Induction and Commitment

A discursive psychological analysis of Nynas’ Induction Program and its influence on employee’s commitment

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Abstract
In accordance with several scholars in the field of human resource management, developing employee commitment towards the employing organization is valuable due to the assumption that it increases their satisfaction, productivity and adaptability. By taking a pedagogical perspective focusing on impact processes, the aim of this master thesis is primarily to identify the constructions and functions of interpretive repertoires, of a few employees, in their descriptions of how the experience of Nynas’ Corporate Group Induction has influenced their commitment to Nynas, but also to categorize the constructions and functions of interpretive repertoires in a booklet underlined during the Corporate Group Induction, which I refer to as “This is Nynas”. In addition, the aim is to identify if other employees at Nynas share similar experiences, regarding the influence of the Corporate Group Induction. Moreover, the primary methodological approach used and theoretical perspective taken in this study is discursive psychology, based upon the premises of social constructionism. The empirical material is mainly consisting of interviews with six employees at Nynas, as well as of an analysis of the booklet “This is Nynas”. Additionally, the empirical material consists of a web-survey, based upon a five-point Likert scale, containing a sample of 25 employees.

The study has identified two main interpretive repertoires in the booklet “This is Nynas”, explicitly the identity and the internalize repertoires, as well as subversions of these repertoires. In relation to this, the study has found that the interviewees in their language use to a large extent emphasize the interpretive repertoires constructed in “This is Nynas”. Furthermore, this master thesis have identified that the interviewees constructed certain interpretive repertoires when describing the experience of the Corporate Group Induction, and its influence on their commitment to Nynas, namely: the enhancement, the involvement, the development, the reciprocity and the constancy repertoires. Moreover, the study illustrates that the interviewees generally highlighted the Corporate Group Induction as having a strengthening influence on their commitment to Nynas, especially in relation to feelings of being a part of the company, due to the fact that they experienced themselves as active participants during the program. Furthermore, the result shows that the interviewees perceived the Corporate Group Induction as a sign of reciprocal dedication between themselves and Nynas, particularly on the subject of their integration into the company. Finally, the study has found that the experience of those who participated in the survey corresponded to a high extent with the interviewee’s experience of the Corporate Group Induction, and its influence on their commitment.

Keywords: induction program, Corporate Group Induction, social constructionism, discourse analysis, discursive psychology, discursively constructed, reflexivity, commitment, affective, continuance, normative, Likert scale, late modernity, strategic sampling.
Preface

The inspiration behind the topic of this study has primarily derived from my interest in organizational theory. During my studies in education, as well as sociology and management I have developed an interest in the discipline of Human Resource Management/Development. Specifically, developing commitment among employees, by the use of HR-processes such as induction programs has caught my attention. That is, the initial idea behind this master thesis has thus been my interest of studying how induction programs can influence employee’s commitment to the employing organization.

During the process of conducting this master thesis I have had significant assistance. First of all I would like to thank all the participants, without your contribution this master thesis would never been completed. I would also like to thank Nynas and especially my contact at the company, Zuzanna Slotwinski, for being very dedicated and professional as well as contributing to a pleasant study environment. Furthermore, I would like to thank my classmates in the Master Program within Social Science at Uppsala University, especially Asim Abdurahmanovic and Michael Arvidsson, for providing an intellectual and critical discourse regarding the elusive task of performing social science research, as well as my loved ones for contributing valid critique throughout the study. Finally, my greatest thanks is directed to my supervisor at Uppsala University, Christina Gustafsson, whom from the very start has shown dedication and interest in my research, as well as emphasizing the utter importance of autonomy on behalf of the researcher, and thus contributing to my individual development, especially in relation to my theoretical and methodological capability in social science research.
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Nynas AB

In this text, I will make a brief description of Nynas AB. Nynas is a multinational oil company, incorporated in Sweden, and based upon business-to-business operations. The company itself is a parent company of an international group, with an area of expertise in producing and marketing special oil products. Nynas has over 800 employees currently present in over thirty countries and in all continents. Axel Axelsson Johnson founded Nynäs Petroleum, the original name of the company, in 1928. Until the 1970’s, Nynas was a traditional oil company focusing upon manufacturing and selling petrol as well as diesel et cetera. Subsequently Nynas made a change in strategy by focusing upon naphthenic specialty oil products and bitumen products. The naphthenic oils are for instance used in products such as car tires, industrial rubber and hygiene products. Bitumen is for example used to acquire a more solid type of asphalt, as well as making roads more silent, by producing what is called “noise-dampening asphalt” (http://nynas.com).
Presentation of Nynas’ Induction Program

In order to give the reader an overall understanding of Nynas’ Induction Program, as well as in order for the reader to be able to better understand employee’s descriptions of their experience of the Corporate Group Induction, I will make a brief and general illustration of the core components of the program. Basically, Nynas’ Induction Program is divided into three parts: the Local induction, the Live Group meeting, and the Follow-up session. Moreover, the Live Group Meeting is commonly referred to as the Corporate Group Induction, or simply the Group Induction. Additionally, for those who work at the Naphthenic department at Nynas there is a separate induction, referred to as the Naphthenic Induction, which is completed directly after the Corporate Group Induction. Thus, with the intent to not confuse the reader, I will use the concept Corporate Group Induction, when referring to the Live Group Meeting. Furthermore, the Local induction is basically focused upon making newly recruited, upon arrival, familiar with the working environment and the overall culture of Nynas, as well as preparing them for the Corporate Group Induction. Before attending the Corporate Group Induction, employees are supposed to learn about Nynas and their businesses, with the intent to have a more interactive format during the participation phase. Employees generally attend the Corporate Group Induction after working six months at the company. It is performed in Sweden, and contains participants located all over the world.

There are usually forty employees participating in the Corporate Group Induction. The latter program is performed twice a year, one session in the spring and one in the autumn, and the duration of the Corporate Group Induction is two and a half days, including both daily and evening activities. As regards contents, the Corporate Group Induction is containing various ingredients, ranging from parts where the purpose is to make participants learn more about the businesses and support functions at Nynas, especially the refinery technique used in Nynas’ refineries, as well as value-based ingredients, focusing on the values, vision and brand of the company. Moreover, the Follow-up session is an evaluation, consisting of surveys as well as interviews with the participants (Internal document of Nynas’ Induction Program).
Introduction

In the late modernity, and explicitly in relation to today’s labor market, neoliberal discourses emphasizing economic competitiveness, growth and individual development have had a large influence on the underlining of individualization and development on behalf of employees, in order for them to increase their employability. Furthermore, the importance of making a career, as well as of how to accomplish a career are discursive patterns which people continuously get fed with through media and throughout their daily interactions. People’s possibilities to make a career are frequently portrayed as endless, as long as they are willing to work hard, take individual responsibility, as well as having incorporated the right mentality. Contingency and uncertainty are other terms used to discursively accentuate the constituencies of the New World of Work. Thus, flexibility and creativity are discursive terms emphasized, as important traits employees should internalize, in order to maneuver the rapid changes and contingent climate in today’s labor market.

Additionally, the working conditions in today’s labor market are characterized by flexibility. Organizations, both public and private have made assurances to be flexible and independent of the individual employee, with the intent to be able to face the abrupt changes and challenges which constitutes the New World of Work. For instance, some conditions of employment are turning more flexible. Hence, a few conditions of employment make employees more exchangeable, others enhance their autonomy. To be more precise, there has been an increase of non-standard types of employment: part-time, temporary jobs or self-employment. Additionally, prevailing discourses in today’s labor market emphasize that given the uncertainty in the late modernity, it is of utter importance that every employee enhances their employability through the acquirement of new knowledge and skills, in order to stay competitive. In relation to the aforementioned discourse, what is also accentuated is that employees should think of themselves as free-agents, or in other words, experiencing themselves as autonomous entrepreneurs, constantly seeking career opportunities by changing work, rather than seeking long-term commitments.

In association to the aforesaid, organizations and corporations often use different types of socialization methods, with the intent to make employees to be or feel more committed to the
organization. The concept of work-related commitments, especially organizational commitment is frequently being discussed and theorized in different research disciplines, for instance Organizational or Industrial Psychology as well as within Human Resource Management/Development. In addition, both researchers and organizations shed light on the importance of having or developing committed employees, in order to secure the welfare of the company. For instance, according to Karen Legge (2005), Guest’s (1987) normative model of HRM proclaims that committed employees will be more satisfied, more productive and also more adaptable to the needs of the employing organization (Legge, 2005, p. 209). Furthermore, Legge declares that conventional theories in HRM and HRD frequently suggest the advantaged of using certain strategies to change organizational culture, and thereby the attitudes and behaviors of the employees. The author exemplifies re-education, recruitment and reorganization as three common strategies used to change or influence the organizational culture (a.a., p. 218). Re-education is according to Legge, for instance, by the use of induction programs or other training activities used with the intention to change employee’s attitudes and behaviors as well as in order to develop new skills among the workforce. For example, there have been studies focusing on finding a positive relationship between induction training as well as comprehensive training and organizational commitment. In a quantitative study called Influence of HRM Practices on Organizational Commitment: A Study Among Software Professionals in India, A. K. Paul, and R. N. Anantharaman (2004), illustrate that there exists a moderate relationship between value-based induction training and organizational commitment.

In contrast, there are scholars who state that theories of human resource management commonly tend to be ideological and do not count for the complexity and density of the topic of developing committed employees. Karen Legge (2005) questions the effects of managing and changing organizational culture. The author emphasizes reservations regarding the impact of HR-practices, for instance in relation to developing employee commitment towards the employing organization. One major complication according to Legge is that management theories generally tend to simplify the process of socialization, and by that, put too much weight on the possibility of changing employee’s values and basic assumptions. The author exemplifies a perspective, which emphasizes that neither employees nor individuals for that matter passively internalize the messages of authority figures. That is, the process of internalization is not as simple as it occasionally is portrayed (Legge, 2005, p. 220-228).
Another question to be asked is in my opinion what the employee actually is committed to; the employing organization, their profession, careers or families et cetera? In contrast to the rhetoric’s generally underlined in management theories regarding the importance and possibilities of developing committed employees, social psychological perspectives illustrate a somewhat contradictory discourse in today’s labor market; a general domination of short-term thinking and thus an overall neglecting of the long-term philosophy emphasized during the industrial labor market. Hence, these contradictions could therefore create challenges for the employing organization, in the process of facilitating the development of commitment among employees. In the light of these state of affairs it would according to my opinion be exciting to study the influence of induction programs in relation to employee’s commitment to the employing organization. Hence, it would be interesting to study employee’s general experiences of an induction program, and in relation to this, how employees’ describe how the experience of participating in an induction program has influenced their commitment towards the employing organization.

With the intent to give a general description of the abovementioned components relevance in relation to the development of commitment among employees, this introduction will subsequently be followed by a literature review, presenting adequate literature in relation to the topic at hand.
Literature review

In general, I have searched for literature using the online journal list at the Library of Uppsala University, as well as with the use of Libris. Additionally, I have used literature, which I came across during HR-courses in the Master Program within Social Science at Uppsala University. Furthermore, some of the literature about induction programs was chosen in collaboration with my supervisor at Uppsala University. During the search for literature I used keywords such as: induction, organizational commitment, commitment, organizational socialization, discourse analysis et cetera. Given that I in this master thesis have an interdisciplinary approach, the literature review is containing literature from different research disciplines, such as education, organizational and industrial psychology, organizational socialization, human resource management/development, as well as social psychology et cetera. The literature has been chosen with the intent to be compatible with, as well as varied in relation to the discursive psychological perspective taken in this study. The literature review contains books and articles which generally have been published later than the year of 2000, but a few of them have been published earlier, ranging from the 1980’s to the late 1990’s. The reason for this is primarily to use up to date research, but also to a certain extent to acquire and illustrate different perspectives.

In this literature review I have chosen literature in accordance with the pedagogical aim of studying impact processes (Nilsson, 2005, p. 2), explicitly on the subject of induction programs hypothetical influence on employee’s commitment to the employing organization. The literature review contains literature on the subject of how induction programs are implemented, in public and private organizations, as well as theories about organizational socialization, and learning in an organizational context. In addition, it includes literature on the subject of social psychological theories about today’s labor market as well as texts emphasizing different conceptualizations and antecedents of work-related commitments.

The choice of literature in relation to the concept of induction programs has primarily been sampled with the purpose of illustrating the variation of purpose and implementation of induction programs, in different as well as similar occupations, with the intent to give the reader an increased cognition of the overall aim of induction programs, as well as of how they are implemented. On the subject of the literature in the area of organizational socialization, it has been chosen to illustrate different approaches, explicitly emphasizing organizational
socialization as a phenomenon occurring inside the organization as well as underlining this concept as a broader phenomenon. Furthermore, the literature on organizational socialization has been chosen with the intent to illustrate different perspectives of culture. In relation to the aforementioned literature on organizational socialization, the literature about learning in organizations has been chosen with the intent to accentuate learning as a feature of social interaction. With regard to the literature on the topic of social psychological perspectives on today’s labor market I have chosen to base the majority of these perspectives from the book *Boundless Work – Social Psychological Perspectives on the New World of Work* by Allvin et al., (2006), given that the authors, the way I see it, is illustrating an extensive description of today’s labor market. The literature about work-related commitments has been chosen with the intent to make a brief review of different conceptualizations of commitment, as well as illustrating different studies identifying antecedences and consequences of commitment.

**Induction**

In the process of organizational socialization, the introduction of newcomers into the workplace is of specific interest. Organizations both private and public often use the concept of induction when referring to the socialization of new employees. The length of the induction period and the specific components of the process itself are not only varying from organization to organization, but also between occupations as well as from country to country. Generally though, the induction period is thought of as an adjustment period or socialization phase for new employees, specifically referring to employee’s acquisition of the basic social skills and knowledge acquired to work in the organization (Chandra Bose, 2002; Alvesson, & Svenningsson, 2007). For instance, in management and business theories terms such as induction training, induction programs, orientation training, internship training, apprenticeship training, trainee-programs or mentorship-programs are used when describing the induction period of an employee. In the book *Principles of Management and Administration*, the author D. Chandra Bose (2002), makes a differentiation between types of training. Induction training or orientation training refers accordingly to the author to an initial socializing process or a short-term induction program, with the core purpose of making the newly recruited incorporate basic knowledge about the organization, such as norms, values, policies and practices, as well as safety protocols and organizational specific products. In contrast to this, the author states that apprenticeship training for instance, refers to a training
process of longer duration, where the apprentice learns the sufficient knowledge required to work in an organization, often by being tutored by a mentor (Chandra Bose, 2002).

Mats Alvesson and Stefan Svenningsson (2007) exemplify that organizations often use different training methods to enhance the socialization effect. For instance, some induction programs consist of specific induction courses or events specifically designed with the intent to socialize the employee. The authors also make a distinction between short-term induction programs and those socialization processes, which occur on a daily basis in an organization (a. a., p. 165).

In higher education the content, the design and the scope of induction programs also vary. In the book, *Teaching and learning in higher education: challenges and possibilities*, Christina Gustafsson et al., (2010), proclaim that the scope of induction programs can vary from one conversation to programs extending for significantly longer periods. The authors use the concepts, “work-related induction” and “profession-related induction” as two dimensions of induction programs in higher education. The first concept is concerning new employee’s accommodation of administrative routines, and local policies et cetera. Gustafsson et al., emphasize that one could divide “work-related induction” in two parts: a practical part, regarding the daily work and a more abstract part, concerning how to relate local policies to general policies. “Profession-related induction”, refers accordingly to the authors to the professional development of the employee. Moreover, Gustafsson et al., exemplify that “profession-related” induction could either refer to the didactic development of newly recruited teachers, or referring to their development of a critical approach towards the current norms and values existing in the workplace. Thus, “profession-related induction” is thereby related to the professional norms and values of a specific profession, as well as to the norms and the professional practice in a particular workplace. The authors also proclaim that in higher education, the concept of mentorship is primarily about learning from experienced teachers, on behalf of the newly recruited, and thus for the inductees to be incorporated into the academic environment (Gustafsson, et al., 2010).

In an article *Socialization of new teachers: Does induction matter*, Fadia Nasser-Abu Alhija and Barbara Fresko (2010) proclaim that an explicit part of teacher’s induction relates to the socialization of new employees. The authors state that the duration and the components of induction programs for teachers vary across different schools, in different municipalities, and
between different countries. For instance, in Japan and Canada the duration of teacher induction programs is one year, but in Germany and France the induction period is two years. Moreover, Fadia-Nasser Alhija and Barbara Fresko proclaim that induction programs for teachers generally have two purposes; facilitating their professional development, as well as making them incorporate the organizational culture at the specific workplace (Nasser-Abu Alhija & Fresko, 2010).

In relation to the subject of induction program for teachers, Gustafsson et al., (2010) exemplify, in the article Professional and/or Legitimized – Didactical perspective on new teachers professional development, how induction programs for Swedish teachers have been affected by the implementation of a mandatory one-year trial period. The authors proclaim that this trial-year has influenced the effort towards developing induction programs, which are in line with the trial period. According to the authors these mandatory programs partly consists of a practice where newly graduated teachers get instructed and assessed by an experienced teacher. One of the focal points in research of teacher’s induction period is accordingly to the authors how newly recruited and their mentor experience these programs. Gustafsson et al., proclaim that although research illustrates that these mentoring programs has had positive influence on the professional development of newly recruited teachers, some of these studies also confirm that the mentor-apprentice relationship has varied on behalf of the novice as well as the mentor, regarding levels of appreciation of these programs (Gustafsson, et al., 2010).

**Organizational socialization**

From a traditional perspective organizational socialization has mainly been referred to as a socialization process inside the organization. For instance, in an article called A Review and Critique of Van Maanen and Schein's "Toward a Theory of Organizational Socialization" and Implications for Human Resource Development, the author Monica Tuttle (2002), refers to Van Maanen’s and Schein’s (1979) general definition of the concept of organizational socialization: “organizational socialization is the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role” (Tuttle, 2002, p. 67). In relation to this definition Tuttle describes organizational socialization as the entire process of actions taken by the organization, but also by the individual to ensure effective adjustment,
on behalf of the latter’s entry into the organization. Accordingly to Miller et al., (2009) Van Maanen and Schein declare that the maintenance of core essences in organizational culture is explicitly related to the socialization of newly recruited, and evidently linked to the newcomer’s incorporation of the core values of the organization. Moreover, Tuttle states a similar interpretation of Van Maanen’s and Schein’s idea of organizational socialization, namely that the development of an individual’s commitment to the core values of organizational culture is basically what makes maintenance of organizational culture achievable (Tuttle, 2002, p. 67).

Furthermore, in an article called *Surprise and Sense Making: What Newcomers experience in Entering Unfamiliar Organizational Settings*, the author Meryl Reis Louis (1980), illustrates two distinct viewpoints on organizational entry: the recruit turnover and organizational socialization perspective. The author proclaims that there is a distinction between these perspectives. Hence, the former perspective is clearly influenced by the discipline of experimental and industrial psychology, whereas the latter perspective is primarily based upon disciplines such as organizational and occupational sociology. In addition, these different perspectives are according to Louis representing different epistemological and ontological premises. While the recruit turnover perspective is founded on basis of rationality, the socialization perspective is linked to phenomenology and social interactionism, where sense-making or meaning is perceptive to be constructed through interaction and founded on “situationally imbedded interpretive schemes” of cognition (Luis, 1980, p. 234). In addition, Luis proclaim that although both perspectives derives from different disciplines, advocates of these perspectives both claim that if there is discrepancy between an individual’s anticipations of their job and the actual experience, it will consequently often generate in a surprise or reality shock on behalf of the newly recruited (a.a., pp. 230-231).

Onwards, in an article called *Rethinking the “Organizational” in Organizational Research: From Ontological Agent to Discursive Domain(s)*, by Daniel Lair (2007), the author emphasizes a shift in perspectives, explicitly the transformation from an ontological perspective on organizational socialization towards the conceptualization of organizational socialization as a process featuring in different discursive domains. The ontological domain of an organization is accordingly to the author basically the sphere of influence that exists inside the organization. Daniel Lair exemplifies that the traditional perspective on organizational socialization is explicitly related to the structure and the conceptualization of the industrial
labor market, characterized by a relatively stable employment situation, where an employee once recruited by a firm would stay with the organization throughout the latter’s entire career” (Lair, 2007, p. 4).

