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Induction of Consultants in Professional Education

A Case Study at UNICO

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Abstract

Entering a new workplace is a feeling that almost everyone is familiar with. Training newcomers at a company is a time requiring and necessary process for all organizations. This case study aimed to investigate this process, also referred to as the "induction process". This has been done earlier but not on jobs with a large focus on teaching. Three research questions were formulated: (1) What factors affect the induction of newly employed trainers and consultants? (2) How are the consultants/trainers employed at UNICO inducted for their role as professional educators and what is the consultants/trainers' assessment of their induction process? (3) What aspects of the induction process can be improved and how?

The thesis used a qualitative approach. Primarily, interviews were used to collect data and were complemented by observation and a document study.

The results both supported and contradicted previous research on the subject. The social aspects of the induction process were found to be important but of a more complex nature than what previous research suggested. The results also indicated that in some aspects a more individualized and less structured approach was preferable. Further, the organization's efforts of providing information impacted the newcomers' experience of their induction. From the acquired data and previous literature, some aspects of improvement were suggested as recommendations to UNICO.

Key words: Organizational socialization, induction, onboarding, information seeking, socialization tactics, situated learning, professional education

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Chapter 1

Introduction

Something that almost everyone is familiar with is the feeling of being new at a work place. Not knowing people, unfamiliar task and uncertainties on how to behave are common issues at a new job. Some people may feel excitement of being put in a new environment, but some may not. Regardless, most of us probably wish that that being new should be a smooth and positive experience. But what is a smooth and positive experience? What does it entail? How can an employer ensure that a newcomer has this experience? And how is this beneficial for the employer? How can you as a new employee give yourself the best conditions for a positive experience? There is no simple answer, but this thesis will outline what entering a new job means and why this process is important.

1.1 Background

Upon entering an organization you are offered far more than just a job. The first time you enter a workplace to the time you leave, you have committed yourself to a way of life with its own rhythms, rewards, relationships, demands and potentials. No social science research has found an organization or work setting that leaves people unaffected (Maanen and Schein, 1977).

The process in which you are getting from an outsider to an insider within an organization is called *organizational socialization*, *onboarding* or *induction*. These are different terms with the same meaning. *Induction* has become more important over the years due to the fact that people tend to be more mobile. Individuals today change job at an average of 10 times over 20 years. This makes this process a very important issue for all organizations. By having a good induction an organization can decrease the risk of losing the employee to competitors. They can also benefit from better performance and other positive outcomes for the individual (Bauer et al., 2007).

UNICO, where this case study is conducted at, is a consulting firm in which one of their branches is working with professional education, often for larger technical companies. Most of the employees within the branch are teaching courses as professional trainers. The main focus of the courses are PLM (product life cycle management) and CAD (computer aided design). The courses stretch from one to four days and educate engineers from various companies.

Our educational background in learning and leadership makes this situation an opportunity for the company to get a relevant perspective on the matter. There are a lot of studies related to induction, education and learning which will aid us to do an extended research for UNICO.

A challenge regarding the field of professional education is the double nature of it. A professional educator, as a teacher, has to possess both the technical knowledge and the pedagogical skills to perform their job. What aspects are important for being inducted in a proper manner? This thesis will investigate this further through a case study at UNICO.

1.2 Aim

The aim of the study is to identify factors that influence the induction of new trainers. This will be used to analyze the actual practice at UNICO and to explore possible areas of improvement. We will investigate the suitability and effectiveness of the concept and compare this to scientific literature related to the subject. This will result in recommendations on what aspects that might be improved.

1.3 Research questions (RQ)

- **RQ1:** What factors affect the induction of newly employed trainers/consultants at UNICO and in what way?
- **RQ2:** How are the consultants/trainers employed at UNICO inducted for their role as professional educators and what is the consultants'/trainers' assessment of their induction process?
- **RQ3:** What aspects of the induction process at UNICO can be improved and how?

1.4 Delimitations

The study will only investigate the situation at UNICO, and more specifically regarding their training at Volvo Cars. The study will only look at the induction of the new trainers at UNICO and not new employees as a whole. Only qualitative methods will be used and no quantitative data will be collected.

1.5 Thesis Outline

The thesis' first chapter results in a theoretical framework based on reviewing different models of the induction process. Factors from these models have then been put together to form a framework of factors which helps us to capture the induction process in this case study. We also include some aspects on the situated learning theory which is used to complement the theoretical framework.

The method chapter consists of the research approach that was used in this case study. The data collection consisted of: a literature study, an observation, interviews and a document study. The next chapter presents the results gathered from the different types of methods.

Lastly, in the final chapter we discuss the results in relation to the research questions and conclude our findings. From the last chapter follows the appendices consisting of the two interview guides used.

Chapter 2

Theoretical Framework

This chapter contains information from previous research. The research is mainly connected to organizational socialization, with a learning theory as a complementary viewpoint. Relevant factors connected to the induction process are included, explained and put together in a framework which forms a base for the case study.

2.1 Organizational Socialization

Organizational socialization is when a new employee learns "the ropes" of a role within an organization. Or in a more descriptive term; the process where an individual achieves the required social and professional skills to assume a role within an organization (Maanen and Schein, 1977). According to Bauer et al. (2007), organizational socialization, onboarding or induction refer to the process of becoming part of an organization as an employee.

When entering an organization as a newcomer you undergo a shift; both task related and socially (Bauer et al., 2007). Miller and Jablin (1991) explain that a newcomer upon entering a new organization is faced with learning both the formal and informal obligations of the new role. The formal obligation is becoming part of the task-related network and the informal obligation is referred to as becoming a part of the social-related network within the organization.

Joining an organization might be a reality shock for three reasons (Kim et al., 2005). A newcomer must handle their expectations in the reality they face. As a new employee, you do not possess any routines for interaction and how to respond to events. Lastly, unclear expectations are common upon entry, which means that a newcomer initially lack identification with the job.

2.2 A model for Organizational Socialization

There are many different models of organizational socialization. They are quite similar and many are also based on each other. Not all models can be investigated within this project due to its limited size. Below, a model from Bauer et al. (2007) will be introduced which is suitable to use as a backbone for the induction process as a whole. Its simple nature makes it easy to investigate, complement and develop. The model is illustrated in Figure 2.1. There are results from other studies that examine the components within the framework. Every other model we found uses a similar framework but can deviate regarding terms and specifics. Some aspects which do not clearly fit within the model from Bauer et al. (2007) will be addressed as a complement. Finally, an adapted model with factors suitable for this research project will be constructed from these parts.

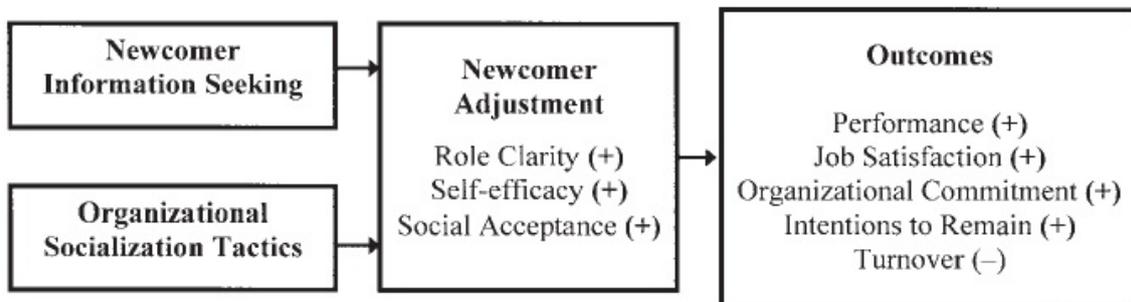


Figure 2.1: *Factors and outcomes of newcomer adjustment during organizational socialization according to Bauer et al. (2007).*

The Bauer et al.'s model regards *Role Clarity*, *Self-efficacy* and *Social Acceptance* as indicators of newcomer adjustment, meaning that these components are what a newcomer adjusts to in the socialization process. In order to achieve this adjustment there are the factors *Newcomer Information Seeking* and *Organizational Socialization Tactics*. The outcomes of the socialization process in turn affects a newcomers *Performance*, *Job Satisfaction*, *Organizational Commitment*, *Intentions to Remain* and *Turnover*. All outcomes in the model are positive apart from turnover.

2.3 Factors of Newcomer Adjustment

The factors of newcomer adjustments are referred to as *newcomer information seeking* and *organizational socialization tactics* as seen in Figure 2.1 (Bauer et al., 2007). Both these factors, according to Bauer et al., are tactics to reduce uncertainty as a newcomer and to create a predictable environment. Information seeking is done by the individual and the socialization tactics is the structure provided by the organization. They found that *Information seeking* is strongly related to role clarity

and social acceptance, while *socialization tactics* is related to all adjustment types. These two factors can be seen to consist of several parts in themselves, and this will be discussed further complemented by other models and studies in this section.

According to Kammeyer-Mueller and Wanberg (2003), factors of newcomer adjustments are *Pre-entry knowledge*, *Proactive personality*, *Socialization influence* and *Perceived alternatives*. Perceived alternatives will not be included in the analysis since it falls outside of the scope set for the thesis. It concerns what a newcomer has for other job opportunities that may affect their attitude towards their current job. The factor called socialization influence has some aspects with more focus on the social aspects of leaders and the work group which is not explicitly included in the model from Bauer et al. (2007). The two models mentioned above are quite similar, which can be seen in Figure 2.2 compared to Figure 2.1. The factor of Pre-entry knowledge is a useful add-on that is not present in the first model. This factor and the structure of organizing the outcomes into proximal and distal sets are used to complement the model from Bauer et al. (2007). Below further explanation of the various factors of adjustment is provided.

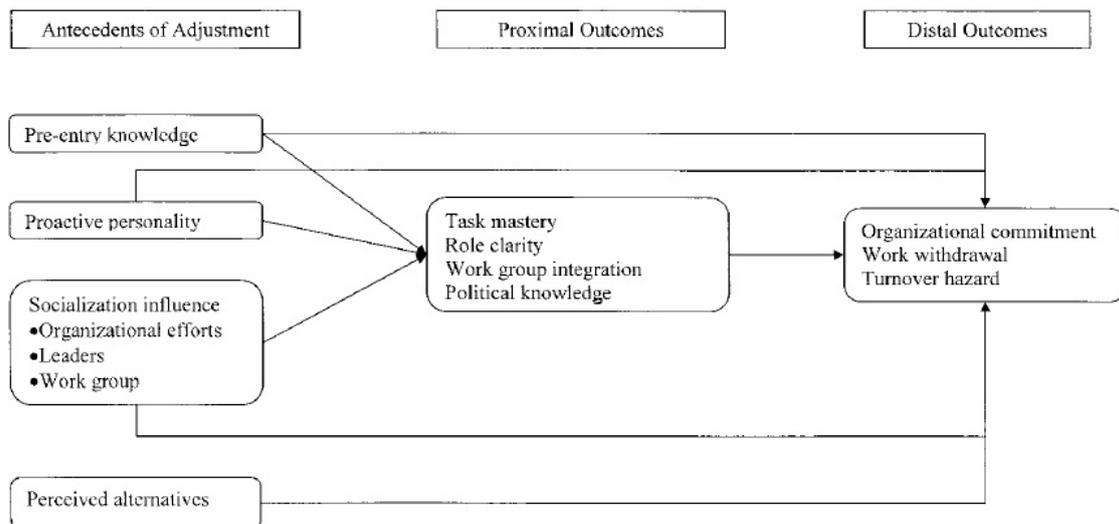


Figure 2.2: Model of adjustment for organizational newcomers according to Kammeyer-Mueller and Wanberg (2003). The term 'Antecedents' found in the top left corner are what we have chosen to call 'factors', for simplicity.

2.3.1 Preentry Knowledge

The information held by a new employee before entry into a organization and how it relates to the actual experience after starting to work is a factor related to the

induction. People who have more accurate information of every aspect of a job will have a predisposed advantage for adjusting into their positions than those who do not (Kammeyer-Mueller and Wanberg, 2003). They will be better able to assess the extent to which they will “fit” in their new positions and will be in situations that better match their abilities and preferences compared with those who decided to take the job with poorer information. This suggests that the process of a good induction process starts before a new employee even begins work.

2.3.2 Information Seeking and Proactive Personality

Even though organizations attempt to provide newcomers with relevant information to their new roles, newcomers often feel like they receive less information than they believe is needed. The newcomer may feel that inadequate information is received due to a more experienced employee’s inability to relate to what it was like to enter the organization. Another source of inadequate information may originate from the inability to translate messages sent by other employees, even though the intention was to be helpful (Miller and Jablin, 1991).

Since organizations cannot provide all information necessary for complete adjustment for the newly employed, a proactive personality is important for an effective induction (Wanberg and Kammeyer-Mueller, 2000). As mentioned above, newcomers might find that they are not given enough information, meaning they will have to seek out this information for themselves. A greater tendency to seek out missing information is associated with greater adjustment and more control (Ashforth and Saks, 2000). This makes proactive orientation directly connected to control over one’s personal work environment and control is in turn negatively correlated to unmet expectations, a sense of futility and withdrawal. This makes control positively related to work adjustment. Thus a proactive personality is of great importance for a successful induction process. Kammeyer-Mueller and Wanberg (2003) found that a proactive personality is positively related to all proximal adjustment outcomes.

