification* of the resources in the new institution. Mergers with the intent of *integration and cooperation* are usually more complex than when the aim is to diversify the organization's academic profile (Harman & Harman, 2003).

According to Skodvin (1999), mergers that are initiated *bottom-up* with voluntary involvement tend to be more successful. However, earlier mergers in the Netherlands used a combination, where merger initiative started at the top with the agreement of the partners' boards, and after some years, the involved institutions saw the need for cooperation and started a more "genuine" merger. In many mergers, one of the partners has a *dominant role* due to different circumstances and this can cause a strain on the change process.

Experiences from some merger processes in Australia, USA and the Netherlands show that it is time consuming (Locke, 2007), and there is a need for *planning all through the process*, i.e. before, during and after. Furthermore, experiences from the same countries show that the institutions needed ten years to normalize the situation in the organization after the merger. Harman & Harman (2003) suggest that a sensitivity to the employees and organizational *culture*, in addition to effective leaderships are factors that contribute to the success of a merger.

Universities have balanced between different interest dimensions such as the state, the market and the academic oligarchy (Clark, 1983). Globalization, collaborative networks, stakeholders, leadership, rankings and technology are some of the added dimensions that universities need to address today. Two institutional logics influenced the reforms of the public sector in Norway, the bureaucratic and the market (Kyvik & Stensaker, 2013). The bureaucratic logic is about maintaining state control over the system of higher education and establishing formal authority, structures and hierarchy. The market logic is about alternative mechanisms of administrative control where institutions have some autonomy and the state has indirect control through coordination, established by competition within the higher education system. Higher education has become more "*market-based*" and is expected to engage in a more entrepreneurial and strategic manner (Pinheiro et. al., 2016). Research on mergers in higher education in Norway illustrates different trends in the past 20 years. New institutions established because of mergers, have become larger and it is believed that this has stimulated efficiency and quality (Kyvik & Stensaker, 2013). Another trend shows that initiating mergers in this sector can lead to further change in higher education. The bureaucratic logic in the changes that have occurred in Norway have changed from forced mergers, to voluntary, and in the recent period to forced voluntary. Another bureaucratic

logic that the government has signalled is the fact that they will not grant university status, until an overall structure for higher education is decided. The requirement for efficiency in higher education illustrates the market logic. Mergers in higher education seem to be the flexible solution to organizational change that many believe to be the answer to the requirements to diversity and quality of educational programs and organizational efficiency (Kyvik & Stensaker, 2013). These requirements are set to higher education both nationally and internationally. It is not clear what the core reasons for mergers in higher education in Norway are, on either the political or the organizational level. However, both institutions and politicians see mergers as an attractive solution for change, as long as both bureaucratic and market logic support the intended change. The Norwegian government has driven change in higher education in the past 20 years, independently of which political party is in power. Mergers in higher education, as form are means of organizational change need detailed planning, negotiation and cannot be part of a short-term strategy (Fielden & Markham, 1997). Furthermore, successful mergers require strong and visible leaders who are able to manage change by creating joint identity and optimal organizational structure, especially in the implementation phase. Leaders need to establish and develop goals and objectives shared by the staff and ensure sufficient resources for implementing change. Finally, it is important to incorporate “new blood” to the organization, and mitigate eventual conflicts and tensions between merging partners (Skodvin, 1999). Two important aspects that research highlights from mergers in South Africa and the UK are the stress that involved staff experience during the pre-merger and the extent of staff consultation and involvement during the entire merger process (Cartwright et al. 2007).

3.2 Perspectives on organizational change and OCC

Theories on OCC highlight, amongst other things, the importance and complexity of managers’ role and actions for the success of organizational change. A general definition of organizational change is that organizational traits differ over a period (Jacobsen & Thorsvik, 2014). Change in traits will depend on the content of change and can evolve in four ways. First, change happens in technology, task, target or strategy and generally creates a possibility to do things in a different way. Second, type of change affects, organizational structure and the way things are coordinated and performed. Third, type of change influences organizational culture and thus norms and organizational traits. Finally, the change in organizational demography affects employees’ profiles and competences.

In the following, I describe framework and perspectives on organizational change. Managers need to be alert about three things before initiating change: how to address the need to change organizational culture, understanding the organizational context as basis for change, and finally understanding that change is about changing people and not organizations (Hailey & Balogun, 2002). Furthermore, organizations seeking a total transformation in an incremental way that lead to the choice of the “evolutionary” path, implement change gradually through correlated activities. Organizations seeking to transform with a ‘big bang’ approach, will choose a “revolutionary” path. Thereby change of path will occur through parallel activities in many areas of the organization, and can cause reactions, which change conditions of competitiveness in the organization. Organizations seeking realignment will choose either the “adaptive” or a “reconstruction” change path with help of the big bang approach. An adaptive approach is implemented in series. Whilst the reconstructive approach would have the same activities as the revolutionary approach, it differs in the aim of the change. Haley & Balogun (2002) introduce the “change kaleidoscope” as a framework to developing approaches to change in the context of the organization, illustrated in figure 3. The eight features of the change kaleidoscope presented in figure 3, also called constraints and enablers in the framework, do not change, but can be contextually re-configured from case to case, hence giving the best path for change. Organizations need to define the *time* needed to achieve the change, depending if the organization is in crisis or has long-term strategic development plan. Organizations that want change need a *scope* that defines the degree of their change to achieve transformation or realignment and the extent of organizational involvement in the change. Furthermore, the organization needs to define to which extent it is necessary to hold on to and *preserve* certain practices and specific assets and if they are of value for the organization’s stability and identity. When initiating organizational change, it is necessary to be aware of and describe the *diversity* of the employees and groups that are involved in the change, in terms of organizational culture (values, norms and attitudes), national cultures, professions etc. It is important to know the extent of the *organizational capability* for change, if the employees have earlier experienced change and if they have individual expertise in handling it. The *capacity* feature illustrates the available resources that can be reinvested in change, time that managers could devote to change and employees that have adequate change capability. *Readiness for change* defines if the employees are aware of the necessity for change, how willing and motivated they are to make and support change.

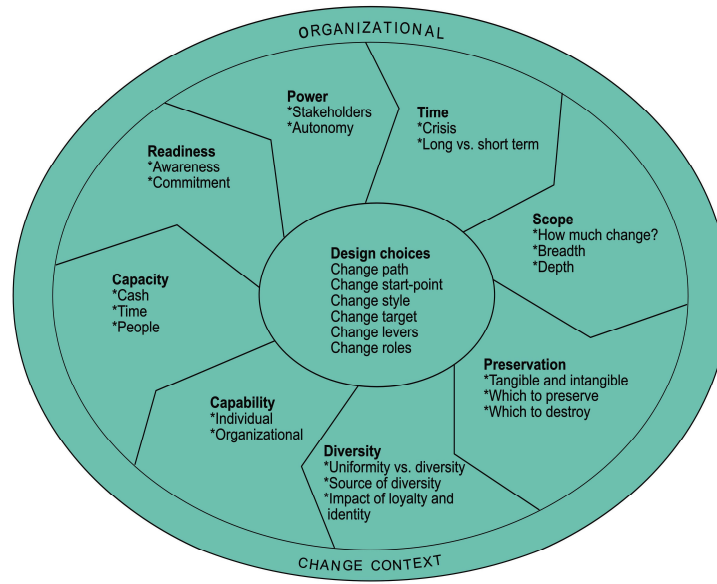


Figure 3. Change kaleidoscope, Balogun & Hailey (2008)

For the change to succeed it is necessary to understand where the *power* for important decisions lays and to ensure the support of major stakeholders both within and without the organization. The eight contextual features remain the same but they change constantly and produce different pictures for each organizational change and situational context. The features are interdependent and effect choice of change process, and can ultimately affect the outcomes of the change positively or negatively. The description of the eight features gives the necessary information for managers to adjust the change interventions, deal with constraints and ensure success. For example, the path to change will depend on need for existing resources, the organizational culture and if the employees have competences and are willing to cope with the proposed change. When initiating a down-up change, then the possibility for, willingness for change is bigger. The success of choosing the right options depends on asking the right questions and making the right decisions.

Suddaby & Foster (2017) suggests that time effects organizations, and as time passes organizations age, get more experienced, develop traditions and practices, and make decisions for change based on history. The main argument for this approach is that “variations in how we conceptualize change are underpinned by different assumptions about history and its relationship to our capacity for change” (Suddaby & Foster, 2017).

Understanding both change and history involves looking back and making sense of things that happened in the past and links our ability to change implicitly to history. Furthermore, they introduce four categories using history in change theories, where the most relevant

aspect for this study is the assumption of “*history as rhetoric*”; here one can persuade stakeholders by using strategic information from the past. Change agents in an organization create narratives of the past to facilitate future changes. Visionary leaders need to use narratives to tell stories that build on past contexts, point out present concerns, and leave the future open so that individuals in the organization can contribute to the future (Gardner, 2011)

3.2.1. Readiness and capability for organizational change

There are many definitions of change but (Armenakis et. al., 1993) define change readiness as one’s “*beliefs, attitudes and intentions regarding the extent to which changes are needed, and the organization’s capacity to successfully undertake these changes*”. All definitions presented by researchers include the fact that for employees’ personal beliefs influence their readiness for the proposed organizational change, the need for change, and the capacity to undertake change that the employees have and that the change will have a positive effect on their job or role. Furthermore, there is the fact that an employee has a current and future affective response to undertaken change. Rafferty et.al. (2013) suggest that work groups and organizational readiness for change come from the shared understandings and effects of group members, shared because of interaction and common phenomena. Organizational readiness for change depends on shared beliefs within the group/organization, need for change, the fact that the group/organization is capable of successful change and belief that change will have a positive effect on the workplace. Finally, the group would experience a positive emotional response because of a future and current change. Huy (2002) suggests that one can achieve successful change if middle managers pay attention to employees’ emotions. However, managers need to address what employees feel (affect) and think (beliefs), and use different communication forms (Fox & Amichai-Hamburger, 2001).

Leaders need to develop and manage readiness for change both on individual and group level, before starting large-scale change. Consequently, they have to develop methods for building collective change readiness. An employee with high willingness and readiness for change can end up in a group with lower level of readiness and managers need to develop an approach that contributes to positive collective feelings and beliefs about change. There is a correlation between readiness and resistance to change, and Ford & Ford (2010) suggest that by exploring resistance to change, managers have an opportunity to identify weaknesses with their strategies for change. Managers can identify which cognitive and/or affective components of change readiness need to be improved.

Capability for change addresses the employees' ability to manage change and their reactions to change. The question is if employees that have experience with organizational change have different reactions to new change than those that do not have the same experience, i.e. is it possible for individuals to develop change capabilities (Meyer & Stensaker, 2011). The capability to change and keep focus on day-to-day tasks depends on how leaders manage to mobilize the organization for change, lead the change and how the employees react to change and established structures and routines in the organization (Meyer & Stensaker, 2011). Piderit (2000) suggests that employees react to change emotionally, cognitively, and behaviorally. Existing research investigates attitudes, feelings and resistance to change, as single topics, but not in correlation to each other. Another focus on capability for change (Mishra & Spreitzer, 1998; Chreim, 2006) has been on the dimensions of reactions: active versus passive reactions, and constructive versus destructive. Research on organizational change has mostly looked at diverse types of change such as downsizing, acquisitions, or change considered unnecessary. According to Meyer & Stensaker (2006), some employees with change experience manage to develop capabilities to cope. However, employee reactions depend on their reactions to former change, some groups have effective use of their "experience-based capability", whilst others have a more passive reaction. Employees with change experience show less resistance, but can still develop cynicism towards change (Abrahamson, 2000). Management plays a key role in how they plan, make the change happen and manage to have a familiar structure whilst implementing change (Meyer & Stensaker, 2011).

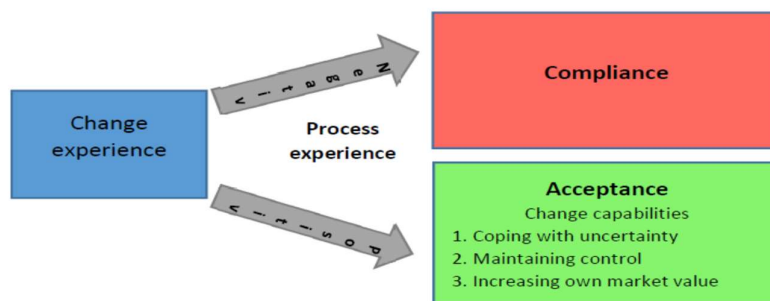


Figure 4. Experience-based change capabilities among employees (Meyer & Stensaker, 2011)

3.2.2 Organizational Change Capacity (OCC)

Meyer & Stensaker (2006) define OCC "as the allocation and development of change and operational capabilities that sustains long-term performance. Making change happen without destroying well-functioning aspects in an organization and harming subsequent changes requires both *capabilities to change* in the short and long term and *capabilities to maintain*

daily operations.” Furthermore OCC an organizations capability of implementing large-scale changes without compromising daily operations or subsequent change processes”. Judge (2011) defines OCC as “a dynamic, multidimensional capability that enables an organization to upgrade or revise existing organizational competencies, while cultivating new competencies that enable the organization to survive and prosper”. Furthermore, he suggests five dimensions are included in all definitions of OCC. Besides the need and capacity for continuous change, *successful management* of both periodical and multiple changes is necessary, both in parallel and in sequence. There is a need for capacity to manage *different forms, sizes and types* of change, i.e. that one builds a capacity to be able to react to change and to anticipate the necessity for it. A *dynamic ability* is necessary within an organization that helps the organization change and adapt existing capabilities to new situations, as well as develop new ones. Organizations need to have the ability for *quick changes* in order to survive and succeed. Finally, organizations need *to manage stability and change*, and focus on exploration and exploitation at the same time, i.e. manage change and maintain “business as usual”. Although OCC is somewhat like readiness for change, with focus on two dimensions, *employees* and *attitudes* to change, it is additionally dependent on dimensions such as *leadership capabilities, organizational culture* and *infrastructure*.

3.2.3 Developing and managing OCC

Buono & Kerber (2010) suggest three approaches to implementing change, directed, planned and guided change. Organizational leaders implement *directed* change using authority, persuasion and compliance. They introduce change based on strategic choices (necessity, logic, emotional appeals and the leader’s credibility) and convince employees to accept the decision. Any part within the organization can initiate *planned* change, but with support from organizational leaders. Change agents and leaders work by involvement and commitment to implement change. Instead of leading a change from the top, planned change gives a “roadmap” that secures involvement of key stakeholders. *Guided* change is a different approach that can start anywhere in the organization and is based on commitment and contribution of the organizational members. This approach takes advantage of the employees’ creativity and expertise, and can contribute to continuous change and ability to create innovative solutions.

Buono & Kerber (2010) suggest that organizations that are successful in initiating and implementing change manage to understand these approaches and can choose the appropriate method moving back and forth between direct, planned and guided approach. Furthermore,

Buono & Kerber (2010) suggest that employees who understand the concept of OCC are capable of deciding on the right change approach moving between directed and planned change. Both managers and employees then need to keep to the “rules” of the initiated change. Meyer & Stensaker (2006) suggest that there are diverse ways that leaders can get organizations to proceed from decision-making to action. They suggest five categories: framing, participating, pacing and sequencing, routinizing and recruiting. Framing refers to the way leaders use symbols, metaphors, and crisis as a tool to communicate change and the reasons why change is necessary.



Figure 5. What is capacity for change? (Meyer & Stensaker, 2011)

Leaders use symbols to help organizations achieve their goals, whilst metaphors can contribute to creating change capabilities. Although creating a crisis can signal an urgency and need for change, yet if the crisis is not real, it can have a negative effect both daily and the long-term operations. The participation category is all about involving employees from different levels and divisions of the organization that can lead to a better decision for change. However, this can lead to a somewhat time-consuming process and neglect of daily operations. Pacing and sequencing involves timing of, and introduction of different elements of change and how long it takes to implement. Routinizing change means that organizations make changes as part of their structures and processes that already exist. This way, routines secure both adaptability and stability amongst employees in the organization and can create some sense of control during the change. An organization can learn to change and thereby develop sustainable capacity for change with help of routines.

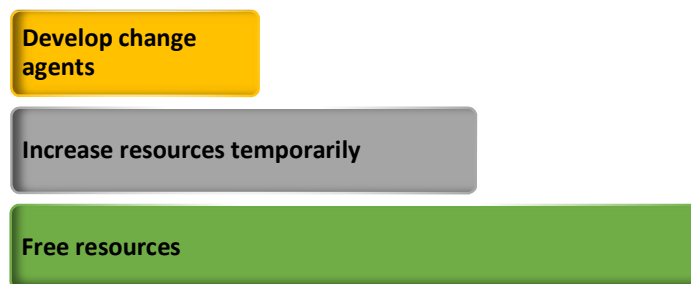


Figure 6. Three paths for leaders to develop OCC (Meyer & Stensaker, 2011)

Organizations may require more resources when extensive organizational changes occurs at the same time (Meyer & Stensaker, 2011), and leaders can build OCC by adjusting and manage resources. They can achieve this in three ways (Figure 6). First, by freeing their resources and reallocating them, prioritizing what needs to be done or stopping some planned activities. Second, by setting up extra resources in the period while they perform the change, i.e. establishing projects or engaging substitutes to do day-to-day tasks, or hiring consultants to contribute to the change processes. Finally, by developing change agents from within the organization's employees. Meyer & Stensaker, (2011), suggest that whilst leaders use these paths to build OCC, they need to involve employees in the change process. However, extensive involvement comes at a cost, especially if the organization is going through continuous change and leaders need to be aware of this when deciding their strategy for how they manage organizational change competences. Furthermore, it is important to reflect on experiences that the employees and organization have with earlier changes and focus on the future using these experiences.

3.3 Managing and leading change

In the following, I describe aspects of managing and leading organizational change and different aspects of leadership in higher education.

3.3.1 Management and leadership in higher education

Van Knipperberg & Hogg (2003) suggest that leaders need management skills to be able to manage merger processes, act as change agents and motivate others to follow them. Another aspect that is important in this study is the distinction between leading and managing change. Kotter (1988) suggests that management is the process of planning, organizing and controlling, whilst leadership is all about how to motivate people for change. Mintzberg (2009) describes these roles even further and says that, "leadership cannot simply delegate management; instead of distinguishing managers from leaders, we should be seeing managers as leaders and leadership as management practiced well".

Harman (2002) describes differences between universities and colleges through employees' attitudes to the academic role, their professional loyalty, if the internal culture valued research or teaching, what gives reward and promotion and finally leadership. These aspects can also describe the academic cultures for the respective institutions. Furthermore, Harman (1989) suggests that: "*Academic culture can be interpreted as historically transmitted patterns of meaning expressed in symbolic form through the shared commitments, values and standards of behavior peculiar to members of the profession, as well as the traditions, myths,*

rituals, language and other forms of expressive symbolism that encompass academic life and work". Leadership in the beginning of a merger needs to be strong and directive, and leaders need to manage time of settling down attentively to the employees, relatively quickly and effectively (Harman, 1989). However, in the post-merger period leaders need to reduce their control and work directly on building morale and loyalty amongst employees.

3.3.2 Leadership styles and culture in mergers in higher education

McNay (1995) suggests four characteristics of organizational culture that define which management style is necessary to undergo change: collegium, bureaucracy, corporation and enterprise. However, institutions keep changing between these characteristics as a response to external influence. Organizations will differ between collegium, bureaucracy and cooperation depending on the institutions characteristics and the leaders' vision for the future. According to Buono & Bowditch (1989) it is the *transformational* leaders who are able to unite the employees to work towards a vision. They need to eliminate old loyalties and routines and direct the organization towards a new path and vision. The process of changing organizational culture is demanding, complex and takes time, and leaders often neglect this fact. Leaders need to decide on the level of integration or assimilation of organizational culture that is necessary in the new organization.