In contrast to the structure and the conceptualization of the industrial labor market, the very nature of today’s labor market is accordingly to Daniel Lair incompatible with an ontological perspective on organizational socialization. Explicitly, due to the fact that the contingencies of today’s labor market have broaden the concept of organizational context, the author questions whether the ontological perspective on organizational socialization is as sufficient as it used to be. To be more precise, Daniel Lair emphasizes an integrative approach, explicitly an approach that does not fail to notice the internal components of socialization inside the organization, but situates the process in the broader socialization of organizational life (Lair, 2007, p. 4). Although the author emphasizes broader conceptualizations of organizational socialization, Lair simultaneously declares that most studies generally tend to overlook broader dimensions of organizational socialization (Lair, 2007, pp. 5-7).

In relation to the topic of organizational socialization, Karen Legge proclaims that managing and changing organizational culture is an extremely complex phenomenon. The author exemplifies that the possibility to change organizational culture depends on how the concept is defined. For example, is organizational culture a variable, which an organization has, or is it a “root metaphor” for what an organization is? These different assumptions of organizational culture are accordingly to Legge generating divergent perspectives regarding the prospects of managing and changing organizational culture. With reference to Meek’s (1988) conceptualization of organizational culture, the author calls attention to the fact that if the former definition is applied, senior management is portrayed as influential, on the topic of the possibility of influencing organizational culture, but if organizational culture is thought of as something an organization “is”, to be more precise, the culture itself is embedded in social interaction, the possibility of influencing employee’s attitudes and behaviors are thus more questionable (Legge, 2005, p. 221).

In the book *Organizations, management and processes* by Mats Alvesson and Stefan Svenningsson et al., (2007), Tony Huzzard and Robert Wenglén refer to Jean Lave and Etienne Wenger’s (1991) concept “situated learning” (Alvesson, Svenningsson, 2007, pp. 287- 288). Hence, according to Huzzard and Wenglén, this perspective of learning has much
in common with socialization. Thus, in accordance with the concept of socialization, “situated learning” also favors learning as a feature of social interaction, rather than as an individual inquiry. Referring to Lave and Wenger (1991), Huzzard and Wenglén portray that this perspective emphasize learning as a process leading towards social legitimacy, and full participation, for example in a specific social group like an organization. The authors also refer to Wenger (1998), who portrays that one dimension of learning is how humans in social interaction change perceptions of who they are. The authors exemplify that this perspective of learning is related to the process of learning how to see ourselves in new ways. Huzzard and Wenglén associate this process to how an organization, as a group of people, often develops distinctive identities of who they want to be, with the intent to portray themselves in relation to certain aspects as well as distancing themselves from other identity markers (Alvesson, Svenningsson, 2007, pp. 287-288).

The emergence of the New World of Work

The critique towards traditional theories on the subject of organizational socialization is accordingly to Daniel Lair (2007) partially associated with and illustrated by the emergence of a different discursive mentality in today’s labor market: namely the emergence of the “entrepreneurial self”. According to the author due to the contingencies in society and within economic relations in the late modernity, the stable narratives and rhetoric’s used to describe the relatively stable post-war economy, has gradually been substituted by a rhetoric focusing on flexibility, creativity, and self-development. In relation to du Gay’s (1996) conceptualization of the rise of the entrepreneurial self, Lair exemplifies that the new rhetoric which emerged in the 1980’s, and escalated in 1990’s, also contributed to a new type of subjectivity among individuals: to be or act as entrepreneurs, explicitly to engage in and be responsible for their own careers, and think of themselves as free-agents, who continuously need to promote their employability (Lair, 2007, pp. 20-23). Several researchers have studied different aspects of today’s labor market. For instance, in Boundless Work – Social psychological perspectives on the New World of Work by Mikael Allvin et al., (2006), the authors theorize and describe different perspectives of what they accentuate as the New World of Work. For instance, Allvin et al., exemplify the working conditions in the late modernity as flexible in comparison with traditional working conditions within the industrial labor market. Moreover, in accordance with Sennett (1999), the authors state that these implications have led to an evaporation of the mutual dependency that used to exist between employer and
employee. Thus, ultimately this has led to a working climate where employees to larger extent than before, for the sake of their own career, seek short-term commitments rather than long-term assurances. Explicitly, in terms of loyalty, the individual employee does not give the impression of looking beyond the terms of the employment contract (Allvin, et al., 2006, pp. 95-99).

With reference to Lindgren and Wåhlin (1998), Allvin et al., (2006) exemplify a phenomenon which in relation to the industrial labor market was portrayed as problematic, whereas in the New World of Work it is illustrated as positive phenomenon: namely the behavior of regularly changing work. Thus, people whom commonly changed work used to be thought of as individuals who that did not fit in, while today, this behavioral act is discursively underlined as the general framework employees should internalize. In addition to the abovementioned, the authors state that the ideal employee in the late modernity is often described as an entrepreneur. Accordingly to Allvin et al., (2006) an entrepreneur is for example a person who is innovative and challenges the conventional economic knowledge and practices in a given time or place. Furthermore, the authors proclaim that the collective identity among workers which personified the work conditions of the industrial labor market, has gradually been reduced, primarily due to the loss of similar terms between employees in today’s labor market, resulting in the fading of the collective identity among workers (a.a., pp. 92-94).

In relation to Anthony Giddens (1991), Allvin et al., (2006) exemplify that life in the late modernity, both in society as a whole and in the New World of Work, is underlined as a personal project, commonly referred to as a “reflexive project” or “the project of the self”, by which individuals themselves are responsible for. According to the authors, in relation to the employee-employer relationship, the viewpoint of Giddens’ reasoning is that although people and institutions can have a large influence on individual’s “reflexive projects”, these are ultimately subordinated “the project of the self”. With reference to Beck-Gernsheim (1996), Allvin et al., proclaim that individuals today tend to identify more with “their reflexive project” and less with the people or institutions they interact with. More accurately, this leads to a shift from external and shared identifications objects towards identification with “the project of the self”. Accordingly to the authors this phenomenon also signifies a shift in commitment and loyalty, explicitly, an individual is first and foremost committed and loyal to their “reflexive project”, and thereby only committed and loyal to an employer as long as it benefits “the project of the self”. The authors exemplify this by illustrating that an individual
can make a “reflexive project” out of their professional career, and thereby identify with and commit to the employer, but only as long as the employing organization contributes to the fulfillment of the individual’s “self-project” (a.a., pp. 95-96).

Referring to Inglehart (1990), Allvin et al., (2006) underline that in the western societies within the late modernity; there has been a shift from materialistic ideologies towards post-materialistic ideologies, which noticeably emphasize values such as liberty, self-realization and quality of life. Accordingly to the authors, this has lead to a situation where morality aspects are of utter importance, whereas if individuals consider moral righteousness as an important part of their selves, they cannot work for an organization that fails to support these ideals. In contrast to these assumptions, the authors state that du Gay (1996) portrays a contradictive image of New World of Work. Accordingly to the authors, du Gay proclaims that individuals today are encouraged to develop their employability and to think in consumptions and market terms rather than in terms of morality (a.a., pp. 96-101).

Commitment

In the book, Commitment in Organizations – Accumulated Wisdom and New Directions by Howard J. Klein, Thomas E. Becker and John P. Meyer et al., (2009) Klein, proclaims that commitment has been one of the most frequent investigated concepts in studies of organizational phenomena. The reason for this are according to the author partially due to the fact that work-related commitments have been found to have positive influences on outcomes such as absenteeism, turnover, motivation, performance and pro-social behaviors. Additionally, according to Klein, much attention has been directed towards the conceptualization and measurement of organizational commitment. Furthermore, the author emphasizes that the multiple bases of commitment have been one of the major research interests in recent years (Klein, Becker and Meyer et al., 2009, pp. 3-4).

With reference to Mowday (1982), Meyer (2009) exemplifies that the former author underlines that as well as staying longer with a company a committed employee is to a larger extent expected to share the goals and values of the organization, and consequently also more prone to put forth a larger effort on behalf of the organization. Referring to Mowday et al., (1982), Meyer proclaims that this has led to the assumption that commitment leads to lower levels of turnover, as well as to higher levels of efforts on behalf of the employee, and thus
influencing the overall efficiency of an organization. Moreover, Meyer exemplifies studies such as Mathieu’s & Zajac’s (1990) which has revealed that commitment is related to lower levels of turnover, or turnover intensions, and to higher levels of personal endeavor and performance (a.a., p. 40).

In her book *Human Resource Management – Rhetorics and Realities*, Karen Legge (2005), portrays that a general idea in field of *HRM* is that developing committed employees is perceived as beneficial to the success of company. With reference to Harley (1991) and Salancik (1977) the author exemplifies that “commitment” has generally been conceptualized in two different ways: either from an attitudinal or a behavioral perspective. The former perspective is generally emphasizing commitment as a psychological bond, for instance between an employee and the employing organization, and thus primarily displaying commitment as based upon affection, attachment and identification. Advocates of this perspective are accordingly to the author, for example Porter et al., (1974) and Mowday et al., (1982). Quite the opposite Legge underlines Becker (1960), Kielser (1971) and Salancik (1977, 1982) as scholars who accentuate the behavioral perspective, for instance portraying commitment “as the binding of the individual to behavioral acts” (Legge, 2005, pp. 214-215).

Additionally, in the book *Organizations – Accumulated Wisdom and New Directions* co-edited by Howard J. Klein, Thomas E. Becker and John P. Meyer et al., (2009), Klein illustrates different perspectives and perceptions of commitment, by making a brief historical review of the conceptualization of work-related commitments. According to the authors, during the 1960’s and the early part of the 1970’s, there was a dominant conceptualization regarding the foundations of commitment. This stream of thought was accordingly to the author based upon behavioral, investment or exchange perspectives of commitment. *Basically, these ideas of thought define commitment as an individual’s tendency to engage in regular types of activity and exchanges.* For example, Becker’s *side bet theory* (1960), principally classifies commitment through how “side-bets” and previous choices commit an individual to regular patterns of activities. Thus, an individual are committed to future actions which are consistent with and corresponding to the individual’s earlier actions and choices (Klein, Becker and Meyer et al., 2009, p. 5).

Furthermore, Legge emphasizes that Becker proclaims that a person’s level of commitment originates and develops from the extent to which the individual interprets or experiences a
behavioral act as binding or unalterable (Legge, 2005, p. 215). Klein, (2009) illustrates that during the 1970’s and the mid 1980’s another perspective of commitment became established, namely the attitudinal perspective. As Klein states, the foundation of this perspective is mainly that individuals identify with or relate to a target. Moreover, the author emphasizes Porter, Steers, Mowday and Buchanan as advocates of the attitudinal perspective, as well as underlining that the first three authors (1979), created the Organizational Commitment Questionnaire (OCQ); a model of measuring an individual’s commitment to an organization. Accordingly to Klein, this model had and still has a wide acceptance in research of work-related commitments. The author also proclaim that during this stretch of time the concept of organizational commitment was founded as a vital and significant outcome variable, and thus portrayed as a “construct” which managers could measure and alter (a.a., p. 6).

Onwards, Klein (2009), underlines that during the mid 1980’s and towards 2000, research on work-related commitments began to focus more on the multiple targets and bases of commitment, and not merely focusing upon employee’s commitment towards the employing organization. In addition, Karen Legge (2005) points to the fact that some scholar’s underlines the existence of a reciprocal relationship between attitudinal and behavioral commitment, that is, attitudes influence behavior and the other way around (Legge, 2005, pp. 214-215). The author exemplifies Meyer and Allen, with their (1991) three component-model of organizational commitment; affective, continuance and normative commitment, as scholars of the latter perspective. Klein proclaims that Meyer and Allen’s (1991) typology of commitment developed into the leading model in the study of workplace commitments (Klein, Becker, Meyer et al., 2009, p. 7). The authors also point to the fact that Meyer and Allen’s (1991) three-component model was expanded by Meyer and Herscovitch’s 2001 model of commitment. Accordingly to Klein et al. (2009), the major difference is that the latter model does not only focus on organizational commitment but on multiple targets of commitment, whereas Meyer and Allen’s (1991) typology merely focuses on organizational commitment (a.a., p. 25).

Moreover, there has been research focusing on the antecedents and outcomes of commitment, commonly emphasizing the antecedents and consequences of organizational commitment, for instance exemplified in studies by Angle and Perry, (1981) Mowday et al., (1979) as well as Hall (1977). In a chapter of the book Commitment in Organizations – Accumulated Wisdom and New Directions (2009), called Organizational-Level Antecedents and Consequences of
Commitment, the writers Patrick M. Wright and Rebecca R. Kehoe, underline the difficulty in determining the causes and outcomes of commitment, by emphasizing that a causal direction between the causes and outcomes of commitment is still not empirically proven (Klein, Becker & Meyer, et al., 2009, p. 286). Karen Legge (2005) reiterates a similar thought by stating that it is hard to determine if any signs of commitment or lack of it is actually a cause or an effect (Legge, 2005, p. 217).

However, Wright and Kehoe portray what they label five categories of organizational correlates of commitment: structure, climate, culture, HR-practices and performance. With reference to Power (1988) Wright and Kehoe, proclaim that structure or organizational structure refers to “the distribution of authority, organization of tasks and as patterns of relationships across departments and functional units in the organization” (Klein, Becker, & Meyer et al., p. 288). Furthermore, the authors exemplify two components of the organizational structure: organizational size and centralization, which have been studied in order to determine if they are antecedents of commitment (a.a., p. 289). Wright and Kehoe extend their discussion by declaring that these studies have illustrated conflicting and inconsistent results. In addition, for future directions, the authors underline the possible influence of communication. Hence, hypothetically an organization which both supports horizontal as well as vertical communication, might according to the authors antecede or increase employee’s commitment to the organization. With reference to Wright, Gardner and Moynihan (2003), Wright and Kehoe proclaim that the reason for this is that since employees who are working in such organizations are going to be and feel more involved, they are thus more likely to acquire a better understanding of, as well as increased affiliation towards the organization, and their goals, which in theory also would increase their commitment (a.a., pp. 288-289).

Additionally, Wright and Kehoe define the variable climate by referring to Reichers’ and Schneider’s 1990 definition: “shared perceptions of organizational policies, practices and procedures, both formal and informal”. Furthermore, the authors emphasize a study by Patterson, et al., (2004), which identified that there exists a positive relationship between several dimensions of climate, such as employee welfare, effort, skill development, innovation et cetera and organizational commitment. On the subject of the variable culture, Wright and Kehoe put emphasis on the concept of organizational culture, and define it “as the organizational norms and expectations regarding how people behave and how things are done
in an organization” (a.a., pp. 290-292). According to the writers, when studying culture and climate as correlates of commitment, it is commonly beneficial to take into consideration employee’s perception of their workplace and workday. Thus, it has been verified that employee’s perception of the latter concepts are related to their stances towards the organization (a.a., p. 292).

Regarding the subject of HR-practices, Wright and Kehoe proclaim that although current theory suggests that the relationship between HR-practices and commitment is valid, there is still a need for longitudinal studies in order to determine if such a link is significant (a.a., p. 293). In the article Influence of HRM Practice on Organizational Commitment: A Study Among Software Professionals in India, the authors A. K. Paul and R. N. Anantharaman (2004) exemplify that HRM-practices such as employee friendly environment, career development, development-oriented appraisal and comprehensive training has a strong positive correlation with organizational commitment. The authors refer to Ulrich (1997) and Ogilvie (1986) when proclaiming that HRM-practices can be efficient tools to strengthen organizational commitment among employees. Furthermore, with reference to Harel and Tzafir (1999) Paul and Anantharaman exemplify that training activities does not only enhance employees’ skills and capabilities, it strengthens their job satisfaction and organizational commitment (Paul & Anantharaman, 2004, p. 78). In their study A.K. Paul and R.N. Anantharaman also proclaim that value-based induction correlates positively with organizational commitment. However, although the study showed a high positive correlation between comprehensive training and organizational commitment, value-based induction training merely illustrated a modest linkage with organizational commitment (a.a., p. 82).

Onwards, there have been studies examining the relationship between commitment and employee turnover. For instance, Wright and Kehoe, exemplify that Angle and Perry (1991) found a strong negative relationship between affective commitment and employee turnover. The former authors portray that although employees tendency to leave an organization are influenced by their affective commitment, it would be interesting to study if the tendency of employee turnover is influenced by either normative or continuance commitment. Finally in relation to the concept of performance, and its hypothetical relationship with commitment, Wright and Kehoe, proclaim that the concept can relate to both financial and nonfinancial aspects, as well accentuating that there have been studies illustrating a relationship between both financial and nonfinancial aspects of performance and commitment. For example,
Fulmer et al., (2003) found in an organizational level analysis that employee stances towards the employing organization were related to both return on assets as well as to book-to-market values. Furthermore, Wright and Kehoe exemplify studies verifying the existence of a relationship between nonfinancial performance indicators, such as customer satisfaction, and organizational commitment (a.a., pp. 294-295).

To conclude, in this literature review I have presented literature on the subject of induction programs, organizational socialization and learning in organizations, as well as illustrating texts regarding social psychological perspectives of today’s labor market. Additionally, it contains a brief review of different conceptualizations and antecedents of work-related commitments. Subsequently, the literature review is followed by a presentation of the theoretical framework used in this master thesis.
Theoretical framework

Introduction

In this part I will first present a brief conceptual analysis of some of the terms and concepts used in this study. Subsequently, I will illustrate the core theoretical perspective used in this master thesis, namely social constructionism. In addition, I will then present the main theory and methodological approach used in this study, that is, discourse analysis, and explicitly discursive psychology. Finally, I will describe J.P. Meyer’s (2009) theory of commitment, and in relation to this, portray how I have translated it into discourse analytic terms, and thus into the realm of social constructionism.

Conceptual analysis

In this text I will make a brief analysis of some of the terms and/or concepts used in this master thesis, with the intent for reader to get a profound understanding of how these are used and defined. Moreover, I will refer to my empirical material, in order to facilitate the explanation of some of the concepts. With reference to the majority of the empirical material in this master thesis, I have interviewed six and conducted a survey with 25 employees at Nynas. To continue, the first concept I would like to discuss is discourse. In this master thesis discourse is defined as ways of talking about and understanding the world or aspects of the world. Another vital aspect to discuss is according to my opinion to which extent discourse is constitutive of our world. In principle, my assumption is that discourses are fully constitutive of the social world. By this, I do not emphasize that our world is only consisting of text and talk. On the contrary discourse in itself is material and thus the economy and the infrastructure are part of discourse. To be precise, although I as abovementioned emphasize that discourse is embedded in all parts of the social world, the term text is in this master thesis either referring to participants use of language, or to the documents I have analyzed.

Furthermore, during my reading of a book called Discourse Analysis as Theory and Method, by Marianne W. Jørgensen and Louise J. Phillips (2002), I came in contact with the concept of “interpretive repertoires”, a conceptualization that according to the authors above all are underlined by Jonathan Potter and Margaret Wetherell (1987). The main reason for Potter and Wetherell’s use of the concept interpretive repertoires, instead of discourse, is accordingly to
Jørgensen and Phillips that the former authors wants to distance themselves from portraying discourses as abstract social patterns, and instead emphasizing that discourses are “actively” used by people in their everyday use of language, in order to accomplish certain types of social action (a.a., p. 107). Jonathan Potter and Margaret Wetherell define interpretive repertoires as “recurrently used systems of terms used for characterizing and evaluating actions, events and other phenomena” (Potter, Wetherell, 1987, p. 149). Hence, I have chosen to use the concept of interpretive repertoires, due to the fact that I also proclaim that people actively create and shape our understandings of the world and thus are not only reproducers of discourses, but also producers of new ways of talking about and understanding the world.

Onwards, the next concept I would like to discuss is discursively constructed. I use these terms with the intention to emphasize that the discursive practices we participate in construct and shape our perceptions of and understandings of the world as well as our experiences, feelings and attitudes. Thus, the terms discursively constructed are used to underline the social construction of experiences, perceptions, feelings and attitudes.

Regarding the concept of commitment, I am aware of the fact that the concept is a bit ambiguous. Moreover, this is emphasized in the literature review. As will be presented and discussed comprehensively in subsequent parts of this master thesis, the intent is to integrate core elements from J.P Meyer’s (2009) theory of commitment into discourse analytic terms, and thus into realm of social constructionism. Hence, I have primarily treated commitment as a discursively constructed bond, which binds a person to a target or an action of relevance to the target.