Sensemaking

One type of proactive behavior that a newcomer can practice is *Sensemaking*. The process of sensemaking is an umbrella term and includes both information seeking and feedback seeking (Wanberg and Kammeyer-Mueller, 2000). A newcomer will be exposed to surprises no matter how proactive they have been in information seeking beforehand. Surprises in turn create uncertainties for them which promotes conscious thinking and information seeking connected to this uncertainty (Ashford and Black, 1996). Information and feedback seeking reduces uncertainty regarding the newcomers role and gives them control over it. Wanberg and Kammeyer-Mueller (2000) and Spagnoli et al. (2012) found that feedback-seeking was strongly related to

both openness to experience and extroversion. Seeking information and asking questions can however come with the social cost of seeming unknowledgeable (Callister et al., 1999).

Relationship building

Another type of proactive behavior a newcomer can practice is *Relationship building*. To help one gain appropriate skills, role behavior and a sense of the organization, the newcomer can more or less actively choose to seek out interaction opportunities. Proactive behavior such as engaging in conversation, initiating social activities and participating in social activities can help to get an identity within the organization (Ashford and Black, 1996).

Thomas and Lankau (2009) reported that socialization and role stress correlated with the quality of the relationship an individual had with their supervisor. Higher-quality relationships leads to better socialization and lower role stress, which in turn leads to an easier time adapting.

2.3.3 Self-efficacy

Self-efficacy can be seen as a proximal outcome, but also as a factor of adjustment. Therefore it will have a separate section for further explanation, to help avoid confusion when using the term.

Self-efficacy can be summarized as an individual's judgment of how well he or she can execute a specific task (Bandura, 1982). Earlier in the report, self-efficacy has mainly been treated as a proximal outcome as presented in the models covered. With this approach self-efficacy is seen as a way to measure adjustment into the new organization and analogous to task mastery. Another way to regard self-efficacy is to account for it as a factor of adjustment. The work of Gruman and Alan M. Saks (2006) investigated this and found that higher self-efficacy of newly employed is connected to a greater tendency for proactive behavior. Their results indicated that self-efficacy was positively related to information-seeking, feedback-seeking, boss relationship building, general socializing and networking independent of the organizational socialization tactics.

One has to be aware of which type of self-efficacy of these two that is being used, as both are relevant in slightly different ways.

2.3.4 Organizational Socialization Tactics

Socialization tactics are the approach an organization chooses to take in order to ease newcomers into their roles. Socialization tactics are often implemented to lower the degree of uncertainty during early socialization. These tactics are directly linked to the ability to retrieve information as a newcomer. They shape the type of information received, where it is retrieved and to which degree it is available (Bauer et al., 2007). According to the work of Maanen and Schein (1977) there are six tactical dimensions regarding socialization tactics that are explained below.

Serial vs. Disjunctive Socialization

A serial approach is when a newcomer is inducted by an experienced employee and takes on a role as a role model or mentor. Disjunctive is where a role model is not present.

Investiture vs. Divestiture Socialization

An organization that uses an investiture process prefers that the newcomer keeps his or her exact personal traits and that the organization makes use of the qualities of the individual. An divestiture process is where the organization replaces the individuals characteristics and conforms him or her to the current employment.

Sequential vs. Random Socialization

Sequential socialization are fixed sequences and predetermined steps for newcomers to know what phases they need to go through to get to their role. Random socialization is where the progress to the targeted role is an ambiguous, unknown or continually changing sequence. There can for example be many steps but with no specific order.

Fixed vs. Variable Socialization

Fixed regards to what extent a timetable for the steps is set; clarifying when the induction process, or stages in it, is complete. There can be certain gates that the newcomer must go through regardless of the personal preferences. A variable approach does not have a timetable.

Collective vs. Individual Socialization

When a group of newcomers all go through the same experiences together compared to a more individualized experience where each person has a specific program to follow.

Formal vs. Informal Socialization

The practice of separating the newcomer from experienced members of the organization during socialization versus a more integrated approach where there is no

effort to separate them from each other.

These six tactics are divided into *Content Tactics*, *Social Tactics* and *Context tactics* which can be seen in Table 2.1 (Saks and Fassina, 2007; Jones, 1986). The six tactics also are put with their internal counterparts and divided into *Institutionalized* and *Individualized* tactics.

	Institutionalized	Individualized
Social Aspects	Serial	Disjunctive
	Investiture	Divestiture
Content	Sequential	Random
	Fixed	Variable
Context	Collective	Individual
	Formal	Informal

Table 2.1: *Table of tactics according to Jones (1986).*

Institutional tactics lead to more custodial role orientations whereas individualized tactics lead to innovative role orientations. Research indicates that an institutional approach has a positive correlation to job satisfaction, organizational commitment and organizational identification and lesser risk of stress (Ashforth and Saks, 1996). There appears to be a greater tendency towards a custodial role if the newcomer possesses lower levels of self-efficacy according (Jones, 1986). It was found that the social tactics are the most important and the context tactics the least so for the institutionalized socialization. Further, an individualized socialization process is related to higher levels of role conflict and ambiguity, although more innovative (Jones, 1986).

According to Ashforth et al. (2007), a proactive behaviour on the other hand is positively related to role innovation even with an institutional process. Interestingly they also found that proactive behaviour is more strongly related to learning or reaching the proximal outcomes than an organized institutionalized effort from the organization. Although the effort from the organization is still relevant, the personality of the newly employed seems to be of greater relevance.

Gruman and Alan M. Saks (2006) suggest that institutional tactics are more likely to make newcomers engage in proactive behaviors. Individualized socialization tactics give a newcomer a smaller basis to seek feedback and information, to build

relationships and to socialize.

Jones (1986) explains that when a seasoned employee is giving or withholding information or providing information in certain ways, this has an effect on how the newcomer behaves. A newcomer responds differently in their roles based on a organizations' socialization tactics (Jones, 1986).

Kim et al. (2005) suggest that a higher degree of institutionalized socialization makes an employee more engaged in socialization. This could be caused by the increased accessibility to reach out to people, which in turn can help a new employee to build positive social networks. Furthermore, Kim et al. suggest that low degree of institutionalized socialization makes an employee more innovative. These results, however, are not entirely controlled by the organization. Instead, the employees themselves play an important role in the process.

Both Spagnoli et al. (2012) and Filstad (2011) found that the social dimension of the institutionalized socialization has the strongest impact on organizational commitment. Sources for learning on your own, such as being recognized and getting access to colleagues as role models are considered valuable. Feedback from other employees can affirm a newcomers identity (Filstad, 2011).

2.4 Indicators of Newcomers Adjustment or Proximal Outcomes

According to Bauer et al. (2007) there are three aspect that a newcomer is adjusting to when it comes to induction: *Role clarity*, *Self-efficacy* & *Social acceptance*. *Role clarity* attributes to the understanding of job tasks, task priorities and time appropriation. *Self-efficacy*, also called *Task mastery*, attributes to role confidence and learning tasks (Kammeyer-Mueller and Wanberg, 2003). *Social acceptance* attributes to the feeling of being favored and accepted by peers (Bauer et al., 2007). These indicators of adjustment are often referred to as proximal outcomes, and can be seen in Figure 2.1 and Figure 2.2. In research literature there are many ways to name and categorize indicators of newcomer adjustment, proximal outcomes or socialization content. It can be hard to keep track of all the terms but it can be summed up as relating to the following three things: the job and role, interpersonal och group relationships and finally the nature of the organization as a whole (Ashforth et al., 2007).

2.5 Distal Outcomes

In the model from Bauer et al. (2007), newcomer adjustment is associated with the five outcomes *Performance*, *Job Satisfaction*, *Organizational Commitment*, *Intentions to Remain* and *Turnover*. This approach has support in earlier work where the same framework is used by Saks and Ashforth (1997). In a study from Saks and Fassina (2007) they found support for newcomer adjustment being linked to a similar set of outcomes. Bauer et al. found more specifically that social acceptance had a strong relation to all outcomes, while self-efficacy was related to all outcomes except job satisfaction and organizational commitment. Role clarity had a strong relation to all except turnover.

2.6 The Adapted Framework for the Case Study

Many relevant components connected to organizational socialization have been processed earlier in the chapter. No single framework found in the literature has been comprehensive enough to use exclusively in this thesis, and many contained less relevant parts as well. For this study a framework regarding the organizational socialization process has been put together. It is built from the parts believed to be of most relevance and that has been explained earlier in this chapter. The framework is used for investigating the factors that influence the induction process in relation to this case study. The framework can be seen in Figure 2.3.

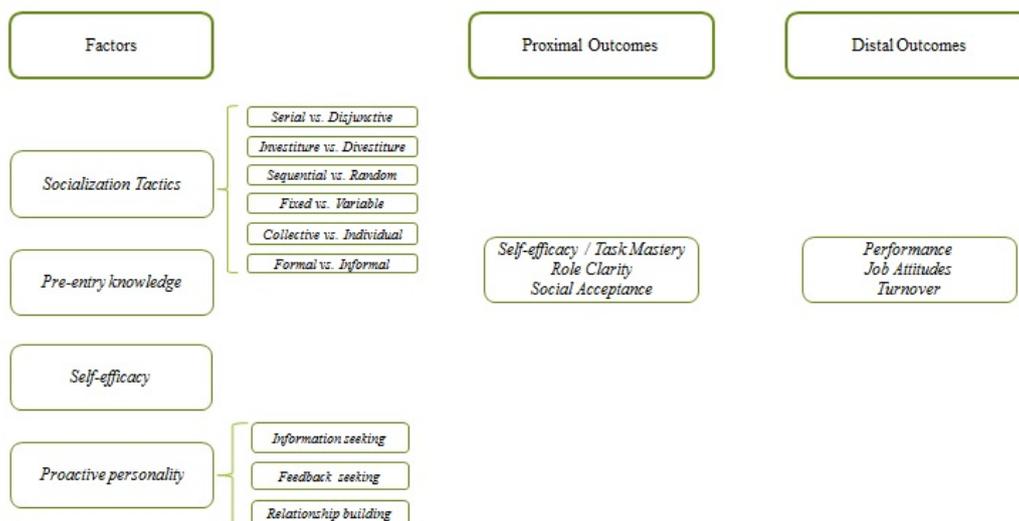


Figure 2.3: *Factors and outcomes in organizational socialization.*

The framework does not contain any dependencies since they are not investigated further. The framework’s purpose is mainly to visualize what factors of the induction process will be examined. Both the proximal and distal outcomes that were found to be relevant are included as well. It is also worth mentioning that mainly the factors are used and investigated in this case study. The framework is used for structuring interviews and results.

2.7 Situated Learning

To complement the theoretical framework of organizational socialization, a learning theory has been included that captures some aspects on learning that organizational socialization does not. Situated learning theory emphasizes on that learning and knowing cannot be separated from everyday practice. These processes are involved in all social settings. The core components of situated learning theory are the development of identity and practice through participation, (Figure 2.4). Participation enables, or hinders, opportunities to develop identity and practice. Looking at the other way around, changes in identity and practice may influence the search for new participatory opportunities (Handley et al., 2007).

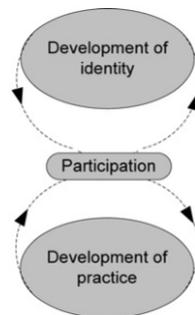


Figure 2.4: *Core components of situated learning theory.*

Legitimate Peripheral Participation is a framework created by Lave and Wenger (1991) that describes how newcomers can be integrated in an organization and become an experienced employees. According to them, a newcomer starts by taking part in simpler low-risk tasks, that still are necessary and and productive. Through these peripheral activities the newcomer gets acquainted to the role. Over time more and more central tasks are part of the newcomer’s participation until he/she becomes a full participant central to the functioning of the organization.

In order to become part of a new social setting, an individual is often given a specific set of assignments and activities. These assignments and activities enable them to

participate in the ongoing social interaction and teaches them to become a member of that social setting. Gherardi et al. (1998) uses the term *Situated Curriculum* for situated learning in a specific environment. This theory treats situated learning as specific to every occasion and social context. *Situated Curriculum* is embedded tacitly in the culture of the community. When newcomers have the required knowledge to act as experienced employees, they tend to make their trainees walk down a similar path they did. There are two learning phases concerning the tasks the newcomer is supposed to learn; the 'way-in, which is a period of observation of a senior employee and later a 'practice' where the newcomer takes responsibility for some or all of the tasks.

This concludes the theoretical section. The next chapter will describe the methodology of this thesis; why we chose our approach and how the data were collected.

Chapter 3

Method

This chapter presents what type of research approach was used in the study, what different methods were used for data collection and why they were deemed appropriate. The chapter will also motivate our research approach.