According to Tam (1999) our complex modern times require continuous changes, where new changes start before the previous are finished, i.e. that organizations need to make multiple changes, both sequentially and in parallel so that they can solve different aspects within the organization. This requires managing and leadership, so that changes do not contradict each other and create a negative effect for achieving the organizational target. When higher education starts planning development and change, then it is necessary to rethink management of the institutions and as Tam (1999) suggests, "manage change by changing management", i.e. change systems and not make changes with the systems. Furthermore, leading knowledge organizations require leadership styles that empower both staff and students (Tam, 1999). Universities are considered to be knowledge organizations (Cronin, 2002) and there could be assumptions that they can be managed in the same way as any other business organization that focuses on knowledge "production". However, universities have different cultures, values systems and purpose in society. Universities purpose is social welfare and not profit. In addition, universities have been driven by collegiality and self-governance and cannot be compared with a typical workplace.

Sporn (2001) introduces the adaptation theory that is based on seven elements that an organizations needs for a successful customization: a crisis or an opportunity, clear goals,

entrepreneurial culture, differentiated structures, professionalized university management, shared governance and committed leadership. Alvesson (2002) suggests that institutions have to rethink and change management style because they may also have old assumptions based on their values and practices that they are not aware of and that can influence the way they execute organizational change. It is important to focus on what is necessary for managing change in knowledge organizations such as universities.

Research on knowledge leadership emphasizes the necessity to refrain from the use of *power* in leadership (Mumford et al., 2002, 2003). Instead, sharing of power can empower the employees and develop individuals to managers based on their competences. In knowledge organizations, leaders need to develop mutual responsibilities that give employees intrinsic motivation to improve their performance and a work place that is stimulated by creativity and innovation. Many *knowledge* organizations are organized in networks. Mumford et al., (2002, 2003) support the idea that all employees are to some extent knowledge assets, and they have power through their freedom to perform by either increasing or reducing how much they cooperate with one another and add value to the workplace. That is why employees in knowledge organizations cannot be lead (Mintzberg, 2007) the same way as workers in an organization. Leading knowledge organizations is all about letting the employees establish and maintain a sense of responsibility, instead of delegating jobs and controlling the results (Amar & Hlupic, 2016).

The challenge of uniting different organizational cultures through a merger is often not given sufficient attention. Research has shown that culture change implies the need for changing people's minds and their behavior (Sathe & Davidson, 2000). Mergers frequently demand that organizations increase control and constrain employees in some periods of the change. Cartwright & Cooper (1992) believe that the level of constraint management places on employees will depend on the type of organizational cultures of the partners that merge. According to Galbraith (2008) leaders need to choose which type of motivation they can provide for their employees: extrinsic or intrinsic. The way leaders use their power to change behaviour can influence employees' extrinsic motivation. Use of power implies increasing constraint on employees and they are compelled to change how they behave with pressure from an outside source. Intrinsic motivation comes from within and it is associated with activities employees do because they find them interesting.

3.4 Summary and research questions

First, I outline different research on reasons why institutions in higher education choose mergers for organizational change. They vary from structural, cultural, and economic issues to political pressure in the sector. Then I present types of mergers as to how they are initiated, voluntary, bottom-up etc. Higher education relates to different interest dimensions such as the state, the market and oligarchy. In the end, I present elements that can contribute to the success of a merger, such as size, leadership etc.

Second, I outline research on aspects of change and the different approaches for organizational change introducing a kaleidoscope as a framework for change. The kaleidoscope enables leaders to assess basis for change in the context of an organization. The choice of approach for change depends on what the aim for change is. Then, I present research on readiness and capability for change that focus on interaction between leaders and staff. Readiness for change is about the need for leaders to establish common beliefs and attitudes. Capability for change is staff ability to manage change and their reactions to change. The aspect of OCC is about an organization's capability of implementing large-scale changes without compromising daily operations or subsequent change processes. Leaders need to use different approaches to change, and thereby perform planned, directed and guided change interchangeably.

Finally, I present different types of leadership that can be relevant for higher education. Leaders cannot delegate managing, but instead they need to see managers as leaders and leaders as managers. Furthermore, managing change can happen only by changing management. Organizational cultures of different organizations is often not given enough attention, and change implies the need for changing people's minds and their behavior.

I use these theories to address the following research questions:

- Leaders' vision influence organization's perception of change. **In what way did leaders communicate visions and organizational goals to meet future challenges?**
- Leaders' actions influence how an organization functions. **In what way did leaders communicate, involve and mobilize the employees for change?**
- OCC is important if higher education is to successfully change and adjust to societal trends. In this context, **in what way did leaders manage resources in the change processes?**

4. Method

Here I describe my role in the organization, organizational change activities and the research design for this study. Following is a description of chosen data in this thesis and finally, I present elements that support trustworthiness of this study.

4.1 My role and my preconception

The current study focuses on the merger of four higher education institutions that have operated as a new organization since January 2017. My experience is from NTNU and I have limited knowledge of the organizational structure and management of the three partners in the merger. Many faculties established large departments with 200-450 employees. However, some chose to keep small departments that represents a discipline or two. As one of the administrative leaders at one of NTNU's largest departments, both before (240 employees) and after the merger (360 employees), I have witnessed the effects of the merger on staff, the organization, leaders, practices and my own work situation. My department was located in two cities, Trondheim and Levanger, prior to the merger. The task of managing and coordinating the two structurally different units, one a large laboratory and the other a more traditional educational unit, was complex and challenging enough even before the merger. I use this experience to comment on how leaders managed this structural and organizational change in the period 2014-2017. The process of dialog and negotiation for this merger started already in 2014 and continued all through the following year, ending with a decision in 2015. Both the media and the public all through this time extensively followed the process. One of the early decisions that the merging partners agreed upon was to keep the NTNU name for the new organization and to integrate all partners in to systems used by NTNU.

The advantages of studying my own workplace is that I have access to the information, stories and merger processes. Working on this study and acquiring the knowledge on change, OCC, mergers and higher education have given me perspectives that I have used in practice. The main disadvantage of being a part of the organization and studying it is that my knowledge of NTNU can affect how I handle and interpret data for this study. It can be challenging to hold a critical perspective on the merger and reflect, without bias, on different merger aspects. However, I believe that I can use my experience from different organizations within the public sector as a leader and my ability to see the big picture, in a constructive manner. I have a broad and long experience from the public sector that is very useful because some of my former workplaces represent the University's most important collaborating institutions.

4.2 Research design and strategy

Yin (2014) defines research design to be “*a logic that links the data to be collected (and conclusions to be drawn) to the initial question of the study*”. It is the logical path, which takes us from a question to a set of answers to the question. On this path, we take different steps, such as collection and analysis of data that is relevant for the study and we choose a strategy as how to perform the research. The choice of research strategies depends on the research question(s) and objectives. Based on the context of the research question and my choice to investigate the relational aspects of merger at my work place, I chose a case study (Saunders et. al., 2009) as my research strategy. “*A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident*” (Yin, 2014).

Stake (1995) suggests that if the aim of the research is to study and gain insight and understanding of a unique situation, then it is appropriate to use an intrinsic case study approach to gain understanding of chosen data. In case study research focus is sometimes on an individual or a group, but mostly it focuses on a phenomenon such as an event, situation or activity and it is “*studied in its natural context, bounded by space and time*” (Hancock & Algozzine, 2016). Case study research is highly descriptive because of the various sources of research data and information. A single case study design also called a holistic case study, when it focuses on a contemporary phenomenon or event and we can study circumstances that can give insight for the future (Yin, 2014). This study investigates one institution, NTNU as a whole and not as different subunits. As this case study is about a merger that is formally completed the question of managing OCC is still ongoing, I illustrate the phenomenon by using a descriptive type of research strategy.

4.3 Data collection

The changes that the new organization and staff faced, even one year into the process, evoke strong opinions and nostalgia about “*the old days*”. Therefore, I believe that conducting interviews with staff is not a reliable source for data at this stage and in the context of this study. It is important to introduce realistic research objectives that are reasonable in size. To achieve this Yin (2017) and Stake (1995) suggest that it is important to place boundaries and set a scope for data collection. Furthermore, Stake (1995) suggests that one way to achieve this is by time and activity. Experiences with mergers from the USA, Australia and The Netherlands reveal that it takes up to ten years for things to go back to “normal” after a merger (Goedegebuure 1992).

According to Jacobsen (2005), data collection based on documentary registers is useful when we are looking for opinions or interpretation of an event or when individuals have done in a specific event (e.g. by using minutes from meetings or interviews). “Data that have already been collected for some other purpose, perhaps processed and subsequently stored, are termed secondary data” (Saunders et. al., 2009). Documents can serve different purposes in research, e.g. they (Bowen, 2018) can give information on *context*, *background information* and *historical insight*, helping to understand the conditions of the phenomenon. Documents can help to initiate questions that need to be addressed and provide supplementary data to for example interviews. Finally, they can provide a way to *track change* and development and through analysis verify findings, especially if documentary evidence does not verify the findings then the researcher need to pursue the study further on. Some of the advantages in using documents in this study are availability, cost-effectiveness, data is unaffected by the research process and the researcher, the data is exact and can provide a broad coverage both in time and events.

Table 1. Documents used as basis for data analysis

Information	Document	Availbale at
Background and history about College University in Gjøvik before merger	1	https://no.wikipedia.org/wiki/H%C3%B8gskolen_i_Gj%C3%B8vik
Årsrapport 2015 - Høyskolen i Gjøvik	2	https://www.ntnu.no/styret/saker_prot/09.03.16web/S-12.16%20%C3%85rsrapport%20HiG%20vedl%201.pdf
Background and history about College University in Sør-Trøndelag before merger	3	https://no.wikipedia.org/wiki/H%C3%B8gskolen_i_S%C3%B8r-Tr%C3%B8ndelag
2015 Årsrapport - HIST	4	https://www.ntnu.no/styret/saker_prot/09.03.16web/S-11.16%20%C3%85rsrapport%20-%20HiST%20vedl%201.pdf
Background and history about NTNU before merger	5	https://en.wikipedia.org/wiki/Norwegian_University_of_Science_and_Technology#History
NTNU Årsrapport(2015-2016)	6	https://innsida.ntnu.no/documents/10157/1344528730/aarsrapport_ntnu_20152016.pdf/4aaa5ca9-caa5-4cb4-b5fa-d754caaaa681
Background and history about College University in Ålesund before merger	7	https://no.wikipedia.org/wiki/H%C3%B8gskolen_i_%C3%85lesund
Årsrapport 2015 - Høyskolen i Ålesund	8	https://www.ntnu.no/styret/saker_prot/09.03.16web/S-13.16%20%C3%85rsrapport%202015%20Hi%C3%85%20vedl.pdf
Response from universities and colleges on structure change in higher education in Norway	9	https://www.regjeringen.no/tema/utdanning/hoyere-utdanning/innsikt/struktur-i-hoyere-utdanning/Innspill/id2008761
299 articles on NTNU, Rector, merger, leadership and professional integration	10	Appendix
Evaluation report performed by Deloitte	11	https://www.ntnu.no/documents/1262755726/1262827395/Deloitte-rapport_2_12102015.pdf/9698bbc0-ad4c-4ee0-be80-ac9fa06d1928
Evaluation report performed by NIFU	12	https://www.ntnu.no/documents/1262755726/1262827395/NIFU-delrapport_1.pdf/c325a927-e37e-4053-a969-a84d14429ab4
The merger platform for the new NTNU	13	https://www.ntnu.no/documents/1262755726/1262827395/en-Fusionsplattform_ENDELIG.pdf/c3c7468f-e77f-443a-8783-0aa5b1f5d327
NTNU site for information about the merger	14	https://www.ntnu.no/fusion/start
Time schedule for the merger	15	https://www.ntnu.no/fusion/tidsplan
Organisation of professional integration	16	https://www.ntnu.no/fusion/faglig-integrasjon
Organising of the faculties	17	https://www.ntnu.no/fusion/arbeidsgrupper
Department structure	18	https://www.ntnu.no/fusion/instituttstruktur
The structure of administrativion	19	https://www.ntnu.no/fusion/administrativ-organisering
Collocation of the merged partners in Trondheim	20	https://www.ntnu.no/samlokalisering

On the other hand, they can include insufficient details for the purpose, and can lead to biased selectivity because official documents are often aligned with organizations' policies.

Employees and journalists articulated many of the articles I used in my analysis.

In *table 1*, I present available documents on NTNU's website used in this study, including all internal reports and evaluation reports from Deloitte (2015) and NIFU (2016), strategic documents such as the "merger-platform", rector's blog. The purpose of the numeration is to use them when referencing in the discussion section. I present an overview of the news articles as *Table 2*, in the appendix. I considered the information, data and discussions that I found in the news articles sufficient because they were interviews, blogs or other written material that were either, narrated, written or described by NTNU's top leaders and staff. UA interviewed employee representatives too to cover different opinions on the merger and the status in the organization. For this study, I searched for relevant articles on the different websites- Google, UA and NTNU's website for information. I chose to search for word combinations "NTNU, merger and rector", "NTNU, merger and leadership", "NTNU, merger and department head", "NTNU professional integration" and "NTNU leadership". I defined the search for documents for the period when discussions on possible mergers started from June 2014 until December 2017. The chosen period illustrates three stages of the merger process, *pre-merger* stage, *merger* stage and *post-merger* stage.

The document search resulted in 299 articles published mostly in UA, but in also in national papers, different local papers in Trondheim, Gjøvik, Ålesund and others. Although some of the articles were not directly relevant for the research question, they illustrate the context of the merger period in Norway. In a summer edition in 2015, UA commented that they had registered a 50% increase in readers compared to the year before and that they consider this an important medium for information and debate. NTNU established a merger site (document 14) where all information on important activities and decisions was published. Meeting points and suggestions from the groups established to work with different issues were published on this site and the whole organization could send in comments and suggestions. The merger project published a time schedule (document 15) for the merger process, highlighting decision dates for establishing organizational structure for the new NTNU. In addition, NTNU arranged merger cafes with focus on different topics, that were streamed and available on this website for all that were interested, staff, collaborators, students etc. Data from the last independent annual reports written by the partners in 2015 are used to describe the institutions (documents 2, 4, 6 and 8 from table 1.). In document 9, I present institutions' response on future strategies, that are published on the government website.

4.4 Data analysis

I chose to perform thematic analysis and found that this method helps investigate a phenomenon of OCC and merger in higher education, for which I found little prior research. Furthermore, it illustrates an understanding of an overall experience of the merger. The chosen themes (Hawkins, 2017) provide an in depth understanding of the documents, giving information about occurring process or processes. When themes reoccur throughout collected data, then they may indicate areas that help explain phenomena or reveal areas of needed improvement. It is important to locate themes in collected data by understanding these recurring observations. However, thematic analyses extends to more than counting of explicit words or phrases and rather sets focus on identification and description of both implicit and explicit ideas from collected data (Braun & Clarke, 2006). To locate themes within the data, I read the data multiple times to identify patterns that occurred in the data set. During this process and development of relevant themes, information-supporting themes, I extracted them directly from the analysed data. Therefore, it was important to be open for new and multiple themes. A theme illustrates (Guest et. al., 2012) a common understanding that occurs in the data and there are no boundaries as to how often a theme occurs. The number of theme occurrence does not define the depth of detail.

The chosen themes in this study offer implicit information and comes from a deeper implied understanding. Goal and involvement overlap, whereas leaders' allocation of resources was not be related to the other themes. Therefore, I had a systematic approach to locate themes, and applied this to all data. I found this appropriate as a pathway to work through the large amount of data I worked with. Hawkins (2017) considers thematic analysis to be a flexible method that is supported by documenting and repeating the analysis process with initial themes, i.e. noting choices that are made and information on the researchers' interpretation of the process. This ensures evidence of consistency in analysis. Approach to the communication occurrence was done inductively because it was determined by the research design and is evident through the research questions. The themes were chosen because they occur across and throughout collected data and provide a broader idea of the merger and understanding the case in-depth that can contribute to overall research. The chosen themes: goal, involvement and resources, when analyzed chronologically in three stages, give substance to the research question and indicate a recurring thought or pattern I found in the articles and other secondary data on the merger. In the interpretive phase of this analysis, the themes are related to leaders' actions to secure change and OCC during different stages of the merger. Leaders can manage OCC by communicating clear goals, involving staff in the

change and optimal allocation of resources. These themes together illustrate what relational aspects leaders need to be aware of when working with change and OCC in a merger within higher education sector.

4.5 Trustworthiness and transferability

Guba (1981) introduces four questions related to trustworthiness: truth-value, applicability, consistency and neutrality. It is important to establish confidence in the *truth* of researcher's findings on specific subjects and the context of performed inquiry. Second, it is necessary to determine the extent to which findings can be *applicable* in other contexts. Thirdly, it is necessary to determine if the research findings done before with the same data in the *same context*. Finally, it is necessary to establish the extent to which research findings are real results of the data without effects of *bias, interest and motivation*.

It has been challenging to evaluate which data is adequate to use in this study, because the research question is to define what aspects are significant for a higher education mergers. I chose to use news articles as data in this study because majority of NTNU staff are still processing the changes. Therefore, I chose against collecting data by interview to avoid any bias on my behalf and the interviewees and used news articles in UA to investigate chosen themes. I collected 299 news articles, and other official documents that describe the merger, and I believe that this gives me a wide spectre of data necessary for this study. Staff and leaders wrote articles themselves, whilst journalists at UA wrote others. The data from the news articles cover three stages of the merger and reflect opinion for this time that was significant to document leaders' action. These elements illustrate the truth-value of the data used in this study. Furthermore, I performed a thematic analysis as a method to explore the importance of leader's role in this study because it is about looking for recognizable reoccurring topics, ideas, or themes in collected data (Hawkins, 2017).

I did not find studies that, address managing and leading OCC in higher education merger, therefore, I used existing theories to shed light on the topic and structure the data I collected. News articles and formal documents for merger are available for organizations both in public and private organizations. Consequently, it is possible to reach findings about how leaders acted during a merger in other higher education institutions. As an investigator, I had no effect on information in secondary data. However, the challenge could be choice of themes and interpretation of data. To avoid this I followed recommended means of establishing trustworthiness by reading the whole data set thoroughly and getting familiar with it. I established a report structured chronologically in three stages, pre-merger, merger and post-merger and commenting chosen themes, goal, involvement and resources for each stage.

5. Analysis of the merger

In this chapter, I present the analysis of the collected data about the merger chronologically, divided in to three stages, pre-merger, during merger and post-merger. I structured the data in each stage, based on three themes, goal, involvement and resources. The chosen themes are important aspects that leaders need to manage in organizational change to develop OCC (Stensaker & Meyer, 2011) and effect the merger process. I also highlighted important decision dates. The aim of this study is to investigate *“what relational aspects are important for OCC in higher education mergers.”*

Table 2. An overview over important dates in the merger

Stage/period	Important dates
- Pre- merger - June/ Dec 2015 - 258 articles	<ul style="list-style-type: none"> ⇒ November 24th 2014 – higher education institutions give feedback to the Ministry of Education ⇒ January 28th 2015 - NTNU board decision to proceed with actions for a merger with HiST, HiG and HiÅ ⇒ February 18th 2015 First meeting for merger control group (without employee representatives) ⇒ April 17th 2015 Board decision on temporary leader group for the new NTNU ⇒ June 11th 2015 – Ministry of Education gives the final approval for the merger ⇒ November 10th 2015 NTNU’s new leader team first meeting
-Merger stage -Jan/ Dec 2016 -21 articles	<ul style="list-style-type: none"> ⇒ January 1st 2016 New NTNU established, the merger process starts ⇒ January 24th 2016 NTNU Board appoints rector for four new years ⇒ February 15th 2016 NTNU board decision on faculty structure ⇒ June 2016 - NTNU board’s report on the state of the organization ⇒ August 25th 2016 -NTNU board decision on department structure and the administrative roles and organization ⇒ December 7th 2016 - NTNU Board decision on local leadership at NTNU Gjøvik and NTNU Ålesund
-Post-merger -Jan/Dec 2017 -21 articles	<ul style="list-style-type: none"> ⇒ January 1st 2017 – New NTNU is established ⇒ November 2017, Work environment survey for the new NTNU

5.1 The pre- merger stage

The Ministry of Education (document 9) invited all higher education institutions to describe their strategic ambitions for the future and plans for a merger.