Furthermore, given that I was going to perform half of the interviews in Swedish and half in English, it was important that I used a term in Swedish, which corresponded to the concept of commitment. Hence, I used the Swedish word “engagemang”, similar to the concept of commitment. Nonetheless, I am aware of the fact that commitment is a broader concept, but given that I initially had informed all the interviewees that a large part of the study was about the concept of commitment, it is in my opinion evident that those interviewees who participated in the interviews, which were conducted in Swedish understood that I by using the term “engagemang” inevitably meant commitment.

Additionally, I would like to discuss the concept Corporate Group Induction. As abovementioned Nynas’ Induction Program consists of three general parts: the Local
**Induction, the Corporate Group Induction, and the Follow-up session.** In this study I have focused on employee’s experience of the Corporate Group Induction. Additionally, the reason for me to use the concept Corporate Group Induction, especially in the survey was that I wanted to be explicit about the fact that I wanted participant’s experiences and perceptions of the Corporate Group Induction, and thus distancing the topic of the survey from the Naphthenic Induction. Hence, in my opinion, by using the term Corporate this connotes that I want employee’s experiences of the Corporate Group Induction. For instance, I named the web-survey *Influences of Nynas’ Corporate Group Induction*. However, with the intention to reduce the length of the statements in the survey I used the concept Group Induction. In addition, given that I had already indicated that it was the Corporate Group Induction which was the topic of the survey, as well as due to the fact that the concept Group Induction is another term of the same event, the use of these terminologies have the way I see it, facilitated the purpose of indicating the topic of the survey, without making it indefinite.

Furthermore, to be explicit, in the interviews I used to the concept induction program, instead of the Corporate Group Induction, when asking the questions. The reason for this was that I from the beginning of the interviews emphasized that the topic of the study was related to the Corporate Group Induction, and thus it would in my opinion be easier to use the concept induction program when posing the questions. I also emphasized that although the general focus was on the Corporate Group Induction, if someone who had participated during the Naphthenic Induction wanted to say something about this event, they were definitely aloud to, as long as they explicitly expressed that they were talking about the Naphthenic Induction.

Finally, I will make a remark regarding the term *late modernity*, which is a term often associated with Anthony Giddens, referring to the current development of modern institutions, especially the radicalization and globalization of the pillars of modernity (Giddens, 1991).

**Social constructionism**

The theoretical framework in this master thesis is based upon social constructionism and thus emphasizing the use of language in the construction of identities, attitudes as well as of our understandings of the world (Jørgensen & Phillips, 2002, p. 96). The literature chosen to describe the premises of social constructionism has been selected in line with the literature chosen to display theories about discourse analysis, due to the fact that the latter theoretical
and methodological approach is based upon social constructionism. Thus, I searched for literature on Libris as well as with the use of the online journal list at the library of Uppsala University. To continue, I found a book called *Discourse Analysis – as Theory and Method* from 2002, by Marianne Jørgensen and Louise Phillips. Moreover, this book contains descriptions of the premises of social constructionism, and even more importantly, its connection to discourse analysis.

To continue, social constructionism is generally emphasized as a general term for new theories regarding culture and society. According to Jørgensen and Phillips social constructionism has its roots in French post-structuralism. The authors explain that although the difference between post-structuralism and social constructionism is not crystal clear, one could describe social constructionism as a broader concept and thereby portraying post-structuralism as subcategory of the former concept. Additionally, Jørgensen and Phillips underline that the standpoint of these streams of thought are the dismissal of theories based upon universality (a.a., pp. 4-6).

Jørgensen and Phillips refer to Vivian Burr (1995) on the subject of the necessity of being cautious when defining “social constructionism”. In accordance with the Burr, Jørgensen and Phillips state that there are different approaches in “social constructionism” and thus there is no description, which totally represents all social constructionist approaches. One of the basic philosophical assumptions behind social constructionism is that there is no knowledge to be found beyond the subjective experience of reality. With reference to Burr, Jørgensen and Phillips portray four key premises of “social constructionism”. First of all, all social constructionist has a critical approach towards taken-for-granted knowledge. Moreover, the epistemological and ontological standpoint of the abovementioned philosophical stream of thought is that our knowledge of the world should not be treated as objective truths. To continue, human knowledge is instead thought of as products of our categorizations of the world, and neither treated as reflections of an external reality, nor as true representations of the human mind. Thus, this viewpoint is rooted in an anti-essentialist perspective; the social world is constructed in a social context, and thereby its constitution is not fixed or determined by external circumstances. In relation to this, an anti-essentialist perspective proclaims that people’s mental structure is not a set of predetermined features (a.a., p. 4-5).
Secondly and explicitly linked to the first premises of social constructionism is that all knowledge are historically and culturally produced. Hence, our understandings of the world are contingent. Humans cannot produce knowledge that is independent of and thus transcending the historical and cultural context. Thirdly, there is an explicit link between knowledge and social processes. The authors refer once again to Burr (1995), who states that our knowledge is created and preserved by social processes. In addition, by the use of social interaction people construct common and divergent truths as well as engage in contest, with the objective of determine what is true and what is not. The last premises are the link between knowledge and social action. Principally, in a specific perspective some forms of action are taken for granted, whereas other actions are totally unimaginable. To continue, our understandings of the world make us perform different social actions, and by this, our different claims of knowledge and truth generate varied social consequences (a.a., pp. 4-6).

Jørgensen and Phillips emphasize that some social constructionists can be interpreted as if all knowledge and identities are contingent. However, the authors proclaim that in some circumstances they are rather inflexible. In other words, particular situations constitute limits on the subject of which identities an individual can take on, as well as regarding which proclamations that is carrying great weight (a.a., p. 6).

**Discourse analysis**

In the process of selecting adequate literature I as aforementioned found the book *Discourse Analysis - as Theory and Method* by Marianne Jørgensen and Louise Phillips. The way I see it this book gives a broad description of the philosophical premises, the theoretical perspectives and the various methodological approaches of discourse analysis. Once I started reading I became more and more convinced that discursive psychology was the approach most adequate in my study, since I was going to study employee’s descriptions of their experiences and thereby focusing upon participant’s description of their feelings, emotions and attitudes, which are in line with discursive psychology: *emphasizing how identities, attitudes and emotions et cetera are shaped through social interaction, as well as the functions of these social activities, in the reproducing and changing of the social and cultural dimensions of our world* (a.a., 2002, p. 7). However, with the intent to get the reader familiar with the theoretical and methodological premises of discourse analysis I will present a brief illustration of the
concept of discourse as well as presenting three popular approaches in discourse analysis, albeit with focus on discursive psychology.

The French philosopher Michel Foucault has accordingly to Jørgensen and Phillips been central to the development of discourse analysis. The author’s exemplify that Foucault (1972) defines discourse as “made up of a limited number of statements for which a group of conditions of existence can be defined” (a.a., p. 12). Furthermore, Jørgensen and Phillips state that Foucault underlines that knowledge is not a reflection of reality, as well as proclaiming that truth is a discursive construction, shaping what is true and simultaneously what is not (a.a., p. 13).

Onwards, accordingly to Jørgensen and Phillips discourse analysis is one of many approaches in social constructionism. The authors proclaim that the concept of “discourse”, since the beginning of 1990 has become a fashionable term, which has often been used without being defined. Thus, discourse as a concept has become vague: either it has no real meaning or is used in specific but different ways and contexts. In general though, Jørgensen and Phillips emphasize that the premise of the word discourse is that “language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life” (a.a., p. 1, 2002). Consequently, discourse analysis is a method of analyzing text and talk. The authors also proclaim that this definition does not make it easier to understand what discourses are, how they function and in relation to this, how to analyze discourse. As Jørgensen and Phillips also state, once someone starts searching for a definition of the concept, the person ultimately realizes that there are not only one approach in discourse analysis. In other words, there is no consensus regarding the definition of the concept, or on the topic of the elusive task of performing discourse analyses. Nevertheless, the authors give a preliminary definition of discourse; “a particular way of talking about and understanding the world or an aspect of the world” (a.a., p. 1).

In the book Discourse Analysis - as Theory and Method, Jørgensen and Phillips (2002) explicitly portray that discourse analysis is not only a method to analyze data, but also a theory. Hence, in discourse analysis theory and method are linked; the researcher is thus required to acknowledge the epistemological and ontological perspective of discourse analysis, which put emphasizes on “the role of language” in the social construction of the world, in order to use the different methodological guidelines and analyzing techniques
underlined within discourse analysis (a.a., p. 4). Jørgensen and Phillips emphasize three approaches: Ernesto Laclau and Chantal Mouffe’s discourse theory, critical discourse analysis and discursive psychology. Ernest Laclau and Chantal Mouffe’s discourse theory is accordingly to former authors an approach explicitly linked to post-structuralism. Thus, discourses construct different meanings of the social world. Additionally, due to the fact that language is portrayed as unstable, meaning can never permanently be defined. According to, Jørgensen and Phillips, Laclau and Mouffe’s state that discourses are not predetermined discursive features, instead rather unstable, because discourses constantly come in contact with other discourses. Jørgensen and Phillips interpret this as a constant “discursive struggle” between different ways of talking about and understanding the social world, with the goal of achieving hegemony: to determine the meaning of language and thereby creating dominant paradigms, on the subject of the constitution of the world (a.a., pp. 6-7).

According to Jørgensen and Phillips, critical discourse analysis is frequently associated with Norman Fairclough’s critical discourse analysis. An explicit difference between latter’s critical discourse analysis and Laclau’s and Mouffe’s discourse theory is that while Fairclough declare that discourses are only one of many elements in the social world, the former’s theory emphasize the social world as fully discursive. According to Jørgensen and Phillips this does not mean that only text and talk exists, merely that the economy, for instance is also part of discourse, explicitly, discourse is fully constitutive of the social world (a.a., p. 19). Additionally, the authors explain that one central theme in Fairclough’s theory is the study of change. The concept “intertextuality” is accordingly to Jørgensen and Phillips a fundamental concept in relation to Fairclough’s focus on the investigation of change. Moreover, the concept is based upon the premises that all texts draws upon discourses from other texts. According to the authors, Fairclough emphasizes that by merging different discourses, language as a medium can change and thereby also changing the social and cultural dimensions of the world. In line with Jørgensen and Phillips, the primary focus of this approach is too analyze how discourses are reproduced, but also how they are combined into new discursive features and thereby consequently changing the social and cultural dimensions of the world (a.a., p. 7).

**Discursive psychology**

The third and last approach, which Jørgensen and Phillips describe, is discursive psychology. This approach to discourse analysis has its roots in social psychology. In accordance with the
authors, the focal point of this approach is not to study internal psychological features, but to identify how people’s selves, beliefs, attitudes, identities and emotions are shaped and negotiated through social interaction, and in relation to this, shed the light on how these discursive patterns reproduce and change the social and cultural dimensions of the world. Thus, people are emphasized as both products and producers of discourse (a.a., p. 7). In line with Jørgensen and Phillips, the cognitive perspective in social psychology has primarily treated social psychological phenomena as cognitive processes. By the use of experimental methods the aim in cognitive social psychology is thus to discover the universal cognitive processes behind social action. Hence, by taking a cognitive approach, language, both written and spoken are either portrayed as a reflection of an external reality or as a product of psychological representations within the human mind. In contrast to this, discursive psychology emphasizes that written as well as spoken language is first and foremost social constructions. The author’s state that discursive psychology, to some extent, refers to Ludwig Wittgenstein’s later philosophy which accentuates that social origin of cognitive processes (a.a., p. 96).

Jørgensen and Phillips (2002) refer to Margaret Wetherell and Jonathan Potter when calling attention to the fact that although discursive psychologists emphasize the social origin of cognitive processes, it does not mean that the theory itself denies the existence of an external physical reality or that social phenomenon does not have any material aspects. As Jørgensen and Phillips state in relation to Laclau’s and Mouffe’s viewpoint, the central element is that it is our discursive constructions, which construct versions of the world (a.a., p. 103).

Additionally, Jørgensen and Phillips (2002), portray that discursive psychology is somewhat vague on the topic of determining to which extent discourse is constitutive of our world. For instance, discourses are described as completely constitutive of our world, whereas simultaneously, our world is also constituted of historical and social practices which are not entirely discursive (a.a., p. 19). In this sphere of complexity, to be precise, to which extent discourses are constitutive, Jørgensen and Phillips portrays three perspectives in discursive psychology; a poststructuralist perspective, an “interactionist” perspective and a synthetic perspective, which combines the two aforementioned perspectives. The poststructuralist perspective emphasizes to a larger extent than the “interactionist” perspective, how people’s understandings of the world are created and shaped in certain discourses. In contrast, the latter perspective instead primarily focuses on how people’s “talk-in-interaction” produces and
shapes discourses, and thereby portraying people’s expressions of the world as their own creations. Jørgensen and Phillips state that the latter perspective has a clear connection to conversation analysis, which focuses on “how talk-in-interaction” and the social organization of language is created and negotiated through people’s everyday use of language (a.a., p. 105).

In line with, Jørgensen and Phillips (2002), the viewpoint of the third perspective is to go beyond the extreme versions of the other two approaches. Hence, the synthetic perspective is thereby placing an equally large amount of focus on which discourses people draw upon, as to the functions of people’s use of language (a.a., p. 105).

In the book Discourse And Social Psychology – Beyond Attitudes and Behaviour, the authors Potter and Wetherell (1987) are as aforementioned commonly using the concept of interpretive repertoires instead of discourse. The authors define interpretive repertoires as “recurrently used systems of terms used for characterizing and evaluating actions, events and other phenomena” (Potter, Wetherell, 1987, p. 149). Potter and Wetherell portray that interpretive repertoires are to a large extent “organized around specific metaphors or figures of speech” (a.a., p. 149). According to Jørgensen and Phillips each repertoire provides discursive resources that a person can use to construct certain versions of reality (Jørgensen, Phillips, 2002, p. 107).

Referring to Jørgensen and Phillips (2002), the role of the analyst is primarily to analyze different texts, written or spoken as well as identifying the functions and consequences of these discursive patterns. The authors exemplify that one of the main challenges for the researcher is to be able to treat discursive representations, well known to the researcher, as discourses, and not as taken-for-granted facts. Hence, it is through analyzing the taken-for-granted that the researcher explicitly can illustrate how discursive constructions emphasize some proclamations as true, and others as false (a.a., p. 21)

Next, I will present J.P Meyer’s (2009) theory of commitment, as well as describing how I have modified elements of the aforementioned theory with the intent to make it compatible with the epistemological and ontological premises of social constructionism.
Commitment

As aforementioned, in this master thesis J.P. Meyer’s (2009) definition of commitment serves as a theoretical base, which is modified with intent to make the theory compatible with the ontological and epistemological premises of social constructionism. As will be discussed more comprehensively in subsequent parts of this master thesis, when merging discursive psychology with other theories, these either need to be compatible with or modified in order to be adjusted to the premises of social constructionism (Jørgensen, Phillips, 2002, p. 160).

Hence, due to the fact that some elements of John P. Meyers theory emphasizes commitment as an “internal force”, perceived as a “conscious mindset”, my intention is therefore to modify Meyer’s three mindsets of commitment: affective, continuance and normative commitment, and thereby treat them as discursively constructed bonds between a person and a target, which attaches the individual to a target, and/or to a “course of action of relevance” to the target. Thus, above all with the intention to underline how commitment is shaped and formed through social interaction.

In the chapter Commitment in a Changing World of Work, within the book Commitment in Organizations – Accumulated Wisdom and New Directions, Meyer (2009) defines commitment as a mental entity existing inside or inhabited within the individual. Hence, the author emphasizes commitment as an “internal force that binds an individual to a target, social or nonsocial and/or to a cause of action of relevance to the target” (Klein, Becker and Meyer, et al., p. 39). In accordance with Meyer this conscious mindset can be influenced by certain factors, either within or outside the individual. Furthermore, the concept itself has accordingly to Meyer (2009) several bases: a state of mind based upon desire: affective commitment; a mindset based upon perceived costs: continuance commitment; and finally a psychological state based upon feelings of obligations: normative commitment. In addition Meyer and Allen (1991) emphasized organizational commitment as consisting of the identical three mindsets, focusing merely on the commitment between the employee and the employing organization (Meyer & Allen, 1991). Hence, organizational commitment is thereby based upon affective commitment, a desire to remain with the organization, which relates to feelings of emotional attachments to, identification with, and involvement in the organization; continuance commitment: a mindset based upon perceived costs of leaving an organization and/or normative commitment; a psychological state based on feelings of obligation towards an organization. Furthermore, according to Meyer and Allen due to the fact that continuance
commitment is related to a perception of perceived costs, anything that increases this perception can be thought of as an antecedent. Thus, for instance if an employee perceives that the latter has invested non-transferable assets in an organization or that the organization can offer him or her something unique, like attractive benefits, or specific personal relationships, these are emphasized as antecedents of continuance commitment (Meyer, Allen, 1991, p. 71).

Furthermore, Meyer (2009) proclaims that an individual could either perceive one of these mindsets, or a combination of them. Additionally, the former author states that the quality of the commitment between an individual and the target is much reliant on which mindset, or combination of mindsets that bind the individual to the target. Explicitly, if an individual’s commitment to a target is based upon desire, the quality of the relationship between the individual and the target is stronger than if the base of the commitment is merely feelings of obligations or calculations of what the individual has to lose if breaking the commitment (a.a., p. 39). Referring to Brown (1996), Meyer portrays that the quality of the commitment, is also influenced by an individual’s experience of whether or not the latter feels liberated to carry out a course of action, or if the individual feels obliged to act in a specific way. Hence, an individual who experience freedom to choose his or her own course of action are thereby more eagerly to go beyond the general terms of the commitment (a.a., pp. 39-40).

Additionally, in a chapter of the book *Commitment in Organizations – Accumulated Wisdom and Future Directions* called *Commitment in the Changing World of Work* Meyer (2009) proclaims that the most prominent threat towards organizational commitment is change. The author also states that to investigate the relevance of commitment in the changing climate of today’s labor market, there is a need to analyze how commitment is developed. Accordingly to the author there are several factors that influence commitment, but there are few that could be portrayed as core determinants of commitment. Meyer presents four key determinants of commitment; *Perceived Organizational Support (POS)*, *Organizational Justice*, *Person-organization fit (P-O fit)* and *Psychological contract fulfillment*. With reference to advocates of organizational support theory such as Eisenberger et al., (1986) and Rhoades and Eisenberger (2002), Meyer exemplifies that by being supportive towards employee’s “socioemotions” and valuing their contributions, an organization thereby displays commitment towards their employees. Thus, Meyer states that *Perceived organizational*
support is constituted through the extent employees perceive the support made by their employers as significant, and thereby in return develop commitment towards the organization (a.a., p. 42). Referring to Baruch (1998) Meyer portrays that one of the most important threats towards employee commitment in today’s work climate is that organizations today are neither willing nor able to provide the kind of support which they used to offer their employees. For example, by cutting costs, increase flexibility and develop an overall improvement in effectiveness, organizations has taken away jobs and increased the workload, which ultimately has deflated employees Perceived organizational support, and thereby making it hard for employers to encourage or anticipate commitment from their employees (a.a., p. 42).

With reference to Colquitt & Conlon et al., (2002) Meyer states that Organizational justice is based on multiple dimensions, including a distributive, a procedural and an interactional dimension. The distributive base regards fairness of the distribution recourses, the procedural base focuses on fairness of decision-making processes, and the interactional base is primarily about fair employee treatment. In accordance with the aforementioned authors Meyer proclaim that the three components of organizational justice are all portrayed as having an effect on employee’s commitment towards the employing organization. Accordingly to Meyer, precisely as Perceived organizational support, the former concept phases the prospective of being undermined by change. For instance, organizational changes habitually involve modifications in the distribution of valued recourses. Thus, the changing working climate and the trailing ambiguity will thereby pose a threat to both POS and Organizational justice, leading to the undermining of employee commitment towards the employing organization (a.a., pp. 42-43).