3.1 Approach

A case study was suitable for this thesis since we wanted to develop an understanding of the induction process at UNICO. However, a large portion of the theory used for this study stems from quantitative research. But a quantitative approach could not give us relevant information connected to the research questions. A quantitative research works with numbers and statistical analysis and does not provide the rich information sought in this thesis (Hennink et al., 2011). Therefore a qualitative approach seemed reasonable for this study, especially since it also involved a small population within a small company, causing problems for statistical analysis. Qualitative research is used to answer questions of why and how, to understand the process and when there is an interpretive analysis (Hennink et al., 2011).

3.2 Data Collection

The process of collecting data was separated into four different types. The literature study provided a theoretical framework for the thesis, which an interview guide was built upon. A course observation gave a clearer picture of the trainers role and provided a context to the interviews together with a document study if the introduction document. Lastly, the interviews were used as the main data source for capturing the induction at UNICO. Explanation of the different data collection methods follows below.

3.2.1 Literature Study

To find literature regarding the topic of induction, a search algorithm was implemented. The search engine Summon available at Chalmers library was mainly used, complemented by Google Scholar. The following key words and phrases were searched for: *Onboarding, Induction, Organizational entry, Self-efficacy, Situated learning, Organizational commitment, Qualitative method, Qualitative interviews, Socialization tactics, Information seeking and Proactivity*. The abstracts were read first to assess the suitability of the work, and if the articles were found to be relevant they were read more thoroughly. References were also found within articles citations. The search resulted in the finding of some relevant books.

3.2.2 Interviews

The interviews provided the main source of data in this thesis. The interviews were semi-structured due to the exploratory nature of the study. This left room for follow-up questions that arose. An individual in-depth interview allows a deeper understanding into social and personal matters whereas doing interviews in a group gives a more public setting and therefore will limit these aspects (DiCicco-Bloom and Crabtree, 2006). The interviews were carried out person-to person since, according to Knox and Burkard (2009), the data will provide slightly better quality than over phone, due to social desirability which is more likely to interfere with phone interviews. Further, over the phone an interviewer has no control over the environment where the interviewee is located. The environment can always affect the result in either way, so having a consistent environment was deemed preferable.

An interview guide was used at the interviews which can be found in Appendix A. The interview guide used a structure that consisted of: *introduction, opening/warm-up questions, key/thematic questions and closing questions*. This structure helped to ensure that the interviewee felt comfortable throughout the interview and therefore answered the question more truthfully (Hennink et al., 2011; Esaiasson et al., 2007). Every question in the interview guide had a theme, the different themes corresponded to different factors from the theory found on organizational socialization. This was decided in order to connect the interviewees experiences to previous research, and also helped the process of putting the data in to categories. All questions in the interview guide were designed to be easy to understand, to be short and to be free from academic cant in order to receive accurate answers from the interviewees. To test the interview guide, a pilot interview was conducted with an employee at UNICO (Hennink et al., 2011; Esaiasson et al., 2007). This employee was not part of the team working at Volvo. However, the data collected from the pilot interview was decided to be used as complementary data for this thesis since it was found useful. No alterations to the guide needed to be done after the pilot interview so the same procedure was used for other interviewees. The only interviewee having a

modified interview guide was the team leader, see Appendix B. The same structure and themes were used, but the questions were rephrased the better suit the team leader's perspective.

The interviewees were asked beforehand to set aside an hour for the interviews, which was about 10-15 minutes longer than the interviews themselves. The reason was to have room for any unforeseen difficulties and enable for a brief discussion afterwards if necessary. Every interview consisted of three people; the interviewer, the interviewee and a secondary interviewer. The interviewer was conducting the interview according to the guide, while the secondary interviewer's main objective was to pick up any interesting question that might surface during the interview. Being of assistance and providing general help during the interview was also part of the role.

A total of five interviews were conducted. This included the entire UNICO team at the R&D department at Volvo, the team leader and a UNICO employee at the manufacturing department. It was possible to conduct more interviews for this case study outside of the department, but saturation was considered to be reached at this point. There was a lot of recurring data at the same time as little new data emerged.

3.2.3 Observation of a Course

UNICO offers a 4-day course at Volvo in Catia/Teamcenter which was observed by both authors of this thesis. The observed course was the same a newcomer attends and learns first when being inducted. This course is the most comprehensive they offer. According to Esaiasson et al. (2007), this type of observation helps in adjusting the research in a more accurate direction and how to formulate the interview questions. Or as Hennink et al. (2011) explains it; to provide a contextual understanding of the other data collection methods. This observation also provided further insight into the social context in which an interviewee is part of (Hennink et al., 2011). It was important to understand what an employee at UNICO is expected to learn in order fill his/her role. In attending the course, experience was gained of what the job entailed in practice, which was helpful in all the steps related to the interviews.

3.2.4 Document Study of the Introduction Document

There was an introduction document at UNICO regarding their induction process which were thoroughly read. This was used for capturing the official guidelines and to be able to compare it to the experiences of the interviewees. The document in relation to their experiences provided aspects that were investigated further.

3.3 Analysis

Below follows a description of how the collected data were analyzed from the four sources: the literature study, the interviews, the course observation and the document study.

In the literature study, many factors were found that influence the induction of a newcomer. The ones considered to be of most interest for this thesis were then selected and put into a framework. This framework in turn provided the base to build the interview guide upon.

Every interview was recorded and transcribed in order to achieve the best possible raw-data. Transcription gives the opportunity to use quotes which will strengthen interpretations and to get a grip on the entirety of the data. Further, transcription will also help in putting the data in categories. Categorization was used to give a more structured analysis regarding certain topics (Esaiaasson et al., 2007). The method for analyzing the categorized interview data resembles the hermeneutic circle (Kvale and Brinkmann, 2015). It is illustrated in Figure 3.1.

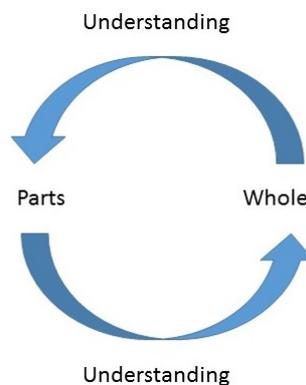


Figure 3.1: *The hermeneutic circle.*

From the interview as a whole the different parts were analyzed, which were related back to the interview as a whole in a circular manner to get a full understanding of the meaning and content. Understanding of the whole is aided by understanding the parts, understanding of the parts is aided by understanding the whole. This circle was seen as a way to gain deeper understanding. The interpretation of the interviewees answers was also analyzed for logical contradictions and making sure that none such existed.

The interviews were used to identify UNICO's induction process and relate it to the theoretical framework. They were also a source to find complementing factors that affect the process. The questions used in the interviews were designed to be able to do this comparison and help the categorization process.

The course observation had no separate structured analysis but was used to complement contextual aspects of the interview data. It verified certain aspects treated in the interviews. No notes during the course were taken, since we as observers were engaged in the same activities and learning as the other participants. A summary was written after completion of the observation.

The data collected from the introduction document were analyzed in relation to the data from the interviews. Answering how the document was used and how useful it was for the interviewees. The relevant parts that were believed to have a connection to the induction process were extracted to use in the interviews for questions.

3.4 Recommendations

The literature study, the result of the data collection and the document study were analyzed and used to give possible suggestions regarding UNICO's induction process. The recommendations were used to complement UNICO's current document or as general guidelines on social matters.

The next chapter contains the results from the different data collection methods.

Chapter 4

Result

This chapter contains results from our data sources. The first section includes the data from observing the 4-day course we attended at Volvo. The next contains the data acquired from the document. Lastly, results from the interviews are presented.

4.1 Observation of the 4-day Course

The 4-day course called "Teamcenter for Catia V5 users" was attended in its full extent. The class consists of a minimum of three and a maximum of eight people. All spots were filled at the attended course. It consisted of newly employed engineers at various departments within R&D at Volvo. Every participant had a stationary computer with two big monitors where they had access to the different software that are used. All the participants received a compendium with information and exercises at the first day which was used throughout the whole course. They also had access to the material the teacher presented through a database on their computers. The teacher had a computer at the front of the room linked to a projector.

The teaching consisted of Power-Point presentations, follow-the-leader and own work. Overall there was a quite big proportion of Power-Point presentations where the participants mainly sit and listen and take notes, especially the first two days. Many mistakes were made by the participants when they were working alone with the exercises which the teacher had to know how to fix. The teacher also had to have knowledge of things outside of the software, since there were many questions, not only about the things that were treated in the course, but also connected to where everything fits or how things were connected to the participants work on a larger scale. The sheer volume of information that the teacher had to know to be able to teach the course was noted to be quite large.

The facilities were a bit old and had insufficient ventilation, making the classrooms

sultry. The main instigator of brakes was the air quality, and during the brakes the windows were opened. Some irritation concerning the air quality was noted from the teacher who also said that it had been reported to Volvo several times but had not been fixed. The intervals for the brakes were irregular.

Every lunch the trainers got together in a separate room from the course participants to eat and talk to each other. One of the days there was a lunch for all the UNICO employed consultants at Volvo where they met up at a lunch restaurant. This lunch just consisted of socializing with the fellow UNICO consultants, there was no talk of work during this time.

4.2 Document Study of the Introduction Document

This section will provide an overall description of what the introduction document contained. Only the relevant parts of the document were extract in this chapter. The document contained detailed description of specifics on the role as a trainer and were not deemed useful for thesis. It was also unclear which part are meant for the supervisor and what parts are meant for the new employee. The actual document can not be provided due to confidentiality regulations.

The document contained the following:

- Recommendations of what prerequisites the supervisor should fulfill. It was stated that the supervisor should be an experienced teacher in terms of pedagogy and execution of the course and to be able to provide constructive feedback.
- Guidelines on what should be treated the first day. Starting with walking through how much knowledge on Teamcenter and Catia the new employee has beforehand and learn where to find information to learn more. Other examples are: routines on safety, what different accesses to the various software should be applied for and general routines.
- A plan with steps in which order to learn the different courses and how to approach it. The four day course is the first to attend and learn completely before moving on the others. Learning the support role is listed as the last step.

- A rough time frame for how long each step should take. The time frame is expressed as a rough number of times to attend a course. Two to four times attending the four day course before teaching, and the same number of times teaching together with a supervisor, was recommended before starting to teach independently. For the other courses attending at least one time was recommended before teaching with a supervisor two to four times. There was no time frame regarding the support role.
- The experienced trainer should give feedback and help to the newcomer on the execution and the pedagogical aspects. The new employee are encouraged to ask questions to the supervisor to improve his/her new role.
- An approach on how to learn the support role. Starting with having someone support you on the spot when answering questions. The new employee are encouraged to seek help when unsure on a question.

4.3 Interviews

The interviewees have been assigned a letter for identification. This letter is assigned based upon the order they were interviewed. A short description of the interviewees follows.

- **A** had been employed at UNICO for six months at the time of the interview. He/she has an educational background in engineering with a masters in learning and leadership. It is the first job since graduation. The result from this interview is treated separately at the end since this person was not part of the R&D department and was mainly used for a comparison.
- **B** had been employed at UNICO for six months at the time of the interview. He/she has an educational background in engineering with a masters in learning and leadership. It is the first job since graduation.
- **C** had been employed at UNICO for two months at the time of the interview. He/she has an educational background in engineering. At the time of the interview **C** was employed to UNICO via a staffing company and was in the process of being formally transferred to UNICO.
- **D** is the team leader and had been employed at UNICO for two and a half years at the time of the interview. He/she has many years of experience working with CAD and Teamcenter and has also collaborated with UNICO for many years before being employed.
- **E** had been employed at UNICO for almost two years, and for about a year at the current assignment, at the time of the interview. Before this assignment **E** had one in Stockholm, teaching at a professional university.

The presentation of the results are based upon the categories from the interview guide. It is presented as summaries of these categories complemented with quotes.

4.3.1 Socialization Tactics

The result regarding the socialization tactics are presented in relation to the six tactics presented in 2.3.4. First, we present general results that do not fit within these six tactics and then answers regarding the introduction document are included

after the six tactics.

All of the team members experienced a limited time preparing for the role at UNICO. They also felt a limited introduction to UNICO as a company.

"I have had some talks with my supervisor at UNICO and the CEO but apart from that I have had little background about the company. [...] So it has actually been straight to this place." -C

All team members but one were employed with an assignment in mind. Before arriving at Volvo, **E** had another assignment (which was his/her first) in Stockholm, which was not given to him/her at the time of the employment. **D** state, however, that nowadays everyone gets employed with an assignment.

"[...] we never employ anyone and put them on the bench, this person should have an assignment. So you do not get employment at UNICO until an assignment is given to you." -D

Serial vs. Disjunctive and Formal vs. Informal Tactics

The results related to the two tactics; serial vs. disjunctive and formal vs. informal, are presented together. Based on the answers of the interviewees they are hard to present separately. A new employee was more or less formally assigned a mentor which is responsible for the newcomer. Regardless, they all followed senior employees to learn their role. The thought process of choosing the mentor has differed over time. **C** was assigned to a given senior employee during his/her introduction which he/she followed during most of the process. The mentor was the newest fully inducted employee at the team. Employee **B** followed different employees each week to learn from and was unsure of who was his/her mentor. **E** followed a senior employee, with no other preferences in mind.