November 24th 2014 – higher education institutions give feedback to the Ministry of Education

In their response to the Ministry of Educations invitation, NTNU’s board signaled that they wanted to merge with HiST, HiG and HiÅ. The most important goals of a merger were the possibility to improve the quality of educational programs and improve the national role

education and research within technology disciplines. NTNU had already started a dialogue with HiG and HiÅ about a possible merger prior to the Board's decision. NTNU arranged a workshop to involve employees and define mutual interests and advantages of a merger. As a result, of this they produced a mutual SWOT analysis (document 9). HiST, HiG and HiÅ were positive to merge with NTNU and reported this in their feedback to the Ministry of Education.

HiST believed that a merger with NTNU would give positive because many of their educational programs are complementary with those at NTNU, and a closer collaboration would benefit and improve the quality of the programs.

Already in 2014, a staff member expressed reluctance towards a merger with any college, arguing against it because of the possibility that rules for time dedicated to research would be changed, different quality of research, long distance between the institutions, and higher operational cost. NTNU rector expressed an understanding for this reluctance and explained that the aim of merger is to achieve professional benefits and increase research.

The NTNU rector emphasises that it is significant for NTNU to keep and develop "*its national leading position in technology and research,*" and that a merger with HiG, HiÅ and HiST would secure this. He encourages that all objections and arguments be presented before January 28th, 2015 when NTNU Board will decide how and if to proceed with the merger. He says that, "*we have to have god and honest considerations.*"

NTNU arranged a seminar with 150 participants from the partner institutions. The participants had different positions, leaders, professors, employee representatives, students and Board members. The NTNU rector challenged the college participants to consider the fact that professional improvement may come in conflict with local affiliation.

After the seminar, NTNU rector said that he was open and uncertain on the question of merger. He was curious of the collaboration, but if it turned to be difficult, or if the partners are forced in to a merger then he did not want it. He said, "*We do not wish to push problems under the rug*". The college rectors presented their institutions and their strength. HiG has a strong technology environment with information security and have a close collaboration with the relevant industry in the region. HiÅ has a strong marine environment that collaborates closely with the shipping industry in their region. HiST has many educational programs that are complementary with NTNUs, they are located in the same city and can use mutual infrastructure more efficiently. The participants of the seminar managed to express the advantages and disadvantages of a merger and they agreed upon three things for the new organization, *one rector, one board* and keep *NTNU* as the name of the new institution. They

also discussed topics such as the structure of the organization at the different campus, ways to preserve campus identities and how to integrate similar professional environments. However, they expressed a more moderate opinion, and said that for them the university generated knowledge based on research and HiÅ generated innovation. The challenge is to draw these forces to collaborate.

In his meeting with rectors for the partner colleges, the NTNU rector refers to the Minister's wishes for mergers in higher education, because there are too many small institutions that are vulnerable. Generally, the rector agreed that the quality level in higher education and research is not as good as Norway's politicians want it to be. He was willing take on this task. He suggested three alternatives for NTNU, proceeds without any merger, merges with HiST or merges with HiST, HiG and HiÅ. The rector for HiÅ believes that they would be able to deliver a wider range of competences to the industry as part of NTNU.

One of department's leaders at NTNU expressed his doubts about a merger because the institution needed more time, the basis for a decision is not good enough, staff involvement is not sufficient. He points to possible challenges with a merger such as localization, funding scheme, organizational structure including leadership, diverse administrative systems, the structure of educational programs, structure of research and the principle of research based teaching. He emphasizes the need to study the significance of a merger and the importance of developing the NTNU brand. A staff member, specialized in organizational change was sceptical to a merger and believed that it to be very naive to expect it to happen if the employees are not interested.

NTNU leader emphasised that it was important to use facts in the merger process, where they exist. Furthermore, it was important for NTNU to base a decision on the merger within the deadline. A staff member called the merger process a "hermetic box free for reflexion" with no directions for how it was to be realized practically, what NTNU would achieve and what challenges the organization would encounter. The colleges NTNU's leaders wish to merge with have many qualities that contribute to the university's progress. However, the doubts lay in the merger process itself. It would require a transformation of four institutions in to one and creating common culture for research education and administration. One can wonder if the whole point of this suggested merger is to use NTNU as a tool to improve the average quality in the higher education sector, because the Ministry of Education is not able to address the quality issues in colleges.

NTNU staff communicated questions they had on the merger through staff meetings at the faculties. The questions were mostly on why NTNU was arranging these meetings, what did

they want to get out of these meetings and would they be presented with what NTNU leaders would recommend to the Board. NTNU rector was interested in meeting the staff and listening to their opinion and wanted to hear what they believed would be challenging.

When asked if staff could lose their jobs because of an eventual merger, the rectors for HiST and NTNU replied that existing resources would rather manage to create more education and research. However, it could be a possibility that the new organization would need one rector and this would not be a reform for layoffs, but for optimization.

NTNU rector had staff meetings at all faculties. He presented the written feedbacks on the three choices for NTNU's future structure that he received, proceed as (NTNU, NTNU merger with HiST or merger with HiST, HiG and HiÅ - so called satellite model). The social sciences environment were mainly for the option to continue without a merger. Although some employees were critical about NTNU's future without a merger if the whole sector changed and ended up with only 7-8 universities. The technology environment supported a merger in their meeting with the rector, especially the alternative of establishing a satellite model with Ålesund and Gjøvik. Some employees attending this meeting had attended the first meeting on merger (150 participants) for all four institutions, and conveyed their positive impressions from this meeting.

An employee representative from HiST debated on how establishing a satellite model with HiG and HiÅ could comply with a robust institution, an expression used to imply size. It is not possible for a tutor from Trondheim to step in for a colleague and take over class that is not located in Trondheim. Collaboration otherwise is established by the institutions' staff and does not depend on a merger or being part of the same institution. There is a wide diversity in the higher education within both pedagogy, collaboration with the industry and research. The quality reform in higher education criticises the aspect that universities and colleges have become alike, and by merging these institutions, one does not achieve more diversity. The positive aspects of the merger could be a more professional management of processes, legal questions and secure better involvement of the employees. Many believed that a bigger system could achieve higher efficiency and better economies of scale, but this is not always the case, because bigger organizations require more management levels and administrative support. A staff member enquired if bigger organizational units could secure professional gains and synergies because systems at NTNU were based on competition between departments that had to act strategically. With the exception of NTNU's "Strategic Research

Areas”,⁴ there was no room for interdisciplinary collaboration and it was easier to establish collaboration with external partners. Two of the leaders for NTNU’s “Strategic Research Areas” reflected over the fact that NTNU was a result of a merger in 1997 (document 5) that was not popular then, but we experience that the organization has enough muscles and strategic skills to make it work. They were proud to belong to a University that has achieved a Nobel Prize in Medicine and had faith that the new merger was important. It was a choice and one could go for being small but excellent, but with the need for knowledge on one hand and our role in society, they encouraged thinking bravely and innovatively. Organizational size does provide “muscles”, visibility and opportunities to make a difference. Feedback from the NTNU faculties on question of merger gave direction for what the organization wanted and many commented lack of thorough investigation of the benefit and consequences of a merger. Some faculties had divided opinions internally on what to recommend. Amongst the eight units at the NTNU, the majority were against the different alternatives for merger. Two units found that the alternative of a merger with HiST had most advantages. The union and student council warned against a merger without a full consequence analysis. HiST student representatives pointed the difference between the bachelor educational programs at HiST and the more theoretical programs at NTNU. The NTNU rector asked if it was an advantage for Trondheim to have two universities with similar masters programs, with the same focus. The motivation to merge with three colleges is primarily because of mutual interest within technology and in this way, all partners could develop a national mandate in technology. NTNU is expected to meet a completely different competition nationally and a merger would strengthen its position. The merger is all about quality, and the choice of the three colleges was not random. Furthermore, health and teacher education would be important growth areas in the future. If NTNU aimed to participate in the professional development of them then HiST was a good strategic choice. E.g., it is an advantage to establish interdisciplinary cooperation between doctors and nurses. Although he had positive aspects on a merger, the NTNU rector also emphasised that one should not underestimate organizational costs and the possibility that the merger process could drain the organization for energy and resources, and weaken academic work and achievements. The question was then how much cost did the university stand in the short term, in order to achieve their goals in the long-term.

⁴ <https://www.ntnu.edu/research/strategicareas>

January 28th 2015 - NTNU board decision to proceed with a merger with HiST, HiG and HiÅ

The respective College Boards voted for merger between them and NTNU, HiG and HiÅ boards voted unanimously. Their first priority was to merge with NTNU. NTNU's Board voted for a merger with HiST, HiG, and HiÅ with a 6 to 5 vote (five votes against were employee representatives). The employee representatives had worked out a mutual presentation with arguments against a merger, but the chairman denied a presentation on behalf of the group. Their arguments were that everything was happening in high tempo and they did not have answers to many questions, and fear for change in time dedicated to research.

In a press release after the vote, the NTNU's rector said that the merger gives possibilities for establishing a united university in Trondheim that could cover most of NTNU's educational programs on different levels. He believed that this would be an important contribution for the realization of our ambitions for Trondheim as a knowledge city in an international perspective. Furthermore, he substantiates that the merger with HiG and HiÅ would contribute to possibilities for the technology environment. Furthermore, the three rectors of the partner colleges were satisfied with the decision and believed that the merger model will give new aspects in the higher education sector. Their ambitions are to add new competences and innovation both regionally and nationally and hoped for the support from the respective authorities for their strategy. They were aware of different challenges related to profiles and geographical distances but were willing to work with solutions. One of employee representatives in the NTNU Board said, "I had extreme trust in the rector. Now I just have regular trust".

Through his blog, the NTNU rector reports that he received surprisingly, a lot of positive feedback from employees from different NTNU academic environments after the merger vote. He also said that he was fully aware of, and had great respect for the fact that many also felt uneasy and worried about the merger decision. The three partner colleges reported the same. The NTNU rector goes on to assure that NTNU would not reduce work hours dedicated to research as consequence of the merger. There had been discussions at NTNU before the merger about making research time, result based. The minority of staff produce the majority of NTNU's publications today and this cannot be sustainable over time. He also emphasised that his intentions for the NTNU were to have at least as high ambitions as before and that the aim of the merger was to enhance quality - both in research and education. The NTNU rector was also fully aware and did not underestimate the organizational costs that would follow the merger process that would require both management attention and

resources for a period. Many leaders in the organization would spend time facilitating good processes for a good organization and develop a professional platform. However, that work would be an investment that would pay off in the long run.

February 18th 2015 First meeting for merger control group (without employee representatives)

Rectors of the merger partners started a tour with staff meetings with all faculties and units of the new organization. These meetings had a two-part mission: firstly, to announce that the merger process for establishing the new NTNU from January 1st 2016 had begun, and secondly, the respective rectors presented their institutions. Staff in Gjøvik were curious about how the integration between the two small organizations, one medium and one major was going to take place and if it would be a full integration.

A steering group for the merger was established during rector visit to Ålesund, they called the group – “NTNU for the future”. Members of this group were the four rectors, an employee representative, a student representative and current organization directors from the NTNU and HiST. Employee representatives were chosen in both the steering group and other groups that were established to work with the merger process (documents 14.-20.). The employee representatives were satisfied that the four rectors chose to involve them and that the representatives were from all four merging partners. However, this work included some travel and increased cost, and secondly, there was pressure from members that were worried for their positions.

Employees in Ålesund wanted to know why the whole merger process was happening so fast. The NTNU rector responded that there are examples of merger discussion that had been going on for 15 years without success and that more time would not necessarily help the process; some would even want it to happen faster. Furthermore, they expressed a need for information, they were worried that the distance to decision making was too long, that employees could lose their jobs and dedicated work hours to research. The HiST rector assured the employees that no one would lose their job, but some may have to work with new tasks and that there would be no change in norms for dedicated time for research. The Faculty of Architecture delivered the most critical feedback on the merger, although none of the structural changes would have a direct effect on them. The game changer for them came with the realization that colleges would disappear in the future. The NTNU rector invited them to contribute with their competence, create a campus that is integrated with Trondheim Centre, and gives it a recognisable identity. The entire political motivation for the Structure Reform in higher education in Norway was that the sector had been ordered to increase cooperation since 2006, but it has not happen at the desired extent.

The NTNU rector responded in his blog to a critique raised on staff involvement in the making of the decision for the merger process. He said that engaged employees and students were the very foundation of a successful merger and that they started a round with all faculty and department staff meetings. Furthermore, the steering group decided to organize the merger process as a project, with different groups that would work with different aspects of the merger, e.g. one group would work with a platform that defines mutual strategies and goals. Employees and students would be represented in all groups. A student representative from HiST was chosen to the merger steering group.

Employees and their representatives raised discussion on norms for time dedicated to research. Some claim that research conditions for staff at the new NTNU would be worse after the merger, and if same norms were to apply, to all employees it would increase costs. Alternatively, time for research that the NTNU staff had would have to be redistributed, and each employee would have less. An employee representative argued that research time should not be subjected for competition, it should be considered a duty and right for all academic staff. Good working conditions must help ensure predictable frameworks for free research. A group of non-Norwegian speaking employees criticized the merger process and labelled it as hasty and inflexible. They go on to say that there was especially lack of involvement of non-Norwegian speaking employees (more than 40% phd of all candidates) and most of the merger documents were not translated to English. They claim that there was insufficient analysis of the situation, and that it was a flawed process of employee consultation. They raised the question of future democracy at the University. Students and employees had a goal to develop specialized social sciences and not generalized. Social sciences should have their own influence and not only as part of interdisciplinary activities. The same question was raised at HiST staff meeting with the four rectors. Their description was that the new NTNU would create an A and B team, where team A do research and team B teach. It was important for them that teaching achieves a better status. The Faculty Dean responded to the critics and explained how university democracy and employee involvement worked, e.g through employee representation in different organs. That documents should be available in English was something to take in to account.

Both HiST and NTNU board members wanted a clarification on how the decision-making process would look in the future and who would be making them. Furthermore, they wanted to know what would be decided about the merger in each of the four institutions' boards. It is necessary to find solutions for this because the boards could not carry on all autumn without being able to make decisions. The conclusion was to establish a temporary but operative

board soon. The NTNU Board made an important decision not to change the norms for research time.

One of the points that the steering group discussed was the need to monitor the time schedule and ensure enough time for employee involvement in the process. This is most critical when the organization needs to express its opinion about the decision of a new faculty organization. An employee representative in the group invited staff to be active and to get involved in the process.

An employee gave ten points of advice to the NTNU rector that could help him keep the staff trust. He said, *“Academics at NTNU are concerned with having time for research and teaching and this is not something leaders should take lightly. Academics are not to believe in an idea that is not professionally rooted, and that is why NTNU needs to develop professionally oriented environments as the core of a change process. It is not possible to create a vibrant university by drawings of campus, but by letting staff experience ownership both of what NTNU is working for centrally and for the opportunities created and maintained in their own academic environment. Academics have a vast amount of experience from other universities, through stays and collaboration, listen to them. Do not have excessive faith in the opportunity to engage the NTNU employees by using staff meetings, because most of them are interested in dialogue, and are tired of being informed. Holding staff meeting is not involvement. It is wise to avoid media posts because academics can see through empty rhetoric and only get annoyed by being informed by leaders. It is unnecessary to exaggerate rhetoric about external professional threats for the NTNU, when the real threat lies within increased bureaucracy in research funding and belief in quantifying research. Avoid the interdisciplinarity mantra and secure academics collaboration conditions first, because interdisciplinarity without solid disciplines as fundamentals becomes superficial. Be concrete and avoid using words such as outstanding, excellent, robust, and sustainability.”* UA arranged an open debate meeting between the rector and this academic, with over 200 employees in attendance. The discussion focused mainly on the merger process, advantages and disadvantages of the merger, norms for time dedicated to research, securing staff involvement and what happens with feedback the NTNU leaders receive and development in the sector in Norway and internationally. In this phase, employees were both curious and critical to the fact that there were no investigations on the status and concrete plans for how to proceed with the merger process. Although the NTNU rector was grateful for employees’ engagement, his biggest concern at this point was that not all contradictions, reflections and good arguments would come out in the open. He replied, *“We are going to create a better*

university. We will build the new university on the best we have. The core of it is our expertise and our employees. We do not merge to become less competent - we merge to be better, and to ensure improved conditions to develop this competence and to spread even more. Again, I will say: No scientific staff at NTNU will lose research time as a result of this merger.” Furthermore, he disagrees that he did not want advice for the organization; he had both asked for it and listened, and they had been diverse.

Faculty deans for health studies commented on the merger from their perspective, *“the purpose of the merger is to create a stronger, future-oriented and innovative university, which can increasingly assert themselves internationally arena and initiate regional and national development. The motivation and drive for the merger was the NTNU technology profile and the position “the new NTNU” could acquire with all campus that have strengths in education and research cooperation with heavy industrial clusters in Norway. However, the merger not only benefits technology development and business, it also gives foundation ambitions within the breadth of health and social studies in the “new NTNU”. It brings together four strong education actors who together have professional robustness to run efficient and ground breaking research, education and quality development through collaboration, division of labour and concentration. This will be done in close cooperation with the health services – the most important education partner.”*

Rector’s blog addresses the question of dedicated time to research as the topic engaged many in this process and discussions on this topic started prior to the merger. There was increased management awareness about the use of - and the results from - the research resource, not only at NTNU but also at other universities. Therefore, NTNU has suggested a possibility that academic staff can change their tasks if they cannot show research results i.e. increase their teaching and dissemination time that are important parts of university tasks. An employee representative argued that administrative tasks, such as participation in administrating committees, educational program boards, teaching quality assessments etc. are reducing the time dedicated to research. Furthermore, academic staff spent more time on student contact both formal and informal. This raises the question of what is formal and what is real research time.

There was a considerable increase in the number of student applicants to programs at HiST, HiG and HiÅ. Rectors of the respective units believe that it was significant for the increase that students applied to NTNU and that students want to be part of larger professional environments.

April 17th 2015 Board decision on temporary leader group for the new NTNU

The supreme body for the merger is the steering group for the “Future NTNU” and in their meeting on April 15th 2015. They addressed the question of board composition and representation of the merged university, temporary leadership of the new NTNU until January 1st 2017 and establishing of groups to address different aspects of the merger. One premise for board work is that each member of the board must represent the entire NTNU. They extended the temporary board with two members, one representative for students and one for the academic staff. The NTNU current top leaders continued in the board and college leaders with similar positions were offered other appropriate positions by July 1st, 2015. I.e. NTNU rector continued, together with his executives and directors. Rectors in Gjøvik and Ålesund were offered resident leader positions and HiST rector was offered the assistant rector position for the merger process. During current discussions, it became clear that Gjøvik and Ålesund needed resident leaders that could manage the respective campus.

NTNU made an estimate of what the merger would cost, including for example system integration, different groups and substitutes costs (only possible partially, because some tasks depend on extensive experience), but the organization needs to consider if it has to deliver a 100% all the time at the same time as we have a merger process. The Ministry of Education dedicated 10 million crowns for planning mutual campus in Trondheim.

Union arranged courses for stress management for staff that was very popular. The merger process was happening fast at the same time as the public sector had an order to reduce the number of administrative positions. According to an employee representative it was the administrative staff who would be most affected by all the changes in the merger process.

There were 350 employees involved in groups working with various aspects of the merger. It was important to consider the number of participants and feasibility, because there was a great interest and everyone was allowed to join. Therefore, in consultation with the employee representative and project management, the group leaders established smaller committees of up to five members that could prepare workshops. Student and employee representatives participated in the workshops. Many of appointed group leaders were deans and leaders and this confirmed the impression that the whole merger process was top-down controlled.