The concept of Person-organization fit is according to Meyer used in Scheider’s (1995) attraction-selection-attrition theory, which refers to the fact that organizations in general recruit and select a workforce, which are on the same wave length as the organization, with the purpose of forming a specific organizational culture. Hence, according to the theory employees whose values correspond to the organizational culture, will be a better fit, and should in this manner develop a stronger commitment towards the organization, in comparison to those, whose values are divergent. According to Meyer, it is quite obvious that if change threatens, alters or modifies core values in the organization, employees who feel strongly towards these values thereby may reduce their commitment to the organization.
Thus, it is in that perspective accordingly to the author logical to argue that it would be easier said than done to make significant changes in an organization, without modifying culture, and thereby facing the prospect of reducing P-O fit and thus employee’s commitment towards the employing organization (a.a., p. 43).

The last key determinant of commitment, Psychological contract fulfillment is based on Rousseau’s (1995) concept “psychological contract”. According to Meyer, during recruitment, selection and different socialization processes, new employees develop viewpoints regarding their obligations towards their employer, and vice versa, explicitly a “psychological contract”. Meyer refers to Rousseau and state that although the concept can obtain several forms, the most frequent bases of the “psychological contract” are transactional and relational contracts. The former concept is a type of contract restricted to fairly short periods of time, and first and foremost based upon a moderately solid set of obligations such as, employment related to a certain rate of pay, which in turn is associated with the effectiveness of the employee’s performance, primarily performing predetermined tasks (a.a., pp. 43-44). Relational contracts are on the other hand contracts of longer duration and for all intents and purposes based upon significantly vaguer terms, although primarily consisting of an agreement of reciprocal carrying and support. With reference to Dabos and Rousseau (2004), it is accordingly to Meyer natural that relational contracts in relation to transactional contracts generally generates a brighter prospect of creating mutual commitment between employee and employer, since relational contracts have two important advantages; they are longer in duration, which makes it easier to create commitment, as well as based upon a pledge of support that accordingly to Meyer, Dabos and Rousseau in general are a superior base, on the topic of developing commitment. Moreover, Meyer proclaims that relational contracts are easier to build up in a stable and consistent working climate. The instability, the ambiguity and the increased flexibility of today’s labor market are accordingly to the author making organizations intentionally or by coincidence break these contracts. For example, by cutting salaries, eliminating jobs or inflating the workload et cetera. Accordingly to Meyer, Allen and Topolnytsky (1998), since relational contracts are built upon reciprocal trust and support between employee and employer, a repercussion of the changing world of work could be a decline in employees’ affective or normative commitment towards the employing organization, given that employees could experience that their employers do not care or support them anymore (a.a., p. 44). Finally, Meyer proclaims that although the
changing climate in today’s world of work possess rigorous challenges for the progress of upholding a reliable employer-employee relationship, this does not automatically leads to the demise of commitment, and its relevance (a.a., p. 45).

**Modification of Meyer’s 2009 theory of commitment**

In this master thesis commitment is proclaimed to be a discursively constructed bond, which binds a person to a target, and/or to an action of relevance to the target. Although Meyer (2009) underlined commitment as an “internal force”, it is in my opinion more adequate to use the term bond due to the fact that the latter concept is the way I see it to larger extent connoting commitment as a feature of social interaction. As aforementioned my intentions is to treat the three mindsets of commitment emphasized by Meyer (2009) as “subjective psychological” experiences constituted through discourse, with the intent to underline that a person’s mental processes are primarily constituted through social practices (Potter, Wetherell, 1987, p. 179). Hence, the multiple and contingent nature of feelings, perceptions and attitudes are accentuated, due to the fact that I treat these experiences as discursively constructed, and thereby put emphasis on how for example attitudes vary in relation to how people position themselves in relation to different social contexts (Jørgensen, Phillips, 2002, pp. 100-111).

The three bases of commitment emphasized by Meyer (2009), affective, continuance and normative commitment are thereby primarily proclaimed to be dimensions of the multiple ways of how people discursively portray their commitment in specific social practices. For example, if an employee discursively expresses affective commitment: emphasizes feelings of emotional attachment to, involvement in and identification with a target these utterances are primarily thought of as products of social interaction which an individual has shaped and created through social activities, as well as merely one of many different experiences of commitment a person may perceive and discursively display in social interaction. Onwards, although I use the three aforementioned dimensions of commitment as a theoretical tool, my assumptions are that affective, continuance and normative commitment are parts of a larger system of meaning. Moreover, affective commitment is emphasized as discursively constructed feelings of emotional attachment to, involvement in and identification with a target; continuance commitment is discursively constructed perceptions of perceived costs of leaving the target, and normative commitment is discursively constructed feelings of obligations towards the target, which in turn binds the individual to the target, and/or an
action of relevance to the target. However, to reiterate the fact that discursive psychology is emphasizing the multiple dimensions of experiences, perceptions, feelings and attitudes the different components of commitment are as abovementioned accentuated as parts of a larger system of meaning, and thus not defined as separate constructs or entities.

To conclude, now that you have been acquainted to the topic, the literature and the theoretical framework, I will now illustrate the aim and research questions used in this study.
Aim and Research questions

The aim of this master thesis is primarily to identify the constructions and functions of interpretive repertoires in employees description of their experience of Nynas’ Corporate Group Induction, explicitly on the subject of its influence on employees commitment to Nynas, but also to categorize the constructions and functions of interpretive repertoires in a booklet, which I refer to as “This is Nynas”. Additionally, the aim is to identify if other employees at Nynas share the experiences emphasized by the employees in the interviews. The overall aim can thus be transformed into four research questions:

- How do interpretive repertoires get constructed in “This is Nynas”, and which functions do these have?

- How do interpretive repertoires get constructed in employee’s description of their experience of the Corporate Group Induction, and which functions do these have?

- How do interpretive repertoires get constructed in employee’s description of how their experience of the Corporate Group Induction has influenced their commitment to Nynas, and which functions do these have?

- Do other employees at Nynas share the interviewee’s experience, on the subject of the Corporate Group Induction, and its influence on their commitment to the company?

Demarcation

This study is focused upon employee’s experience of the Corporate Group Induction, and its influence on their commitment to Nynas. However, I have in relation to other potential influences, to some extent also studied participant’s earlier and later work experiences, with the intent to acquire a more profound understanding of the influences of the Corporate Group Induction.
Methodology

Introduction

The method used in this master thesis is containing both quantitative and qualitative features. First and foremost the study is founded on interviews with six employees at Nynas AB. Secondly the study is based upon a survey, sent to thirty employees. In addition, I have analyzed a booklet, “This is Nynas”, which is emphasized during the Corporate Group Induction, as well as participated as an observer in parts of Nynas’ Corporate Group Induction. Given the combinations of methods used in this study, I will first describe the approaches used in relation to the interviews, the analysis of “This is Nynas”, and my observation of parts of Nynas’ Corporate Group Induction. Finally, I will describe the methods used in relation to the survey.

As will be emphasized, Potter and Wetherell accentuate the advantage and usefulness of using several empirical sources when performing discourse analysis (Potter, Wetherell, 1987, p. 162). Hence, the purpose of taking part and observing elements of the Corporate Group Induction, explicitly the CEO’s speech: a brief presentation of Nynas by the Chief Executive Officer, and parts of the exhibition phase, was to attain a more profound perception of the discursive practices in the program, and at Nynas in general. Before I went to observe the CEO’s speech as well as the exhibition phase in Nynas’ Corporate Group Induction, I had prepared a few notes regarding the information I had obtained from the interviews. In addition, I came up with themes to focus upon: the general language use of CEO, as well as the language use of the participants regarding their experience of the in-house exhibition phase, with the intent to facilitate my understanding of participant’s experiences of the Corporate Induction Program. During the CEO’s presentation I took notes of the language use of the CEO and the content of the presentation, in relation to the aforementioned themes. When participating in parts of the in-house exhibition, I listened, took notes, and observed, as well as when it was convenient, asked some of the participants and a few the representatives of the Businesses and Support Functions at Nynas, of their thoughts about the event. Hence, this approach was to a large extent used in order to complement the other approaches in the study, explicitly to generate further empiricism, and thus to obtain a more profound perception of the discursive patterns accentuated during the Corporate Group Induction.
To continue, in the discourse analytic part of the study I generally used Potter and Wetherell’s (1987) ten stages of how to analyze discourse, as well as Jan Trost’s (2005) suggestions of sampling and interview techniques, in relation to primarily qualitative approaches. Potter and Wetherell’s ten stage model includes: *research questions, sample selection, collection of records and documents, interviews, transcription, coding, analysis, validation, the report, application*. Some of these stages, explicitly the last stage of this model have not been applied to the same extent as the others, due to the fact these stages are in my opinion more related to the scope of a doctoral thesis (Potter, Wetherell, 1987, pp. 160-174).

Onwards, the research questions related to the discursive psychology realm of this master thesis are constructed in relation to Potter and Wetherell’s description of how a research question should be constructed within discourse analysis; focusing on the construction and function of interpretive repertoires (a.a., p. 160).

In Potter and Wetherell’s ten stages of how to analyze discourse, the authors describe one stage which I explicitly find relevant in relation to the material used in this study: *Collection of records and documents*. As previously mentioned, I used several empirical sources, due to the fact that this according to the authors gives the researcher a wider spectrum of how participant’s discursive patterns are organized. Therefore, I have chosen, in relation to the interviews and the survey, to analyze a booklet, “This is Nynas”, which contains information about the essence of Nynas’ official culture, as well as observing parts of the Corporate Group Induction. In accordance with Potter and Wetherell, one of the benefits of using documents as data is their naturalistic dimension, that is, these data are products of a social context which have not been influenced by the researcher, and are therefore a sufficient complement to interviews (a.a., p. 162). Given that Jørgensen and Phillips (2002) with reference to Wetherell (1998) and Billig (1999) proclaim that when performing discourse analysis the researcher should add other social theories, I have also used elements of J. P. Meyer’s (2009) theories of work-related commitments and its antecedents as a theoretical framework in this master thesis. In addition, as aforementioned I have presented a literature review, which together with Meyer’s theories of work-related commitments can relate my findings to wider social practices (Jørgensen, Phillips, 2002, p. 106). Furthermore, another important and challenging issue has been that I in accordance with Jørgensen and Phillips have translated the “non-discursive” theories used in this master thesis, into “discourse analytic terms”. For instance, I had to modify J. P. Meyer’s (2009) definition of commitment, in order for it to be
compatible with the epistemological and ontological premises of social constructionism (a.a., p. 154).

In the process of choosing organization to perform my study I contacted a few companies with a synopsis of my intended study. Nynas was the first organization, which was truly interested in my research plan. After meeting with my forthcoming contact at Nynas, I experienced that Nynas were serious about as well as motivated to participate in my research. In addition, after a more comprehensive discussion with my future contact I came to realize that Nynas have an explicit induction program, which I perceived would facilitate the research process. Thus, the way I see it would be easier and more beneficial for me to study an explicit induction program, instead of conducting a study at a company where the terms of the induction program were vaguer, especially in relation to the study of the potential influences of an induction program. Furthermore, due to the fact that my research questions is not related to a specific organization, the most important factor in my choice of organization has therefore been that the organization of choice have an explicit induction program, and that they were interested and motivated to participate in my study. In addition, I perceived it as important that I was going to able to perform the study I intended to, and thus not being pressured by the company to perform a study that perhaps would be more beneficial for them. Thus, these criteria’s were in my opinion met by my choice of Nynas.

**Interviews**

Due to the fact that I wanted to study employee’s experience of a specific topic, I chose interviews as my main empirical source. Accordingly to Potter and Wetherell (1987), by using interviews the researcher can question a sample of people on the same topic, in a format which permit the interviewees to engage in active participation. Given that the authors proclaim that within a discourse analysis perspective, diversity in participant’s responses is as vital as consistency in interviewee’s use of language, I as aforementioned generally used open questions in order to acquire participant’s multifaceted use of language in relation to the topic (Potter, Wetherell, pp. 163-165).
Sample

In accordance with Potter and Wetherell (1987), given that only a few persons can generate a large amount of discursive patterns, a relative small sample size is often adequate when performing discourse analysis. However, as Potter and Wetherell underline, the question of sample size is first and foremost related to the research question. The authors also emphasize that given the large amount of time it takes to transcript, code and reread the material before analyzing, it can thus be beneficial to use smaller sample sizes when performing discourse analysis. Hence, I have chosen to interview six employees, due to the fact that this in my opinion an adequate sample in relation to the abovementioned aspects.

Referring to Jan Trost (2005), when performing primarily qualitative interviews, the researcher is not striving to get a statistically representative sample. However, Trost suggests that the researcher acquires a varied sample. Moreover the author states that in qualitative interviews the sample should be “heterogeneous within a given homogeneity” (Trost, 2005, p. 117). Thus, I have strived to acquire a heterogeneous sample of the given homogeneity of employees at Nynas AB. According to the author, in order to get a variation in the sample, the researcher can use a sampling technique called “strategic sampling”. The foundation of this sampling technique is accordingly to Trost that the researcher chooses a few variables which have theoretical significance to the study, with the intent to differentiate the sample (a.a., p. 118).

In order to acquire an adequate sample I collaborated with my contact at Nynas AB. Thus, I chose the variables to differentiate the sample, and in cooperation with the latter we sampled according to these criteria’s. Hence, I openly talked to my contact about the fact that the sample cannot be steered, with the attention of acquiring a sample of participants which are “interesting” or “good representatives” (a.a., p. 119). On the contrary my collaboration with my contact at Nynas AB has been essential to my study, given that the latter’s knowledge of structure of the organization, facilitated the process of generating a varied sample. Thus, the strategic sampling technique also contained elements of the convenient sampling technique, explicitly; with the assistance of my contact at Nynas, I was able to acquire a sample which was consistent with my sample criteria, within a reasonable period of time (a.a., p. 120).

The variables I used in order to acquire a varied sample were: “Gender”, “Position at Nynas AB” (refers to employees position in terms of rank, as well as in terms of area of vocation),
“Location” (refers to which country the employee is based), “Age”. Concerning the variable “Gender” I strived to acquire a sample of equal gender representation. Regarding the variable “Position at Nynas AB”, I as aforementioned wanted a variation in terms of rank and area of vocation. Therefore, I wanted the sample to consist of managers and non-managers, as well as consisting of employees working in the different businesses and support functions of Nynas. On the subject of the variable “Location”, I wanted to sample employees who worked in Sweden as well as abroad, and not only in Europe, given the fact that Nynas is a global organization. The variable “Age” was only used to the extent that the other variables were accommodated. In my opinion the other variables are in this specific case more vital, and also easier to combine, with the intention of acquiring a greater variation. Hence, the age span of people working in an organization is normally not as broad as in the population, and thereby harder to vary, especially if combined with the other variables. To the extent the aforementioned variable was used I made an effort to sample participants who were over and under forty years of age.

I also used another variable “Year of Induction” (refers to year of participation in the Corporate Group Induction) but with a different sampling technique. Thus, to a large extent, I sampled employees who participated during the Corporate Group Induction in 2010, four out of six, in order for their experience to be as fresh as possible, as well as due to the fact that Nynas changed the format of the program 2008, adding a value-based part. Hence, given that I perceive the value-based part of the induction program as HR-processes explicitly used to increase employee’s commitment to Nynas, it was thus adequate for me to in general interview employees who participated from 2008 and onwards. Additionally, there was no induction during the year of 2009. To continue, two of the six participants in my sample did not participate during the year of 2010. The reason for this was dual. One of the employee’s was specifically chosen because the latter’s knowledge of the induction program, with the intent for me to get a grip of the structure and function of the program. The other participant was partly chosen, due to the fact that the latter is frequently working as a value-coach during the Corporate Group Induction, and thus has knowledge of how the value-based induction is implemented. I also want to proclaim, in accordance with Trost (2005) that my sampling technique, based to a large extent on strategic sampling, has not been aiming towards sampling participants who are unique in relation to every variable chosen, but to acquire a variation in the sample, which to a certain extent reflects the heterogeneity existing at Nynas.
The sample acquired contains an equal representation of gender. The participants sampled are located in four countries, within two different continents. The sample also contains employees in different levels of hierarchy, doing different types of work. Four employees have some kind of chief or manager position, although not necessarily highly ranked in terms of level of hierarchy. The other two participants have more subordinated positions. In general, some of the employees do completely different work, while others collaborate from time to time, although they formally work in different departments at Nynas. Regarding the age span, the sample contains employees from 36 to 58 year of age.

**Interview guide**

In accordance with Jan Trost (2005), when performing qualitative interviews the interview guide should merely contain the question areas relevant to the topic of the study. Consequently, I constructed an interview guide based upon three main themes, as well as a sub-theme. The core themes were *design, participation, influence*, whereas the final question area was called *future*. Furthermore, as Alan Bryman (2011) states, semi-structured formats are used in qualitative interviews. Hence, within the formats of semi-structured interviews, the researcher often uses an interview guide containing a list of specific themes, as well as a few questions which are supposed to be discussed, but in an informal way, where the interviewee has an active role and the freedom to shape his or her answers (Bryman, 2011, p. 415).

In relation to the aforementioned aspects on interviews and interview guides I constructed some pre-formulated questions, which to a large extent were “open” questions, emphasizing the freedom of the interviewee. For instance, *can you describe your experience of participating in the induction program; can you describe the influence of the induction program?* However, the interview guide also contains questions that are not as opened, for example: *Are you committed to Nynas?* On the other hand, these questions were regularly followed by questions, which are more “open”, with the intent to allow the interviewees to elaborate freely. For example, in relation to the latter question, using follow up questions such as *can you describe your commitment to Nynas et cetera* (Appendix 1, Interview guide). The explicit reason for why I used a semi-structured interview guide was dual. First, even though I practiced before performing the interviews, my experiences of interviewing were according to my opinion not vast enough to try to carry out “un-structured” interviews. Secondly, given that I wanted the interviewees to elaborate freely in relation to the topic, a semi-structured
interview is the way I see it sufficient, due to the fact that it allows the interviewer to acquire experiences in relation to the topic at hand, as well as permitting the interviewee to have an active role (Bryman, 2011, p. 415). In line with Trost (2005), I also changed the interview guide between the interviews in order for it to be more suitable. Some of the interview guides were in English and others in Swedish, depending on which language the interviews were going to be conducted in. Given that I was going to perform one telephone interview, the interview guide was slightly modified, in order for it to be compatible with an interview format of telephone interviews. Hence, I used more pre-formulated questions, within the latter interview guide, due to the fact that telephone interviews is accordingly to Trost (2005) a type of interview format which is suited to be more standardized (a.a., pp. 22). However, as Bryman (2011) proclaim, telephone interviews can be used in qualitative interviews, provided that the researcher is aware of the fact that some elements of telephone interviews might make it harder to conduct these types of interviews. Hence, the purpose was still to acquire the interviewee’s experience of the Corporate Group Induction, and therefore the interview guide associated with the telephone interview was also constructed in order for the interviewee to have an active role (Bryman, 2011, p. 433).

**Preparation for interviews**

In accordance with Trost (2005), I did a few test interviews with the intention to internalize the interview guide, as well as in order to practice on my interview technique, and to acquire feedback from the people I interviewed (Trost, 2005, p. 50). The participants in my test interviews were people I knew. One of them had recently taken part in an induction program at another company, and the other person was chosen because the latter had time to participate. The first two test-interviews were face-to-face interviews, with the purpose of learning more about the craft of interviewing. Since I was not only going to perform ordinary face-to-face interviews, but also interviews with the use of Nynas AB’s video conference equipment, and one telephone interview, I practiced interviewing, performing both ordinary face-to-face interviews and test interviews on Skype, using the video as well as the telephone function. To be able to train a number of times I used the latter person. Thus, the purpose in these cases was most of all to adapt my interview technique to the three different formats of interviewing.
Contact and performing the interviews

In collaboration with my contact at Nynas AB we got in touch with the potential participants. First, my contact emailed the chosen employees to discover if they were interested in participating in the study. The first six participants asked were all interested. In accordance with Vetenskapsrådets four main requirements in social science research, I sent an email to the participants containing information about the study and their rights as participants (http://www.vr.se/download/18.37fda2bc131b1093f688000926/God+forskningsssed+2011.1.pdf). In this early stage, I stated that participation was not mandatory as well as proclaiming that I needed their consent before I could conduct the study. I also informed them about the content of the study, and that I in relation to confidential requirements in social science research would use methods in order to protect their identities from being revealed to outsiders. Furthermore, I explained that I was going to record the interviews, and that these recordings were going to be saved for at least one year, as well as stating that for those participants living abroad it would be preferable if we conducted the interviews on Skype. Finally, I described that the data contained was only going to be used in research purposes, as well as stating that the master thesis would be published on the DiVA portal (Appendix 2, Interviews; Information for potential participants).