"The first week I followed one person, the same course the whole week, then I attended several more of the same course. Two or three before I started teaching. They tried to spread it out so that you could see different people, because everybody does it in a different way. You are good at different things and then when you are introduced you get to pick up what you think is good from the different people" -B

*"It would have been good if my team-leader was here, if she was my mentor that is. I think so, it would have been good if she was here more often. It would have been fine if I had another employee assigned to me, like **E***

or someone else. Because it felt like there was no one that was really responsible for my introduction.” -B

Investiture vs. Divestiture Tactics

All the team members felt that they had space for their own personalities in their roles. They were not forced to change or fit into a specific framework. Although C has not been employed long enough to have experienced it to a greater extent, he/she expressed that it definitely felt like there will be room for his/her personality. D expressed the following regarding personality traits:

”We want to use that as well [the personality]. We want to work together in order to be a nice and coherent group. Then there should be different kinds of people.” -D

Sequential vs. Random Tactics

A fully trained employee teaches several courses, but a four day course was used as the first for all the newcomers to learn. It is the most comprehensive and involves many aspects that are part of the other courses. All the interviewees followed the same predetermined steps. They started with attending the course as a participant just to get familiarized with the content. After the first week the newcomers started to focus more on the aspects of holding the course, observing how things were done. When they felt ready they started to teach parts of the course. First they taught a couple of hours or in some cases the first day, and then added more over time. After four to six weeks they were teaching the whole course independently. The same procedure was used for the other shorter courses.

”I think I went one, two times, two weeks. Then on the third week I held the first day. The week after I held two-three days. After four weeks I was up and running, teaching it completely.” -E

”We know how to pace through the process, but we can not decide how much time it will take. That is up to each person in question. The most important part for us is that the person feels sure of himself/herself when carrying out a course. We do not want anyone to feel unsure, pushed or anything” -D

Each Friday after the 4-day course, which took place Monday to Thursday, was set aside to give the employees time to study the course material and to reflect on the

passed week. The employees were able to choose for themselves what they wanted to learn. Time was also set aside when learning other courses.

"I have actually been, in an unofficial way, able to put it in a way I like it. Such as: "This is the way I want to process this information". Then I have successively been taking over more parts of the course, first I have taught for a couple of hours, then a day or two, so successively I have taken over the whole course." -C

Fixed vs. Variable Tactics

All the team members were given the time they needed to feel confident enough before starting to teach. They all expressed that there was no pressure to teach until they felt comfortable. It took four to six weeks before they started to teach the four day course independently. The team leader also stated that it was important that everyone gets the time they need to feel ready.

"But it was a lot like this; 'you get to do it in your own pace, you can decide when you are ready to start holding the courses by yourself.'" -E

Collective vs Individual Tactics

Every new employee was trained individually at Volvo. No others were introduced at the same time as the interviewees. The team is deemed too small and it is too time consuming, according to **D**, to introduce more than one employee at the same time.

"It does not happen [introducing more than one newcomer]. The group is too small. [...] It is too much effort" -D

Introduction Document

A document was handed to **B** and **C** with details of the introduction period. It was expressed as something that was appreciated and gave some clarity and insight into the introduction. However, **C** found it hard to sift through what was relevant at the time and wished for more structure. When **E** was hired into the assignment at Volvo, there was no such document, but a wish for it was expressed.

"It would not be such a bad idea to get [within the document]: "these things needs to be done", "this needs to be done now", "this can wait"."

-C

"No not at all [presence of an introduction document]. And I missed that a bit." -E

The introduction document was initially created by **D** after the introduction of **E**. The document is dynamic in the way that the newest employee is asked to make suggestions of improvements after the introduction.

"The newest employed person is asked to look at the document: "is there something that is not right?". Then we talk about it and change it. [...] The people that are new knows what need to be in there." -D

4.3.2 Pre-entry Knowledge and Information

Below the result that regard pre-entry knowledge, required knowledge and information are presented. The informational aspects are focused on the organization's efforts and structure of providing it.

Pre-entry Knowledge

There were inconsistencies regarding the perception and the experience of the role. **B** expressed that a clear and matching picture of the role was given. For **C** a new role emerged during the interview due to his/her experiences in CATIA, causing some uncertainty. **E** could not quite remember and stated that he/she tries to not have expectations beforehand.

"I thought it was very clear [...] my supervisor had solid knowledge of the role since he/she worked as it at the time. So I thought I got a very clear picture of what it entailed." -B

*"I was interviewed for employment at manufacturing, almost the same role as **A**. But when I arrived at UNICO they picked up that I have studied Catia. [...] So they thought that this role was more proper." -C*

From UNICO's point of view **D** described that the information at hand before an assignment can vary. Mostly it depends on whether UNICO has consultants at place beforehand or not.

"Whenever you get a new assignment it arrives with a description. We can do nothing more than to give it to the person [the newcomer]. [...]"

You can always ask, as you often do when you arrive with the new employee. At the interview you can ask about things in the description, because it does not always correlate.” -D

Required Knowledge for Role Fulfillment

The knowledge required as a trainer in Teamcenter was separated into two main areas by the interviewees: technical knowledge of the systems and pedagogical knowledge. The detailed viewpoint of the priority differs between interviewees. **E** described the pedagogical aspect as the highest priority, stating that the technical falls naturally into place after attending the course. According to **E**, one has to focus more on being a good pedagogue. **C** stated that the technical aspects were of a higher priority at first. Knowing not only what you teach, but to understand it on a deeper level. Knowing the technical side well leads to better teaching, according to **C**.

”If you have attended the course a few times, you learn it quite quick actually. What it really is about is to be a good pedagogue, really. And continue to be it even after having held the course ten times. In some way. And to enjoy teaching people. To enthuse. It feels like a lot of soft values are needed actually. And one can learn that.”-E

”I had no experience of Teamcenter beforehand. The first step is to understand it yourself and what it means. Then also understand that I as a teacher needs to understand more than the material presented at the courses.” -C

Provision of Information

B and **E** expressed a wish to get insight into the everyday work of the engineers they teach to get a better perspective on the material in the courses.

”Within Volvo I would wish for further insight into how a designer works and all the steps from a thought to a finished car, and all the roles in between.” -B

Both **B** and **E** also expressed missing practical information. A more clear picture of routines regarding their employment at UNICO and a more detailed description of their role.

"I would only have needed a work through of it [practical information]. [...] just an introduction session where someone sat with me at went through that stuff would have been nice." -B

"I would have liked to see that there is a role description where it is black on white; what is really my assignment here. [...] I would like to have more documentation on that so you can lean on it and see your role in a more clear way." -E

C did not feel that information was missing. He/She felt that if you were prepared to look for it, or ask, a lot of information was available. During the interview, **C** exhibited low concern regarding lack of information.

"Well I have probably received enough information. And above all I think that it has worked really well, that is if I have wondered about something it has been easy to ask about it." -C

"I would not say that I have received information that I would say is directly related to UNICO. I do not think at least. But I have not really missed it either." -C

Since UNICO is a small company, **D** stated that there are informal ways of handling how information is given and when it is given. They adapt depending on the situation. But he/she expressed concern over not knowing if a newcomer gets all relevant information since there are no fixed routines.

"That is where we have a problem, and it is good that you come in here, to make sure that everything gets presented. [...] What if we miss something? How do we know?" -D

Withholding Information

All relevant information is shared amongst colleagues. No one has experienced that anyone is withholding any knowledge to get further ahead. Instead, everyone is eager to share if they have information that could help the other employees.

"No, we work very closely with each other and it has always felt okay to go to anyone and ask [...] it has never felt as if someone has tried to withhold information to be a better teacher." -B

"No, not at all. Quite the opposite, as soon as someone learns anything new it gets sent via mail to all the colleagues. "I have received this information, this is what it's about", no competition as far as I'm concerned."
-E

Pedagogical Training

No formal pedagogical training is offered in junction with the introduction process. However, there are teaching elements from the more seasoned employees in form of feedback and other helpful tips.

"I would like to add that you are given feedback from the other trainers when you start to teach courses yourself. This also involves the pedagogical aspects. [...] On the pedagogical, however, I felt like I had the confidence since I have had opportunities to practice it during my education." -B

A pedagogical workshop is offered for every employee at UNICO. This involves how to speak, stand in front of people, knowing your strengths and weaknesses and general pedagogical advice.

"Yes, I went on an internal course two days at the office [UNICO's office]. It was called "Teaching for Teachers"." -B

"No, not specifically here. But there is a course internally at UNICO, a pedagogical course. I think it was two days. I thought it was good." -E

This workshop is provided when there is a proper amount of new or interested employees at the company.

"No, the company is too small [on the question if it is arranged regularly]. When there are a few people, we gather them and do the course." -D

4.3.3 Proactive Personality

Below the results connected to proactivity, socializing and self-efficacy are presented.

Information Seeking

In order to fill in when information is missing, **B**, **C** and **E** asked the other trainers. When it was not enough, an intranet with information was used, or they get in touch

with a person that can connect them to the right place, usually their boss at Volvo. **E** tried to write down questions, especially when it concerned the course material.

"My strategy so far has always been to write down the question and then try to contact a person that knows the answer. Perhaps find him/her on a break. And then return with an answer." -E

D is not explicitly looking for a proactive person when hiring. It is more important that they show potential. The idea is to encourage a proactive personality, making sure that it is okay to ask questions and reward ideas in an open environment.

"A consultant have to be proactive in some way. You may not be it at the time, but you can grow to be. [...] I would say that most people are today. [...] and if someone has questions, suggestions or such, encourage it. [...] So we try to open up for it. If you do, more will come. You get seen and heard." -D

Feedback Seeking

During the introduction there is feedback given continuously to the newcomer by the senior employee present at the course. After every session, where the newcomer has been teaching, they sit down and talk about what went well, what could have gone better and how to improve. The feedback contained tips and advice. Since this was done in such a regular manner, none of the interviewees felt any need to search for feedback by themselves.

"[...] so I have had someone who has been there and listened [...] and then I have gotten feedback from that person afterward that 'think about this, you can develop this slide, this exercise you can do a little slower'. So very concrete things." -C

"So I did not feel the need to ask for it, it was planned that after I had held my parts I got feedback." -B

There was also a wish for more continuous feedback where the teachers can attend each others classes more frequently and assess each other. Time is a limiting factor for these activities.

"I have a wish to also be able to do that with people who has held courses for a while [feedback sessions]. [...] there is too much to do at the mo-

ment. And it is not just me, we should do it to each other.” -D

Social Activities

UNICO does not organize any special social activities when a new employee starts. There are however activities arranged regularly that newcomers are encouraged to attend. There are also events arranged by the personnel at the support department, where part of the trainers’ job takes place.

“UNICO has been very good at arranging activities with all the employees so to speak. [...] I have also been involved with the support staff at Volvo when they arranged some social activities, but not the official group so to speak.” -B

”We have after works, we have Arena UNICO as we call it. Especially at Arena UNICO we can present the new one, so everybody can see who it is. [...] It happens so regularly so we take it then.” -D

Also when UNICO has events to say goodbye to a current employee a soon-to-be-employed can be invited to get presented to the other employees at UNICO.

Relationship Building

All the team members expressed that they were socializing when able during work hours. However, no one was active in arranging any social activities outside the workplace. Activities at the workplace often consisted of sharing lunch and a quick debriefing over a coffee in the morning.

”I would say that we [UNICO consultants] are pretty active talking to each other here at Volvo. We eat lunch together every day for example. We do not hang out outside the job, but are very active during working hours.” -B

”We see each other each lunch when we are here working. Usually we sit and eat in this very room. We also see each other in the mornings over a coffee discussing things.” -E

D tries to attend when able, but he/she is not stationed at the Volvo team. The idea is to be available, so the team members can talk and ask him/her if they want to.

"In normal cases I am very active but in some periods I am not. [...] I can send a text saying that 'I am coming tomorrow in case you want to have lunch or something'. But I do not push, I just try to be available."
-D

Self-efficacy

When attending the 4-day course for the first time, both **B** and **C** felt a bit overwhelmed, but already after the second time, they felt more comfortable. **B** and **C** expressed low self-efficacy in his/her first week but it increased over time. The biggest issue was the volume of content in the course for **B**, not standing in front of people teaching. **B** has been teaching before at schools and at other companies during his/her education. **C** had a limited teaching background, but had practiced standing in front of people to feel comfortable with it.

Except from the immediate start, **C** expressed high self-efficacy regarding the tasks. According to **C**, the reason was the progressive order of the introduction; with responsibility starting low and added over time, making the tasks manageable.

"At the beginning there was so much information [...] but already the second week I thought it became more clear. [...] the fact that you start to teach a tiny tiny part, then more and more. That way you have grown in to it." -C

E felt confident in his/her role when he/she was employed at Volvo. **E** had previous experience from another assignment at UNICO with teaching in front of people. **E** could ease in to the role and do the things he/she felt were manageable at the time, as he/she felt no pressure. Though sometimes **E** felt that it could be of use to have some sort of framework to learn within and to get a grasp on where you stand in the introduction process. Even though there was no real pressure, **E** felt that he/she still was motivated to learn and wanted to do well in his/her new role. **E** wishes a good mix of both elements, a clear framework, but with a lot of freedom within.