Organization director presented five elements that could have negative effect on the merger process: 1. *Resource shortage and overload of key resources*, 2. *Data flow and interfaces between systems and services fail*, 3. *Delay in data conversion*, 4. *Presentation of joint study portfolio not completed within deadline*, 5. *Lack of decision authorizations*. NTNU administration would consider the need for additional staffing on some tasks, to avoid critical phases of overload and eventual delay of plan. They chose to run the merger process minimal

use of external consultants, and rather used their own experts, because NTNU would have performed some of the tasks to improve their routines anyway. However, they were open for use of external consultants if the process required more resources than was available.

June 11th 2015 – Ministry of Education gives the final approval for the merger

All faculties delivered hearing reports with suggestion for structure, they argue for one of four possible models (document 17). Faculties at the NTNU had different structures and the departments were of different size, therefore their choice of structure model varied. This raised reactions in Ålesund because in the example of the Faculty of Medicine, they chose the alternative of seven faculties and that Ålesund was a section (so-called level 4) under a Department, i.e. with leadership from Trondheim. Employee representatives argue that it was essential to have a resident leader for all units in Ålesund because they needed leaders that could make fast decisions and have a near relation to the industry in the region. The results of the hearing could lead to different leader levels in Ålesund. Finally, they were not certain if it was possible to recruit candidates to section leaders. Employee representatives did not feel that NTNU leaders listen to their opinion and they had hoped that the NTNU board, that made the final decisions, would hear their arguments.

Two unions performed member surveys on the merger. Results of the surveys show that 47% of the academic staff at the NTNU expressed lack of trust in NTNU's top leaders, while 23% were neutral and the remaining 30% expressed trust. The results of the surveys were very similar and therefore had credible illustration of the employee opinion at the time. The representatives believed that the problem was an extreme uncertainty amongst the employees because of the change in faculty structure, and uncertainty about research time. The processes affected all employees and people do not like change unless it is clear that the results are positive. When a representative was asked if she trusted the NTNU's leaders, she said that she did, and believed that they acted based on what they thought was best. Furthermore, it was necessary to re-establish employees' trust as many experienced that the merger processes were not open. HiST employees had least trust towards their leaders, whilst HiG employees scored highest. Employee representatives recommend that managers of all levels focus more on their responsibilities for their employees and actively listen and communicate views and key information clearly both up and down in the organization. The surveys showed, among other things, that 68% employees want more openness. The surveys also show that it was significant for employees to maintain the technological profile of the NTNU and the engineering bachelor programs. The surveys showed that 43% of NTNU's academic staff completely disagreed with the mergers, 21% disagreed, only 5% fully agreed with the merger

decision, while 20% agreed partially and 11% were neutral. As response to the results of these surveys, the rector invited the employee representatives to discuss measures he could take to re-establish trust, although he had already planned to visit all 48 departments to hear employees' opinions and advice. The representatives' expectations were that input from employees during the meetings were noted systematized and made available to others, so that leaders at lower levels could see input and feedback from the organization.

NTNU signed an agreement on organizational restructuring and a handbook that regulated employees' rights and obligations during the merger. These were signed for two periods (from May until December 2015 and for the period January 1st 2016 until July 31 2017).⁵ Amongst other things the agreement secured that, employees would not lose their jobs and would not be compelled to move if their tasks were restructures to another geographical location. However, it was possible to assign new tasks to an employee.

A group whose mandate was to redesign NTNU administration was established with the aim to start with a clean sheet and rethink how it should be organized. They had to define the division of work between different levels in the organization, solutions to the geographical challenges and management.

NTNU Board decided to perform system integration based on today's systems at NTNU because it would reduce the risk by interfacing the largest basic systems. Many employees needed to switch to new systems, at the same time there were many interfaces and it was demanding to get an overview. Employees that switched to new systems needed training. The merger steering group established (document 13) a group that worked with a mutual "platform" document for the NTNU. It describes strategies, ambitions and goals for the new organization. The group received 60 responses to a hearing. It specifies that the new organization keeps the *NTNU trademark*; it would develop free and independent knowledge, promote academic freedom and that researchers have the right to freedom in the choice of theme, methodology, implementation of research and publication of results. Furthermore, research at the NTNU would be performed in an ethically sound manner; NTNU would ensure good scientific practice and have mechanisms to deal with any violation of research ethical standards.

To manage resources that would need to change their tasks, NTNU established a competence bank where staff could register if they were interested to work with new tasks, however many were afraid to end up in in this bank. NTNU administration was involved in the merger

⁵ <https://www.ntnu.no/fusjon/omstilling>

process and the process to reduce administrative resources that Government imposed on the public sector (de-bureaucratization). Part of the restructuring agreement, employees had to register their competences and many were insecure how to describe this. One of the possible measures to reduce administrative resources was through eliminating duplicate positions. Administrative staff from NTNU's partners had concerns with who would be evaluating them and their competences. NTNU leaders had little or no insight in this and NTNU's administration would be at advantage. It was difficult to estimate redundancy and which new positions would be necessary, therefore rector proposed some measures, limited to August 1st 2017. Furthermore, NTNU was restrictive about external announcement, established central employment authority to handle and eventually approve all recruitments, removed the limitation for six-month temporary employment and gave permitted use of substitutes from employment agencies to fill resource gaps. Finally, a "virtual" pool was established, and employees who lost their jobs could register.

Employee representatives raised a question of workload for administrative resources because of the merger. When four institutions merge into one administrative unit, then changes in tasks and responsibilities for both employees and leaders occur. Therefore, some leaders and others in key positions would not continue in their jobs and they would feel the pressure to perform extra to ensure preferable tasks in the future. This could lead to an unhealthy competitive situation, where employees worked extra to be prominent and to be chosen for tasks that are more lucrative when the new organization chart is to be drawn.

NTNU's chief ombudsman commented that it was unfortunate that this combination of saving and merging came at the same time. Usually organizations started saving after mergers. The government introduced the bureaucracy and efficiency reform in the government sector from January 1st 2015, implying a budget reduction for the NTNU. This means that administrative staff had to work smarter, increase their productivity and at the same time cost less. It is especially this group that was affected by the merger and although all employees had secured their jobs, they were not sure of which tasks they would hold. Some considered the merger as a possibility. She emphasized that it was more important than ever that leaders follow their employees and observe signals for stress. Employees may take sick leave due to stress and the merger, but some might not dare to do so. These factors are well known in restructuring processes.

HiST employees report that they have no access to information on the merger. A new restructuring agreement is signed in January 2016, because it had to be signed formally with the new organization. The employees are not worried for losing their jobs, but for their tasks.

Staff that perform teaching tasks in merged programs that had similar focus were uncertain what their future tasks would be if the NTNU tutors took over their lessons.

A group of academic staff arranged a kick-off meeting for employees that had mutual professional interests. The aim of this was to bring people together, provide a common understanding of the situation, enable dialogue, stimulate learning, and establish cooperation platforms. They want to establish networks for teachers and improve the status of teaching at the NTNU.

Key personnel were mainly leaders and middle management with special responsibilities in the merger project. To avoid negative consequences, NTNU proposes more resources. This is especially relevant for the IT, engaging substitute consultants to relieve them. Organization director presented staff status with a fresh risk assessment is based on an external quality assurance carried out by Deloitte Consulting. NTNU engaged Deloitte to deliver a report on the work done with safe operation and a report on the entire merger project. In their report, Deloitte point out the need for clearer goals and advantages gained by the merger. They propose that this be quantified, e.g. number of student applicants. The consultants considered that the time schedule for the merger was too long, including recruitment of Department heads and other leaders in the new organization. The NTNU rector said that he would review the report and submit a proposal with concrete follow-up to the next board meeting. The last point in the risk report and the external quality assurance indicates that there was insufficient overview of all the changes the merger would bring. Therefore, they considered the risk of insufficient control to be higher than before. In healthy restructuring processes, employees usually need two things; available leaders, and extensive information. Changes should be a result of predictable processes and should not come as a surprise. However, leaders were overstrained with the merger and did not have time to communicate the changes to staff. A lot of attention is dedicated to safe operation and the merger of systems, but it was necessary to talk about the merger of employees. What are key resources are not all employees important and represent NTNU's key resources.

November 10th, 2015 NTNU's new leader team first meeting

Merger steering group arranged a meeting with 40 employee representatives from the whole organization. They were presented with the status of the merger process. The term key resources was substituted with employees. Employees' sick leave because of the merger was a reality and the question is how to support all the employees. The Department structure discussion in the NTNU board could result that they decide on it much earlier than planned. The new agreement on restructuring of the NTNU was signed.

The workload that had key personnel was identified as one of the major threats for the merger process. Key personnel from former HiST had high workload but leaders tried to make it easier for the extra load to be manageable, e.g. they postponed or cancelled projects.

Employees were committed to merger and everyone wished to contribute, however, HiST experienced greater pressure from the merger work because HiST had fewer resources than the NTNU. NTNU dedicated extra resources for research position and infrastructure in their budget for 2016 because it was extremely important that the academic communities got a good start in the new NTNU.

Technology environments were divided in their choice of faculty structure. The majority of technology faculties chose the structure alternative with seven faculties because these environments believe that this is a future-oriented path. It facilitates participation and communication, and where we already have well established structures for collaboration across.

5.2 The merger stage

January 1st 2016 New NTNU established, the merger process starts

January 24th 2016 NTNU Board appoints Rector for four new years

Introductory speed dating arranged by the NTNU for culture forming in NTNU's leader team. The aim was for the participants to exchange experiences in groups and discuss how to create good collaboration, culture forming and professional synergies. They discussed the leader's role also and his or her most important contribution. Some of the groups' suggested creation of new collaboration arenas, implement more IT and e-learning, support change agents, be aware and work with culture, prevent renewed battles and if not create enthusiasm then at least acceptance, be generous with knowledge and adopt new culture.

February 15th 2016 NTNU board decision on faculty structure

In the faculty structure discussions, the teacher-training environment protested against suggestions to be part of the faculty for social sciences. They were pushing for a faculty for education training through the merger process, pointing out advantages for professional development and because they were one of the best environments in Norway.

June 2016 - NTNU board's report on the state of the organization

Telematic environments from Gjøvik and Trondheim agreed that it was advantageous for them to join in to one Department. However, they had not discussed the structural solution like where would the leader have his or her office. The academic environment at the Department of Telematics in Trondheim believed that it was an advantage for the department head to have office physically near the faculty in Trondheim. The environment in Gjøvik

believed they should have the Department head in Gjøvik because their information security environment would become the centre point of the new Department. One of the solutions was to announce the position without specifying the office location because many applicants would not apply if it were specified. Another suggestion was to discuss the work place was during recruitment process and not specified in advance.

Former HiST technology environments protested against the new Departments that would split them in to different faculties and departments. The programs were organized to create good professional practitioners. The teachers in the various subjects operated together, interdisciplinary is built-in. NTNU planned to change this model and both students and teachers were to be divided into narrow areas of study. HiST reconstructed the infrastructure and premises for the technology environment and they were about to move in, but then they heard that other environments would move in instead. There have been strong reactions from the employees. They were informed that parts of the environment would possibly move to Gløshaugen where parts of the Department is already located and the rest would follow when adequate locality was available.

Administrative structure and organization was one of the topics at NTNU June meeting, rector asked for authorizations to establish foundations for the administration. However, all board members were confused by what the request was about. Therefore, they formulated a new recommendation that said, “Through new administrative organization of NTNU, strategic functions will be strengthened. The departmental division of the central administration and the administrative organization of NTNU in Gjøvik and NTNU in Ålesund as proposed would be the preliminary basis for this. Rector is authorized to conduct negotiations with the employee organizations based on this. The Board would make their final decision on its next meeting on August 25th 2016”.

Employees of both the teacher and engineering education from former HiST are frustrated by the discrimination and the fact that their professional communities were split and divided in to other units at NTNU after the merger.

August 25th 2016 -NTNU board decision on department structure and the administrative roles and organization

The NTNU Board approved the suggested department structure, also referred to as professional organization, at their August meeting. The memorandum included, among other things a decision to appoint resident leaders at three departments at NTNU in Gjøvik, and five at NTNU in Ålesund. Following this decision the recruitment process of Department heads started. In addition, the administrative organization was approved, the following period

would be spent on implementing the decisions. Leaders would start mapping administrative staff based on content of their current jobs and competence. By December 1st, physical placement of new and reorganized units would be outlined. NTNU rector had his annual overview of NTNU activities for the Board and concluded with ten improvement points: greater mobility both students and staff, fulfilment of studies' rate is too low, too many students drop out from NTNU's studies, the transition to more digital and innovative education is slow, the quality of research is variable, insufficient number of applications to EU funds, such as the prestigious ERC from the EU Research Council and the Research Council's Fripro funds, NTNU researchers have too low a share publishing in Open Access journals, NTNU's laboratories and infrastructure are not utilized well enough, NTNU is not professional at information security and privacy, and more researchers need to put more emphasis on dissemination. The last point was increasingly important for the NTNU because the NTNU had become the country's largest university, and it was important to be far more visible outside. Therefore, there is now a plan that disseminates communication as the fourth community assignment to the NTNU - in addition to teaching, research and innovation.

An employee tells the story of how he had to take sick leave because of stress of the merger. He did not notice the changes in himself before it was too late. However, he reacted to some episodes, such as calling employees a risk or when asked about status of his tasks. If he had changed something from the merger process, he would have suggested weekly meetings with his leader wherein one is informed on going-ons but is also given a report on progress.

NTNU invited NIFU as external researchers to evaluate the merger process and to give advice during the process for adjustments to the project. They made an evaluation, presented a partial report, and presented a number of recommendations e.g. that NTNU's *senior management should try to understand how staff experienced the merger and how it was affecting them*. In this way, the merger process could be felt as meaningful and insolent. The first thing that the researchers pointed out was that it was a challenge to explain what the point of the merger was for many of those who were affected. The goal was increased quality and productivity in research and education. However, this was shadowed by budget cuts and there has been a focus on a number of other issues in the implementation process.

Employee representatives reminded of their warnings that it is unfortunate to have an efficiency process at the same time while the merger process is in progress. The employees' focus is on uncertainty and where they would end up, or if they have a position to go to. The researchers recommended that the NTNU management continues to focus on developing different, but equal career paths in education and research. It seems that the organization

understood why that the process had to happen quickly, because there was no point in prolonging it. Placement of staff in appropriate positions required a good bottom-up communication, and this placed big demands on the middle managers' ability to handle a good dialogue.

December 7th 2016 - NTNU Board decision on local leadership at NTNU Gjøvik and NTNU Ålesund

5.3 Post- merger and the new NTNU

January 1st 2017 – New NTNU is established

In the first leader team session of the new NTNU, the main theme was how we develop the research university. It was about management, recruitment and career development. After a year of focus on the practical aspects of the merger, it was time to turn to core business. The NTNU became Norway's largest university; how do we become the country's best university, including research. If the NTNU would become a research university, then we should strive for the good research, which, in line with the OECD definition, is systematic, original and seeks new knowledge. Through the merger, the NTNU became a substantially larger and more diverse university. We have received a larger range of professional education programs at a lower level and specialized environments with lesser traditions for basic research and scientific publishing. This means that the NTNU would not necessarily achieve better results on indicators that measure research results per academic position. But, that is fine, because we have not acquired a less overall research resource at the merged NTNU. On the contrary, it increased – The NTNU has *strengthened its total research capacity*.

Due to a lot of work pressure and heavy workload, some had sick leave. The statistics for sick leave show a reduction, but it is well-known that the NTNU had cases of sick leave because of heavy workloads due to the merger. The work environment in the first half of 2017 was characterized by the fact that the new organizations had not been established. Furthermore, it appears that this entailed heavy workload for managers and employees involved in tight administrative staffing plans. Another theme that worried the employee representatives was the size of units and the possibility of leadership.

New results from the “Database for Statistics on Higher Education” (DBH) showed that the NTNU had cut costs to a critical level and became best in class in the relationship between administrative man-years and teaching and research positions. The announcement stop for positions had been strictly enforced. Employees who had retired or quit were not replaced, unless it was considered a necessary for important functions. Over the last two years, there

had been strong signals that merger and savings had affected health and working environments in several places. Organization director had reported this to the board several times. NTNU is no longer interested in making “stencil cuts”. Employees raise the question of new technology that the NTNU has acquired as a learning portal (Blackboard). Many were frustrated because they found that it was not intuitive and not better than the former tool. Some simple functions were missing and required more time to solve.

November 2017, Work environment survey for the new NTNU

An employee questioned the value of the work environment survey for numerous reasons. There were no questions about the merger in the survey. When asked to evaluate your leader it is not clear which leader was to be evaluated and it was not possible to evaluate the rector.

6. Discussion and conclusion

In this chapter, I discuss the findings using theory presented in chapter 3, and the structure based on the three themes of the analysis: goal, involvement and resources. Furthermore, I use my finding to make a conclusion on the questions in what way leaders:

- communicated visions and organizational goals for the merger?
- communicated and mobilized the employees for change?
- managed resources in the change processes?

6.1 Goal

6.1.1 Pre-merger stage

Already in the beginning of the merger process, it was clear that the NTNU rector was not interested in a forced merger to achieve mutual aims, implicitly saying that a voluntary merger was preferred (Harman & Harman, 2003). Top-leaders for the merged partners repeatedly expressed the goals of the merger on behalf of their respective organizations, pointing out the significance of NTNUs technological profile, possibility of enhancing mutual quality, but also advantages for other environments such as health, teaching etc. (Fielden & Markham, 1997). The aim of the merger was to improve quality - in both research and education, strengthen NTNUs national role within the technology environment and a more efficient use of premises and infrastructure. However, the whole Structure Reform in Norwegian higher education was initiated with some political pressure (Drowley, 2013; Skodvin, 1999) to cut down cost (Adams & Shannon, 2005).

The merger partners made an early decision to keep the NTNU name establish one board and one rector. By keeping the name NTNU, the institutional leaders were clear on the benefits on it being a trademark. Furthermore, the four leaders met with employees as a team, they seemed united in their messages to the staff (Gardner, 2011). Harman & Harman (2003) claim that mergers seem to function better where the partners have complementary aims and strategies. Trondheim could become a knowledge city in an international perspective and would stand stronger against competition in the sector nationally. The merger could result in stronger internal synergies and advantages in the international competition (Porter, 2011). According to Skodvin (1999), successful mergers require strong and visible leaders who are able to manage change by creating joint identity and optimal organizational structure, especially in the implementation phase. The four rectors of the merging partners were visible in the media and different meetings with the employees. Leaders need to establish and

develop goals and objectives shared by the staff and ensure sufficient resources for implementing change (Rafferty et. al., 2013).

NTNU rector reflected that higher education in Norway tried to increase cooperation since 2006, but did not succeed to the desired extent. In this way, he used historical experiences as a rhetoric (Suddaby & Foster, 2017). NTNU mapped merger experiences from other Norwegian and international higher education institutions and learned from this to avoid making the same mistakes. The NTNU rector used earlier experiences with both the NTNU merger and others, to express that the NTNU would merge to be better and not the opposite. The entire political motivation for the “Structure Reform” in Norway and initiation of different mergers is to change this (Kyvik & Stensaker, 2013). Harman & Harman (2003) state that mergers with complementary aim function better, this was relevant for the new organization that aimed to establish a united university and offer complementary programs on different levels and different fields. The social sciences environment argued that they should have their own set of goals and not only be part of other NTNU environments. In an organization with a diversity of educational and research specialties it is more complex to achieve an integration between partners in a merger (Harman & Harman, 2003).