Since my contact and one of the latter’s colleagues knew who were sampled, I could not assure participants total anonymity. After receiving my email, participants were still willing to participate. In my contact with the participants I focused upon making sure that although the interviewees were going to take part in my study, they were supposed to experience that they participated on their own terms. For instance, I contacted the participants with several suggestions regarding the time of the interview, in order for interviewees to choose a time, which suited them. Additionally, I asked the participant’s to choose the place of the interviews, with the intent for them to feel more secure and comfortable. Given that three of the interviewees were living abroad, the respective participant and I collaborated with my contact at Nynas, regarding how and when to conduct the interviews. After this discussion we concluded that it was better if two of the interviews were conducted through the use of Nynas AB’s videoconference equipment, given the latter equipments superior visual and audio qualities in comparison to Skype. The third person living abroad was interviewed with the use of a telephone. Before I conducted the telephone interview, I in accordance with Bill Gillham (2005) sent an email to the participant containing information about the content and structure.
of the interview with the intent of facilitating the complex process of performing telephone interviews. The other three interviews were conducted in isolated rooms at the workplace of the participants. To record the interviews, I used a digital Dictaphone. The quality of the recordings was good in all interviews. During the interviews I explained that I focused on participants own experience and that I wanted them to talk as much as possible, but in relation the topic at hand. I tried and in my opinion also generally succeeded in letting the interviewees do most of the talking. The interviews went smoothly, without any real disturbance and the participants were generally enthuastastic to talk about the topic of the study. However, although I would say that all interviews went well, some of the interviewees were more interested in talking than others, which were to be expected. The duration of the interviews was between 44 minutes to one hour and 37 minutes, and they were all according to my opinion pleasant, informal and informative.

Processing of material

The recordings were saved on an external hard drive and on an USB stick, both which I retained with the intent for the data to be inaccessible to unauthorized persons. During transcription, Potter and Wetherell call attention to the fact that although the art of transcription sometimes is portrayed as a simplistic task, it is time consuming, and needs to be practiced, in order to generate good results. On the topic of how exact the researcher should transcribe interviews, the authors describe that this question is much related to the research question. Hence, in relation to some research questions, it is crucial to transcribe pause-lengths, intonations and overlaps, but sometimes, transcribing these aspects is unnecessary (Potter, Wetherell, 1987, pp. 165-166).

Referring to the aforesaid, I listened to the recordings several times before and after starting the transcriptions, with the intent to make a detailed summary of the six interviews. Thus, the recordings also came in handy. By going back and forth between the recordings and the transcriptions, I thereby facilitated the goal of assuring that I had not overlooked any relevant repertoires used by the participants, and in so doing I was able to search for both consistency and variability in participant’s use of language. Given that my research questions do not focus on pause-lengths, intonations and overlaps, it would in my opinion have been too time-consuming, as well as irrelevant for me to transcribe the whole material, given that these aspects were of no real interest to the realm of the study itself (Potter and Wetherell, 1987, pp. 163-165).
Moreover, Potter and Wetherell (1987), proclaim that in the stages of coding, the aim is to merge large amount of discursive patterns into convenient categories, in relation to the associated research questions. In addition, the authors state that occasionally the coding phase is simple and straightforward, but every now and then the researcher moves between the coding and analytic stage, in order to obtain a greater understanding of which transcripts should be coded into categories. The authors also emphasize that given that the coding stage is first and foremost about having a pragmatic rather than an analytic goal, it is generally thought of as favorable, if the researcher does the coding stage as “inclusively” as possible (a.a., p. 167).

In relation to abovementioned methodological aspects I coded the discursive patterns relevant to the associated research questions, as well as going back and forth between the coding and analyzing stages, with the intention to acquire a deeper understanding of which discursive patterns that was most adequate to code into categories. In line with Potter and Wetherell’s emphasizing of performing the coding as “inclusively” as possible, I as aforementioned, were thorough in the transcription stage, and subsequently also thorough within the coding stage, and thereby coding discursive patterns which at first sight did not appear to be as relevant as other discourses, with the intention to acquire a variation in participants use of language.

In the analyze stage, I used fictive names with the intent to protect the identity of the interviewees, as well as to make the analysis more invited to read. When analyzing the coded data, I as aforementioned went back and forth between the selected stages, with intent of acquiring a deeper understanding of the research process. Additionally, as the author’s proclaim there are some parts that are essential when analyzing discourse. First and foremost, and an inevitable part of analyzing discourse is the selective reading and rereading of transcript. Thus, I carefully read and reread the transcriptions, and the coded categories, in the search for a more organized pattern. In accordance with the authors I searched for both consistency and variability in participant’s discourses (a.a., p. 168). I also analyzed the functions of participant’s use of language. Hence, in relation to Potter and Wetherell, I made hypotheses about the functions of the interviewees language use, and in relation to this, verifying these hypotheses by searching for evidence in the linguistic patterns within the data (a.a., pp. 168-169). In addition, on the subject of the interviews conducted in Swedish, I carefully translated the chosen coded transcripts from Swedish into English, with the intent to avoid compromising the original meaning of the discursive patterns used by the participants.
Validation

The first tool to validate the analysis is accordingly to Potter and Wetherell (1987), coherence, explicitly: any analytic declarations should be made coherent. In addition, the analysis should openly illustrate how discourse fits together and how people’s use of language generates functions and outcomes. Thus, when conducting the analysis I tried to be explicit on the subject of how the discursive patterns used by the participants fit together, and also open about the functions of participant’s use of language. For instance, I overtly illustrated the discursive patterns used by myself and the participants in order for others to scrutinize whether the analysis is performed in a logical way, or if there are too much unaccounted for.

The second validation artifact is called Participants’ orientation: to perform the interviews, the transcriptions, the coding and the analyzing with an orientation towards participant’s use of language. Thus, I focused on participant’s use of language regarding the influence of the Corporate Group Induction, and in relation to this, the functions of the interpretive repertoires emphasized by the participants (a.a., p. 170).

The third basic validation tool is called New Problems. Potter and Wetherell portray that every now and then the linguistic repertoires used by people do not only solve things, but also create problems. Hence, when people use inconsistent interpretive repertoires at the same time, a problem occurs. The authors use the concept TWOD or the truth-will-out device to conceptualize that people use a system of repertoires in order to escape these contradictions. According to Potter and Wetherell the emergence of repertoires used to avoid these contradictions, offers additional verifications of the functions of people’s use of language (a.a., p. 171). Thus, I searched for contradictions in participants language use.

The fourth analytic tool is Fruitfulness. This relates to how well the discourses found in the analysis can generate new theories. As the authors state, the validity of the analysis is much dependent on whether or not the discourses found can generate novel explanations to adequate problems in society and within the scientific community (a.a., p. 171). Thus, although the content of the concept of fruitfulness is in my opinion more related to the scope of a doctorial thesis, I tried to study the association between induction and commitment, primarily using a methodological approach that has not been used frequently in studies of work-related commitments: for the most part performing a discourse analysis of employees experience of how the Corporate Group Induction influenced their commitment to Nynas, and
thus focusing on the language-use of the employees, on the subject of the linkage between induction programs and employee commitment towards the employing organization.

Moreover, when coding and analyzing the booklet “This is Nynas” I used Potter and Wetherell’s recommendations of how to code and analyze texts as well as how to validate the analysis. Basically, to code inclusively, in relation to the associated research questions, as well as from time to time go back and forth between the two stages, in order to acquire a more multifaceted understanding of which discourses to code and thereby also how to analyze the material at hand, as well as generally using the aforementioned techniques of validating the analysis.

In accordance to Potter and Wetherell’s stage report, I have tried to overtly illustrate and present my analysis and conclusions, as well as the whole research process with the intention to facilitate for the reader to evaluate the validity of this master thesis. Furthermore, I have to a certain extent in relation to Potter and Wetherell’s stage application, made a brief conclusion regarding the practical application of my research findings (a.a., pp. 172-174).

**Reflexivity**

The concept “reflexivity” refers accordingly to Phillips and Jørgensen (2002) to the researcher’s reflection of the latter’s role in the research process, for instance by being able to reflect around the fact that the knowledge produced is socially and culturally constructed. One of the basic premises of “social constructionism”, and thereby also discourse analysis is to unmask what is taken for granted. This process of unmasking the taken for granted does not only apply to object of study, but also to the researcher, that is, the latter has to reflect on what he or she takes for granted (Phillips, Jørgensen, 2002, pp. 185-189). As the authors portray an important part of being reflexive is to openly position yourself, and thus, to the extent it is possible, reveal the role of one’s own perspectives in the research process and consequently also be transparent on the subject of the aim of the study, as well as the methods and theories used within the study, in order for others to acknowledge the validity of the results (a.a., p. 207). However, although it is important to reflect upon how one’s cultural and historical location affects the research process, I in accordance with a social constructionist perspective do not believe that a person can stand outside the discursive practices he or she is a part of, and thus be a neutral observer and thereby be objective about the influences of one’s own worldviews in the research process (a.a., p. 202). Nevertheless, in this study I have tried to the
extent it is possible to unmask the influences of my position in relation to the research process, by being explicit about the aim, the methods and theories used, and by reflecting over the influence of the social, cultural and historical context in the research process.

Another method used in this study, in relation to reflexivity in the research process, is that I have also been explicit regarding the fact that my study itself is a social construction and that the knowledge produced is only one of many interpretations that could have been made. (a.a., p. 116).

Moreover, on the subject of the aforementioned methods of applying reflexivity in one’s own research process, the relationship between researcher and the informant is in my opinion vital. Thus, I have made an effort to take into account the existing power relations between the participants, and myself, as well as acknowledging that the interviews are social constructions of an interaction between the participants and me. Furthermore, I have tried in accordance with Phillips and Jørgensen (2002) to be overt regarding the interaction between me and the interviewees, with the intent for the reader to validate if my interpretations are reasonable, as well as analyzing my role in the research process (a.a., pp. 198-199).

Last but not least I want to reiterate that irrespective of which types of texts I have analyzed; transcripts of participants use of language, research articles, books or booklets produced by an organization, and although I have done my best to take into account what the producers of these texts mean by their declarations, it is first and foremost my interpretations of these texts which are constructed in this study.
Survey

Sample
I decided to send out a survey to 30 participants at Nynas. Thus, my intentions were not to generate a statistically representative sample. Instead, I wanted to study if the interviewee’s experiences of the Corporate Group Induction and its influence on their commitment were shared by other employee’s in the organization. Thirty people were accordingly to my opinion an adequate number of participants in relation to the time and space limits of this master thesis, but more importantly a relevant number of participants, in order to generate a more general picture of employee’s experience of Nynas’ Corporate Group Induction, and its influence on their commitment to the company. I used a similar version of the strategic sampling technique emphasized by Trost (2005), choosing a few variables of theoretical significance to the study, with the intent of varying the sample. I used the same variables as in the interviews with the intent to vary the sample; “Gender”, “Position at Nynas” (referring to position in terms of rank and in terms of area of vocation), “Location” (referring to which country the employee is based), “Age”, and “Year of Induction”, with the intent to obtain a sample similar to the sampled interviewees. The variable “Age” was once again used to the extension the other variables were accommodated. Regarding the last variable “Year of Induction”, the thirty participants chosen had all participated in the Group Induction during 2010 or 2011. Explicitly, ten of the employees participated in the spring of 2010, ten within the autumn of 2010, and last ten in the spring of 2011, with the intent to sample participants with a relatively fresh experience of the Corporate Group Induction.

Contact and information
In collaboration with my contact we sampled the thirty participants. Hence, I chose the variables to differentiate the sample, and my contact searched for employees matching these criteria’s. After my contact had got in touch with them, I sent an email to the potential participants; containing the same information as the one I sent to the interviewees, with the exception of the fact that this email included information about the survey instead of the interviews (Appendix 3, Survey; Information for potential participants). In addition to this email, and in accordance with Trost’s declarations in the The Survey Book (2007), I sent an email containing information about the web-survey, including information of the content as
well as regarding the time limits of submitting the survey, including a time plan; regarding when the participants would receive the survey and when I wanted them to have submitted it. The latter email was sent the day before the survey. Due to trivial complications regarding the online format of the survey, I also mentioned that the buttons, which were supposed to say mandatory and submit, strangely said “obligtorisk” and “skicka”, the corresponding terms in Swedish. As a final point, the web-survey was sent to the participants by the use of an email including a link to an URL (web-address), where the participants could submit the survey online. After receiving participant’s responses I sent an email to them, containing a thank you note (Appendix 4, Thank you note).

**Preparation**

Before I sent the survey to the participants, I sent it to my contact at Nynas AB, with the intent for the latter to evaluate its applicability, and thus to provide advice. With equivalent intentions, I also sent it to my supervisor at the department of Education at Uppsala University. In addition, I sent it to a few of my classmates, so that they could give feedback regarding the structure and the content of the survey. For instance, if the structure was too complex, or if the content was relevant in accordance to the aim, as well as if they found the survey inviting in general. Another important aspect I wanted them to look at was if the statements were easy to understand or ambiguous, as well as if there were any formal errors.

**Construction and function of web-survey**

In accordance with Trost (2007), when constructing a web-survey it is utterly important that the survey’s online-format fits the computer screen of the receiver. For instance, a statement, and the associated Likert scale should fit the computer screen, in order to prevent the participants from neglecting those options that do not fit the computer screen (Trost, 2007, p. 131). Hence, the web-survey is constructed with the intent to fit the computer screen of the receiver. Furthermore, I constructed the survey with use of Google-docs, an online format where people can construct online surveys (www.docs.google.com). The basic function of a web-survey in Google-docs is that once participants respond, the researcher receives the answers in an online format, which could be saved as an excel-version, with the intent to process the data.

Primarily, the web-survey was constructed with the use of 23 statements related to three specific themes: *Experience of Group Induction, Commitment* and *Future Career*. Thus, the
participants were in relation to a five-point Likert scale, containing the following five Likert items: strongly disagree, disagree, neither agree nor disagree, agree and strongly agree, going to respond to which extent they agree or disagree with the statements. The theme Experience of Group Induction contained nine statements, focusing on participant’s experience of the Corporate Group Induction, for example: The group induction was a positive experience, The amount of information received during the group induction was too much and I experienced the group induction as a sign of investment in me. The next theme, Commitment, contained eleven statements regarding participant’s commitment to Nynas as well as on the subject of the influence of the Corporate Group Induction in relation to their commitment, for instance: I am committed to Nynas, The group induction strengthened my commitment to Nynas, and I feel as a part of the company. Finally the last theme, Future Career contained three statements on the subject of participant’s future career, for example: My professional development at work is important to me or I regard five years of service to a company as a long time of duty. Moreover, the link to the online format of the web-survey is illustrated below.

https://spreadsheets.google.com/spreadsheet/viewform?formkey=dEdDeFZKRno5T0g5amJKbUFYVWZLeHc6MQ

Additionally, during the construction of the survey I used coded transcripts from the interviews, in order to make statements, which corresponded to the interviewee’s experiences. Subsequently, I as aforementioned created a survey, mostly based upon a five-point Likert scale, but it also included a few questions regarding personal background, and a yes or no question regarding the general effects of induction programs as well as an optional question on the subject of participant’s perception of the content in the survey. This was partly done in order to acquire a varied survey, which in accordance with Trost (2007) generally makes it more invited to submit. The personal background questions and the statements, as well as the yes or no question were made mandatory, with the intent to make it impossible for the participants to submit the survey without responding to these questions or statements, as well as in order to make sure that the participants did not send the survey twice et cetera. Thus, by the use of the personal background questions I could identify if some of the participants accidently had submitted the survey twice. However, this was not the case. Furthermore, as Trost portrays there can be negative consequences by making questions mandatory, for instance it might lower the response rate (a.a., p. 132). I will discuss this aspect more comprehensively in subsequent parts of this master thesis.
In addition, the basic premises of using a Likert scale are according to Alan Bryman (2011) that a participant is asked to which extent they agree or disagree with a statement. The author emphasizes that when using a Likert scale, there are four general principles. Hence, in accordance with Bryman I used statements and not questions, in the part of the survey where the Likert scale was used. To continue, the statements used below the different themes in the survey; *Experience of Group Induction*, *Commitment*, and *Future career*, were as aforementioned related to the respective themes. Furthermore, in accordance with Bryman, the statements corresponding to each theme were all connected to each other. To conclude, I used a combination of positive and negative statements, with the intent to facilitate the process of identifying the possibility of acquiescence and social desirability bias among the participants (a.a., pp. 223-224). However, due to the fact that the interviewees in general expressed a more positive than negative experience of the Corporate Group Induction, I to a larger extent used positive instead of negative statements in the survey (a.a., p. 157).

In relation to the design of the web-survey, I chose to construct a horizontal Likert scale, since a vertical Likert scale is not adequate when using a relative large quantity of statements, due to the amount of space it takes (a.a., p. 245). One of the basic reasons to why I used a Likert scale is that when investigating attitudes, the researcher should accordingly to Trost (2007) either ask participants to which extent they agree with a statement, or use yes or no questions, with the intent to avoid using scale-items which are vague, for instance concepts such as frequently or rarely. That is, a participant’s subjective interpretation of the meaning of those alternatives can vary greatly. Furthermore, the author exemplifies other vital factors while constructing a survey: to use a common use of language, or language familiar to the participants, as well as using only one claim in each statement, and avoiding negations in the statements, in addition to lengthy formulations (Trost, 2007, pp. 71-87). Thus, I constructed the survey in relation to the aforementioned instructions.

The data of the survey was processed in Excel. When analyzing the results of the survey, I used a combination of qualitative and quantitative approaches, although I put emphasis on qualitatively analyzing the material. Explicitly, I have made an index of participant’s responses, and in relation to this I have analyzed the data. Nonetheless, I have not made a comparison between the different characteristics of the participants and their responses.
Additionally, I analyzed the results of the survey in relation to the discourse analysis and the theories used in this master thesis.
Discursive psychological analysis of *This is Nynas* and the interviews

The analysis is divided into two parts. In the first part, I will illustrate a brief description of the content in the booklet “This is Nynas” as well as analyzing it. The reason for me calling the brochure “This is Nynas” is due to the fact that this is the front-title of the booklet. In the first part I will also make a brief illustration of the language use of the CEO. In the second part I will analyze the coded transcriptions of the interviews. The analysis, in the first and the second part, focuses as aforementioned on how interpretive repertoires are constructed, and in relation to this, the functions of these interpretive repertoires. Thus, I present the interpretive repertoires used, how they are constructed and make hypothesis regarding their functions, as well as searching for linguistic evidence with the intent to verify my assumptions. Furthermore, I would like to reiterate the definition of interpretive repertoire used in this study: “recurrently used systems of terms used for characterizing and evaluating actions, events and other phenomena” (Potter, Wetherell, 1987, p. 149).

**This is Nynas**

The booklet consists mainly of a presentation of the essence of Nynas’ official culture, including a description of desired attitudes and behaviors among the employees, as well as a presentation of Nynas’ philosophy, containing an illustration of their vision, values and brand. The brochure itself is given to participants during Nynas’ Corporate Group Induction and the content is for example discussed during value-workshops. The way I see it, there are two overall interpretive repertoires constructed in the booklet: the *identity* and the *internalize* repertoire. In general, both interpretive repertoires are featuring explicitly or implicitly throughout the whole brochure. To be even more explicit, the *identity* repertoire is in my opinion directly constructed in the front-title “This is Nynas”, given that it indicates a presentation of what Nynas is and stand for, and thus is clearly linked to premises of the *identity* repertoire. The latter repertoire is constructed with the use of discursive patterns that accentuate certain identity markers of Nynas. The *internalize* repertoire is constructed by the use of linguistic patterns that emphasize certain guidelines of which attitudes and behaviors Nynas employees should internalize. The aforementioned repertoires are often merged together, in my opinion with the intent to be overt about the identity of Nynas, and their employees as well as of the associated attitudes and behaviors the workforce should
internalize. In addition, I have found five subversions of the identity and the internalize repertoires: the collective, the distinctive, the business, the humanity, and the entrepreneur repertoire. The collective repertoire is constructed with the use of discursive patterns, which emphasize the collective identity of Nynas, and/or constructed by the use of discourses, which give incentives for employees to identify with and behave accordingly to the collective identity. The distinctive repertoire is constructed with the use of linguistic patterns that accentuate the distinctive identity of Nynas and their employees, and/or constructed by the use of discursive patterns, which emphasizes the different attitudes and behaviors associated with the distinctive identity of Nynas and their employees. The business repertoire refers to the construction of discursive patterns, which emphasize the businesslike identity of Nynas and their employees, for instance underlining the importance of achieving results and to be successful, and/or to the construction of repertoires that put emphasis on certain attitudes and behaviors, and how acting in accordance with these facilitates desired results. The humanity repertoire is constructed with the use of discursive patterns, which accentuates the importance of human traits and the welfare of the employees, and/or by the use of linguistic patterns, which emphasizes the associated attitudes and behaviors employees should internalize. The final repertoire, the entrepreneur repertoire, is constructed with the use of discursive patterns, which calls attention to the visionary as well as the creative spirit of Nynas and their employees, and/or by the use of linguistic patterns that accentuate the associated attitudes and behaviors employees should internalize. Furthermore, these repertoires are used in different ways, with different intents, and often merged together, serving specific functions.