The way UNICO makes sure that a newcomer feels confident in his/her role is to give everyone the time that they need, to not push too much.

"Not to push it too hard, to make sure it gets its time. All people need different amount of time, and they should get that." -C

4.3.4 Prioritized Factors of the Induction

Below we summarize the interviewees' input on what aspects are considered most important for the induction into their role.

Firstly there should be a plan. It should include steps to follow and a goal to reach. There should also be time to learn all the necessary parts and resources for this should be given. Clear and visible information was also stated as being important, and knowing where to turn for information.

“Of course it is preferable if all information is available from the start, but if it is not then it should be clear which person to turn to with questions.” -B

C also mentioned the social aspect as important. That you become part of a team, where there is an open environment, where you can ask questions.

E brought up that it is important to attend different people holding courses to get a broader picture. Further, clear directives on how to give feedback in a proper manner was also highlighted.

“It is a fine line on how to deliver feedback. There is a good way to do it and a bad way to do it. Perhaps some proper instructions would be useful.” - E

What the teamleader brought up as important for the introduction process was in line with the team members.

“To attend the courses, as many times as necessary until you can teach it. How many times depends on the person. And another important part, that you start to hold small portions on your own. Then you add parts until you know the whole course.” -D

D stressed that the most important trait of a mentor is availability. A mentor should be a person that you can talk to and ask questions without feeling bothersome. This means that a mentor should have time set aside to being available. **D** also stated that being the newest employee is important since they are most closely related to the induction and may remember it better.

“The people I have at Volvo, they are educators. I think they are good at teaching, they are pedagogical and know the technical parts. They already have that. So it is that they should be new at Volvo, so that they

actually remember what it is like to be new. I think that is important.” -D

4.3.5 The Induction at the Manufacturing Department

One of the interviewees was situated at another department at Volvo than the team treated above. This was a new department for UNICO, making this their first assignment. The main purpose of the thesis was to study the UNICO’s team at the R&D department, but the interviewee from the Manufacturing department was included for comparison. The UNICO team at the R&D department will simply be referred to as ‘the team’ here.

The interviewee has the same tasks teaching courses in Teamcenter, developing methods and sitting in the support as the team had. **A**, however, has the support role as the main occupation in contrast to the team where it was teaching courses. A short presentation of the differences between the experiences by this employee and the team will be presented. On the large scale, there are a lot of similarities, but the results here will focus on the parts that differed from the team’s.

A was not trained by other UNICO employees, but instead by employees at Volvo. Since he/she was the only consultant from UNICO present, **A** experienced an isolation from UNICO. A stepping process of doing simpler tasks at the start and adding more responsibility over time, was present here as well. However, at this department the starting tasks consisted more of helping participants in the class before starting to teach. This was stated as an important factor to learn the role in a good way. **A** had a more thorough introduction to Teamcenter by a supervisor who showed and explained the structures they work within. The team mainly received the information from attending the course and studying the material. A high self-efficacy was expressed from start, both technical and pedagogical.

”From sitting and observing on the course, to getting to help, then moving towards teaching with support. [...] To make sure you get a stepping process.” -A

There was no introduction document that described how the induction should be organized, so very little information regarding the setup was available for **A**. There was also very little information available about the assignment beforehand.

”I was pretty quickly put to work at the client. My first three days were at client, and the only thing before that was the interview [at UNICO]. Then I had an interview with the client together with my boss. [...] Then I was back at UNICO for a three day course, but I only attended the first

day." -A

A few weeks into the job **A** worked individually with developing methods taught in the courses. This was an important task, but also not critical if something would go wrong. **A** felt that this gave a good introduction to the task of developing methods, and also provided insight into problems for course participants.

A has had more social activities arranged by his/her official team a Volvo than the team at R&D.

This concludes the result chapter. The next chapter will discuss these results and how they relate to the theoretical framework.

Chapter 5

Discussion

This chapter contains the discussion of the results in relation to the research questions. The first two research questions are discussed together and the third is treated separately. In the end the limitations are discussed followed by a conclusion of the thesis.

5.1 The Induction Process and the Factors Connected to It

In this section we will discuss the process for the induction of the trainers at UNICO based on the literature and the collected data. We have chosen to discuss research question (1) and (2) together instead of individually. These two research questions were as follows: (1) What factors affect the induction of newly employed trainers and consultants? (2) How are the consultants/trainers employed at UNICO inducted for their role as professional educators and what is the consultants/trainers' assessment of their induction process? The reason for discussing them together is that research question (2) relates to number (1) in the study. They are hard to discuss in a meaningful way separately, this way the findings can be discussed in a more comprehensive manner.

We will start by discussing the induction in relation to the socialization tactics, then in relation to information and information seeking, pre-entry knowledge and self-efficacy. The discussion on the socialization tactics and information seeking are more extensive than the latter ones since they consist of several parts in themselves.

5.1.1 Socialization Tactics

This section is divided into 3 categories in this discussion according to Jones (1986). These sections are: *Social tactics* which focuses the social aspects of the induction, *Content tactics* which focuses on the structure of the induction and *Context tactics*

which focuses on the setting of which a newcomer is placed. Lastly, a summarized discussion of all these categories and how they relate to each other in both the literature and in this case study.

Social Tactics

The social tactics consist of the tactics: Serial vs. disjunctive and investiture vs. divestiture.

We can see a more formal routine of assigning a mentor developing over time. The most recent team member experienced that he/she was assigned a specific mentor while this was not the case for the more senior employees at the time of their induction. A need for a more serial socialization was expressed amongst the employees who had not received it to a greater extent. We note that the employees which did have a more officially stated serial socialization were more satisfied. This could mean that the process was developed over time trying to match better with the employees needs, and therefore moving towards an institutionalized approach. There is in other words an overlap of the recommended tactic from the literature with the needs and desires from the UNICO employees. It was stated that the employee with the most recent experience of being inducted is assigned as mentor. Although this is not specified in the introduction document, there seems to be a verbal agreement on this. However, this routine for assigning the mentor was only noticed from the most recent newcomer and seems to be a routine that has been developed over time. There was a clear agreement regarding it between the team leader, the mentor and the new employee during the most recent induction. If we take the most recent induction into account, the procedure was in line with a serial socialization process, which is an institutionalized approach.

Although the team members felt that their traits were governed, it was not formally expressed from the organization towards them. No active actions of changing the employees personalities were taken which speaks more of an investiture process, since it is a passive process while divestiture is an active process. It was also expressed from the team leader that the personalities of the employees should be used as assets. The newcomer is encouraged to contribute to the introduction document with the things that he/she believes can aid following newcomers. This procedure supports a more investiture socialization. Though this has only been clarified during the most recent induction as well.

The serial and investiture tactics that are identified in UNICOS's induction are the ones that has the most impact according to Jones (1986). The serial tactic seems to be very important for the interviewees, while the investiture tactic is not expressed as either important or something that needs to be changed. Instead it seems more important from UNICO's point of view. It could be argued that since it is a passive

process, the team members are not putting much thought into it. If there had been an active process to change them there might have been more polarized opinions amongst the employees.

Content Tactics

The content tactics consist of the tactics: Sequential vs. random and fixed vs. variable.

Since there is a process with determined stages, a sequential tactic seems to be applied. The more recent employees had more structure in terms of a written document giving more clarity regarding the steps of the induction. The more structure that was given to the employees regarding predetermined steps, the more secure they seemed. Though, it is hard to determine if the structure is making the employees more confident, or if there are other factors causing it. All expressed an appreciation for structure in this area, either affirming it or wanting more. This stepping process induces greater task mastery/self-efficacy, since they gradually got to learn their role under manageable circumstances. The sequential tactic is also to a high degree social, since the serial, informal and sequential tactics are intertwined. Together, they describe how a newcomer follows a mentor or a senior employee through the predetermined steps, and learns from them in a social setting.

There is an appreciation for a loose time frame by the team members. It is clear that the loose time frame gives more self-efficacy regarding their role as teachers since all team members expressed feeling more secure in their role by not having a pressure to be ready at a certain point. The team leader acknowledged that it is very important that each person gets the time they need to feel confident in their teaching role. It seems reasonable that you should get this time for the job as a professional educator. A teacher has to be confident to do an impactful job (Onafowora, 2005). This will be discussed further in section 5.1.4. The literature stated that a fixed timetable is preferable (Ashforth and Saks, 1996). The time frame in this case is not fixed but still not completely variable either, within reasonable limits it was adapted to the individuals, which speaks for a more individualized approach. In the introduction document there is a recommended window of four to eight weeks in total before teaching independently. We noted that a space of four to six weeks was used by the team members, so the upper limit was not reached. This case seem to contradict previous more general research. An explanation might be that professional education differs from the jobs used in previous research due to the large proportion of teaching involved.

In summary, UNICO uses one institutionalized and one more individualized approach to their two content tactics. Interestingly the sequential tactic is mentioned

by all interviewees as very important for the induction and so is the variable tactic. Having clear steps and getting eased into the role was clearly important in this case and also the loose time frame. Although the literature proclaims an institutionalized approach on both, the two content tactics are at two sides in this spectrum (Ashforth and Saks, 1996; Jones, 1986; Kim et al., 2005).

Context Tactics

The context tactics consist of the tactics: Collective vs. individual and formal vs. informal.

All newcomers are introduced individually and not as a group. No more than one is inducted at a time. On the other hand, they all go through almost the same process. They have a specific program to follow, except for the time frame and what areas to focus on when learning. The overall structure of the process remains, but the specifics at each step varies depending on the individual. This makes it complicated to decide whether it is a pure collective or individual tactic. It seems to be a mix of both.

There is a quite clear informal process of inducting the newcomers. They observe how senior employees teach and vice versa. It would probably be harder for a newcomer to learn their role if they were separated from the senior staff during the whole induction process. This would especially be the case if they lack pedagogical experience, since they receive feedback on those aspects as well. One could argue that the informal tactic is better suited for the case as a professional educator. In order to know what the role contains in more detail, it is beneficial to watch a senior employee teach and interact with course participants. The content for learning the role in this case comprises of much more than what can be told by mere instructions, verbally or by text. There is a social setting that needs to be taken into account. Learning the role depends on watching, analyzing, replicating and improving what other senior employees do.

Interestingly, we can also see that the context tactics, that supposedly are the least important for the induction process, are the ones leaning the most towards individualized tactics in total. In other words, the tactics that are least important according to the literature for the socialization process are also the least institutionalized (Jones, 1986). However, the informal tactic seem to be a more important aspect in inducting a new trainer in this case than the research literature suggests.

Summarizing the Socialization Tactics

The literature proclaims an institutionalized process as being the most effective for the induction of new employees (Ashforth and Saks, 1996; Jones, 1986; Kim et al., 2005). The social tactics, allegedly the most important ones, are indeed institutionalized in this case study. However, some of the other tactics used by UNICO deviate from this recommendation. As discussed, some of these tactics seem better suited as individualized for the setting of this study rather than institutionalized. Even though the routines used for inducting a newcomer are not totally in line with the research literature, it seems to be well adapted to this particular situation. We try to visualize the earlier discussion of the tactics in the diagram which can be seen in Figure 5.1.

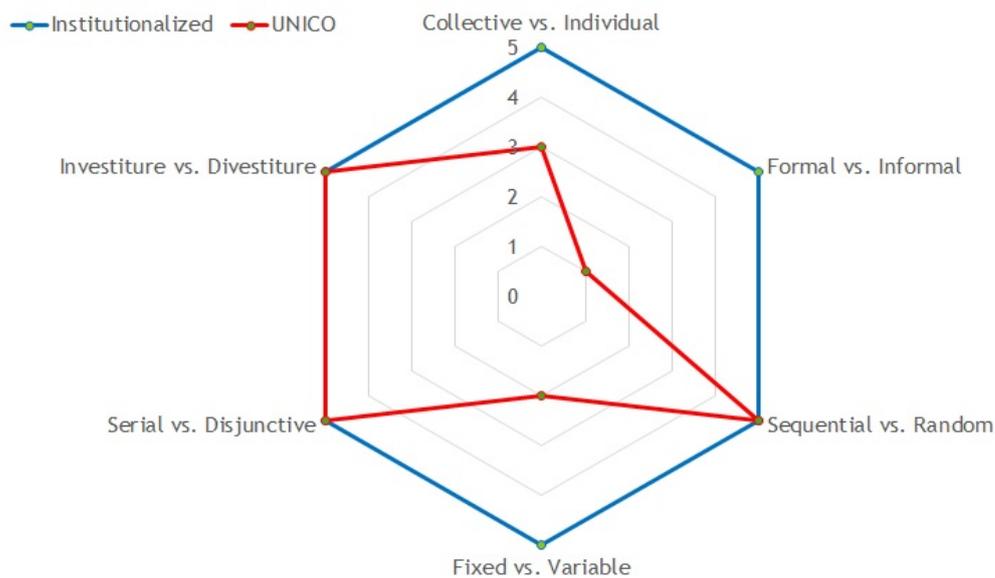


Figure 5.1: *Diagram of socialization tactics. A 5 means institutional, a 1 means individualized, 3 when neither is more prominent and lastly 2 and 4 represent that it leans more towards one of them.*

The factors connected to the socialization tactics that seem to be most important in this case study are: following a senior employee, getting eased into the role by taking responsibility for more parts over time and getting the time needed to adjust in to the role. These together provide a structure for the newcomers to learn their role. The literature stated that having a role model is very important, but in this case it is not enough. Following the senior employees, watch what they do and learn from it, is critical for an effective induction process regarding the teaching role. It

might be possible to get into the role without this procedure, but we can not see how it would be more effective. It can be compared to the education of teachers where field observations are a central part (Richards and Farrell, 2011). When studying to become a teacher, the education partly takes place practicing teaching at schools. It includes teaching classes but also observing other teachers to learn from them. This procedure was very similar in this case study and is an established way to train teachers. We can also see a strong connection to the situated learning theory. To learn the profession, you take part in the everyday practice and learn from experienced employees. The informal process that was considered to be of less importance in the literature seems important in this case, since this is a prerequisite for this type of learning (Jones, 1986).