Through establishing a joint platform document for the new organization, the merger project group made new development paths and objectives that was basis for mutual interests and ambitions (Skodvin, 1999). In addition, they established structures for decision-making and leadership, in a period of uncertainty that followed after all four boards approved the merger. The merger had possibly already triggered an increase in number of applicants to programs driven by former HiST, HiG and HiÅ. The project group that coordinated the merger collaborated closely with the steering group, and together they adjusted deadlines for different important decisions, as recommended by Deloitte. Different environments created meeting places where academic staff could have mutual discussions and establish networks and basis for future collaboration and dialog. Locke (2007) points that leaders need to have and follow a plan all through a merger process. Employees expressed their concern on different occasions, that the NTNU did not have a plan or sufficient facts to initiate a merger, and some wanted NTNU leadership to postpone the merger decision for further mapping of the situation. Balugon & Hope (2004) state that it is important that leaders assess the organization to choose the approach to change and plan their actions. The NTNU used external consultants to map the merger. However, I have not found any evidence of systematic mapping of the situation in the four institutions or planning for this change. The critics of the merger claimed that the Ministry of Education pressed an ideology they believed

was true, the “larger the better” instead of using knowledge and the experiences from former mergers. The merger critics raise the question of organizational size as a negative result, although Stensaker (2007) points this dimension as a possibility to manage demands of stakeholders. New institutions established because of mergers, have become larger and it is believed that this has stimulated efficiency and quality (Kyvik & Stensaker, 2013).

6.1.2 The merger stage

Some environments were concerned about the faculty structure and that certain environments would not be organized together in the same faculty for synergy effects of their activities. Furthermore, the technology environments from former HiST criticized NTNU leadership for structure decision that split them up, and organized them in different faculties. Fielden & Marham (1997) state that organizational change should be part of a long-term strategy and planned in detail. Rector reported to the board ten points the NTNU needed to improve. To manage NTNU’s OCC it was important that the leaders also acted as managers (Mintzberg, 2009) and that they changed their leader styles between directed, planned and guided. It may seem that in the phase before organizational structures for the new NTNU were in place, top-leaders at the NTNU used a directed leadership style. When faculties and departments were established, they performed a more guided style. However, I have not found any evidence that there was any awareness of the significance of this for OCC.

6.1.3 Post-merger stage

At their first meeting with the NTNU leaders, the rector spoke of developing NTNU as a research university. They focused on topics such as management, recruitment and career development i.e. it was time to turn from practical parts of the merger to core business. Buono & Bowditch (1989) suggest that leaders need to direct the organization towards a new path and vision, thereby changing organizational culture that takes time.

6.2 Involvement

6.2.1 Pre-merger stage

NTNU arranged a seminar with 150 participants from the partner institutions to initiate discussions about a possible merger. The participants had different positions, leaders, professors, employee representatives, students and board members. Cartwright et al. (2007) emphasises the importance of involving staff during the pre-merger and the extent of staff consultation and involvement during the entire merger process, to reduce their experience of stress because of planned change. NTNU employees were involved in the early stage to discuss if NTNU should start a merger or not, and concluded with three possibilities, no

merger, merger with HiST or a merger with HiST, HiG, HiÅ. Harman & Harman (2003) believe that results of a merger can depend on the aspect if it is voluntary or not, how many institutions are involved, and if it is bottom-up. Some mergers that started top-down, staff chose to increase collaboration and functioned more as bottom-up (Skodvin, 1999). Furthermore, in mergers where one of partners has a dominant role can cause a strain on the process. A department leader pointed out possible challenges with a merger such as localization, funding scheme, organizational structure including leadership, diverse administrative systems, the structure of educational programs, structure of research and the principle of research based teaching and the effect on the NTNU brand. Top-leaders had staff meetings at all faculties to discuss the three possible alternatives for NTNU. Many employees were critical to any merger, but also questioned NTNU's future in the sector without a merger (Boling et.al, 2017). Staff established collaboration with other environments and did not depend on a merger or being part of the same institution. Authors of the "Quality Reform" in higher education criticized that universities and colleges have become alike, and one did not achieve diversity when these institutions merged.

The positive expectations staff had to a merger were a more professional management of processes and legal questions, and better involvement of the employees. According to Fox & Amichai-Hamburger (2001) managers need to address what employees feel and think, and use different communication forms. Feedback from the NTNU faculties on the question of a merger gave direction of staff opinion and many commented lack of thorough investigation of the benefits and consequences of a merger. Some departments even had a divided internal opinion on the merger. According to Meyer & Stensaker (2006), staff that have experienced change develop a capability to cope, but some develop cynicism towards change depending on their prior experiences.

The college boards voted unanimously for the merger, but the NTNU board voted 6 to 5 for the merger. Board members expressed lower trust to the rector and according to Piderit (2000) employees react to change emotionally, cognitively, and behaviorally. NTNU established a steering group for the merger and organized the process as a project, including an employee representative. Buono & Kerber (2010) state that leaders introduce change based on strategic choices (necessity, logic, emotional appeals and the leader's credibility) and convince employees to accept the decision. Staff meetings had two aims, to inform staff that the merger would start on January 1st 2016 and present each other's organizations. The NTNU rector said that engaged employees and students were the very foundation of a

successful merger. On the other hand, NTNU was criticized for not having important information and documents in English, as many employees did not speak Norwegian. NTNU had different initiatives for staff involvement and the steering group discussed the need to monitor the merger time schedule and ensure enough time for employees to respond to hearings. As part of the process, 350 employees were involved in different groups to contribute with their expertise, opinion and needs and an employee representative was chosen to the steering group of the merger. Staff wrote through UA different advice to the top-leaders on how to manage the merger. The steering group for the merger established a group that worked with a mutual platform for the NTNU. However, many of the appointed group leaders had leader functions in the organization and this confirmed the impression that the whole merger process was top-down controlled. Mumford et.al. (2002, 2003) emphasize the necessity to refrain from the use of power when implementing change in knowledge organizations. The NTNU rector had different meetings with staff at different stages of the merger, both on faculty level but also with the departments. The aim of these meetings was to initiate dialog and listen to all the arguments about the merger. Kotter (1988) states, that leadership is a process of motivating people for change. Employees understood that it was important to have a swift process for the merger, and expressed their need for information. Another reason for rector's visit to all the departments was the result of two employee surveys initiated by union organizations to establish opinion on the merger. The results of the surveys were similar and for employees in Trondheim it showed that most were against the merger and that employees' trust in the NTNU top-leaders was weakened. Results of the surveys show that 47% of the academic staff at the NTNU expressed lack of trust in NTNU's top leaders, while 23% were neutral and the remaining 30% expressed trust. The reason for these results were that employees felt uncertainty. Employees from Gjøvik and Ålesund protested to establishing faculties where their leaders operated from Trondheim. They needed leaders that could act swiftly and be available. Employee representatives criticized the NTNU leaders because they felt that their opinions were not heard, they hoped that the NTNU board would consider their arguments. HiST employees report that they had no access to information on the merger. Meyer & Stensaker (2011) suggest five categories for leaders to get an organization to implement a change: framing, participating, pacing and sequencing, routinizing and recruiting. However, this can lead to a somewhat time-consuming process and neglect of daily operations. Employees that have experience from organizational change can develop capabilities to cope with it, although their reactions depend on earlier experiences (Meyer & Stensaker, 2006) and can develop cynicism to change (Abrahamson, 2000). It is

not clear from employees' reactions if they have experience from organizational change and if their experiences are positive or not. This is especially difficult as the employees were earlier organized in four different organizations of higher education.

There were different signs of stress and uncertainty that staff experienced during the merger. Therefore, NTNU signed a two-year agreement with the union on organizational restructuring and a restructuring handbook that regulated employees' rights and obligations during the merger. Staff that perform teaching tasks in programs and different subjects planned joined with the NTNU programs, were uncertain what their future tasks would be if the NTNU teachers took over their lessons. The majority of technology faculties chose the structure alternative with seven faculties because these environments believe that this is a future-oriented path. Huy (2002) states that it is important that middle managers pay attention to employees' emotions.

Non-Norwegian staff criticised that information on the merger was mostly in Norwegian and all meetings with staff were in Norwegian. Although, 40% (in 2015 about 500 employees) of doctoral students at NTNU are non-Norwegian speaking. The question is then how much influence and how much complicity they could have had during the merger process. Piderit (2000) describes that the employees react emotionally, cognitively and behaviourally to change and thereby the different critiques (active reactions) and feelings expressed in UA. Staff were invited to give feedback on different decisions through the merger process, such as faculty and department structure, organizing of the administration etc. NTNU arranged and streamed many theme meetings to all employees. The merger project group established a website with information about the merger; however, many important documents were not available in English. Employee representatives emphasised that it was important that leaders were available for their employees and that they give information about the process.

Furthermore, there were differences in how employees perceived the merger and information about the planned changes. Leaders sensitive to employee reactions can build employees' readiness for change (Huy, 2002). There are examples where NTNU adjusted their decisions because of reactions from the organization, e.g. leadership off NTNU in Gjøvik and Ålesund. Although many measures were made to involve employees in the merger process, staff criticised leaders for lack of involvement, they meant that staff meetings were not adequate for dialog and involvement. Amongst others, the engineer environment from former HiST warned that the structure of their bachelor educational programs were unique and established in collaboration with the regional industries, and therefore should not be changed. As part of the department structure decision, different engineer specialties from HiST are organized as

part of different faculties in the new organization. The question is if staff understand involvement as influence and if the cultural differences (Weber 1996) between employees of the four institutions and their leaders was complex. Furthermore, leaders need to address readiness for change at both individual and group level (Ford & Ford, 2010).

6.2.2 The merger stage

NTNU arranged an introductory speed-dating seminar to form mutual culture in NTNU's leader team and for the participants to exchange experiences in groups. They discussed ways to create good collaboration, culture forming and professional synergies. Harman & Harman (2008) suggest that leaders' sensitivity to employees' and organizational culture contributes to success of a merger. Different environments were arguing for structures and which environments should be organized together as the best solution for the NTNU. They also raised the question of where leaders would have their offices if departments were located on different campus. Both engineering and education professional communities from former HiST were organized in different departments at NTNU after the merger, this frustrated the employees. Capability for change addresses the employees' ability to manage change and their reactions to change, and if staff have passive or active and constructive or destructive (Mishra & Spreitzer, 1998; Chreim, 2006). NTNU invited Deloitte and NIFU to evaluate the merger process and followed their advice during the process for adjustments of different decision dates.

6.2.3 Post-merger stage

An employee questions the value of a work environment survey as a tool to gather employee opinion. The main critique was that there were no questions on the merger, unclear which leader was evaluated and there was no question to evaluate the rector and other top-leaders. The survey could give an illustration of the work environment when performed, but not what, if there was any correlation between the results and the merger.

6.3 Resources

6.3.1 Pre-merger stage

One aspect that was a strain on this merger was the downsizing of administration requirement. NTNU established a group with a mandate to redesign the administration. The uncertainty in the organization clouded NTNU's focus on their future goals that they wished to achieve through a merger. Employee representatives expressed their dilemma with the fact that they had to be involved in the merger and the changes staff was facing, in addition to the

fact that some employees were facing uncertainty. Different measures were taken to secure this, all new employments were announced internally, they had to be approved by a central committee, a pool of resources was established to make it possible for staff to change units, and the constraints on temporary employment was stopped. The NTNU's chief ombudsman commented that it was unfortunate that this combination of "de-bureaucratization" and merging came at the same time. Usually organizations started saving after mergers. Leaders needed to be available during the merger process and be observant for signs of employee stress. NTNU top-leaders announced at different occasions that no one would be redundant or would need to move to keep their job, but some may have to do new tasks that they were qualified for. Despite these reassurances and that, NTNU signed agreement on restructuring with the union, employees felt stressed and uncertainty. This can indicate that staff have either negative experience or no experience with change (Meyer & Stensaker, 2011). NTNU leaders were aware of the possibility that the merger process could drain the organization for energy and resources, and weaken academic work and achievements. Therefore, it was necessary for leaders to manage merger processes, act as change agents and motivate others to follow them (Van Knipperberg & Hogg, 2003). In addition, they were aware that part of the staff was concerned about the merger and had great respect for the fact that many were uneasy and concerned. Leaders repeatedly confirmed that there would be no reduction in time dedicated to research, although there had been discussions about introducing result-based research time prior to the merger, i.e. to adjust research time to how staff performed. Harman (1989) states that it is important to understand academic culture to conclude with type of leadership styles needed to implement a merger. Employees in Gjøvik and Ålesund were worried that if their leaders were in Trondheim then the distance to make swift decision would be difficult, and that could have a negative impact on day-to-day management. The IT departments of the merging partners had a vast task to integrate the diverse systems of the four partners. NTNU had calculated costs of the merger and questioned the necessity to deliver 100% at all times. According to the organization director, NTNU identified five elements that have negative effects on the merger process; resource shortage and overload of key resources, data flow and interfaces between systems and services failure, delay in data conversion, presentation of joint study portfolio not completed within deadline, and lack of decision authorizations. One of five identified elements focus on resources, although Haley & Balogun (2002) state that change is about changing people and not organizations. NTNU considered the need for additional staff on some tasks, to avoid critical phases of overload and eventual delay of the

process. However, they chose minimal use of external consultants, and rather used their own experts, because they would have performed some of the tasks to improve their routines anyway. NTNU leaders chose a strategy to develop change competences with their own resources and develop OCC (Meyer & Stensaker, 2011). Furthermore, some planned projects and activities were either, postponed or stopped so that resources could concentrate on the merger. They were open for use of external consultants if the process required more resources than were available (Meyer & Stensaker, 2011). The NTNU board decided to keep NTNU's IT systems in the new organization to reduce implementation risks in the largest part of the organization.

The government supported merging institutions and allocated extra funds for the purpose. Key personnel, mainly leaders and middle management with special responsibilities in the merger project, were over-worked and NTNU considered dedicating more resources to relieve them. This was especially relevant for the IT, and substitute consultants were engaged to relieve them. Meyer & Stensaker (2011) state that organizations may require more resources when extensive organizational changes occurs at the same time, and leaders can build OCC by adjusting and manage resources. Employee representatives commented that leaders had to be available, but they were "sucked up" by the merger, as well securing safe operations. A lot of attention was dedicated to merger of systems, but it was necessary to focus on merging employees. Tam (1999) suggests that before initiating change, it is important to understand that change is about changing people and not organizations. Based on information about merger process in different faculties, integrating and merging employees is a long process and the results can vary between different faculties.

Key personnel from former HiST had high workload and leaders postponed or cancelled projects to make it easier for the extra load to be manageable (Meyer & Stensaker, 2011). Employees were committed to the merger and wanted to contribute, however it was a strain on the merging partners because they had fewer resources than NTNU. The NTNU dedicated extra resources for research positions and infrastructure in their budget for 2016 because it was extremely important that the academic communities got a good start in the new NTNU. NIFU recommended that the NTNU management continue to focus on developing different but equal career paths in education and research. Placement of staff in appropriate positions required a good bottom-up communication, and this placed big demands on the middle managers' ability to handle good dialogue. According to Stensaker & Meyer (2011), leaders play a role in how day-to-day tasks are run at the same time as they mobilize for change, plan, make structure and run it and how the employees react to change and established

structures and routines in the organization. The NTNU established structure and all four partners managed day-to day tasks such as teaching, research etc. at the same time as the merger was in process.

6.3.2 The merger stage

Employee representatives repeated their warnings that it was unfortunate to start a process for efficiency at the same time as a merger process. Kerber & Buono (2005) suggest that leaders have to implement directed, planned or guided change and to be able to alternate between these approaches. Furthermore, the organization does not necessarily understand a Government required efficiency as an urgency or crisis. NIFU recommended that NTNU establish two carrier paths for academic employees. Placement of staff in appropriate positions required a good bottom-up communication, and this placed big demands on the middle managers' ability to handle good dialogue.

6.3.3 Post-merger stage

There were cases of sick leave caused by stress because of the merger. Leaders at different levels and employee representatives reported that they experienced a heavy workload because of tight administrative staffing plans. Employee representatives worried for the size of units in the organization and the possibility of leadership. There are beliefs that establishing larger institutions stimulates to efficiency and quality (Kyvik & Stensaker, 2013). According to statistics and the ratio of administration per academic employee, NTNU had achieved its goal to downsize, and was best in the sector.

6.4 Conclusion

The aim of this study is to investigate what relational aspects are significant for OCC during a merger process in higher education. Judge (2011) states that OCC focuses on dimensions such as employees and attitudes, leadership capabilities, organizational culture and infrastructure. This study shows that all dimensions involve relational transactions between leaders and staff. Top-leaders' vision for the merger started with focus on higher quality in research and education, efficient deployment of joint infrastructure and complementarity. However, the requirement for downsizing shadowed the merger process; it is not clear if this affected employees' readiness for change.

Mergers in higher education, as form of organizational change need detailed planning, negotiation and cannot be part of a short-term strategy (Fielden & Markham, 1997). On different occasions, staff required that NTNU investigate what the merger would mean for the

university and based on this establish future strategies. For this purpose, it is possible to implement the kaleidoscope to assess future strategies (Balogun & Hailey, 2008). Haley & Balogun (2002) state that organizational change is about changing people and not organizations, in other words it requires staff involvement. Another relational aspect important for organizational is that managing change requires actually changing management (Tam, 1999). However, Meyer & Stensaker, (2011), suggest that extensive involvement comes at a cost, especially if the organization is going through continuous change. Based on my findings and existing research there is a need for further research of employee involvement in organizational change as a means for developing OCC, especially staff involvement in higher education. National and international trends and social expectations of higher education indicate that change in this sector is something that will be more frequent. This means that higher education needs to find a way to deliver good quality in both education and research, but at the same time implement change for the future. Leading knowledge organizations is all about letting the employees establish and maintain a sense of responsibility, instead of delegating jobs and controlling the results (Amar & Hlupic, 2016).