In this text I will illustrate a general picture of the constructions as well as the hypothetical functions of the five subversions of the identity and the internalize repertoires, with the intent to answer the question: How do interpretive repertoires get constructed in “This is Nynas”, and which functions do these have? Onwards, I will present extracts from booklet, in order to validate my hypotheses of the functions of these sub-repertoires. Hence, I start with the collective repertoire. The collective repertoire is regularly constructed around terms such as we, our, us, one, but also around terms as together, team, as well as cooperation - the latter concept is one of Nynas’ three values. The latter repertoire accentuates the collective identity of Nynas and/or underlines collective-related attitudes and behaviors, with the intent for employees to internalize them. Consequently, the dimension of the collective repertoire that is associated with the identity repertoire is often used as aforementioned to emphasize the
collective identity of Nynas and their employees, for instance highlighting Nynas as a group of people, where everyone is of equal importance. Additionally the dimension of the collective repertoire which is linked to the internalize repertoire is regularly used to accentuate the desired attitudes and behaviors of the employees, for example, that employees should collaborate and cooperate with each other. In the section of the booklet called, Nynas’ brand, below the headline OUR BRAND, the collective repertoire is accentuated:

One brand, one company. Beginning in 2008, that’s the way it will be at Nynas. Our global presence and our cultural diversity are incredible strengths when we meet our customers. They also enrich our internal culture. But we all work for the same company – no matter if we work with bitumen or naphthenic oils, or if our customers are in Sweden or in China. Together we are stronger (p. 23).

As aforementioned the collective repertoire in this paragraph is basically constructed around terms such as one, our, we and together. In theory, this can be seen as an attempt to emphasize the collective identity of Nynas, consequently with the intent to make employees internalize the collective and cooperative spirit of Nynas, as well as making them feel as a part of the company.

In order for me to further validate my hypothesis I will exemplify how the collective repertoire is constructed in other sections of the booklet, serving a similar function, to be precise, underlining collective-related behaviors, with the intent for employees to internalize them. Here are two examples from the value-section in the brochure, explicitly extracts from the part about the value Cooperation. In the extract below, the collective repertoire is constructed around the terms, we, our, cooperate and teams:

We encourage and reinforce our company culture. We cooperate within, and outside of, our teams. (p. 15).

The way I see it, these two extracts are validating my hypothesis, given that the collective repertoire, serves a similar function in these discursive patterns, in this case explicitly emphasizing collective-related behaviors, in order for employees to internalize them.

In addition, I will continue describing how the distinctive repertoire is constructed and how it functions. The latter repertoire is to large extent constructed with the use of terms such as, unique, different, “specialised”, and differentiates. Thus, the premise of the distinctive repertoire is to emphasize the distinctive identity of Nynas, as well as the distinctive persona of their employees, and in relation to this, the typical attitudes and behaviors employees should internalize. The distinctiveness of Nynas is for instance underlined in the section
Nynas’ brand, in the part called “This is Nynas”. In this part Nynas emphasize three traits, which make them and their employees different and unique: “Our people”, “Our specialisation”, and “Our drive”. The way I see it, the distinctive repertoire is in the following extract merged with the collective and the humanity repertoire, since it is Nynas as a group of people who are portrayed as unique, as well as given the fact that the value of the employees and their human qualities are accentuated. Furthermore, the distinctive repertoire is in the extract below constructed around the term differentiate:

_We’re the people that work here and we’re the most important resource that Nynas has. We differentiate ourselves in special ways. We’re customer-oriented, we focus on service and we’re genuinely interested in our customers businesses (p. 24)._

Hypothetically, the main function in this extract is to highlight that the foundation of Nynas’ distinctiveness is their employees and that there persona, including their attitudes and behaviors are unique in relation to certain aspects. Furthermore, in theory, the emphasizing of Nynas’ employees as the core of their distinctiveness consequently underlines one of the main distinctive identities of Nynas: explicitly, that Nynas really value their employees and their human traits. Hypothetically, the consequences of these linguistic patterns can be thought of as three-dimensional. First and foremost, this can be an effort to make employees feel valued and important about themselves, as well as an attempt to portray Nynas as an employee-friendly company, but also serving as an incentive for employees to internalize the aforementioned attitudes and behaviors, for instance by discursively underlining that this is the distinctive identity of Nynas, and their employees. Furthermore, here is another example of the distinctive repertoire, merged with the collective, and the humanity repertoire, serving a similar function. This extract is a continuation of the abovementioned extract, and is in this case primarily focusing on the attitudes and behaviors which make Nynas’ employees distinctive:

_Our customers like to work with us. We’re friendly. We make things easier and less complicated. We like teamwork and partnerships, both internally and with our customers. We’re quite simply a company made up of everyday people. And that’s something special (p. 24)._

Here the specific intention is in my opinion to underline that the unique thing about Nynas’ employees is that they are a group of ordinary people. Explicitly, by emphasizing the aforesaid, the way I see it, Nynas wants to highlight that they are not trying to be remarkable, just ordinary people. In theory, this extract also generates incentives to the which attitudes and
behaviors employees should internalize, that is, preferring teamwork and doing things the easy way, as well as in general portraying Nynas as a unique company, in this specific case, for instance because the company consists of everyday people.

Furthermore, I will present another example of how the distinctive repertoire is merged with the collective repertoire, hypothetically with the intention to portray Nynas as distinctive in relation to other oil companies, by using and drawing upon an ecological discourse primarily based upon the value of sustainability, and thus underlining connotations which positions Nynas as more conscious about the environment than other oil companies:

_Nynas is a different oil company. Most oil companies use oil as a source of energy. We use oil to create to sustainable value (p. 6)._  

To further validate that Nynas position themselves in relation to an ecological discourse based upon the value of sustainability, I will present another extract from “This Nynas”, where Nynas accentuates the value of sustainability. In the extract below the latter repertoire is merged with the collective repertoire:

_We care for the environment by minimizing pollution and producing sustainable products that give more than they take (p. 41)._  

In addition, throughout the CEO’s speech during the Corporate Group Induction, the latter emphasized Nynas as different and special, for instance underlining that Nynas find out what other companies do not do, and do it themselves.

The ways I see it, this utterance is hypothetically also serving the function of portraying Nynas as distinctive, in this case due to the fact they do things other companies do not do.

Onwards, the humanity repertoire is especially used to underline the importance of human qualities to the company, as well as the typical human traits of Nynas’ employees, that is, for example their typical attitudes and behaviors. The aforementioned repertoire is constructed around terms such as people, everyday people, friendly, important, resource et cetera. The humanity repertoire is in the following extract constructed with use of discursive patterns that emphasizes the importance of humans, with the purpose of portraying Nynas as a company, which really value their employees, and consequently these rhetorical patterns also serves as incentive to make employees feel valued and appreciated. In this extract the humanity repertoire is merged with the collective repertoire, due to the use of the term us, as well as given that the term people, the way I see it also underlines collective connotations. Thus,
hypothetically these discursive patterns call attention to the fact that it is the collective group of employees who together are accentuated as the most important part of Nynas’ brand:

*The Nynas brand consists of some important building blocks, the first which is us. You and I. The People (p. 24).*

Onwards, in theory, the *business* repertoire emphasizes the businesslike identity of Nynas, and their employees, as well as underlining how certain attitudes and behaviors generates desired results, explicitly an results oriented repertoire, and thereby businesslike. The *business* repertoire is constructed around outcomes and results. Thus, the latter repertoire is underlining what Nynas and their employees gain by adapting attitudes and acting according to certain behaviors. Explicitly, the *business* repertoire is found in the second extract, within the part about the value Proactivity *(p. 16).* In the extract below the *business* repertoire is merged with the *collective* repertoire, by the use of the term “our”, as well as the *entrepreneur* repertoire, given the use of the terms creativity and new solutions. Furthermore, this extract explicitly illustrates the link between the *identity dimension* and the *internalize* dimension of the *business* repertoire, in this case by the emphasizing how results is generated by employees internalizing certain attitudes and behaviors. With the intent to be even more explicit these examples are only a few of several illustrations:

*I set aside time to stimulate creative processes and find new solutions and possibilities”*

*What are the results?*

*“New offerings to our customers on a regular basis”* *(p. 16).*

The way I see it, this extract exemplifies the functions of the *business* repertoire, in this case, what is collectively gained from creative behaviors by the individual employee. Consequently, the task of the *business* repertoire in this case is to make employees realize that by behaving accordingly to what is desired will generate results, and in relation to this, that achieving results are important to Nynas, thus it is part of Nynas’ identity.

To be even more specific, here is another statement, from the same page, which in my opinion verifies my hypothesis regarding the function of the *business* repertoire:

*I identify my customers’ real needs*

*What are the results?*

*Nynas grows its business (p.16).*
Consequently, what is emphasized in this case is that the development and growth of Nynas business is for instance related to the extent employees internalize the attitudes and the behaviors underlined in the aforementioned extract.

Furthermore, the entrepreneur repertoire is constructed around terms such as innovation, creativity, vision, individual initiative, new solutions, and proactivity et cetera. As previously mentioned, the abovementioned repertoire is basically underlining entrepreneurial spirit as an identity marker of Nynas and their employees, as well as emphasizing which attitudes and behaviors employees should internalize in order to be Nynas’ entrepreneurs. The entrepreneur repertoire is sometimes but not always merged with the collective repertoire. In theory, the reason for this is that Nynas wants employees to experience the entrepreneurial identity of the company as a collective as well as an individual entity, and thereby emphasizing that employees individually and collectively should internalize the attitudes and behaviors related to the entrepreneur repertoire. The way I see it, here are two examples of the entrepreneur repertoire, hypothetically with the function of influencing each employee to be entrepreneurs:

_I take initiative in my daily work. I ask myself if there is a better way of doing the things we do._ (p. 16).

With the intent to further verify the function of the entrepreneur repertoire, I present two examples where the latter repertoire is merged with the collective repertoire. In theory, the function of the below mentioned extract is to influence everyone at Nynas to collectively be entrepreneurs:

_We encourage individual initiative. We encourage innovation and creativity_ (p.16).
Interviews

The material analyzed in this part of the discourse analysis contains approximately forty pages of coded interview transcripts. As aforementioned, with the intent to protect the identity of the participants, as well as making the text more attractive to read, I have chosen to use fictive names, when illustrating the constructions and functions of the interpretive repertoires used by the interviewees. The fictive names were chosen by the use of the first six letters in the alphabet, generating the following names: Anna, Beatrice, Carl, Daniel, Erik and Felicia, representing the actual gender distribution in sample, although each name might not correspond to the actual gender of the participant. Furthermore, with the same intentions I gave a fictive name to one of the participants I talked to during my participation in parts of the Corporate Group Induction. Moreover, in this master thesis I have not taken a gender perspective, and thus the focus have not been to emphasize if participants gender have influenced their experience of the Corporate Group Induction and its influence on their commitment to Nynas. As aforementioned the strategic sampling technique have only been used to acquire a variation in the sample, and thus not in order to study if any of the variables used to create a varied sample have influenced participant’s attitudes towards the Corporate Group Induction and its influence on their commitment.

Summary of interpretive repertoires identified in the interviews

I found that the interviewees commonly used the aforementioned sub-repertoires in their descriptions, as well as other interpretive repertoires. However, given that several of the interviewees were “on the other side of the fence”, that is, they were participants during the Corporate Group Induction, the function of the use of the internalize dimension of the aforementioned repertoires, is thus in general transforming from being a repertoire with the intention to make employees internalize the identity markers of Nynas, and the associated attitudes and behaviors, to a repertoire consisting of discursive patterns which emphasize how they have been influenced by the Corporate Group Induction and/or by working at Nynas in general. On the other hand, those of the interviewees who worked with and/or during the Corporate Group Induction sometimes used the dimension of the internalize repertoire, which focuses upon making employees internalize the attitudes and behaviors which are underlined as a part of Nynas’ identity. In my opinion participants using and drawing upon the discursive patterns found in “This is Nynas” is a sign of the fact that the participants have incorporated these discursive patterns into their vocabulary, and thus to a certain extent have been
influenced by the aforementioned sub-repertoires. Hence, if one of the employees emphasizes Nynas as a collective group of people, they have thus to a certain extent been influenced by the *collective* repertoire emphasized at Nynas in general, and/or during the Corporate Group Induction. However, by these declarations I neither mean that participant’s use of language associated with the discourses emphasized in “*This is Nynas*” is all due to the Corporate Group Induction, nor do I mean that participants have internalized the identity markers of Nynas. Instead, I will partly put emphasis on the constructions and functions of participants use of the subversions of the *identity* and the *internalize* repertoire found in “*This is Nynas*”, with the intent to generate more insight, regarding how participants discursively underline the influences of the Corporate Group Induction.

In order for the reader to get a more general picture of the repertoires used by the participants, I will make a brief summary of the interpretive repertoires used, by presenting associated extracts from the interviews. Given that the interpretive repertoires identified in “*This is Nynas*” have already been presented, this summary is first and foremost consisting of a presentation of the other interpretive repertoires used by the interviewees. These interpretive repertoires have been identified as the *enhancement*, the *involvement*, the *development*, the *reciprocity*, and the *constancy* repertoires. The first, the second and the fourth of the aforementioned interpretive repertoires are in my opinion explicit subversions of the dimension of the *internalize* repertoire which focuses upon how the interviewees have been influenced by the Corporate Group Induction and/or in some cases by working at Nynas in general. In my opinion the *enhancement* repertoire is emphasizing the strengthening influence of the Corporate Group Induction, in relation to the interviewee’s commitment to Nynas. For instance, due to the fact that the Corporate Group Induction gave them further proof and reassurance of the fact that Nynas were the company they have experienced them to be, which in turn enhanced employee’s commitment to Nynas. Moreover, the *involvement* and the *reciprocity* repertoire are commonly merged with the *enhancement* repertoire with the intention to exemplify in which ways the Corporate Group Induction increased employee’s commitment to Nynas.

Furthermore, the *enhancement* repertoire is constructed with the use of terms such as enhancement, strengthening and reassurance. Onwards, the interviewees generally expressed that the Corporate Group Induction strengthened what they were already feeling, and by that emphasizing that they were already committed to Nynas.

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The *involvement* repertoire was frequently used in participant’s description of their experience of the Corporate Group Induction, and of their commitment to Nynas. The latter repertoire is constructed with the use of terms such as participation, involved, feel, identify, knowledge, learning, and understanding, et cetera, and consisting of discursive patterns which emphasizes feelings of involvement in and affiliation towards Nynas. For instance, how feelings of involvement and active participation during the Corporate Group Induction and/or in their daily work increased the interviewee’s affiliation towards Nynas. With the intent to be explicit, the *involvement* repertoire is as aforementioned commonly merged with *enhancement* repertoire, given that the interviewees underline that they experienced increased feelings of involvement in and affiliation towards Nynas during the Corporate Group Induction. In addition, several interviewees for instance underlined how learning about Nynas in general during the program made them acquire a holistic understanding of the company, which in turn strengthened their experience of feeling part of and involved in the company.

Furthermore, I would like to proclaim that given that the participant’s, by the use of the *involvement* repertoire is explicitly underlining feelings of involvement and affiliation towards Nynas, the latter repertoire could thereby be portrayed as linked to the *collective* repertoire found in “*This is Nynas*”, due to the fact that one of the premises of latter repertoire is the accentuating of the collective spirit at Nynas, and thus that the employees should feel as a part of the company.

Moreover, the *development* repertoire is constructed by the use of terms such as development, new challenges, and growth et cetera, and generally underlines the magnitude of development at work on behalf of the individual employee. In the main, the *development* repertoire is based upon discursive patterns, which emphasize the importance of development at work, for instance getting new challenges and evolving, as well as being able to make a career at the company. For example a large extent of the interviewees expressed the importance of being able to develop at work, that is, to regularly getting new challenges as well as having possibilities to grow with the company, and how this was perceived as a personal fulfillment.

The *reciprocity* repertoire is constructed with the use of terms such as mutual, reciprocal, et cetera and accentuates how a perception of mutual dedication between the interviewees and Nynas, on behalf of the interviewees, especially regarding the importance of integrating them into the company, increased their commitment. Several of the interviewees generally pointed
to the fact that they during the Corporate Group Induction experienced reciprocal dedication or commitment between everybody involved. For example, that the commitment of the value-coaches, and/or the Corporate Group Induction itself, generated a feeling of reciprocity, which made the participants feel that Nynas was as committed as they were, on the subject of integrating them into the organization, and thus this was also accentuated by the participants as one of the reasons to why their commitment to Nynas became strengthened by the Corporate Group Induction.

The constancy repertoire is constructed by the use of terms such as security, stability, etcetera. This repertoire consists of discursive patterns that emphasize the significance of long-term commitments to an organization, by underling that it gives the employee stability and security for the future.

As abovementioned the interviewees generally used the sub-repertoires identified in “This is Nynas”. For example, in relation to the collective repertoire participants commonly used the term “we” when talking about Nynas, as well as emphasizing the collective identity of Nynas, by portraying Nynas as a collective group. The interviewees also used to the distinctive repertoire, underlining the distinctive aspects of Nynas, for instance portraying the company as different or rather unique in relation to other employers. The business repertoire was also generally used by underlining a businesslike approach, exemplified by discursive patterns, which focus on the growth of the company, the money invested in them by their participation in the Corporate Group Induction, as well as emphasizing the importance of employees showing dedication, cooperation and proactivity, in order for the company to profit.

Regarding the humanity repertoire, the interviewees, in overall used discursive patterns, which underlined that, Nynas really values human qualities, as well as the welfare of the employees. Finally, the entrepreneur repertoire was used, but only in some of the interviewee’s use of language, for example proclaiming the importance of Nynas letting employees be creative and come up with new ideas.

**Constructions and functions of interpretive repertoires**

After this brief summary of the interpretive repertoires used by the interviewees, I will direct my focus towards the constructions and functions of the interpretive repertoires used by the interviewees. Explicitly, I will present the interpretive repertoires used and drawn upon by the interviewees in relation to the following research questions: *How do interpretive repertoires*
get constructed in employee’s description of their experience of the Corporate Group Induction, and which functions do these have, as well as how do interpretive repertoires get constructed in employee’s description of how their experience of the Corporate Group Induction has influenced their commitment to Nynas, and which functions do these have?

At first, I will focus on illustrating the constructions and functions of the involvement, the development, the reciprocity, the constancy and the enhancement repertoires. Furthermore, in some of the extracts used to exemplify the aforementioned repertoires, I will illustrate that these discursive patterns contains some of the sub-repertoires identified in “This is Nynas”. As aforementioned the involvement repertoire is consisting of discursive patterns emphasizing the role and the importance of feelings of involvement, in relation to feelings of affiliation to Nynas, as well as the facilitating role it has on employee’s commitment to the company. Here is an example of how participation in the Corporate Group Induction made an interviewee feel involved and part of Nynas. In this extract, which is taken from the interview with Felicia, the interviewee merges the involvement repertoire with the collective repertoire. At this stage during the interview me and Felicia is discussing her experience of participating in the Corporate Group Induction:

VB: What is your general experience of the induction program?

Felicia: Very interesting, not boring at all, or too hard. Felt part of the Nynas team.