From what we have seen during the study, we agree with the opening statement regarding situated learning from the literature study. Separating learning and knowing from the everyday practice does not seem possible in the environment for professional educators (Handley et al., 2007). We can see that the situated learning theory is usable as a complement to organizational socialization. The training process is similar to the "mentor and apprentice" approach from the situated learning theory. The social setting that a newcomer gets introduced in seems to give opportunities in the development of an identity and practice, which can be seen in the three tactics; serial, informal och sequential. Together, they seem to speak for a situated learning environment. However, the structural separation of these tactics in the organizational socialization theory is not seen in situated learning theory. They do not contradict each other, but provide different glasses for viewing the social aspects in this case. The model of legitimate peripheral participation can quite directly be seen from the sequential tactic used at UNICO. That a newcomer takes part in simpler tasks to begin with and is given more responsibility over time. As was stated from one of the interviewees, this was seen as the 'natural' way to learn things. Organizational socialization can at large be seen as a more practical breakdown of an induction compared to the grand approach in situated learning theory.

5.1.2 Information and Information Seeking

According to the interviewees, there are two kinds of knowledge required as a professional educator in this case study; the technical knowledge and how to apply it pedagogically. The importance between these two types of knowledge differs between the team members. It may have to do with the team members different backgrounds or personalities. Regardless, there are two parts that need to be taken into account when treating the topic of knowledge. The introduction document declares that teaching should be done in a pedagogical manner, but there are few specifications for how to apply it. Since there are no official guidelines regarding the pedagogical aspects, the routines of giving feedback from senior employees could be seen as a way

to transfer pedagogical knowledge. However, one can imagine that this feedback can vary a lot between individuals, since the feedback in itself also lacks guidelines. A correct way to hand out feedback has been requested by the employees, preferably put down in text. Handing out correct feedback will lead to preferable progress during the induction process (Hattie and Timperley, 2007). This will be discussed further in section 5.2. However, the pedagogical seminar that is arranged at UNICO could help secure that the pedagogical quality is synchronized among the trainers. Even though it is not officially part of the induction process, the senior employees that train a newcomer have probably attended it.

In the literature, information seeking is approached from the individual's perspective rather than the organization's (Wanberg and Kammeyer-Mueller, 2000). It can be viewed as an interaction between the individual and the organization. It was clear from the interviewees that there was an environment which was making it easy to ask questions, both between team members and other employees within the organization. On the other hand, there were no routines for making sure that all relevant information gets formally presented to the newcomers, and some frustration about this was noted from the team members. The task oriented information has a more solid structure of delivery than the practical information, such as logging work hours and specifications regarding their employment and role. Information regarding the tasks is given in a regular manner due to the continuous feedback given during the introduction. Though, it is hard to tell which type of information is more important to provide. It did not show in neither the literature nor the case study, which type of information has the most impact. Regardless, the informal ways of providing practical information are not optimal. If each newcomer is treated individually in this way, there is a risk that certain relevant information is omitted. It may not be unique just for professional education, but still critical for making sure a newcomer feels integrated. Finding out afterwards that there are things that you are supposed to know, is a source of frustration. Since we are doing the case study on consultants, there is also a dimension of finding out how to represent the employer. The consultants feel that this is important, so it needs to be taken into account as well. Provision, or lack, of this information seems to be a factor connected to the induction.

Both the literature and the case study states the beneficial parts of a proactive personality (Wanberg and Kammeyer-Mueller, 2000; Ashforth and Saks, 2000). Even though the degree of proactive behaviour varies through the interviews, everyone express the ability and the need to seek out missing information. In the current structure, it is up to the individual to find a lot of information or ask for it. In other words, a proactive personality will make it easier to acquire certain information and a less proactive employee will struggle. It will be discussed further together with the structure of handling the information in section 5.2. According to the literature,

having a proactive personality was a factor that affects the induction. This is connected to the organization's efforts since it depends on how structured the induction is from their part. This can affect how proactively a person behaves. We can see from the interviews that the person with the most structured induction also display the most proactive type of behaviour and mindset. However, it is hard to tell if this comes from the structure or if he/she simply is that way as a person.

In some cases a proactive behaviour has been expressed as crucial in order to properly full-fill the role as an educator to strengthen your knowledge base. A proactive personality also helps an individual to socialize within an organization.

Becoming part of the social structure of the work place is an important factor for getting a sense of the organization (Spagnoli et al., 2012; Filstad, 2011). The UNICO team at Volvo seem to be actively socializing within the work hours; sharing a morning coffee and having lunch together. These seemingly mundane activities are helpful for a newcomer in establishing an identity within the organization. The team at Volvo express a solid commitment towards UNICO, even though they are situated as consultants and distanced from UNICO itself. This type of socializing with fellow UNICO employees could be a cause for this sense of belonging. Also, the fact that the team leader is active in visiting and socializing regularly is a factor that helps. There are also some appreciated unofficial after-works with employees from the support team which the UNICO team participates in. The support team is not a part of their official R&D team. Though these activities can be seen to create a sense of belonging here as well, at least compared to their official team at Volvo, with whom there is no socialization. The UNICO team seemed rather distanced from them in comparison. There is also the fact that they never work together with the R&D team, which eliminates the possibilities of the "mundane activities" spoken of earlier. The importance of these activities are highlighted when looking at the situation for the single UNICO consultant with the manufacturing team. Here a sense of isolation from UNICO was more present than with the UNICO consultants at R&D. From the individual's perspective it is difficult to state if any part of the social activities are more important than the others, such as attending social events from their client or the consulting firm. Even though there are no special social activities for when a new employee starts, the regular gatherings that UNICO arranges seem to provide a structure for employees to socialize and get to know each other. However, it is hard to tell from the literature what is suitable regarding frequency and timing of the social activities. From the interviewees point of view the current frequency seemed satisfactory.

Arranging social activities for employees to get together and socialize could be seen as both appreciated and important for getting a sense of belonging. The regular lunches with the UNICO employees at Volvo, after-works and other activities are

all part of this. From one employee it was mentioned as the single most important factor for the induction. Again, since UNICO is a consulting firm, these social activities are extra important, since there are less possibilities for everyday socializing and speaking to other colleagues. The social parts are important for generating an identity within the organization (Filstad, 2011). For a consulting firm where the employees are on assignments at client organizations, there is a risk that they can identify themselves with them instead. However, even though the organization can provide opportunities for employees to socialize, it is ultimately up to the individual to choose to engage in this or not.

5.1.3 Pre-entry Knowledge

UNICO is a consulting firm and works as a middle hand for information regarding the assignments. It is not always up to them what knowledge is available to the newcomer. These issues are reflected in the results, since there are inconsistent experiences among the team members. What we could pick up from the interviews was that a more clear perception of the role before an assignment was a more positive experience, and a more frustrating one for those who did not have this clarity. It is fair to state that pre-entry knowledge will affect the induction process, since it is connected to expectations and their realization (Kammeyer-Mueller and Wanberg, 2003). This topic is relevant for discussing improvements in section 5.2, since having accurate information that matches the experiences upon entry is important for the induction process.

5.1.4 Self-efficacy

The separation of the technical and pedagogical parts of their role as professional trainers appear in relation to self-efficacy as well. This was discussed earlier in section 5.1.2 regarding to required knowledge. At the start, a person can have different levels of confidence regarding their capacity in relation to these two parts. A person can be insecure about standing in front of people teaching, and a person can be insecure about their technical knowledge. Both of these will affect the outcome of the teaching and not just the trainer's own experience. A teacher that is insecure does not provide as good teaching as as he/she would by being more confident (Onafowora, 2005). This might be a difference from other lines of work which do not involve teaching, where the pedagogical aspect of self-efficacy then would be missing.

In our case, the technical knowledge is the main factor that impacts the newcomers self-efficacy in a negative way. The volume of content that needs to be learned seems to affect the team members self-efficacy in the new role. We believe that this has to do with that neither of the team members was familiar with the course material at

the induction stage. All the team members in this case express confidence in their teaching role due to previous experience. It can be argued that an engineer, who is more familiar with Teamcenter, can instead struggle on the pedagogical aspect, or at least express a higher level of self-efficacy regarding the technical aspect. The interviewee from Manufacturing, who had a more thorough introduction to Teamcenter before attending a course, did not express any concern at all regarding the technical aspects, which would support this argument.

The fact that the longest course is used as the introductory course for a newcomer in the R&D team, and not the shorter ones, is connected to self-efficacy due to the volume of content as mentioned. The four day course has a lot of content that needs to be learned, and this can be somewhat overwhelming for a person that has not been in contact with Teamcenter before. But when they engage in the learning process, their level of self-efficacy seem to increase rapidly. The stepping process, mentioned in a similar manner earlier, helps in dealing with this volume of content. The way that UNICO works with giving each newcomer the time they need was seen to be related to self-efficacy. When they get the time they need they are able to feel more confident in performing their tasks and thus provide better teaching.

5.2 Improvements of the Induction Process

In this section we will discuss possible improvements on UNICO's induction process, which was described and discussed earlier. This relates to research question (3): What aspects of the induction process can be improved and how? These aspects, which we believe can be improved, have come to attention during the course of this case study when interviewing and observing. To articulate these aspects in a correct manner, further literature and own experiences has been used to complement and motivate (some of) these improvements.

The aspects will be treated in form of recommendations to UNICO, but also on an individual level. Worth mentioning is that these will be more guidelines than concrete actions towards improvements.

Manage Pre-entry Knowledge and Expectations

The findings of Vos et al. (2003) highlight the importance of paying attention to the experiences of newcomers during their initial period in their new employment. Active communication is suggested to clarify what is expected of them and what the employees can expect from the organization. It increases chances of the employee's expectations being in line with the organization's. The perception seemed to vary between the team members at the time of employment. This suggests that there is a need to clarify the role further. It is difficult to do, since many employments come with a different assignment. But describing the role in more detail could be helpful for the newcomer, as an unclear description of their role was found to be a source of frustration. However, this information is not always available. In this case it should be clearly communicated to make the newcomer aware of the situation to avoid frustration and unmet expectations.

Suggestions to the Introduction Document

Some of the information stored in the introduction document are not in line with the required experience at the time of the employment. The terms "pedagogical" and "feedback" are used in a manner that suggest that employees know beforehand what these entail. Both of these statements seem to work, but the document itself offers no help to a newcomer on these aspects. To improve the document's usefulness, a thorough description of how to apply these terms should be included or connected to some type of workshop or other points of reference. There should be a prerequisite for mentors and supervisors to have attended the existing pedagogical workshop to create a common point of reference.

Feedback

It is noted that feedback is used regularly during the introduction of a newcomer. However, since there are no guidelines on how to provide it, there is a risk that the feedback can be of varying quality and effectiveness (Hattie and Timperley, 2007). Worth to note is that there are no complaints about the provided feedback, but that does not eliminate the risk for it happening in the future. Further, the time given to feedback should not be wasted and therefore be as effective as possible. Feedback is also a sensitive matter since if it is given to a person in the wrong way, it can have negative effects. The following guidelines stem from the work of (Hattie and Timperley, 2007) and (Chur-Hansen and McLean, 2006):

- To have the most effect feedback should focus on the performance and not on the individual as a person.
- It should be provided soon after the learning task and a climate of trust has to be present between the two parts.
- It is good to focus on concrete and specific factors that can be subject to observable change.
- An approach for the delivery of feedback is to start by saying something about the person's strengths, then you identify the specific problem and finish with a motivating or encouraging statement.
- Learning and teaching is a two way street, so it is good to open up for comments and discussion on how the person sees the feedback in relation to their performance and to invite for comments and discussion on the feedback provided.