Appendix

Table 1. General facts on the merging partners

	NTNU	HIST	HiG	HiÅ
About	NTNU was established in March 1995, because of a merger between six institutions in higher education, Norwegian Institute of Technology, Museum of Natural History and Archaeology, Norwegian College of General Sciences, Faculty of Medicine, and Trondheim Academy of Fine Arts. It was a public research university, with campuses in different parts of Trondheim. The University has a long and strong tradition in technology; research engineering goes back to the 20 th century. In addition to specialization in technology and natural sciences, NTNU offers a wide range of educational programs and research in fields such as medicine, social sciences, economics, psychology, architecture, arts, music, teaching etc. The institution's main profile within the technology and natural sciences sets a special responsibility to developing the technological basis for the future needs of our society.	HiST was established as a result of a restructuring of higher education in Norway in 1994 and was located on 6 campuses in Trondheim. HiST restructured the organization a year prior to the merger. The aim of this restructuring was to improve organizational efficiency and resource disposition.	HiG was established as a result of a merger between two colleges in Gjøvik in 1994 and was located on one campus	HiÅ's focus was on developing education programs that were close to practice and satisfying the qualifications needs of the region. Their two main pillars were ocean space and health. HiÅ has most unique collaboration within businesses in maritime, both in education and research.
Vision	<i>knowledge for a better world</i>	<i>knowledge you need</i>	<i>competences for a sustainable and safe society</i>	<i>a knowledge hub in an innovative region</i>
Structure	NTNU had 7 faculties and 47 departments in 2015, in addition to the NTNU University Museum.	HiST had reduced from six to four departments covering, health and social sciences, teaching and translation, technology and economics.	HiG consisted of three departments: technology, economics and leadership, informatics and media techniques, health, care and nursing. In addition, they had and still have a national centre for research on elders' health.	They were organized in to five departments
Employees	5314	854	325	239
Students	23 000	9230	3500	2455
External financing of research	25% of NTNU's total budget	Not presented in the annual report	25% of HiG's total budget	16,41% of HiÅ's total budget

Table. Overview of articles used in this thesis

Date	Source	Title and internet address
06.08.14	UA	"Snakker sammen om nytt universitetskart", https://www.universitetsavisa.no/politikk/article40458.ece
28.08.14	UA	"Ønsker lokal sammenslåing", https://www.universitetsavisa.no/politikk/article40504.ece
17.09.14	UA	"HiST vil ha NTNU-fusjon", https://www.universitetsavisa.no/politikk/article40552.ece
18.09.14	UA	"Ingen vetorett i strukturdebatt", https://www.universitetsavisa.no/politikk/article40555.ece
22.09.14	UA	"- Derfor er fusjon med NTNU best for HiST", https://www.universitetsavisa.no/politikk/article40562.ece
14.10.14	UA	"Sammenslåing er et høyrisikoprojekt for NTNU", https://www.universitetsavisa.no/leserbrev/article42131.ece
17.10.14	UA	"- Jeg forstår usikkerheten", https://www.universitetsavisa.no/leserbrev/article42369.ece
07.01.15	Adressa	"NTNUs nasjonale rolle må ikke svekkes", https://www.adressa.no/meninger/leder/article10516273.ece
07.01.15	UA	"Storinnrykk fra høskolene", https://www.universitetsavisa.no/politikk/article45915.ece
07.01.15	UA	"Tre ukers elefantjakt", https://www.universitetsavisa.no/incoming/article46023.ece
07.01.15	SMP	"- NTNU er beste alternativ", https://www.smp.no/nyheter/article10518555.ece
07.01.15	NRK	"Høyskoler på NTNU for å se på sammenslåing", https://www.nrk.no/trondelag/hoyskoler-pa-ntnu-for-a-se-pa-sammenslaing-1.12136592
07.01.15	Adressa	"Næringslivet frykter høyere dørstokk", https://www.universitetsavisa.no/politikk/article45849.ece
08.01.15	SMP	"NTNU kan bli størst i Norge", https://www.smp.no/nyheter/article10522893.ece
08.01.15	UA	"En rektor, ett navn og et styre", https://www.universitetsavisa.no/politikk/article46055.ece
09.01.15	UA	"- Altfor kort tid på SAKS", https://www.universitetsavisa.no/leserbrev/article46119.ece
09.01.15	UA	"Må overvinne bastant industrimotstand", https://www.universitetsavisa.no/incoming/article46093.ece
10.01.15	UA	"NTNUs framtid", https://www.universitetsavisa.no/incoming/article46183.ece
12.01.15	UA	"Industrien korrigerer kursen", https://www.universitetsavisa.no/incoming/article46171.ece
13.01.15	UA	"Det er nå vinduet står åpent", https://www.universitetsavisa.no/incoming/article46267.ece
13.01.15	SMP	"- NTNU avgjør sammenslåing", https://www.smp.no/nyheter/alesundogomland/article10538162.ece
13.01.15	Panorama	Vanskelig å forstå strategien, http://panorama.himolde.no/2015/01/13/vanskelig-a-forsta-strategien/
14.01.15	P H	"Vestlandsk siv.ing. På plass", http://pahoyden.no/2015/01/14/vestlandsk-siving-pa-plass
14.01.15	UA	"Kan noen være så snill å lukke vinduet?", https://www.universitetsavisa.no/incoming/article46297.ece
14.01.15	rbnet.no	"Går for å fusjonere høskolene i fylket", https://www.rbnett.no/nyheter/article10543904.ece
15.01.15	UA	"Struktur for kvalitet", https://www.universitetsavisa.no/leserbrev/article46381.ece
15.01.15	UA	"Rektor må lese på senga", https://www.universitetsavisa.no/incoming/article46397.ece
15.01.15	UA	"Spår at det ikke blir noen fusjon", https://www.universitetsavisa.no/politikk/article46305.ece
15.01.15	UA	"DER kom debatten, fire måneder etter, men pytt, pytt", https://www.universitetsavisa.no/uamener/article46387.ece
15.01.15	DN	"Alle venter på NTNU", https://www.dn.no/talent/2015/01/15/2150/Utdannelse/alle-venter-p-ntnu
15.01.15	UA	"Får ansatte sparken?", https://www.universitetsavisa.no/politikk/article40795.ece
15.01.15	Adressa	"NTNU i SAKSa", https://www.adressa.no/meninger/kronikker/article10540912.ece
16.01.15	UA	"- Vi ligger med neglene i parketten", https://www.universitetsavisa.no/politikk/article46479.ece
16.01.15	UA	"Kultur, ikke størrelse - kunnskap, ikke hastverk", https://www.universitetsavisa.no/uamener/article46427.ece
16.01.15	Adressa	"Muligheter og farer med et gigant-NTNU", https://www.adressa.no/meninger/kronikker/article10546590.ece
16.01.15	UA	"Fusjonsuttalelser spriker i alle retninger", https://www.universitetsavisa.no/incoming/article46383.ece
19.01.15	UA	"Oppsiktsvekkjande av prorektor Melby", https://www.universitetsavisa.no/leserbrev/article46325.ece
19.01.15	UA	"Ad vettuge spørsmål", https://www.universitetsavisa.no/leserbrev/article46597.ece

19.01.15	UA	"Teknologene går for alternativ C", https://www.universitetsavisa.no/incoming/article46557.ece
19.01.15	SMP	"Høgskolestyret velger NTNU", https://www.smp.no/nyheter/article10558285.ece
20.01.15	P H	"Ambisjon om å bli størst, frykt for å bli minst", http://pahoyden.no/2015/01/ambisjon-om-bli-storst-frykt-bli-minst
20.01.15	UA	"Vi kan bli førende nasjonalt og internasjonalt i lærerutdanning", https://www.universitetsavisa.no/leserbrev/article46613.ece
20.01.15	rbnet.no	"Langer ut mot Høgskolen i Molde", https://www.rbnett.no/nyheter/article10561746.ece
20.01.15	Fremover	"- Narvik har fått et fantastisk tilbud", https://www.fremover.no/lokale-nyheter/hin/bodo/narvik-har-fatt-et-fantastisk-tilbud/s/5-17-17769
21.01.15	Khrono	"Advarer mot speed-dating i UH-sktoeren", https://khrono.no/2015/01/nina-skage
21.01.15	UA	"Rektor mellom Nobel og trøbbel", https://www.universitetsavisa.no/incoming/article46641.ece
22.01.15	Dusken	Skeptisk til stor sammenslåing, https://dusken.no/artikkel/24723/skeptiske-til-storsammenslaing/
23.01.15	Panorama	"Lite robust analyse", http://panorama.himolde.no/2015/01/22/lite-robust-analyse/
23.01.15	F-forum	"Antallet universiteter og høyskoler kan bli halvert", https://www.forskerforum.no/antallet-universiteter-og-hoyskoler-kan-bli-halvert/
23.01.15	UA	"SAKS: Dette bør styret velge", https://www.universitetsavisa.no/incoming/article46705.ece
23.01.15	Klasse kampen	"Vil halvere antallet høyskoler", http://www.klassekampen.no/article/20150123/ARTICLE/150129986
25.01.15	Khrono	"10 høyskoler kan bli universitet", https://khrono.no/struktur/10-hoyskoler-kan-bli-universitet/174332
26.01.15	UA	"Gir store enheter faglig gevinst?", https://www.universitetsavisa.no/incoming/article46857.ece
26.01.15	UA	"Vi går for storfusjon", https://www.universitetsavisa.no/incoming/article46831.ece
27.01.15	Khrono	"NTNU-rektor vil ha fusjon uten Narvik", https://khrono.no/struktur/2015/01/ntnu-rektor-gar-fusjon
27.01.15	Adressa	"NTNU-rektor går for fusjon", https://www.adressa.no/nyheter/trondheim/article10583584.ece
27.01.15	UA	"Rektor går for fusjon", https://www.universitetsavisa.no/politikk/article46897.ece
27.01.15	Uforum	"NTNU-rektor Gunnar Bovim går for fusjon", https://www.uniforum.uio.no/nyheter/2015/01/ntnu-rektor-gunnar-bovim-gar-inn-for-storfusjon.html
27.01.15	UA	"Krever SAKS til Stortinget", https://www.universitetsavisa.no/incoming/article46827.ece
27.01.15	UA	«Rektor toner flagg: De første reaksjonene», https://www.universitetsavisa.no/incoming/article46909.ece
27.01.15	Fremover	"Rektor i Trondheim vil vrake Narvik", https://www.fremover.no/lokale-nyheter/narvik/hin/rektor-i-trondheim-vil-vrake-narvik/s/5-17-19476
28.01.15	Khrono	"Hadde vært enklere med et enstemmig vedtak", https://khrono.no/samfunn-struktur/2015/01/hadde-vaert-enklere-med-enstemmig-vedtak
28.01.15	SMP	"Fusjon mellom NTNU og Høgskolen i Ålesund", https://www.smp.no/nyheter/article10588877.ece
28.01.15	NRK	"Høgskolen i Gjøvik + NTNU = Sant!", https://www.nrk.no/ho/glede-over-ntnu-vedtak-ved-hoyskolen-i-gjovik-1.12177068
28.01.15	Dusken	"For storsammenslåing", https://dusken.no/artikkel/24734/studentrepresentantene-for-storsammenslaing/
28.01.15	UA	"Fusjon: Narvik er ute", https://www.universitetsavisa.no/incoming/article46919.ece
28.01.15	Adressa	"NTNU-styret vedtok fusjon", https://www.adressa.no/nyheter/trondheim/article10587378.ece
28.01.15	NRK	"Gigant-universitet med satellitter", https://www.nrk.no/trondelag/ntnu-vokser-seg-storst-1.12177283
28.01.15	Khrono	"NTNU blir størst", https://khrono.no/ntnu-fusjon/ntnu-blir-storst/174118
28.01.15	UA	"NTNU blir største", https://www.universitetsavisa.no/politikk/article51148.ece
29.01.15	UA	"Ansattes representanter taler mot rektor midt i mot", https://www.universitetsavisa.no/politikk/article46957.ece

29.01.15	TuB	"Du kan pynte brura så mye du vil. Noen garanti for et lykkelig ekteskap er det ikke", https://www.tu.no/artikler/du-kan-pynte-brura-sa-mye-du-vil-noen-garanti-for-et-lykkelig-ekteskap-er-det-ikke/196710
29.01.15	Adressa	"Røe Isaksen skyter av NTNU-fusjonen", https://www.adressa.no/nyheter/trondheim/article10593044.ece
29.01.15	Dusken	"Inspirerende at studentene avgjorde", https://dusken.no/artikkel/24738/-inspirerende-at-studentene-avgjorde
29.01.15	Khrono	"Universitet i Oslo skal vere Noregs beste", https://khrono.no/samfunn-struktur/2015/01/universitetet-i-oslo-s-vere-best
29.01.15	UA	"Sterkt slpittet styre vedtok fusjon", https://www.universitetsavisa.no/politikk/article46967.ece
30.01.15	NRK	"Kunnskapsministeren fornøyd med NTNU-vedtak", https://www.nrk.no/trondelag/kunnskapsministeren-fornoyd-med-ntnu-vedtak-1.12180146
30.01.15	OAB	"NTNU trenger HiG", https://www.oa.no/gjovik/hig/skoler/ntnu-trenger-hig/s/5-35-33173
30.01.15	UA	"NTNU blir størst, men Oslo vinner forskningskampen", https://www.universitetsavisa.no/politikk/article47073.ece
31.01.15	Fremover	"Et tvangs-ekteskap er det uansett", https://www.fremover.no/lokale-nyheter/ukeslutt/et-tvangs-ekteskap-er-d-uansett/s/5-17-21000
03.02.15	UA	"Rektor som risikokapitalist", https://www.universitetsavisa.no/uamener/article47247.ece
10.02.15	UA	"Sammenslåing for fremtiden", https://www.universitetsavisa.no/incoming/article47813.ece
13.02.15	UA	"Makt uten ansvar, ansvar uten makt", https://www.universitetsavisa.no/leserbrev/article48021.ece
15.02.15	UA	Makt og ansvar, ja takk til begge, https://www.universitetsavisa.no/meninger/article48109.ece
16.02.15	Blogg	"Fusjon og fremragende forskning", https://www.ntnu.no/blogger/rektoratet/2015/02/fusjon-og-forskning/
17.02.15	UA	"Fusjonsrektorene møtte HiG-ansatte", https://www.universitetsavisa.no/campus/article48149.ece
18.02.15	UA	"Bovim måtte berolige usikre sunnmøringer", https://www.universitetsavisa.no/campus/article48233.ece
18.02.15	Adressa	"Kjempeglade for forslag om økonomifakultet", https://www.adressa.no/pluss/nyheter/article10665028.ece
19.02.15	AMP	"NTNU lover god prosess", https://www.smp.no/nyheter/article10666009.ece
20.02.15	UA	"Arkitektene snudde", https://www.universitetsavisa.no/politikk/article48269.ece
27.02.15	UA	"Styringsgruppa holdt møte uten fagforeningene", https://www.universitetsavisa.no/politikk/article48687.ece
27.02.15	UA	"Formidabel utfordring for de administrativt ansatte", https://www.universitetsavisa.no/politikk/article48353.ece
01.03.15	Aposten	"Fem argumenter for og mot fusjon", https://www.aftenposten.no/norge/i/X1Vm/Fem-gode-argumenter-for-og-mot-fusjon
02.03.15	Khrono	"NTNU-fusjon med stram tidsplan", https://khrono.no/a/172826
03.03.15	Adressa	"Fusjon uten fundament (kronikk)", https://www.adressa.no/meninger/kronikker/article10709356.ece
04.03.15	UA	"Medvirkning eller ei, det er spørsmålet", https://www.universitetsavisa.no/politikk/article48929.ece
04.03.15	UA	"Professorer kan miste store inntekter etter NTNU-fusjonen", https://www.universitetsavisa.no/politikk/article48843.ece
04.03.15	Adressa	"Fusjon for å bli fremragende sammen (kronikk)", https://www.adressa.no/meninger/kronikker/article10710580.ece
05.03.15	P H	"Dårligere forskervilkår på NTNU enn i Bergen og Oslo", http://pahoyden.no/2015/03/darligere-forskervilka-pa-ntnu-enn-i-bergen-og-oslo
05.03.15	UA	"HiST-student valgt inn i styringsgruppa", https://www.universitetsavisa.no/student/article48897.ece

05.03.15	UA	"Tror forskningen ved NTNU får dårligere vilkår", https://www.universitetsavisa.no/politikk/article48957.ece?fb_comment_id=789272577820563_789851177762703
06.03.15	UA	"Rett og plikt til forskning og undervisning", https://www.universitetsavisa.no/leserbrev/article49131.ece
09.03.15	UA	"A flawed process of employee consultation", https://www.universitetsavisa.no/leserbrev/article49190.ece
10.03.15	F-forum	"- Ødeleggende for hele ideen om et universitet", https://www.forskerforum.no/deleggende-for-hele-ideen-om-et-universitet/
10.03.15	UA	"Garanterer at ingen mister jobben som følge av fusjonen", https://www.universitetsavisa.no/politikk/article49224.ece
11.03.15	UA	"Brandtzæg ber om ekstra styremøter", https://www.universitetsavisa.no/campus/article49214.ece
11.03.15	UA	"Forskningstid står fast", https://www.universitetsavisa.no/politikk/article49244.ece
12.03.15	UA	"Involving employees has been central from Day One", https://www.universitetsavisa.no/leserbrev/article49298.ece
12.03.15	F-forum	"Avklaring om forskningstid ved NTNU", https://www.forskerforum.no/avklaring-om-forskningstid-ved-ntnu/
12.03.15	UA	"Fusjon gir prorektorer på HiST midlertidige stillinger", https://www.universitetsavisa.no/politikk/article49295.ece
13.03.15	UA	"Strukturendring middelet, kvalitetsheving målet", https://www.universitetsavisa.no/leserbrev/article49332.ece
16.03.15	UA	"Mister ekstrajobben som følge av fusjon", https://www.universitetsavisa.no/politikk/2015/12/14/Mister-ekstrajobben-som-f%C3%B8lge-av-fusjon-53859.ece
16.03.15	UA	"80 prosent av fusjonen kommer etter fusjonen", https://www.universitetsavisa.no/politikk/article49339.ece
19.03.15	Aktuell	"NTNU blir størst i landet", https://frifagbevegelse.no/nyheter/ntnu-blir-storst-i-landet-6.158.238250.d7edff4
23.03.15	UA	"Risa utfordrer trege kolleger til debatt", https://www.universitetsavisa.no/politikk/article49453.ece
24.03.15	UA	"Time to acknowledge the elephant in the room", https://www.universitetsavisa.no/leserbrev/article49479.ece
24.03.15	UA	"Farvell til det faglige", https://www.universitetsavisa.no/leserbrev/article49465.ece
24.03.15	OAB	"Det nye NTNU", https://www.oa.no/det-nye-ntnu/o/5-35-68654
25.03.15	UA	"- UH-sektoren sendes baklengs inn i framtida", https://www.universitetsavisa.no/politikk/article49488.ece
25.03.15	UA	"Støtter skjerpede kvalitetskrav", https://www.universitetsavisa.no/politikk/article49512.ece
27.03.15	UA	"Ti gode råd til rektor", https://www.universitetsavisa.no/leserbrev/article49529.ece
27.03.15	UA	"Vi fusjonerer ikke for å bli mindre kompetente", https://www.universitetsavisa.no/leserbrev/article49581.ece
27.03.15	UA	"Sohlberg slakter Røe Isaksens kvalitetskriterier", https://www.universitetsavisa.no/politikk/article49558.ece
27.03.15	UA	"Bovim og Tjora møtes til debatt", https://www.universitetsavisa.no/politikk/article49607.ece
27.03.15	OAB	"Dette mener næringslivet om at Gjøvik blir en universitetsby", https://www.oa.no/gjovik/hoyere-utdanning/hig/dette-mener-naringslivet-om-at-gjovik-blir-en-universitetsby/s/5-35-70145
09.04.15	UA	"Om det nye NTNU", https://www.universitetsavisa.no/leserbrev/article49708.ece
10.04.15	F-forum	"Frykter A-lag og B-lag", https://www.forskerforum.no/frykter-a-lag-og-b-lag/
10.04.15	UA	"Forskningstiden opprettholdes", https://www.universitetsavisa.no/leserbrev/article49712.ece
10.04.15	Blogg	"Forskningstid og fusjoner", https://www.ntnu.no/blogger/rektoratet/2015/04/forskningstid-og-fusjoner/
13.04.15	UA	"Lokker søkere med stor-NTNU", https://www.universitetsavisa.no/student/article49761.ece
14.04.15	UA	"Styring av det midlertidige NTNU", https://www.universitetsavisa.no/notiser/article49799.ece
17.04.15	UA	"Hva vil vi med NTNU?", https://www.universitetsavisa.no/politikk/article49890.ece
17.04.15	UA	"Utvider styret med to representanter", https://www.universitetsavisa.no/politikk/article49873.ece
21.04.15	F-forum	"Legger lederkabal for nye NTNU", https://www.forskerforum.no/legger-lederkabalen-for-nye-ntnu/
21.04.15	UA	"Klungland kan bli prorektor for fusjon", https://www.universitetsavisa.no/politikk/article49927.ece
21.04.15	UA	"Forskning, fusjon og framtid", https://www.universitetsavisa.no/incoming/article50053.ece