The way I see it, Felicia is evidently merging the involvement and the collective repertoire, given that she declares herself part of the Nynas team, and thereby displaying that she felt involved and part of the collective unit that is Nynas. Later on in the interview, Felicia uses the involvement repertoire with a similar intent. This time we are talking about if she has changed her opinion regarding the Corporate Group Induction:

VB: Has your opinion of the induction program changed?

Felicia: [...] I think it’s a brilliant idea. I was impressed with all of it, I feel the same, nothing has changed. Very well structured, not too long, not too short. Personally, I felt very involved and never felt left out.

In my opinion, by merging the involvement repertoire with the collective repertoire, as in the first extract, Felicia reinforces that she during the induction program felt involved, by emphasizing herself as feeling as a part of the Nynas team. Hypothetically, by the aforementioned extracts, Felicia is first and foremost emphasizing her affiliation towards Nynas, but also underling that her feelings of involvement to Nynas was influenced given that
she felt involved and part of the Nynas team during the Corporate Group Induction. In theory, Felicia’s focus on the *involvement repertoire* could serve as function to emphasize the significance of employee involvement in the company, and how it facilitates feelings of affiliation towards Nynas.

Furthermore, accordingly to my opinion when Felicia is talking about the “Nynas team”, she is beginning to indicate another important aspect to her, namely that Felicia is emphasizing the importance of the collective philosophy at Nynas, and how it is something that has really impressed her. Hypothetically, the function of the following discursive pattern is that Felicia wants to portray that the collective spirit of Nynas, where everyone is treated like equals is the main reason to why the interviewee feels committed to the company. To be able to further validate my assumptions I will present an extract below where Felicia talks about what in general has influenced her commitment towards Nynas. In this case, Felicia underlines the *collective repertoire* by the use of the terms everyone, one, et cetera:

*VB: What in general has influenced your commitment to Nynas?*

_Felicia:_ I couldn’t say it was one specific thing /…/ which influenced me to be committed. I think it’s just how I’ve been treated /…/ since day one they have treated me with nothing but respect. Everyone at the office /…/ to meeting the people in Sweden /…/ each individual respect each other, it’s the impression I get. There is no snobbery, or nothing, everyone is as one working for the company. It doesn’t matter if you’re a tanker driver or you got a top job /…/ everyone seems to be pulling in one direction, to work for Nynas, and make Nynas the best what it can be.

Thus, with the use of the *collective repertoire* Felicia is the way I see it proclaiming that a large part of her commitment to Nynas is due to collective identity of Nynas. Hence, she is explicitly calling attention to the importance of the fact that everyone is treated as equals.

In the interview with Beatrice, the latter is emphasizing the importance of the fact that Nynas let new recruits participate in the discussions, both during the Corporate Group Induction and in the daily work. In the following extract we talk about the influence of the Corporate Group Induction, especially how it has influenced the interviewee’s commitment to Nynas. By using the term “family” in the following extract, Beatrice is in my opinion strengthening the collective identity of Nynas. Thus, by merging the *involvement repertoire* with the *collective repertoire*, the feeling of involvement in the collective group gets even more profound:

*VB: Do you experience that the induction has influenced your commitment to Nynas?*
Beatrice: Yes.

VB: Can you describe how?

Beatrice: [...] What I understood from this program /.../ the company thinks of you as their family and wants us to participate.

Me: Did you experience that you felt a part of the “family” during the induction program?

Beatrice: Yes.

VB: Why?

Beatrice: Because when they talked about the vision /.../ and values they want us to participate.

Thus, hypothetically, Beatrice is hereby highlighting participation, and the facilitating effect it have on her affiliation towards Nynas, and by that, her commitment to the company. Furthermore, Beatrice is continuing on this path when talking about her identification with Nynas. In this extract below, Beatrice talks about if she identifies with Nynas.

VB: Would you say that you identify with Nynas?

Beatrice: Yes.

VB: In what way?

Beatrice: In finding new /.../ ideas.

Later on in the interview Beatrice is continuing to focus on how active participation during the Corporate Group Induction as well as during her daily work, in this case, in form of Nynas allowing her to be proactive and come up with new ideas, has influenced Beatrice. In this case the involvement repertoire is merged with the entrepreneur, the reciprocity and the enhancement repertoire, given that she also uses and draws upon terms such as, “proactivity” and new ideas et cetera, as well as indicating feelings of reciprocity, in addition to portraying that the Corporate Group Induction strengthened this perception. In the following extract Beatrice is talking about how she experiences that Nynas generally allows and appreciate her proactivity:

Beatrice: [...] My manager and colleagues appreciated my work and my new ideas.

VB: How much influence does the induction program have on you identifying with proactivity?

Beatrice: It has helped me greatly, meet the people, talk about the values /.../ and everyone likes your ideas.

The way I see it, this further validates my hypothesis that Beatrice wants to put emphasis on of the fact that active participation on behalf of herself, by being able to be creative, as well as
acquiring others appreciation during the Corporate Group Induction and in the daily work has facilitated her identification with, as well as her affiliation to Nynas.

Furthermore, during the interview with Daniel the latter explicitly uses the involvement repertoire by describing how obtaining an overall view of Nynas facilitates an understanding which makes him feel more “involved” and “part of” the company. To be precise, the latter interviewee also uses and draws upon the enhancement repertoire, due to the fact that Daniel underlines that the program enhanced or strengthened his feelings of involvement in and affiliation to Nynas. In the extract below the interviewee starts talking about whether or not the messages from the Corporate Group Induction program have influenced his commitment to Nynas. Daniel begins describing that it generally has an affect that Nynas has an induction program where employees can meet and then focuses on how learning about Nynas in general makes him feel more involved and committed to the company:

VB: Do you experience that the messages from the induction program influenced your commitment to Nynas?

Daniel: [...] The more knowledge you have of what we do, the more you feel that you belong, I would say, that you are part of the business.

In my opinion the function of this extract is to underline the significance of acquiring knowledge, and how this facilitates feelings of involvement, and thus in turn have a positive influence on Daniel’s commitment. In this specific case, Daniel puts emphasis on how acquiring new knowledge facilitates the development of feelings of affiliation, and thus increases his commitment to Nynas. Hence, in theory, this extract is highlighting the importance of learning about Nynas, given that acquiring new knowledge is what Daniel discursively emphasizes as an important aspect in relation to his increased affiliation. Additionally, Daniel is coming back to this conclusion, in a description of how the Corporate Group Induction has influenced his commitment to Nynas. In the extract below, Daniel is also emphasizing the enhancement repertoire, by underling that the Corporate Group Induction strengthened but did not change his positive perception of Nynas. Before this extract Daniel for example talked about how earlier experiences such as the job interview or previous working experiences at other companies was related to his commitment to Nynas:

VB: And the influence of the induction program?

Daniel: I already had a perception; I cannot say that the induction program which occurred a year later changed it. It strengthened the positive perception I had, but it did not change my perception. It was more that, given that I got more information about the company, I felt more involved in whole. But the whole year I worked before I
had felt very involved in the work /…/ but I had not learn so much about the other parts. It only strengthened I would say, they way I already felt, it did not change anything.

This further validates my assumption that Daniel wants to put emphasis how knowledge about the organization as a whole creates feelings of involvement and affiliation, which in turn generates feelings of commitment towards Nynas. However, not everyone was as enthusiastic as Daniel, to learn more about unfamiliar parts of Nynas. A participant during the in-house exhibition of Corporate Group Induction, which I have given the fictive name Greta, expressed that she during the exhibition phase were mostly interested and focused upon learning more about the business or support functions she already worked with (Greta, personal communication, 13th of April, 2011).

Onwards, the latter extract from the interview with Daniel is as aforementioned underlining the Corporate Group Induction as a practice which enhances Daniel’s positive perception of Nynas. In theory, this declaration by Daniel could hypothetically function as a way for Daniel to underline that he already had a positive perception of Nynas from working a year at the company, which thereby is a way for him to enlighten that he generally has a positive perception of working at Nynas, as well as simultaneously pointing out the positive influence of the Corporate Group Induction. With the intent to further validate this assumption I present another extract from the interview with Daniel. In this discursive pattern Daniel is summarizing how the Corporate Group Induction has influenced his commitment:

VB: If we finish with a conclusion of how the induction program and its messages has influenced your commitment to Nynas?

Daniel: Once again, it has not changed, but it has strengthened. It was a little bit like a receipt, of what I thought the company was. The picture I had, got immersed and clarified.

The way I see it, this is additional proof of the fact that Daniel wants to emphasize that he all along have had a positive experience of Nynas, simultaneously as underlining the function of the Corporate Group Induction as a practice which has enhanced and strengthened his commitment to Nynas. Onwards, Felicia is portraying a similar thought regarding the influence of the Corporate Group Induction, when illustrating how the program has influenced her commitment to Nynas:

VB: I would like you to summarize how the induction program influenced your commitment to Nynas?
Felicia: The induction enhanced my feelings about it. I was already committed before. It made me feel really important. It was nice to meet all the big bosses. To see how committed they were in their job, that just made me feel even more committed in my job /...
ic made me want to do my job to the best of my abilities every day after coming back from the induction, it makes me want to work for Nynas for a long time.

In my opinion, these discursive patterns are in theory functioning as way to point out that Daniel and Felicia felt as a part of Nynas and thus was committed to the company before the Corporate Group Induction, as well as explicitly underlining that they feel that the program enhanced the positive view they already had.

However, although the interviewees in general described the Corporate Group Induction as an enhancement or reinforcement, for instance given that it functioned as a proof or reassurance of the fact that Nynas was the company they already believed it to be, Anna expressed a more varied and a bit contradictory response in relation to the topic of the influence of the Corporate Group Induction. At first, Anna states that the program has not affected her commitment to Nynas. Here is an extract where Anna expresses a more restricted view regarding the influence of the Corporate Group Induction. In this part of the interview Anna is talking about the fact that she during the program received general explanations to Nynas:

VB: Do you think that these explanations have influenced your commitment to Nynas?

Anna: No

VB: Can you elaborate?

Anna: No, I am totally committed, I know what I want, and I know what I do for the company and why I am at the company. It has not influenced my commitment, because it has always been on top.

Later on in the interview, Anna is talking about whether or not the Corporate Group Induction enhanced or reinforced her view of Nynas’ values, and how the time aspect, how long she had worked at Nynas before participating in the Corporate Group Induction, influenced the situation. Below is an extract of the aforementioned:

VB: Do you think that the induction program has strengthened your view of the values?

Anna: It has explained, and it may have strengthened, in the sense that it has explained. But as aforementioned I had worked a little bit with these values before in my group, and studied them before, so they were not unknown concepts to me. If I had participated in the induction program after a couple of months, it would have given me a lot more, than after one and a half year.
Although, Anna is a reluctant to emphasize that the Corporate Group Induction has influenced her commitment to Nynas, as well as a bit contradictive regarding the influence of the program, the interviewee uses the involvement repertoire in the following description of the fact that she thinks that an induction program might be able to change and influence a person’s commitment. In this extract I am asking the interviewee if she thinks that an induction program can change people’s commitment:

*VB:* Do you think that an induction program can change people’s commitment?

*Anna:* Yes, I think so, or I do not know. If you get a broad picture of the things you do and understand one’s own contribution in relation to the whole picture, then I think that you increase involvement and commitment, and that’s why I believe that this induction program is good, because it shows the whole picture, and everyone’s contribution to the whole, and why everyone’s contribution is so important to the whole picture.

Hence, in my opinion Anna is discursively emphasizing that if an induction program facilitates an employee’s acquirement of an overall view of a company this can increase feelings of involvement and commitment. Furthermore, as aforementioned in the interview with Anna, the interviewee is using discursive patterns, which to a certain extent are a bit contradictive. In my opinion, Anna occasionally uses the TWOD, that is, the “truth will out device”: systems of repertories that people use in order to avoid contradictions, making it possible for Anna to on the one hand declare that her commitment to Nynas has not been influenced by the Corporate Group Induction, whereas on the other hand that the program might have strengthened her perception of Nynas values, as well as portraying that an induction program which gives participants an overall view of company can increase feelings of involvement and commitment. Thus, it could be seen as contradictive to on the one hand argue that the Corporate Group Induction has not had any influence on her commitment to Nynas, as simultaneously stating that the program gave her explanations to the company as a whole which might have strengthened her perception, as well portraying that induction programs in general can have an influence on employees commitment, given that such programs develops feelings of involvement on behalf of the employees, which in turn is something that accordingly to the interviewee perhaps will create commitment.

Onwards, Anna is in my opinion avoiding this contradiction by declaring that the reason for her not being especially influenced by the Corporate Group Induction was due to her relatively long working experience at Nynas before participating in the program, as well as portraying that the program “might” have strengthened her perception. In sum, the
aforementioned discursive patterns is hypothetically functioning as way for Anna to emphasize that she is committed to Nynas, although the Corporate Group Induction did not have a large influence on her commitment, due to her relatively long employment at Nynas before the program, as well as underlining the positive value of the Corporate Group Induction, by stating that such induction programs might create commitment among employees. In theory, this functions as a way for the interviewee to position herself as committed, as well as generally illustrating a good picture of the Corporate Group Induction, given that the only reason to why Anna was not really influenced by the program was accordingly to the latter interviewee due to her relatively long working experience at Nynas before attending the Corporate Group Induction.

My hypothesis of Anna’s declarations gets even more apparent in other parts of my interview with her. In the extract below, I ask Anna to describe her general experience of participating in the Corporate Group Induction:

**VB: How was your general experience of participating?**

**Anna:** Very useful, you get a network, and you get to meet a lot of people inside Nynas, both participants and lecturers, so it was very useful. Then, I have worked one and a half year, so I knew pretty much before I participated in the induction. You are supposed to participate in the induction after a half-year, and it had gone such a long time that parts of the induction were already quite known to me.

Thus, Anna uses discursive patterns which emphasizes that she enjoyed participated in the Corporate Group Induction and thinks it is very useful, but states once again that due to her relatively long time at the company before the Corporate Group Induction, she had already learned quite a lot of the content in the program.

Onwards, the *development* repertoire is as aforementioned discursive patterns, which focus upon the importance of development at work on behalf of the individual. In the interview with Daniel, the latter describes the possibilities of development at work as of utter importance in relation to long-term commitments to a company:

**VB: What is your opinion of working long-term at a company?**

**Daniel:** I think it is positive. I was seven years at the last company I worked for, the longest I have been. It is a long time in the modern era, between 30 and 40. As long as the company develops or your role in the company develops, then I think it’s good.
Furthermore, Carl is emphasizing a similar expression when talking about his general thoughts of staying long-term at a company, explicitly, accentuating the importance of development at work. Here is an extract of his use of language in relation to the aforementioned topic:

*VB: How do you generally view working long-term at a company?*

*Carl: For instance, if the employer gives you new challenges and personal growth, then I see nothing negative about that. However, it can be beneficial to get away, and get new perspectives.*

In the interview with Anna, she is also focus upon the value of development at work. In this part of the interview we discuss if there is something unique about Nynas as an employer. Initially, I asked if the interviewee thought that *Nynas on a long-term perspective could offer her something unique.* Anna emphasizes both yes and no to this question, and thus once again uses systems of repertoires which make it possible to express to a certain extent contradictory discursive patterns. Thus, the latter interviewee is partly portraying that Nynas as a company can give you a lot of opportunities to develop, but simultaneously also stating that other companies also can offer similar opportunities. In this extract the interviewee continues to describe whether or not Nynas has anything unique to offer in relation to an employee’s development at work:

*VB: Is there something that is unique with Nynas?*

*Anna: [...] This is not really only unique for Nynas. What is good about Nynas is the width. You can remain at the company and develop for years to come, and do different things, it does not have to be related to what I do today. But, I do not think this is unique for Nynas, it exists at a lot of companies, for example Volvo. I chose Nynas since there are a lot of opportunities to develop at Nynas.*

In sum, these examples of the *development* repertoire is emphasizing that the key for employees to staying long-term at a company is the possibility of development, especially the development by getting new challenges and how this is related to the personal fulfillment of the interviewees. In theory, these discursive patterns are the way I see it functioning as an accentuating of the importance of individual development at work, as well emphasizing that opportunities to develop further, is the key to make the interviewees staying long-term at a company. Hence, in turn these discursive patterns can hypothetically also function as an incentive for Nynas to continuing to offer employees opportunities to develop:

However, not all interviewees called attention to the *development* repertoire in association with theme working long-term for a company. Instead some of the interviewees used the
constancy repertoire. This repertoire is as abovementioned constructed with the use of terms as stability, security and economy crisis et cetera, and is emphasizing the stability and security, which is generated by long-term commitments. Furthermore, here is an example of the constancy repertoire from the interview with Felicia.

VB: What is your opinion of working long-term at a company?
Felicia: That’s what I want, they invest in me and pay me well, got a pension and nothing but long-term goals with Nynas.

VB: In general then, about working long-term at a company?
Felicia: You’ve got security, haven’t you! You shouldn’t have to be worried about being finished off your job. To be working is better than not be working, and be worrying about your job.

At this point, Felicia is merely focusing on a specific benefit of working long-term at a company, explicitly security and stability. Hypothetically, these discursive patterns can function as way for Felicia to display that she is seeking long-term commitments with Nynas, because they invest in her but also given that it gives Felicia security and stability, which the latter discursively portrays as important to her. That security and stability is something Felicia is describing as of great importance to her gets even more evident later on in the interview, when I ask her about what she experienced as the most positive thing regarding the Corporate Group Induction.

VB: What was the biggest plus with the induction program?
Felicia: To see the company’s vision for the future. Nice to hear all about investing. As I said, I lost my job a couple of years ago, nice to hear about investment.

Furthermore, the reciprocity repertoire is as aforementioned focusing on the interviewees experiences of reciprocal dedication between themselves and Nynas, primarily on the subject of their integration into the company, for instance during Corporate Group Induction, and how the interviewees portray this reciprocity as a variable which have facilitated their commitment to Nynas. In the interview with Carl, the interviewee is making a summary of how the Corporate Group Induction has influenced his commitment to Nynas, and focuses upon reciprocity. In the below mentioned extract the interviewee is merging the reciprocity repertoire with the business and the involvement repertoire, for instance by emphasizing that the induction program due to the money spent on him felt like an investment, and thus facilitated feelings of reciprocal dedication between the interviewee and Nynas, as well as underling how this made the participant feel that Nynas wanted him to be a part of the
company. The *reciprocity* repertoire is in the following extract basically constructed with the use of the term reciprocate:

**VB**: Do you think that the messages in the induction program have influenced your commitment to Nynas?

**Carl**: [...] Yes, I think so, to a certain extent, and I think this may strain from an extremely human trait, that is, when you feel that somebody cares, you reciprocate these feelings. Because it feels like that the company by investing the amount of money they actually do into the induction program. That people get there and lecture, and dedicate and take time, and that most of the lecturers seem to think that it is important to make this presentation, as well as that they are curious about the persons who participate and are committed to make them learn more about the company. I think that creates commitment, or at least it had that affect on me. Because I understood that the company cares about me becoming a part of the company.

In a summary of how the induction program has influenced the interviewee, Carl is continuing on the same track by emphasizing the role of reciprocity in facilitating commitment. Once again the interviewee is merging the latter repertoire with the *business* repertoire, for instance underlining how the money invested in him through the Corporate Group Induction contributes to the feeling of the existence of a mutual dedication between himself and Nynas. In addition, the interviewee is merging the *reciprocity* repertoire with the *enhancement* repertoire by underlining that the induction program generated feelings of reciprocity, which enhanced his commitment, as well as emphasizing that this might have strengthened other employee’s commitment as well. In this case the *reciprocity* repertoire is constructed by the use of the terms reciprocity and mutual:

**VB**: Can you make a summary of how the induction program has influenced your commitment to Nynas?

**Carl**: I am coming back to the reciprocity. That they, by the investment that they actually do, it is a proper investment, it is quite the amount of money that they spend on the induction. This may be a crass way to measure it, but nevertheless it is businesslike measurement, which shows how important the company thinks it is. And I think that it is this that to large extent that people [...] that you, perhaps gets an enhanced commitment, because there is a mutual commitment. There is a commitment from the company towards you as an employee. And that I think can enhance commitment.