Managing Proactive Behaviours

There are two sides regarding managing a proactive behaviour. First, how active the individual is in his/her own socialization process affects the outcomes of the induction. It may seem unintuitive, but the more structure that is given the more the organization opens up for proactive behaviour (Gruman and Alan M. Saks, 2006). Therefore, there is a need to have structure and routines for what a newcomer needs to know and when they should know it. We noted that these structures were missing at times. A checklist for the organization to work through every time they employ someone new could be useful. Having a clear structure for this creates a positive loop since more structure makes it easier for the newcomer to search for information and knowing where to turn for it.

The second side of this is to put serious effort in hiring proactive persons. To make sure that the person hired has no problem to actively engage in finding information.

Regardless, there is still a benefit in having a solid structure to facilitate this.

Worth noting is also that as an employer, you have to be aware that younger people are more prone to seek information than older people. Meaning that when hiring a young person one has to a greater extent clarify where to find information. The most important source of information early in an employment is colleagues, so it is good to inform current workers of this before a newcomer arrives, since they are the ones the newcomer will turn to for information (Vos and Freese, 2011). This was also seen from the interviews, where they told how they mainly used colleagues as a source of information rather than supervisors or bosses. This is understandable since the proximity makes it easier to ask a colleague who is present. There is also the case of the social costs, which are probably lower towards colleagues than superiors.

Perspective on the Teaching Role

Based on statements from the interviews, a teacher benefits from knowing more than the students. A step for providing this knowledge is to know the context they work within. Knowing more provides a security in the subject and makes it easier to explain the simpler things and answering probing questions from students. It can be compared to a high school teacher that studies the subjects on a deeper level than they actually teach later when they work. For the trainers at Volvo, the courses they hold are connected to the development and manufacturing of cars, which is a complex process. From the observation we note that there tend to be questions regarding the broader picture, not just the procedures on how to use Teamcenter. A wish to see how designers and others are working and using the software in their work was expressed from some of the interviewees and also see the parts of the process which do not involve the software. However, this is time consuming and therefore costs money. Perhaps it is not necessary to follow these people for a greater length of time and period. A few hours at a time might be helpful. Time from developing the course material could on occasion instead be spent following other engineers, especially during the early time of the employment. This could help to improve the courses as well since they will get a better knowledge base for answering questions and improving the course material.

Social Activities

All team members expressed a satisfactory social connection to their workplace. However, they had no sense of belonging to their official work-group at Volvo. This group did not seem to arrange any social activities to establish any connection with the employees at UNICO, or vice versa. It has been established both in this case study and in the literature that the social aspects of the job seems to be the most important (Spagnoli et al., 2012; Filstad, 2011). Making the team at Volvo feel that

they are part of their official work group at Volvo through social activities might increase their sense of belonging and commitment to their work towards Volvo.

Self-efficacy

We note that the sheer volume of the introductory course seems a bit overwhelming at the start for a new employee. There are two tactics regarding the choice of course to use as introduction. Either you can use the smaller ones and get the total knowledge in smaller portions, or you can use the biggest one and get a lot of knowledge at once, which can be utilized in the smaller ones. Using the big course is the procedure in this case, which was considered the best option from the team. It does however come with the problem of making the newcomers feel anxious about learning a large volume of content from the start. This can be taken into consideration before and during the newcomers' introduction. Making it clear beforehand that they may experience it this way, but that it will be beneficial in the long run. Or in other words; preparing the newcomer mentally.

Structured Observation

It is established that every newcomer is inducted with observing how a senior employee interacts in a classroom. However, there are no indications of any structure regarding what to look for when observing. The observation activity can benefit both the observer and senior employee, enhancing their professional skills, if it is handled in a structured and skillful manner (Wragg, 1999). One of the interviewees mentioned observation as an opportunity for both parties to learn from. Giving predetermined aspects to look for at each observation can help achieving this.

5.3 Limitations

Before concluding this thesis some limitations will be discussed. These limitations mainly regard the methodology used for collecting and analyzing the data.

Most of the data collected was based on the interviews. The introduction document and the observation were complementary sources. It would have been preferable to be able to spend more time mapping the everyday work of an employee in the UNICO team. It would add another source of information about the work they need to undertake as newcomers. Observing the entire induction process could also be beneficial. However, observation is a time consuming method for data collection which is the main reason for it not being done more extensively.

Since interviews were used, there are aspects regarding the interviewing technique which need to be addressed. Establishing a rapport, listening and reacting to interviewees, the flexibility to change a topic order while following an interviewee's story all require skills and experience (Hennink et al., 2011). We as thesis workers have not had practical training regarding this, which might have affected the outcome. Both of us have performed interviews previously in our studies, but not to any greater extent.

Every interview was transcribed, but the transcription process is left relatively unexplored and is taken for granted in a lot of qualitative research. There are a issues that can interfere with the accuracy of the data; people tend to speak in run-on sentences, which leads to subjective interpretations for the transcribers. If a comma or an insertion is misplaced, it can mean a sentence changes its meaning entirely (DiCicco-Bloom and Crabtree, 2006). These severity of these issues is however reduced by the fact that the same persons conducted the interviews, transcribed and analyzed them in this study. It would have been a more serious issue, if different people had been involved in these steps.

There has also been limited work put towards the distribution of the different thematic questions in the interview guide. It means that some areas may seem more impactful than others. The interpretations of the interviews can also sometimes require judgement calls. These judgement calls in turn may be influenced from the theoretical background and affect the interpretations. The themes that were investigated based on the literature study may have caused that others were overlooked.

Since the interviews were conducted in Swedish, there was a risk that some important points did not translate in the same way. This was on the other hand compensated by the interviewees being able to speak in the native language, making it easier for them to express themselves. We believe more information would have been lost if

the interviews had taken place in English.

5.4 Conclusions

This case study is aimed towards identifying the induction of consultants as professional educators. This included the factors that affect this process and possible improvements of the process. The literature study resulted in possible factors that were investigated through observations and interviews and also provided a perspective to UNICO's process. Further, the literature and interviews provided guidelines on how to improve the process at the organization. The findings in this study are specific for this case, but are based upon a more general framework. An interested party will have to account for their specific situation and decide whether this case study has transferable aspects or not.

Some factors are of more importance than the literature suggested. These are the *informal, variable* and *sequential tactics*. However, to actually follow and learn from senior employees by observing them and getting feedback from them, is not really captured in organizational socialization and is an important factor in this case. Factors that are separated from the literature on organizational socialization are hard to separate from each other in the case study since these are all part of a the same social process in the induction. These are all part of a social setting due to the pedagogical aspect, and the situated learning theory provides a complementing viewpoint since this differs from the previous research on organizational socialization. However, the social aspects of the induction process seem to be the most important part in both literature and from the interviews. Social activities are also extra important for consultants since they lack the same possibility for socializing and getting an identity within their organization.

Lack of routines for providing clear and visible information is a cause for frustration and has an impact in this way on the employees' experience of their induction. We can also see a connection between the level of pre-entry knowledge provided for the newcomers and their experience of the induction.

The case study also supports previous literature on the importance of having a proactive personality. It can be seen as beneficial to be proactive in socializing and finding information. The organization's efforts in providing information and feedback has an impact on how the individual has to behave, which may or may not need to be compensated for. Feedback is provided in a regular manner and the employees expressed that there is no need to actively search for it themselves. Being proactive is beneficial for the teaching role and reduces frustration in the induction process.

There is also a connection between how the induction is organized and how it affects the level of self-efficacy. The level of self-efficacy affects the performance as a teacher, and being new to certain aspects of the job can cause some uncertainty and stress for the newcomers. In this case this mainly concerned the technical aspects and not the pedagogical.

The informational aspects discussed in section 5.1.2 are focused on the individuals' effort to make sense of their environment. There seem to be an interdependency between the individual and the organization, since the available information in turn largely depends on the organization's efforts. It could therefore be of use to investigate this interplay further. To see how the organizations pro-activity on this part affects the induction.

The previous research included in this thesis investigated many types of jobs, though none of them had investigated a job which has a large pedagogical aspect. This adds a dimension since a newcomer is not only supposed to know their role, they are teaching other employees parts of theirs. It could be of interest to further investigate the factors in a similar setting. Both qualitative studies and case studies with a quantitative approach might be useful.

Lastly, qualitative research methods seem to be missing on the subject of organizational socialization. Further investigation with this approach might provide a different viewpoint on the induction process which the findings of this case study suggests.

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Appendices

Appendix A

Interviewguide I

PRESENTATION AV UPPLÄGG

-”VI ÄR HÄR FÖR ATT UNDERSÖKA HUR UNICOS UPPLÄRNINGSPROCESS AV NYANSTÄLLDA SER UT OCH VILKA FAKTORER SOM KAN INVERKAR. GENOM INTERVJUER, OBSERVATIONER OCH DOKUMENTUNDERSÖKNING SKA VI FÖRSÖKA STÄLLA DE HÄR MOT VAD SOM HAR SAGTS I TIDIGARE FORSKNING.”

-DATAN VI SAMLAR IN KOMMER ENDAST ANVÄNDAS FÖR DET HÄR EXAMENSARBETET, MEN EXAMENSARBETET I SIG KOMMER BLI EN OFFENTLIG HANDLING. DU KOMMER FÖRBLI ANONYM I RAPPORTEN OCH UNDER SAMMANSTÄLLNINGEN AV DATAN. DU KAN DESSUTOM UNDER VILKEN TIDPUNKT SOM HELST SÄGA IFRÅN OM DU INTE VILL DELTA, BÅDE I INTERVJUN OCH ÄVEN UNDER ARBETETS GÅNG. OM DET ÄR OKEJ KOMMER VI ATT SPELA IN INTERVJUN OCH TRANSKRIBERA EFTERÅT. DET ÄR EN FÖRUTSÄTTNING FÖR ATT VI SKALL KUNNA HANTERA DATAN.

-STRUKTUR PÅ INTERVJU, GÅ IGENOM ROLLER

UPPVÄRMNING

-NAMN

-JOBBS, ROLLBESKRIVNING

-FÖLJDFRÅGOR

} 5-10 MIN

ÖPPNINGSPRÅGOR

-”HUR HAMNADE DU PÅ UNICO?”

-”HUR KOMMER DET SIG ATT DU HAMNADE INOM UTBILDNING?”

-”VAD HAR DU FÖR TIDIGARE ERFARENHETER? JOBB, UTBILDNING.”

-FÖLJDFRÅGOR

-TOLKNINGSFRÅGOR - KONTROLLERA SVAR

} 5-10 MIN

TEMATISKA FRÅGOR

UNICOS SOCIALIZATION TACTICS

-”KAN DU BERÄTTA OM DIN INTRODUKTIONSPROCESS HÄR PÅ UNICO? VAD INNEFATTADE DET FÖR AKTIVITETER OCH HUR VAR DET ORGANISERAT?”

Följande frågor på socialisationsprocessen ställs för att komplettera ovanstående fråga vid behov för att fånga upp den informationen vi är ute efter ifrån teorin.

-”FANNS DET BESTÄMDA STEG SOM DU SKULLE KLARA AV UNDER UPPLÄRNING? HUR SÅG DOM UT?”

-”FANNS DET ETT TIDSCHEMA FÖR NÄR DU FÖRVÄNTADES KUNNA ETT VISST OMRÅDE? HUR VAR DET UPPLAGT? VAR DET FÖRUTBESTÄMT? FICK DU BESTÄMMA SJÄLV?”

-”FICK DU FÖLJA NÅGON FÖR ATT TRÄNAS UPP? BESKRIV HUR DET GICK TILL. ”

-”HAR DU FÅTT UTRYMME FÖR DIN PERSONLIGHET ELLER HAR DU BEHÖVT ANPASSA DIG FÖR ATT KUNNA ARBETA ENLIGT UNICOS MALLAR?”

-”Känner du att din personlighet har varit ett bidrag till UNICO?”

-”Hur har du kunnat bidra med ditt sätt att vara på?”

-”VAR NI EN GRUPP SOM LÄRDES UPP SAMTIDIGT PÅ SAMMA SÄTT ELLER VAR DU ENSAM? HUR VAR DET UPPLAGT?”

-”ARBETADE DU PÅ EGEN HAND ELLER VAR DU ALLTID MED NÅGON UNDER UPPLÄRNINGSPERIODEN? BESKRIV UPPLÄGGET.”

-”Varierade det?”

-”FANNS DET UTBILDNINGSMATERIAL FÖR NYANSTÄLLDA? VAD INNEHÖLL DET?”

} 15 MIN

PREENTRY KNOWLEDGE AND INFORMATION

-”UPPFATTNINGEN DU HADE INNAN OM ARBETSROLLEN, STÄMDE DEN ÖVERRENS MED DIN UPPLEVELSE NÄR DU BÖRJADE JOBBA?”

-” *Vad önskade du att du hade fått för information?*”

-”VAD BEHÖVER MAN LÄRA SIG SOM NY PÅ UNICO? VILKEN KUNSKAP BEHÖVER MAN TA TILL SIG?”

-”KÄNDE DU ATT DU FICK TILLRÄCKLIGT MED INFORMATION UNDER UPPLÄRNINGEN?”