21.04.15	UA	"Høgskolene spiser innpå i publisering", https://www.universitetsavisa.no/forskning/article49925.ece
21.04.15	UA	"NTNU-toppene får fortsette i det nye NTNU - fordi NTNU er størst", https://www.universitetsavisa.no/politik/article49927.ece
22.04.15	Adressa	"NTNU debatt med full sprik", https://www.adressa.no/nyheter/trondheim/article10881172.ece
22.04.15	UA	"Tjora kjemper ikke alene. Han har mange bak seg", https://www.universitetsavisa.no/meninger/article50012.ece
22.04.15	Adressa	"NTNU gleder seg over fusjonspartnerne", https://www.adressa.no/nyheter/innenriks/article10879364.ece
22.04.15	SMP	"Søknad-rush til Høgskolen i Ålesund", https://www.smp.no/nyheter/article10878604.ece
22.04.15	UA	"KULT bør bistå i fusjonsselvordet", https://www.universitetsavisa.no/leserbrev/article50030.ece
22.04.15	UA	"Prorektorjobben forsvinner fem måneder etter første arbeidsdag", https://www.universitetsavisa.no/politikk/article49992.ece
22.04.15	UA	"Tror på NTNU-effekten", https://www.universitetsavisa.no/student/article50040.ece
22.04.15	UA	"Må ta titalls millioner av egen lomme", https://www.universitetsavisa.no/politikk/article49968.ece
22.04.15	Adressa	"Sju prosent flere vil studere ved HiST", https://www.adressa.no/nyheter/trondheim/2015/04/22/Sju-prosent-vil-studere-ved-Hist-10879029.ece
22.04.15	Adressa	"Rekordsøkning ved «NTNU-Ålesund»", https://www.adressa.no/nyheter/sortrondelag/article10878978.ece
22.04.15	Adressa	«NTNU-Gjøvik» øker sterkt", https://www.adressa.no/nyheter/sortrondelag/2015/04/22/%C2%ABNTNU-Gj%C3%B8vik%C2%BB-%C3%B8ker-sterkt-10878941.ece
23.04.15	UA	"Ledere og ansatte i hver sin verden", https://www.universitetsavisa.no/politikk/article50073.ece
24.04.15	Klasse kampen	"Fusjon gir byråkratboom", http://www.klassekampen.no/article/20150424/ARTICLE/150429878
27.04.15	UA	"Mest mulig som før i Midlertidige NTNU", https://www.universitetsavisa.no/incoming/article50139.ece
28.04.15	UA	"Spente på det faglige utbyttet", https://www.universitetsavisa.no/incoming/article50179.ece
28.04.15	UA	"Studentcamp skal gi råd om fusjon", https://www.universitetsavisa.no/student/article50026.ece
30.04.15	UA	"Ansatte må på kurs for å stresse ned", https://www.universitetsavisa.no/campus/article50184.ece
05.05.15	Khrono	"Byråkratene øker mest i utdanningen", https://khrono.no/2015/05/tilstandsrapporten
05.05.15	UA	"Wroldsen går på fusjonstoget", https://www.universitetsavisa.no/politikk/article50358.ece
06.05.15	UA	«Over 350 blir med i de faglige arbeidsgruppene», https://www.universitetsavisa.no/politikk/article50402.ece
06.05.15	TU	"Regjeringen bevilger penger: ett skritt nærmere storcampus på NTNU", https://www.tu.no/artikler/regjerin-bevilger-penger-et-skritt-naermere-storcampus-pa-ntnu/223321
06.05.15	UA	"Milliondryss til campussamling", https://www.universitetsavisa.no/politikk/article50399.ece
07.05.15	UA	"Landsem vil sikre styreplass til alle", https://www.universitetsavisa.no/politikk/article50419.ece
07.05.15	UA	"Hva skjer med Ålesund", https://www.universitetsavisa.no/uamener/article50418.ece
08.05.15	UA	«Overbelastning på nøkkelpersoner er den største risikoen i nye NTNU», https://www.universitetsavisa.no/politikk/article50455.ece
08.05.15	UA	"- Vi vil fortsette", https://www.universitetsavisa.no/politikk/article50470.ece
09.05.15	UA	"Skal NTNU ha all makt?", https://www.universitetsavisa.no/leserbrev/article50491.ece
10.05.15	UA	"Et nyvalg til høsten kunne lett blitt et valg for eller imot fusjon", https://www.universitetsavisa.no/meninger/article50502.ece
12.05.15	UA	"Universitetsdemokratiets fallitt", https://www.universitetsavisa.no/leserbrev/article50511.ece
12.05.15	F-forum	"Smører fusjonsprosessen", https://www.forskerforum.no/sm-rer-fusjonsprosessen/
13.05.15	UA	"Også Ålesund vil ha et helt nytt NTNU-styre", https://www.universitetsavisa.no/politikk/article50532.ece

13.05.15	UA	"Styrene ved HiÅ og HiST bør utvide til 15 medlemmer", https://www.universitetsavisa.no/politikk/article50515.ece
15.05.15	UA	"Svakt av Klungland i saken om nytt NTNU-styre", https://www.universitetsavisa.no/incoming/2015/05/15/Svakt-av-Klungland-i-saken-om-nytt-NTNU-styre-50544.ece
18.05.15	Adressa	"Sprik mellom NTNU og fusjonspartnerne", https://www.adressa.no/nyheter/sortrondelag/article10974325.ece
19.05.15	F-forum	"Meget dårlig start på fusjonen", https://www.forskerforum.no/meget-d-rlig-start-p-fusjonen/
22.05.15	UA	"Det må være lov å være uenig", https://www.universitetsavisa.no/politikk/article50660.ece
22.05.15	UA	"Fire fusjoner vedtatt", https://www.uniforum.uio.no/nyheter/2015/06/fire-fusjoner-vedtatt.html
24.05.15	UA	"vi kan ikke hente folk fra Trondheim når det skal tas kjappe beslutninger her nede", https://www.universitetsavisa.no/politikk/2016/05/24/%C2%ABVi-kan-ikke-hente-folk-fra-Trondheim-n%C3%ADet-skal-tas-kjappe-beslutninger-her-nede%C2%BB-57694.ece
26.05.15	UA	"Tillitsvalgte i Ålesund er lei av at de ikke blir hørt", https://www.universitetsavisa.no/politikk/2016/05/26/Tillitsvalgte-i-%C3%85lesund-er-lei-av-at-de-ikke-blir-h%C3%B8rt-57724.ece
27.05.15	UA	"Rektor håper info gir senkede skuldre", https://www.universitetsavisa.no/politikk/article50719.ece
27.05.15	UA	"Mange mot fusjon - mangler tillit", https://www.universitetsavisa.no/leserbrev/article50685.ece
28.05.15	UA	"Beholder NTNU-navnet utvider hovedprofilen", https://www.universitetsavisa.no/politikk/article50726.ece
28.05.15	UA	"Teknologimiljøer ser etter muligheter for samarbeid", https://www.universitetsavisa.no/campus/article50730.ece
29.05.15	F-forum	"NTNU-ledelsen mangler tillit", https://www.forskerforum.no/ntnu-ledelsen-mangler-tillit/
01.06.15	UA	"Skal sikre trygghet, arbeidsmiljø og de ansattes medbestemmelse", https://www.universitetsavisa.no/politikk/article50769.ece
02.06.15	UA	"Rektor på turné for å bygge tillit", https://www.universitetsavisa.no/politikk/article50787.ece
02.06.15	UA	"Gode råd til nye NTNU om undervisningsledelse", https://www.universitetsavisa.no/debatt/article50796.ece
03.06.15	UA	"Steile fronter om valget eller tilsatt UH-ledelse", https://www.universitetsavisa.no/politikk/article50812.ece
08.06.15	F-forum	"Ansatte merker fusjonsslitassen", https://www.forskerforum.no/ansatte-merker-fusjonsslitassen/
10.06.15	TA	"Stortinget vedtar fusjoner torsdag", https://www.t-a.no/nyheter/article11186418.ece
10.06.15	UA	"NTNU-administrasjonen skal designes på nytt", https://www.universitetsavisa.no/campus/article50909.ece
10.06.15	UA	"Rektorer blir viserektorer", https://www.universitetsavisa.no/campus/article50910.ece
10.06.15	UA	"Usikker på egen framtid, takket ja til ny toppjobb", https://www.universitetsavisa.no/politikk/article50888.ece
15.06.15	DB	"En stille revolusjon", https://www.dagbladet.no/kultur/en-stille-revolusjon/60180478
17.06.15	UA	"NTNUs systemer vil gjelde for alle etter fusjonen", https://www.universitetsavisa.no/campus/2015/06/17/NTNUs-systemer-vil-gjelde-for-alle-etter-fusjonen-51002.ece
18.06.15	UA	"Lag et eget fakultet for utdanning og læring", https://www.universitetsavisa.no/campus/article51129.ece
18.06.15	SMP	"Høgskolefusjon vedtas fredag", https://www.smp.no/nyheter/article11219055.ece
19.06.15	Adressa	"NTNU får nye muligheter til å drive verdensledende forskning", https://www.adressa.no/nyheter/trondheim/article11221125.ece
22.06.15	UA	"Latter og erfaring gagnar fusjonen", https://www.universitetsavisa.no/campus/article51110.ece
25.06.15	UA	"Skal fusjonen lykkes må vi stole på hverandre", https://www.universitetsavisa.no/leserbrev/article51234.ece
06.07.15	UA	"Fort går det, fortære skal det gå", https://www.universitetsavisa.no/nyheter/article51221.ece
05.08.15	UA	"Idemingling for bedre fusjon", https://www.universitetsavisa.no/student/2015/08/05/Idemingling-for-bedre-fusjon-51424.ece
19.08.15	Dusken	"NTNUvi-ideene får oppmerksomhet", https://dusken.no/artikkel/25129/ntnuvi-ideene-blir-tatt-i-betraktning/
19.08.15	UA	"Mer vekt på akademisk frihet, etikk og disiplin", https://www.universitetsavisa.no/politikk/article51603.ece

20.08.15	UA	"Administrering, organisering og finansiering i fusjonsprosessen", https://www.universitetsavisa.no/leserbrev/article51628.ece
21.08.15	UA	"Lav tillit til NTNU-ledelsen i Forskerforbundet", https://www.universitetsavisa.no/politikk/article51657.ece
24.08.15	UA	"Behovet for en del stillinger og oppgaver faller bort", https://www.universitetsavisa.no/politikk/2016/08/24/E2%80%9DBehovet-for-en-del-stillinger-og-oppgaver-faller-bort%E2%80%9D-58969.ece
26.08.15	UA	"Glede, spenning og frykt for lengre vei til ledelsen", https://www.universitetsavisa.no/campus/2015/08/26/Glede-spenning-og-frykt-for-lengre-vei-til-ledelsen-51684.ece
27.08.15	UA	"Ser at ansatte mister oppgaver og de første tillovene til overtallighet", https://www.universitetsavisa.no/politikk/article51732.ece
27.08.15	UA	"Ville ha loddrekning i styrevalg", https://www.universitetsavisa.no/politikk/article51763.ece
03.09.15	UA	"Uavhengige forskere skal vokte fusjonen", https://www.universitetsavisa.no/politikk/article51857.ece
03.09.15	UA	"Studentene er opprørte over forslag til ny studieforskrift", https://www.universitetsavisa.no/student/article51825.ece
10.09.15	F-forum	"NTNU belastes til bristepunktet", https://www.forskerforum.no/ntnu-belastes-til-bristepunktet/
14.09.15	UA	"Jakter kandidater til historisk styrevalg", https://www.universitetsavisa.no/politikk/article52069.ece
22.09.15	UA	"- Vi utnytter ikke ansattes lojalitet", https://www.universitetsavisa.no/politikk/article52258.ece
22.09.15	UA	"- Ansattes lojalitet må ikke bli sovepute for ledelsen", https://www.universitetsavisa.no/politikk/article52242
23.09.15	UA	"Aaslestad mener fusjonen blir dyrere enn først antatt", https://www.universitetsavisa.no/politikk/2015/10/23/Aaslestad-mener-fusjonen-blir-dyrere-enn-f%C3%B8rst-antatt-52794.ece
30.09.15	UA	"Skal spare 100 mill. midt i fusjon og campussamling", https://www.universitetsavisa.no/politikk/article52349.ece
30.09.15	UA	"- Bra at fusjonen går fort", https://www.universitetsavisa.no/campus/2015/09/30/Bra-at-fusjonen-g%C3%A5r-fort-52388.ece
01.10.15	F-forum	"Fusjon vil gje bedre bibliotektenester", https://www.forskerforum.no/fusjon-vil-gje-betre-bibliotektenester/
05.10.15	F-forum	"Hardt press på tillitsvalde", https://www.forskerforum.no/hardt-press-p-tillitsvalde/
07.10.15	UA	"175 mill til fusjoner i statsbudsjettet", https://www.universitetsavisa.no/politikk/2015/10/07/175-mill-til-fusjoner-i-statsbudsjettet-52517.ece
07.10.15	OAB	"NTNU/HiG er fornøyd", https://www.oa.no/statsbudsjett/utdanning/hig/ntnu-hig-er-fornoyd/s/5-35-172771
13.10.15	UA	"Frykt og uro på HiST", https://www.universitetsavisa.no/politikk/2015/10/13/Frykt-og-uro-p%C3%A5-HiST-52436.ece
14.10.15	UA	"Ber 200 informatikklærere til kick-off for nytt felles forum", https://www.universitetsavisa.no/campus/2015/10/14/Ber-200-informatikkl%C3%A6rere-til-kick-off-for-nytt-felles-forum-52536.ece
16.10.15	UA	"NTNUs tidligere styreleder tror fusjonen vil redusere kvaliteten", https://www.universitetsavisa.no/politikk/2015/10/16/NTNUs-tidligere-styreleder-tror-fusjonen-vil-reducere-kvaliteten-52654.ece
19.10.15	UA	"Nøkkelpersoner må avlastes og fusjonsarbeidet får kritikk", https://www.universitetsavisa.no/politikk/2015/10/19/N%C3%B8kkelpersoner-m%C3%A5-avlastes-og-fusjonsarbeidet-f%C3%A5r-kritikk-52696.ece
20.10.15	UA	"Endringsledelse? Ja takk", https://www.universitetsavisa.no/leserbrev/2015/10/20/Endringsledelse-Ja-takk-52733.ece
21.10.15	UA	"Show, don't tell", https://www.universitetsavisa.no/uamener/2015/10/21/Show-dont-tell-52771.ece
21.10.15	UA	"Likhhet og mangfold i nye NTNU", https://www.universitetsavisa.no/leserbrev/2015/10/21/

		<i>Likhet-og-mangfold-i-nye-NTNU-52781.ece</i>
22.10.15	UA	<i>"Ny lærerutdanning utsatt etter protester", https://www.universitetsavisa.no/student/2015/10/22/Ny-l%C3%A6rerutdanning-utsatt-etter-protester-52811.ece</i>
22.10.15	UA	<i>"Blod-hjernebarrieren og universitetsfusjon", https://www.universitetsavisa.no/leserbrev/2015/10/22/Blod-hjernebarrieren-og-universitetsfusjon-52802.ece</i>
22.10.15	Khrono	<i>"NTNU ommøblerer på studietilbudene sine", https://khrono.no/utdanning/ntnu-ommoblerer-pa-studietilbudene-sine/164570</i>
02.11.15	UA	<i>"Karrierejeger og fusjonsbrems inn i det nye NTNU-styret", https://www.universitetsavisa.no/student/2015/11/02/Karrierejeger-og-fusjonsbrems-inn-i-det-nye-NTNU-styret-53006.ece</i>
03.11.15	UA	<i>"Vil opprette eget fakultet for utdanning", https://www.universitetsavisa.no/leserbrev/2015/11/03/Vil-opprette-eget-fakultet-for-utdanning-53038.ece</i>
04.11.15	UA	<i>"Ålesund og Gjøvik blir ikke egne fakulteter", https://www.universitetsavisa.no/politikk/2015/11/04/%C3%85lesund-og-Gj%C3%B8vik-blir-ikke-egne-fakult-53065.ece</i>
10.11.15	UA	<i>"Den nye NTNU-ledelsen samlet for første gang", https://www.universitetsavisa.no/politikk/2015/11/10/Den-nye-NTNU-ledelsen-samlet-for-f%C3%B8rste-gang-53174.ece</i>
11.11.15	F-forum	<i>"Fusjoner uten logikk", https://www.forskerforum.no/fusjoner-uten-logikk/</i>
12.11.15	UA	<i>"Nye institutter kan bli kraftig fremskyndet", https://www.universitetsavisa.no/politikk/2015/11/12/Nye-institutter-kan-bli-kraftig-fremskyndet-53238.ece</i>
13.11.15	UA	<i>"Bovim underskrev på de ansattes trygghet", https://www.universitetsavisa.no/politikk/2015/11/13/Bovim-underskrev-p%C3%A5-de-ansattes-trygghet-53258.ece</i>
15.11.15	UA	<i>"Vi skal ha en enorm takhøyde", https://www.universitetsavisa.no/politikk/2015/10/15/Vi-skal-ha-en-enorm-takh%C3%B8yde-52658.ece</i>
16.11.15	F-forum	<i>"Omstillingsavtale for NTNU i havn", https://www.forskerforum.no/omstillingsavtale-for-ntnu-i-havn/</i>
17.11.15	UA	<i>"2016 blir langt mer krevende enn 2015", https://www.universitetsavisa.no/politikk/2015/11/17/%E2%80%9D2016-blir-langt-mer-krevende-enn-2015%E2%80%9D-53331.ece</i>
20.11.15	UA	<i>"Utdanninger bør legges ned etter fusjon", https://www.universitetsavisa.no/student/2015/11/20/Utdanninger-b%C3%B8r-legges-ned-etter-fusjoner-53404.ece</i>
23.11.15	UA	<i>"Husbyting og smilefjes-app for en bedre studenttilværelse", https://www.universitetsavisa.no/student/2015/11/23/Husbyting-og-smilefjes-app-for-en-bedre-studenttilv%C3%A6relse-53434.ece</i>
24.11.15	Adressa	<i>"Sunnmøringene best representert", https://www.adressa.no/nyheter/sortrondelag/2015/11/24/Sunnm%C3%B8ringene-best-representert-11845201.ece</i>
26.11.15	UA	<i>"En viktig og helt nødvendig bok", https://www.universitetsavisa.no/politikk/2015/11/26/En-viktig-og-helt-n%C3%B8dvendig-bok-53530.ece</i>
04.12.15	UA	<i>"Nye NTNU koster KD 5.9 milliarder i 2016", https://www.universitetsavisa.no/politikk/2015/12/04/Nye-NTNU-koster-KD-59-milliarder-i-2016-53751.ece</i>
04.12.15	UA	<i>"Mannstungt på fusjonstoppen", https://www.universitetsavisa.no/politikk/2015/12/04/Mannstungt-p%C3%A5-fusjonstoppen-53741.ece</i>
07.12.15	UA	<i>"Demokratiet ved NTNU er i fare", https://www.universitetsavisa.no/leserbrev/2015/12/07/Demokratiet-ved-NTNU-er-i-fare-53790.ece</i>
08.12.15	UA	<i>"Studentene protesterte da ny studieforskrift ble vedtatt", https://www.universitetsavisa.no/politikk/2015/12/08/Studentene-protesterte-da-ny-studieforskrift-ble-vedtatt-53820.ece</i>

15.12.15	UA	" Mye makt i denne sal ", https://www.universitetsavisa.no/politikk/2015/12/15/Mye-makt-i-den-sal-53905.ece
15.12.15	UA	" Intervju med Gunnar Bovim: - Vår største utfordring er ikke mangel på penger, men mangel på ambisjoner ", http://fpol.no/intervju-med-gunnar-bovim-var-storste-utfordring-er-ikke-mangel-pa-penger-men-mangel-pa-ambisjoner/
16.12.15	UA	" Teknologimiljøene ved NTNU ønsker en bred fakultetsstruktur! ", https://www.universitetsavisa.no/leserbrev/2015/12/16/Teknologimilj%C3%B8ene-ved-NTNU-%C3%B8nsker-en-bred-fakultetsstruktur-53952.ece
22.01.16	UA	« Teknisk kybernetikk og elkraftteknikk må organiseres sammen med resten av NTNUs IKT- og elektrofag », https://www.universitetsavisa.no/meninger/2016/01/22/Teknisk-kybernetikk-og-elkraftteknikk-m%C3%A5-organiseres-sammen-med-resten-av-NTNUs-IKT-og-elektrofag-54543.ece
27.01.16	UA	" Når NTNU bygger kultur ", https://www.universitetsavisa.no/politikk/2016/01/27/N%C3%A5r-NTNU-bygger-kultur-54673.ece
09.02.16	UA	" Jeg føler meg ikke helt trygg ", https://www.universitetsavisa.no/meninger/2015/10/09/Jeg-f%C3%B8ler-meg-ikke-helt-trygg-52533.ece
15.02.16	Profesjon	" Lærerutdanningen en salderingspost i fakultetskabalen på NTNU ", http://www.profesjon.no/laererutdanningen-en-salderingspost-i-fakultetskabalen-pa-ntnu/
01.03.16	UA	" Sjokkerte over uventet forslag om å flytte fag ", https://www.universitetsavisa.no/politikk/2016/02/29/Sjokkerte-over-uventet-forslag-om-%C3%A5-flytte-fag-55614.ece
29.04.16	UA	" Noen spiller back, andre spiss, men alle må gjøre hverandre bedre ", https://www.universitetsavisa.no/gjesteskrubenten/2016/04/29/Noen-spiller-back-andre-spiss-men-alle-m%C3%A5-gj%C3%B8re-hverandre-bedre-57226.ece
01.06.16	UA	" Enige om å slå seg sammen, uenige om hvem som skal ha instituttlederen ", https://www.universitetsavisa.no/politikk/2016/06/01/Enige-om-%C3%A5-sl%C3%A5-seg-sammen-uenige-om-hvem-som-skal-ha-instituttlederen-57865.ece
02.06.16	UA	" Mener ledelsen sier en ting men foretår noe annet ", https://www.universitetsavisa.no/politikk/2016/06/02/Mener-ledelsen-sier-%C3%A9n-ting-men-foretar-seg-noe-annet-57905.ece
13.06.16	UA	" - Fusjonen ødelegger ingeniørutdanningen ", https://www.universitetsavisa.no/campus/2016/06/13/Fusjonen-%C3%B8delegger-ingeni%C3%B8rutdanningen-58249.ece
15.06.16	UA	" Jeg sitter med en følelse av sterkt ubehag ", https://www.universitetsavisa.no/politikk/2016/06/15/%E2%80%9DJeg-sitter-med-en-f%C3%B8lelse-av-sterkt-ubehag%E2%80%9D-58322.ece
15.06.16	Khrono	" Frustrasjon blant lærere og ingeniører etter NTNU-fusjonen ", https://khrono.no/struktur-fusjon-ingenior/frustrasjon-blant-laerere-og-ingeniorer-etter-ntnu-fusjon/154940
11.08.16	UA	" Teknologimiljøer fra HiST blir samlet på Kalvskinnen ", https://www.universitetsavisa.no/campus/2016/08/11/Teknologimilj%C3%B8er-fra-HiST-blir-samlet-p%C3%BA-Kalvskinnen-58673.ece
15.08.16	UA	" Mange viktige avgjørelser for NTNU i høst ", https://www.universitetsavisa.no/politikk/2016/08/15/Mange-viktige-avgj%C3%B8relser-for-NTNU-i-h%C3%B8st-58618.ece
25.08.16	UA	" Dette er Gunnar Bovims 10 punkter for forbedring ", https://www.universitetsavisa.no/campus/2016/08/25/Dette-er-Gunnar-Bovims-10-punkter-for-forbedring-59040.ece
26.08.16	UA	" NTNU-fusjonen krevde så mye at Mads ble sykmeldt ", https://www.universitetsavisa.no/campus/2016/08/26/NTNU-fusjonen-krevde-s%C3%A5-mye-at-Mads-ble-sykmeldt-59008.ece

01.09.16	UA	" Utfordrende å forklare poenget med fusjonen ", https://www.universitetsavisa.no/incoming/2016/08/31/Utfordrende-%C3%A5-forklare-poenget-med-fusjonen-59190.ece
15.11.16	UA	" - HiM er best tjent med å fusjonere med NTNU ", https://www.universitetsavisa.no/politikk/2016/11/15/HiM-er-best-tjent-med-%C3%A5-fusjonere-med-NTNU-61318.ece
21.11.16	UA	" Molde-reaktor foreslår fusjon med Volda ", https://www.universitetsavisa.no/politikk/2016/11/21/Molde-reaktor-foresl%C3%A5r-fusjon-med-Volda-61478.ece
05.12.16	UA	" NTNU ansatte må sitte i åpen kontrollandskap ", http://pahoyden.no/2016/12/ntnu-ansatte-ma-sitte-i-apent-kontorlandskap
07.12.16	UA	" Molde-ansatt har fortsatt troen på fusjon med NTNU ", https://www.universitetsavisa.no/politikk/2016/12/07/Molde-ansatt-har-fortsatt-troen-p%C3%A5-fusjon-med-NTNU-62069.ece
22.12.16	UA	" De advarer mot at NTNU kan svekke ingeniørutdanningen ", https://www.universitetsavisa.no/politikk/2016/12/22/De-advarer-mot-at-NTNU-kan-svekke-ingeni%C3%B8rutdanningen-62439.ece
03.01.17	UA	" Uklar hva som skjer med nye og dyre lab-er på Kalvskinnet ", https://www.universitetsavisa.no/campus/2017/01/03/Uklart-hva-som-skjer-med-nye-og-dyre-lab-er-p%C3%A5-Kalvskinnet-62520.ece
13.01.17	UA	" Nå er det fritt fram for å søke på de ledige jobbene ", https://www.universitetsavisa.no/campus/2017/01/13/N%C3%A5-er-det-fritt-fram-for-%C3%A5-s%C3%B8ke-p%C3%A5-de-ledige-jobbene-62911.ece
24.01.17	UA	" Hvordan skal vi utvikle forskningsuniversitetet ", https://www.universitetsavisa.no/ytring/2017/01/24/Hvordan-skal-vi-utvikle-forskningsuniversitetet-63172.ece
13.02.17	UA	" Det vil passe at NTNU ikke overser ingeniørene ", https://www.universitetsavisa.no/student/2017/02/13/De-vil-passe-p%C3%A5-at-NTNU-ikke-overser-ingeni%C3%B8rene-63747.ece
17.03.17	Khrono	" Ny NTNU-ledelse er i boks ", https://khrono.no/ntnu-bovim-ny-ledelse/ny-ntnu-ledelse-er-i-boks/142753
29.03.17	UA	" Her er de viktigste poengene fra campusdebatten ", https://www.universitetsavisa.no/campus/2017/03/29/Her-er-de-viktigste-poengene-fra-campusdebatten-65226.ece
05.05.17	UA	" - Fusjon med HiMolde vil gjøre oss Norges ledende miljø for logistikk ", https://www.universitetsavisa.no/campus/2017/05/05/Fusjon-med-HiMolde-vil-gj%C3%B8re-oss-til-Norges-ledende-milj%C3%B8-for-logistikk-66024.ece
10.05.17	Panorama	" Rektorvalget, fusjon og åpenhet ", http://panorama.himolde.no/2017/05/10/rektorvalget-fusjon-og-åpenhet/
02.06.17	UA	" Erfaringer fra Tromsø viser at fusjon virker ", https://www.universitetsavisa.no/ytring/2017/06/02/Erfaringer-fra-Troms%C3%B8-viser-at-fusjon-virker-66819.ece
12.06.17	UA	" De reagerer på at det ikke er nok lokaler når fagmiljøer flytter opp til Gløshaugen ", https://www.universitetsavisa.no/campus/2017/06/12/De-reagerer-p%C3%A5-at-det-ikke-er-nok-lokaler-n%C3%A5r-fagmilj%C3%B8er-flytter-opp-til-Gl%C3%B8shaugen-67018.ece
14.06.17	UA	" Stort press på NTNU etter fusjon ", https://www.universitetsavisa.no/campus/2017/06/14/Stort-arbeidspress-p%C3%A5-NTNU-etter-fusjonen-67136.ece
06.09.17	UA	" Organisasjonsforsker advarer mot enøyde ledere ", https://www.universitetsavisa.no/campus/2017/09/06/Organisasjonsforsker-advarer-mot-en%C3%B8yde-ledere-68541.ece
12.09.17	UA	" NTNU har kuttet helt inn til smertegrensen ", https://www.universitetsavisa.no/politikk/2017/09/12/NTNU-har-kuttet-helt-inn-til-smertegrensen-68743.ece
25.09.17	UA	" Slik vil regjeringen at nye læringsarealer skal være ", https://www.universitetsavisa.no/student/2017/09/25/Slik-vil-regjeringen-at-nye-l%C3%A6ringsarealer-skal-v%C3%A6re-69115.ece

26.09.17	UA	"Om aktivitetsbasert areal ved NTNU" , https://www.universitetsavisa.no/ytring/2017/09/26/Om-aktivitetsbasert-areal-ved-NTNU-69110.ece
28.09.17	Dusken	"Foreleser mener Blackboard er et elendig valg" , https://dusken.no/artikkel/27226/foreleser-mener-blackboard-er-et-elendig-valg/
06.11.17	UA	"Skjulte planer om bortlokalisering" , https://www.universitetsavisa.no/ytring/2017/11/06/Skjulte-planer-om-bortlokalisering-70328.ece
20.11.17	UA	"Stiller spørsmål ved verdien av NTNU's arbeidsmiljø" , https://www.universitetsavisa.no/incoming/2017/11/20/Stiller-sp%C3%B8rsm%C3%A5l-ved-verdien-av-NTNUs-arbeidsmilj%C3%B8unders%C3%B8kelse-70571.ece
24.11.17	UA	"Hele poenget med fusjon forsvinner" , https://www.universitetsavisa.no/campus/2017/11/24/Hele-poenget-med-fusjonen-forsvinner-70721.ece
06.12.17	UA	"Dette er NTNUs mål for 2018" , https://www.universitetsavisa.no/campus/2017/12/06/Dette-er-NTNUs-m%C3%A5l-for-2018-70843.ece
11.12.17	UA	"Vil bygge mer for å få plass til kontorer" , https://www.universitetsavisa.no/campus/2017/12/11/Vil-bygge-mer-for-%C3%A5-f%C3%A5-plass-til-kontorer-70983.ece

References

- Abrahamson, E. (2000). *Change without pain*. Harvard business review, 78(4), 75-79.
- Adams III, O. L., & Shannon, D. M. (2006). *Cost Control: The Imperative for Higher Education*. College and University, 81(4), 61.
- Alvesson, M. (2013). *Understanding organizational culture* (2nd ed.). London: Sage
- Amar, A. D. & Hlupic, V. (2016). *Leadership for knowledge organizations*, European Journal of Innovation Management, Vol. 19 Issue: 2, pp.239-260
- Armenakis, A., Harris, S., & Mossholder, K. (1993). *Creating readiness for organizational change*. Human relations, 46(6), 681-703.
- Balogun, J., & Hailey, V. H. (2008). *Exploring strategic change*. Pearson Education.
- Boling, J. B., Mayo, D.T. & Helms, M. M. (2017). *Complementarity merger as a driver of change and growth in higher education*. Journal of Organizational Change Management, Vol. 30 Issue: 1, pp.27-42
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology*. Qualitative Research in Psychology, 3:2, 77-101
- Buono, A. R. & Bowditch, J. L. (1989). *The Human Side of Mergers and Acquisitions – Managing Collisions Between People, Cultures, and Organizations*. San Francisco: Jossey-Bass Publishers
- Buono, A. F. & Kerber, K. W. (2010). *Creating a Sustainable Approach to Change: Building Organizational Change Capacity*. S.A.M. Advanced Management Journal; 75 (2), 4-21
- Cartwright, S. & Cooper, C. L. (1992). *Mergers and Acquisitions: The Human Factor*. Butterworth-Heinemann, Oxford
- Cartwright, S., Tytherleigh, M. & Robertson, S. (2007). *Are mergers always stressful? Some evidence from the higher education sector*. European Journal of Work and Organizational Psychology, 16 (4), 456–478
- Chreim, S. (2006). *Postscript to change: survivors' retrospective views of organizational changes*. Personnel Review, 35(3), 315-335.
- Clark, B. R. (1983). *The higher education system: Academic organization in cross-national perspective*. Los Angeles: University of California Press.
- Cronin, B. (2001). *Knowledge management, organizational culture and Anglo-American higher education*. Journal of Information Science, 27(3), 129-137.
- Drowley, M. J., Lewis, D., & Brooks, S. (2013). *Merger in higher education: Learning from experiences*. Higher Education Quarterly, 67(2), 201-214.
- Fielden, J., & Markham, L. (1997). *Learning lessons from mergers in higher education*. Commonwealth Higher Education Management Service.
- Ford, J. D., & Ford, L. W. (2010). *Stop blaming resistance to change and start using it*. Organizational Dynamics, 39(1), 24-36.
- Fox, S., & Amichai-Hamburger, Y. (2001). *The power of emotional appeals in promoting organizational change programs*. Academy of Management Perspectives, 15(4), 84-94.
- Frølich, N., Trondal, J., Caspersen, J., & Reymert, I. (2016). *Managing mergers–governancing institutional integration*. Tertiary Education and Management, 22(3), 231-248.
- Galbraith, J. R. (2008). *Organization design*. Handbook of organization development, 325-352.
- Gardner, H. E. (2011). *Leading minds: An anatomy of leadership*. Hachette UK
- Goedegebuure, L. C. (1992). *Mergers in higher education: A comparative perspective*. LEMMA, Thesis, University of Twente.

- Goedegebuure, L. C. J., & Meek, V. L. (1994). *A resource dependence perspective on mergers. Comparing institutional amalgamations in Australia and the Netherlands*. In: Goedegebuure, LCJ and FA van Vught (eds.), *Comparative Policy Studies in Higher Education*, 127-164.
- Guba, E. G. (1981). *Criteria for assessing the trustworthiness of naturalistic inquiries*. *Ectj*, 29(2), 75.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483384436
- Hailey, V. & Balogun, J. (2002). *Devising context sensitive approaches to change: The example of Glaxo Wellcome*, Long Range Planning. Vol.35 (2), pp.153-178
- Harman, K. M. (1989). *Culture and conflict in academic organisation: Symbolic aspects of university worlds*. *Journal of Educational Administration*, 27(3).
- Harman, K. (2002). *Merging divergent campus cultures into coherent educational communities: Challenges for higher education leaders*. *Higher Education*, 44(1), 91-114.
- Harman, K., & Meek, V. L. (2002). *Introduction to special issue: "Merger revisited: international perspectives on mergers in higher education"*.
- Harman, G., & Harman, K. (2003). *Institutional mergers in higher education: Lessons from international experience*. *Tertiary Education and Management*, 9(1), 29-44.
- Harman, G., & Harman, K. (2008). *Strategic mergers of strong institutions to enhance competitive advantage*. *Higher Education Policy*, 21(1), 99-121.
- Hancock, D.R. & Algozzine, B. (2016). *Doing Case Study Research- A Practical Guide for Beginning Researchers*. Teachers College Columbia University, New York and London
- Hawkins, J. (2017). *Thematic analysis*. In M. Allen (Ed.), *The sage encyclopedia of communication research methods* (pp. 1757-1760). Thousand Oaks, CA: SAGE Publications
- Huy, Q. N. (2002). *Emotional balancing of organizational continuity and radical change: The contribution of middle managers*. *Administrative science quarterly*, 47(1), 31-69.
- Jacobsen, D.I. (2005). *Hvordan gjennomføre undersøkelser*, Høyskoleforlaget.
- Jacobsen D.I., Thorsvik J. (2014). *Hvordan organisasjoner fungerer*. Fagbokforlaget Vigmostad & Bjørke AS
- Judge, W. Q. (2011). *Building organizational capacity for change: The leader's new mandate*. Business Expert Press.
- Kerber, K., & Buono, A. F. (2005). Rethinking organizational change: Reframing the challenge of change management. *Organization Development Journal*, 23(3), 23.
- Kotter, J. P. (1988). *The leadership factor*. New York: Free Press; London: Collier Macmillan.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (Vol. 3). John Wiley & Sons.
- Kyvik, S., & Stensaker, B. (2013). *Factors affecting the decision to merge: The case of strategic mergers in Norwegian higher education*. *Tertiary Education and Management*, 19(4), 323-337.
- Locke, W. (2007). *Higher education mergers: Integrating organisational cultures and developing appropriate management styles*. *Higher Education Quarterly*, 61(1), 83-102.
- McNay, I. (1995). *From the collegial academy to corporate enterprise: the changing cultures of universities*. *The changing university*, 9, 105-115.
- Meyer, C. B., & Stensaker, I. G. (2006). Developing capacity for change. *Journal of Change Management*, 6(2), 217-231.
- Meyer, C. B., & Stensaker, I. G. (2011). *Endringskapasitet*. Fagbokforl.
- Mintzberg, H. (2007). *How productivity killed American enterprise*. Mintzberg Website.
- Mintzberg, H. (2009). *Managing*. Berrett-Koehler Publishers.
- Mishra, A. K., & Spreitzer, G. M. (1998). *Explaining how survivors respond to downsizing: The roles of trust, empowerment, justice, and work redesign*. *Academy of management Review*, 23(3), 567-588.
- Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2002). *Leading creative people: Orchestrating expertise and relationships*. *The leadership quarterly*, 13(6), 705-750.

- Mumford, M. D., Connelly, S., & Gaddis, B. (2003). *How creative leaders think: Experimental findings and cases*. *The Leadership Quarterly*, 14(4-5), 411-432.
- Njå, N., Bjørnstad, S., Gulllaksen, J., Gjøvikli, E. (2015). *Fusjon mellom Norges teknisknaturvitenskapelige universitet og høyskolene i Sør-Trøndelag, Ålesund og Gjøvik Evaluering av fusjonsprosessen*. Deloitte, Oslo, 12. oktober 2015
- Norgård, J. D., & Skodvin, O. J. (2002). *The importance of geography and culture in mergers: A Norwegian institutional case study*. *Higher Education*, 44(1), 73-90.
- Piderit, S. K. (2000). *Rethinking resistance and recognizing ambivalence: A multidimensional view of attitudes toward an organizational change*. *Academy of management review*, 25(4), 783-794.
- Pinheiro, R. (2016). *Humboldt meets Schumpeter? Interpreting the 'entrepreneurial turn' in European higher education*. In *Higher education, stratification, and workforce development* (pp. 291-310). Springer, Cham.
- Pinheiro, R., Geschwind, L., & Aarrevaara, T. (2016). *Mergers in Higher Education. The Experience from Northern Europe*. *Higher Education Dynamics*, 46.
- Porter, M. E. (2011). *Competitive advantage of nations: creating and sustaining superior performance* (Vol. 2). Simon and Schuster.
- Rafferty, A. E., Jimmieson, N. L., & Armenakis, A. A. (2013). *Change readiness: A multilevel review*. *Journal of management*, 39(1), 110-135.
- Sathe, V., & Davidson, E. J. (2000). *Toward a new conceptualization of culture change*. *Handbook of organizational culture and climate*, 117129.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Pearson education.
- Schein, E. H. (2006). *Organizational culture and leadership*. (Vol. 356). John Wiley & Sons.
- Skodvin, O. J. (1999). *Mergers in higher education-success or failure?* *Tertiary Education & Management*, 5(1), 65-80.
- Smeby, J. C. (1990). *Styring og evaluering av høyere utdanning: utviklingen innen fem land i Vest-Europa*. NAVF.
- Sporn, B. (2001). *Building adaptive universities: Emerging organisational forms based on experiences of European and US universities*. *Tertiary Education & Management*, 7(2), 121-134.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stensaker, B. (2007). *The relationship between branding and organisational change*. *Higher Education Management and Policy*, 19(1), 1-17.
- Stensaker, I. G., & Meyer, C. B. (2011). *Change experience and employee reactions: developing capabilities for change*. *Personnel Review*, 41(1), 106-124.
- Suddaby, R., & Foster, W. M. (2017). *History and organizational change*. *Journal of Management*, 43(1), 19-38.
- Tam, M. (1999). *Managing change involves changing management: Implications for transforming higher education*. *Quality in Higher Education*, 5(3), 227-232.
- Vabø, A., Melin, G., Aanstad, S., Borlaug, S. B., & Dalseng, C. F. (2016). *Utviklingen av det nye NTNU: Rom for alle og rom for fornying? En underveisevaluering av fusjonen*. NIFU
- Van Knippenberg, D., & Hogg, M. A. (2003). *A social identity model of leadership effectiveness in organizations*. *Research in organizational behavior*, 25, 243-295.
- Weber, Y. (1996). *Corporate cultural fit and performance in mergers and acquisitions*. *Human relations*, 49(9), 1181-1202.
- Yin, R. K. (2014). *Case study research: Design and methods* (Fifth).
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Sage publications.