-” *Vad saknade du?*”

-” *Hade du någon du kunde vända dig till?*”

-”HAR DU UPPLEVT ATT KUNSKAP UNDANHÅLLITS SOM KUNDE VARIT TILL NYTTA FÖR DIG? ELLER HAR DU UPPLEVT ATT ALLA GÄRNA DELAT MED SIG? ”

-”GÄLLANDE ROLLEN SOM UTBILDARE, FÅR MAN LÄRA SIG NÅGOT OM HUR MAN PRESENTERAR ELLER LÄR UT SAKER PÅ ETT PEDAGOGISKT SÄTT?”

-” *Förutsätts man kunna detta eller lärs det ut? Beskriv.*”

} 10 MIN

INFORMATION SEEKING AND PROACTIVE PERSONALITY

-”NÄR/OM DU UPPLEVDE ATT INFORMATION SAKNADES, HUR GICK DU TILL VÄGA?”

-”SÖKTE DU NÅGON ÅTERKOPPLING PÅ DINA ÅTAGANDEN? HUR? GE EXEMPEL. ”

-Hurvida du gjorde saker på ”rätt” sätt eller liknande.

-Hur mycket feedback gavs av erfarna anställda utan att be om det?

-Vad för typ av feedback var det? Beröm? Konkret till uppgiften?

-”ANORDNADES DET NÅGON FORM AV SOCIALA AKTIVITETER? DELTOG DU?”

-”HUR AKTIV VAR DU MED ATT PRATA OCH UMGÅS MED KOLLEGORNA?”

-”NÄR DU VAR NY, HUR UPPLEVDE DU DITT SJÄLVFÖRTROENDE KRING DIN NYA ROLL?”

-Tekniskt och pedagogiskt.

} 10 MIN

AVRUNDNINGSPRÅG

-”VILKA FAKTORER SKULLE DU SÄGA ÄR VIKTIGA FÖR ATT FÅ EN BRA UPPLÄRNINGSPROCESS I JUST ROLLEN SOM UTBILDARE HOS UNICO HÄR PÅ VOLVO?”

-”VAD TYCKER DU ÄR DE VIKTIGASTE EGENSKAPERNA HOS EN HANDLEDARE?”

-”NU I EFTERHAND, FINNS DET NÅGRA DELAR I UNICOS UPPLÄRNING DU HADE VELAT ÄNDRA PÅ? NÅGOT DU TYCKTE SAKNADES?”

-”ÄR DET NÅGOT ANNAT DU SKULLE VILJA TILLÄGGA?”

} 5 MIN

AVRUNDNING

-VAD VI VAR UTE EFTER I DEN HÄR INTERVJUN VAR DELS ATT TA REDA PÅ UNICOS PROCESS FÖR ONBOARDING AV NYANSTÄLLDA, OCH HUR AKTIV DU SJÄLV VARIT I ATT TA REDA PÅ INFORMATION OCH ATT INTEGRERA SIG I FÖRETAGET. KÄNNER DU ATT DU FÅTT SVARA PÅ DETTA ELLER VILL DU KOMPLETTERA MED NÅGOT?

-ÅTERKOPPLING OM UPPLEVELSE. NÅGOT SOM KÄNNS OKLART ELLER OAVSLUTAT?

-ÄR DET OKEJ ATT VI ÅTERKOMMER MED EVENTUELLA FRÅGOR FRAMÖVER?

} 5 MIN

PILOTFRÅGOR

-FÖRSTOD DEN INTERVJUADE FRÅGORNA DIREKT?

-VAR KONCEPT, MENINGAR OCH ORD ANPASSADE TILL DEN INTERVJUADES SAMMANHANG?

-BEHÖVER NÅGRA FRÅGOR OMFORMULERAS?

-VAR ORDNINGEN AV FRÅGORNA LOGISK FÖR DEN INTERVJUADE?

-KAN FRÅGESTÄLLNINGARNA BESVARAS UTIFRÅN DEN INSAMLADE DATAN?

-VAR INTERVJUN FÖR LÅNG ELLER FÖR KORT?

Appendix B

Interviewguide II

PRESENTATION AV UPPLÄGG

-”VI ÄR HÄR FÖR ATT UNDERSÖKA HUR UNICOS INTRODUKTIONSPROCESS AV NYANSTÄLLDA SER UT OCH VILKA FAKTORER SOM KAN INVERKA. GENOM INTERVJUER, OBSERVATIONER OCH DOKUMENTUNDERSÖKNING SKA VI FÖRSÖKA STÄLLA DE HÄR MOT VAD SOM HAR SAGTS I TIDIGARE FORSKNING.”

-DATAN VI SAMLAR IN KOMMER ENDAST ANVÄNDAS FÖR DET HÄR EXAMENSARBETET, MEN EXAMENSARBETET I SIG KOMMER BLI EN OFFENTLIG HANDLING. DU KOMMER FÖRBLI ANONYM I RAPPORTEN OCH UNDER SAMMANSTÄLLNINGEN AV DATAN. DU KAN DESSUTOM UNDER VILKEN TIDPUNKT SOM HELST SÄGA IFRÅN OM DU INTE VILL DELTA, BÅDE I INTERVJUN OCH ÄVEN UNDER ARBETETS GÅNG. OM DET ÄR OKEJ KOMMER VI ATT SPELA IN INTERVJUN OCH TRANSKRIBERA EFTERÅT. DET ÄR EN FÖRUTSÄTTNING FÖR ATT VI SKALL KUNNA HANTERA DATAN.

-STRUKTUR PÅ INTERVJU, GÅ IGENOM ROLLER

UPPVÄRMNING

-NAMN

-JOBBSROLLBESKRIVNING

-FÖLJDFRÅGOR

} 5-10 MIN

ÖPPNINGSPRÅGOR

-”HUR HAMNADE DU PÅ UNICO?”

-”HUR KOMMER DET SIG ATT DU HAMNADE INOM UTBILDNING?”

-”VAD HAR DU FÖR TIDIGARE ERFARENHETER? JOBB, UTBILDNING.”

-FÖLJDFRÅGOR

-TOLKNINGSFRÅGOR - KONTROLLERA SVAR

} 5-10 MIN

TEMATISKA FRÅGOR

UNICOs SOCIALIZATION TACTICS

-”KAN DU BERÄTTA OM ER INTRODUKTIONSPROCESS HÄR PÅ UNICO? VAD INNEFATTAR DET FÖR AKTIVITETER OCH HUR ÄR DET ORGANISERAT?”

Följande frågor på socialisationsprocessen ställs för att komplettera ovanstående fråga vid behov för att fånga upp den informationen vi är ute efter ifrån teorin.

-”FINNS DET BESTÄMDA STEG SOM MAN SKA KLARA AV UNDER UPPLÄRNINGEN? HUR SER DOM UT?”

-”FINNS DET ETT TIDSHEMA FÖR NÄR MAN FÖRVÄNTAS KUNNA ETT VISST OMRÅDE? HUR ÄR DET UPPLAGT? ÄR DET FÖRUTBESTÄMT? LÅTER NI ANSTÄLLDA BESTÄMMA SJÄLVA?”

-”FÅR MAN EN ANSVARIG MENTOR UNDER SIN UPPLÄRNINGSPROCESS? ÄR DET FLER ÄN EN PERSON SOM ÄR ANSVARIG FÖR UPPLÄRNINGEN? BESKRIV DETTA. HUR VÄLJS DEN UT?”

-”FÖRSÖKER NI TA TILLVARA PÅ PERSONLIGA EGENSKAPER HOS NYANSTÄLLDA ELLER VILL NI ATT DOM SKA PASSA IN I EN FÖRBESTÄMD MALL?”

-”Hur kan en anställd bidra med sitt sätt att vara på?”

-”OM FLERA ANSTÄLLS SAMTIDIGT, INTRODUCERAS DOM OCH LÄRS DOM UPP TILLSAMMANS ELLER SEPARAT?”

-”HUR SER FÖRDELNINGEN UT MELLAN EGET ARBETE OCH ATT GÅ MED SIN MENTOR/ANDRA ANSTÄLLDA?”

-”Varierar det?”

-”FINNS DET UTBILDNINGSMATERIAL FÖR NYANSTÄLLDA? VAD INNEHÅLLER DET? VAD HAR NI FÖR RUTINER FÖR ATT GE UT MATERIALET?”

} 15 MIN

PREENTRY KNOWLEDGE AND INFORMATION

-”VAD TAR NI UPP FÖR ATT INFORMERA OM ROLLEN NÄR NI ANSTÄLLER? HUR ARBETAR NI MED ATT EN NYANSTÄLLD SKA HA EN KORREKT BILD AV SIN FRAMTIDA ROLL?”

-”VAD BEHÖVER MAN LÄRA SIG SOM NY PÅ UNICO? VILKEN KUNSKAP BEHÖVER MAN TA TILL SIG?”

-”HUR SÄKERSTÄLLER NI ATT EN NYANSTÄLLD FÅR TILLRÄCKLIGT MED INFORMATION UNDER UPPLÄRNINGEN? HAR NI NÅGRA RUTINER KRING DETTA?”

-”*Tar ni hänsyn till tidigare erfarenhet?*”

-”*Vet nyanställda vilka de ska vända sig till?*”

-”HUR FÖRSÄKRAR NI ATT DE ANSTÄLLDA VET VAD SOM FÖRVÄNTAS AV DEM?”

-”GÄLLANDE ROLLEN SOM UTBILDARE, FÅR MAN LÄRA SIG NÅGOT OM HUR MAN PRESENTERAR ELLER LÄR UT SAKER PÅ ETT PEDAGOGISKT SÄTT?”

-”*Förutsätts man kunna detta eller lärs det ut? Beskriv.*”

} 10 MIN

INFORMATIONAL AND SOCIAL ASPECTS

-”VAD LETAR NI EFTER NÄR NI SÖKER PERSONAL?”

-Bakgrund? Personlighet? Proaktiv personlighet? Ålder?

-”HUR ÄR TILLGÅNGEN PÅ FOLK MED RELEVANTA ERFARENHETER/KUNSKAPER?”

-Behöver ni kompromissa med era krav?

-”HUR ARBETAR NI MED ÅTERKOPPLING? FINNS DET EN STRUKTUR PÅ HUR DET GES?”

-Hurvida man gör saker på ”rätt” sätt eller liknande.

-Vad för typ av feedback är det? Beröm? Konkret till uppgiften?

-Finns det en tanke för när feedback skall ges under introduktionen?

-”ANORDNAS DET NÅGON FORM AV SOCIALA AKTIVITETER PÅ UNICO FÖR ATT INTRODUCERA EN NYANSTÄLLD?”

-”HUR AKTIV ÄR DU MED ATT PRATA OCH UMGÅS MED KOLLEGORNA I DITT TEAM?”

-”HUR FÖRSÄKRAR NI ATT EN NYANSTÄLLD KÄNNER SIG TRYGG I SIN ROLL?”

-Tekniskt och pedagogiskt. Fortbildningar etc.

-Arena?

} 10 MIN

AVRUNDNINGSPRÅG

-”VILKA FAKTORER SKULLE DU SÄGA ÄR VIKTIGA FÖR ATT FÅ EN BRA UPPLÄRNINGSPROCESS I JUST ROLLEN SOM UTBILDARE HOS UNICO HÄR PÅ VOLVO?”

-”VAD TYCKER DU ÄR DE VIKTIGASTE EGENSKAPERNA HOS EN HANDLEDARE?”

-”FINNS DET NÅGRA DELAR I UNICOS UPPLÄRNING DU SKULLE VILJA ÄNDRA PÅ? NÅGOT DU TYCKER SAKNAS?”

-”ÄR DET NÅGOT ANNAT DU SKULLE VILJA TILLÄGGA?”

} 5 MIN

AVRUNDNING

-VAD VI VAR UTE EFTER I DEN HÄR INTERVJUN VAR DELS ATT TA REDA PÅ UNICOS PROCESS FÖR ONBOARDING AV NYANSTÄLLDA OCH HUR DERAS INTEGRATION FÖRSÄKRAS. KÄNNER DU ATT DU FÅTT SVARA PÅ DETTA ELLER VILL DU KOMPLETTERA MED NÅGOT?

-ÅTERKOPPLING OM UPPLEVELSE. NÅGOT SOM KÄNNES OKLART ELLER OAVSLUTAT?

-ÄR DET OKEJ ATT VI ÅTERKOMMER MED EVENTUELLA FRÅGOR FRAMÖVER?

} 5 MIN

PILOTFRÅGOR

- FÖRSTOD DEN INTERVJUADE FRÅGORNA DIREKT?
- VAR KONCEPT, MENINGAR OCH ORD ANPASSADE TILL DEN INTERVJUADES SAMMANHANG?
- BEHÖVER NÅGRA FRÅGOR OMFORMULERAS?
- VAR ORDNINGEN AV FRÅGORNA LOGISK FÖR DEN INTERVJUADE?
- KAN FRÅGESTÄLLNINGARNA BESVARAS UTIFRÅN DEN INSAMLADE DATAN?
- VAR INTERVJUN FÖR LÅNG ELLER FÖR KORT?