The way I see it, in theory, the function of these extract is to point to the fact that the Corporate Group Induction generated a perception, on behalf of the interviewee; of a reciprocal dedication between himself and Nynas, and thus, that this was one of the main reason to why the program enhanced his commitment to the company. Hence, the program itself was experienced as a sign of investment, which generated a feeling that Nynas cared about and wanted him to be a part of the company. In addition, Carl points to the fact that the dedication and commitment of those working at Corporate Group Induction further
strengthened the feeling of reciprocity, which in turn strengthened his commitment to the company.

In my opinion these hypothesizes get even more evident by the fact that Carl expresses that he perhaps did not feel it was any explicit messages in the Corporate Group Induction which influenced his commitment to Nynas. On the contrary it was primarily his experience of the fact that the people working during the induction program were committed and dedicated, which in turn created a perception of reciprocal dedication between himself and Nynas, and strengthened Carl’s commitment. Furthermore, this is exemplified by the following extract:

*VB*: Are there any explicit messages which you think have influenced your commitment?

*Carl*: […] Any concrete message in itself, maybe not. However, the implicit messages that /…/ the speakers, who presented and those who organized /…/ their commitment, is an implicit message, that /…/ we are dedicated, and we care.

In the interview with Erik, the latter describes a similar thought regarding the influence of the Corporate Induction, on the subject of creating commitment among employees. In the following extract the interviewee merges the *involvement* repertoire with the *reciprocity* repertoire, mainly to underline that the mutual commitment of everyone involved in Corporate Group Induction, regarding the inductee’s integration into the company, is creating commitment, on behalf of those who participated in the program:

*VB*: I would like you to summarize your experience of how the induction program influences commitment among employees?

*Erik*: The induction is a time at the beginning of your time at Nynas where you really have the proof of the fact that the company invests in people, to integrate you in a big team that has the same target. That you learn more is one part, but that you can network and feel part of some kind of old body that goes in the same direction. I think that is very important.

*VB*: What about the investment and the commitment shown by the people working?

*Erik*: Absolutely, that is what I called the investment as well. It is money, because you travel people, you take them out of their jobs, but as well you take the time of the nine members of the executive committee, you take the time of forty to sixty people. That shows commitment. You cannot really resist the commitment of others. If you see forty or sixty people that are commitment to help you getting in, I think that you necessarily get a feeling for commitment yourself.

In sum, the interview extracts of Carl and Erik, emphasize that the investment of money and time by Nynas through the Corporate Group Induction generates a feeling of reciprocal dedication between those who participate in the program and Nynas, which in turn creates
commitment, on behalf of the participants. Hence, with the function to emphasize how a perception of reciprocity can create commitment among employees.

Onwards, I will give a general example of how the interviewee’s construct the sub-repertoires identified in *This is Nynas*, as well as their hypothetical functions. Below is an example of how Carl is merging the *collective*, the *distinctive* and to a certain extent also the *involvement* repertoire, given that the interviewee in the following extract is underlining that participating in the Corporate Group Induction made him acquire an overall view of Nynas. Previously, we have discussed the role of the program in creating a network between employees, and how this for instance facilitates collaboration between employees in different locations. In resemblance to the content in the booklet, the interviewee also use the terms “we” and “special”, in this case when describing the mediating effect of participants networking during the Corporate Group Induction, and how it generates a network between employees. Thus, the *collective* repertoire is constructed with the use of the term “we”, whereas the *distinctive* repertoire is constructed by the use of the term “special”:

**VB:** Have you changed your perception regarding the induction program?

**Carl:** No, I do not think that I have. I know that I thought that it was very valuable when I participated, and I still think it is valuable.

**VB:** How?

**Carl:** It is above all valuable due to two reasons. Primarily, you get an overall view of the company /.../ Secondly, it is the network /.../ It is a barrier that is much less, a little bit like a lubricator in the organization. And then, they have their own local network, which gives you an extremely widespread network, and because of this you get to know each other really well /.../ we are a bit special when it comes to that, that is, although we are quite many, most people know each other.

In theory, this extract is in my opinion functioning as a way to position Nynas and their employees as unique, given that everybody knows each other, but also functioning as a way to emphasize the influence of the networking during the program, due to the fact that the aforementioned uniqueness is discursively linked to how the Corporate Group Induction have smoothed the progress of creating a network between employees. Additionally, the way I see it, by using these linguistic patterns the interviewee is to large extent replicating some of the core elements of the *identity* repertoire emphasized in “*This is Nynas*”. For instance, Carl portrays Nynas as “collective group” with the use of the term “we”, as well as describing Nynas and their employees as “special” in relation to other companies and their employees. Thus, Carl is thereby discursively underlining the *collective* as well as the *distinctive* identity.
of Nynas. Onwards, the way I see it, by talking about networking during the Corporate Group Induction and how it has facilitated collaboration at Nynas, the interviewee discursively uses and draws upon one of main identity markers emphasized in “This is Nynas”, and at Nynas in general, namely their value cooperation; which underlines the use and the importance of collaboration between employees.

With the intent to further validate that Carl for example underlines the collective repertoire, with the function of portraying Nynas and their employees as a collective group I present another extract. In this part of the interview with Carl, the latter describes why there is much discussion about the value “proactivity” during the Corporate Group Induction. Previously we have discussed participant’s reactions to the other two of Nynas’ values: dedication and cooperation:

VB: Then, the last one, proactivity?

Carl: The reason to why there are mostly discussions around it is that I think that dedication and cooperation is something that really characterizes our organization. We work a lot together /.../ people work hard, and are quite committed. However, I believe that there is reasonable large consensus around the fact that we are more reactive than proactive. That, I think is unfortunately the case for most of the companies in whole world.

In theory, Carl intends, for instance, with the use of terms such as “we” and “ours”, to emphasize the collective identity of Nynas, especially that cooperation is embedded in Nynas’ culture.

Onwards, here is an illustrating of how Erik merges the collective and the business repertoire when talking about the main messages Nynas want employees to grasp from the Corporate Group Induction. In this extract the collective repertoire is constructed with the use of terms such as, we, everyone et cetera, whereas the business repertoire is constructed by the use of the term business. Furthermore, the elements of the internalize dimension of the collective repertoire which focuses up what employees should internalize is explicitly present in the subsequent extract, given that the context of the question I ask is about what Nynas want their employees to grasp:

VB: What do Nynas want employees to grasp during the induction program?

Erik: The purpose is the business. We brand ourselves: we take oil further, which is the business. We produce products, to take oil further, to develop and help our customers develop. We want people to see the support functions as tools to help the business to develop, not only functions, but support functions to the business. Two
main messages: One, we are people - we need to know each other to cooperate. Two, the most important thing in the company is the business. We all need to support the business; reaching the targets /.../ so, each and everyone have the same target to develop the business.

Thus, in theory the function of this discursive pattern is that Erik wants to portray that it is by collaboration and teamwork, as well as having united targets that Nynas can develop what is most essential to the company, namely their business. The way I see it, these discursive patterns also indicates that Erik wants to exemplify the importance of having an overall culture in the company, and how Nynas’ Induction Program is supposed to facilitate the development of an overall culture. This assumption gets even more evident in other parts of the interview. In this extract Erik is talking about how important it is that this collective mentality is experienced by newly recruited at the beginning of their employment at Nynas:

VB: You talked about the presentation of Nynas’ culture upon local arrival, what is the purpose of that?

Erik: What we are after is to spread the Nynas culture to all employees. We all have different local cultures, country cultures, family cultures et cetera, but what we want is to have an overall culture, which is based on our values. It is very important that this culture is actually known from the very beginning and experienced from the very beginning.

Furthermore, the humanity repertoire was evident in some of the discursive patterns used and accentuated by the interviewees. Below is an example from the interview with Daniel. In this part of the interview, Daniel is talking about the influence of the Corporate Group Induction, as well as the influence of the job interview. In the extract below, the humanity repertoire is constructed with the use of terms such as human, human aspect et cetera:

VB: Can you describe the influence of the induction program in relation to your commitment?

Daniel: [...] Then, I should clearly mention that when I was at the job interview, I thought that my future boss was very good at picking out the company’s values and the sense of the company, and I felt that this was a company I wanted to work for. I have never dreamt about working at an oil company. But I felt that this human aspect, people is one of our brand values. I felt that this is a down to earth company, where you put the human at the front seat, and that made me want to work here.

Thus, Daniel’s discursive patterns are hypothetically functioning in a way to describe that the values of Nynas, especially that the company really values human qualities, and are down-to-earth was the main reason to why Daniel already during the job interview felt that he wanted to work at Nynas. This hypothesis gets even more evident when Daniel and I discusses if he identifies with Nynas, as well as when Daniel talks about the brand values. The first extract is
about whether or not he identifies with Nynas, whereas the second extract is when Daniel talks about the brand values. The way I see it the involvement repertoire is also present, due to the fact that the interviewee expresses that he identifies with Nynas:

VB: Do you experience that you identify with Nynas?

Daniel: Yes, I do.

Me: How?

Daniel: Back to the feeling that I experience that Nynas is a warm and down-to-earth company, and I feel like a quite down-to-earth person.

In the next extract I ask Daniel as aforementioned about the three brand values in relation to Nynas’ culture, and then he describes the brand value People.

VB: If you could describe them in relation to the culture?

Daniel: People. That was what I already felt when I came to the job interview. A very strong feeling, that Nynas is a company that cares about their employees. You feel that the people are important. And sure, we sell a product, but without all the people, all the specialists, and all the support functions, then we would not have any products to sell /.../ that people are the most important part of the gear, which make this to roll forward.

The way I see it, this further validates my assumption that Daniel wants to express that his experience of the high valuation of employees and human qualities at Nynas, have been important to why he chose to work at Nynas as well as to why Daniel identifies with the company.

Furthermore, I have found an example of the humanity repertoire from the interview with Erik. In this extract the interviewee is talking about a change in format in the Corporate Group Induction, from a receiving to an interactive format. The humanity repertoire is here for instance constructed by the use of terms such as “people part”, “getting to know each other” et cetera. Moreover, Erik’s use of language is linked to the foundation of the identity as well as the internalize repertoire identified in “This is Nynas”, given that the interviewee portrays that the company during the Induction Program used to teach employees “who we are”, “what we do” and “how we work”, and thus focusing upon the identity of Nynas, as well as upon making employees internalize certain identity markers of Nynas. In this case the collective repertoire is for instance accentuated by the use of the term “we”. To continue, Erik
has been talking about the change in format earlier in the interview and within this extract I ask him to elaborate:

**VB: Could you explain more about the change of the different formats?**

**Erik:** Originally /.../ we had more as a purpose for the induction to teach employees, who we are, what we do, and how we work. And then it was more a kind of /.../ teacher to student kind of format, which is not really perceived as efficient by the young people today /.../ they find it extremely tiresome to sit and listen. They find it heavy because it is too many topics and information, in too short of time. (...) Ok, they were not unhappy, but I don’t think it was the best /.../ format. Today, instead of focusing on the teaching part, we focus much more on people part, on the interaction, on the networking part, on getting to know each other, meeting operational people, more than just meeting the executive committee. Because before basically, it was the executive committee, but one by one. Now it is much more informal, they meet much more the executive committee by having a dinner with them, than by listening to them /.../ it’s a closer contact to work and to the people I think.

Hence, in theory the function of these discursive patterns, and thus the use of *humanity* repertoire in this case is that Erik wants to underline that Nynas have changed the format of the Corporate Group Induction with the intent to make it more comfortable for the participants. That is, in theory this function as way to portray that Nynas have taken into account what is most comfortable for the participants and thereby making their well being and experience of the Corporate Group Induction the number one priority, and thus portraying Nynas as a people-friendly company.

**Summary**

In sum, in association with the pedagogical focus of identifying the influence of the Corporate Group Induction, especially in relation to how the program has influenced employees commitment to Nynas, the interviewees generally emphasized the *involvement*, the *reciprocity*, the *development*, the *constancy* and the *enhancement* repertoires as well as the aforementioned sub-repertoires identified in the booklet “*This is Nynas*”. In accordance with the participants descriptions they generally expressed that they were committed to as well as having a positive perception of Nynas even before the Corporate Group Induction. In addition, the interviewees generally underlined that the program strengthened their commitment due to the fact that it enhanced their feelings of involvement in and affiliation towards Nynas, as well as given that the program was experienced as a sign of reciprocity between themselves and Nynas, explicitly regarding the importance of integrating the interviewees into the company. The collective spirit and unity of Nynas was also underlined
as a reason to why the participants felt committed to Nynas. Furthermore, this unity was accordingly to the interviewees strengthened due to increased feelings of involvement in and affiliation to Nynas during the program.

In addition, I would like to emphasize that although I obtained a variation in the interviewees use of language, the fact that one of the functions of the Corporate Group Induction is to create an overall culture, this might have had an influence in participants use of language, explicitly influenced them to use similar discursive patterns.
Result of Survey

As aforementioned, the survey was sent to 30 employees. Given that 25 out of 30 participants replied, the response rate is approximately 83 percent, which in accordance with Bryman (2011), is a good response rate (Bryman, 2011, p. 231). Due to the high response rate, and given that my sample technique was neither used to acquire a statistically representative sample, nor with the intent to study if the personal background characteristics of the sampled participants had any influence on their responses, I have not performed a non-response analysis. I will discuss this issue more comprehensively in the discussion part of this master thesis. The acquired sample contains fourteen women and eleven men located in fifteen different countries, within five different continents. Regarding the age span, the sample contains a substantial variation in age. In terms of position, the sample contains employees from several of the businesses and support functions at Nynas, as well as being considerably differentiated in terms of rank, containing employees from different levels of management, as well as employees from more subordinated positions.

Presentation and analysis of results

With the intent to illustrate a general picture of the results in this survey I decided to make an index of participant’s responses, containing a frequency table and a value index of participant’s responses to the statements. Given that the survey to large extent is containing three themes, Experience of Group Induction, Commitment, and Future career, I have chosen to make tables of each of the aforementioned themes. The five Likert items used in this survey has been adjusted to the values 1 to 5, with the intent to create a value index of participant’s responses to each statement. The first alternative of the “five-point Likert item” “strongly disagree” has been given the value one, and consequently the last Likert item “strongly agree” has been adjusted to the value five. Due to the fact that twenty-five of the employees replied; the index of participant’s responses to each statement contains values in the interval 25 to 125, depending on the levels of agreement on behalf of the participants. Thus, a value higher than 75 is indicating that participants in general has a more positive than negative attitude towards the statement, whereas a value lower than 75 points towards the opposite. Additionally, I will make a descriptive clarification of the values in the tables. The mean response in relation to each statement will also be presented, but merely in order for the reader to get a better grip of the general stance of the participants in relation to each of the
statements. The first three tables represent participant’s responses to the theme *Experience of Group Induction*, and are containing nine statements.

The value index of participant’s responses in relation to the first statement, *The group induction was a positive experience* were 118, generating a mean score of 4.72, indicating that the participants in general expressed a very strong positive stance towards the statement. Eighteen out of twenty-five participants, 72 percent, chose the Likert item *strongly agree* and the other seven participants, 28 percent, chose the Likert item *agree*. Regarding the next statement *I learned new things about Nynas during the Group Induction* the value index were 107, with a mean score of 4.28, and thus illustrating that the participants in general portrayed a strong positive stance towards the statement. Sixteen of the participants, 64 percent chose the Likert item *agree*, whereas eight of them, 32 percent preferred *strongly agree*. One of the participants, 4 percent, chose the Likert item *neither agree nor disagree*. Noticeable, this person’s choice was not in line with the other participants, but the way I see it, it would be simplistic to describe this as a deviation, given that the participant is displaying a neutral view towards the aforementioned statement. The value index of the participants viewpoint of the third statement, *The amount of information received during the group induction was too much*, were 60, which generated a mean score of 2.4. This indicates that participants in general emphasized a more negative than positive attitude towards the statement. Since, the aforementioned statement is negative, the relative low mean score among the participants is thereby indicative of the fact that the participants in general underlined that they did not think it was too much information to receive during the Group Induction. Fifteen of the participants, 60 percent, chose the Likert item *disagree*, whereas two of them, 8 percent, selected the alternative *strongly disagree*. However three of the participants, 12 percent, deviated from others and chose either the Likert item *agree*, or the alternative *strongly agree*. Finally, five participants, 20 percent, preferred the Likert item *neither agree nor disagree*.

Onwards, in relation to the fourth statement, *Some of the information received during the group induction was hard to relate to my daily work*, the value index were 71, producing a mean score of 2.84. This result generally indicates that the participants expressed a slightly negative attitude towards the aforementioned statement. Given that this statement is negative as well, it thereby generates a slight positive picture of the Corporate Group Induction, which is illustrating the fact that participants in general did not emphasize that they experienced the information received as hard to relate to their daily work. Twelve participants, 48 percent,
chose either the Likert item disagree, or strongly disagree, with eleven participants, 44 percent, selecting the former Likert item, and one participant, 4 percent preferred the latter alternative. Eight of them, 32 percent, chose either the alternative agree or the Likert item strongly agree, whereas seven participants, 28 percent, selected the former alternative and one participant, 4 percent, preferred the latter Likert item. The remaining five participants, 20 percent chose the Likert item neither agree nor disagree. Thus, the way I see it there is no deviations in participant’s responses. On the next page there is a table presenting participant’s responses to the aforementioned statements (Table 1.1; Experience of Group Induction).
Table 1.1: Experience of Group Induction

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Group Induction was a positive experience</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>7</td>
<td>28 %</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>18</td>
<td>72 %</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>118</td>
</tr>
<tr>
<td>I learned new things about Nynas during the Group Induction</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>1</td>
<td>4 %</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>16</td>
<td>64 %</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>8</td>
<td>32 %</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>107</td>
</tr>
<tr>
<td>The amount of information received during the Group Induction was too much</td>
<td>Strongly disagree (1)</td>
<td>2</td>
<td>8 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>15</td>
<td>60 %</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>5</td>
<td>20 %</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>2</td>
<td>8 %</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>1</td>
<td>4 %</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>60</td>
</tr>
<tr>
<td>Some of the information received during the Group Induction was hard to relate to my daily work</td>
<td>Strongly disagree (1)</td>
<td>1</td>
<td>4 %</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
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<td>44 %</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>5</td>
<td>20 %</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>7</td>
<td>28 %</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>1</td>
<td>4 %</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>71</td>
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</tbody>
</table>

Furthermore, the next statement of the aforementioned theme is, The Group Induction gave me an overall view of the company. Participant’s responses in relation to the abovementioned statement generated a value index of 114, with a mean score of 4.56, and thus indicating that the participants in general expressed a strong positive attitude towards the statement. Fourteen
of the participants, 56 percent, chose the alternative *strongly agree*, while the remaining 11 participants, 44 percent, selected the Likert item *agree*. In relation to the sixth statement, *I experienced the Group Induction as a sign of investment in me*, the value index were 110, generating a mean score of 4.4. This is also a sign of the fact that participants in general expressed a strong positive attitude towards the statement. Thirteen of the participants, 52 percent chose the alternative *strongly agree*, while nine of them, 36 percent, selected the Likert item agree. The remaining three participants, 12 percent, chose the alternative *neither agree nor disagree*.

Furthermore, the value index of participant’s responses in relation to the statement, *The Group Induction helped me to create a network which I still use in my daily work*, were 94, producing a mean score of 3.76. This result points to the fact that the participants generally portrayed a more positive than negative attitude in relation to the aforementioned statement. Fourteen of them chose the alternative *agree*, while four of the participants preferred the Likert item *strongly agree*. Five of the participants chose the alternative *neither agree nor disagree*, whereas the remaining two participants deviated from the others. One of them preferred the Likert item *strongly disagree* and the other one selected the alternative *disagree*. Regarding the statement, *The Group Induction helped me get familiar with Nynas’ values*, participant’s answers generated a value index of 101, and thus a mean score of 4.04, indicative of the fact that participants generally expressed a strong positive stance towards the statement. Sixteen of the participants, 64 percent, preferred the alternative *agree*, while six of the participants, 24 percent chose the Likert item *strongly agree*. Two of the three participants left, 8 percent, deviated and selected the alternative *disagree*, whereas the remaining participant, 4 percent, preferred the Likert item *neither agree nor disagree*. On the next page, I present participant’s responses to the four aforementioned statements (Table 1.2; Experience of Group Induction).
Table 1.2; Experience of Group Induction

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Group Induction gave me an overall view of the company</strong></td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>11</td>
<td>44 %</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>14</td>
<td>56 %</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>114</td>
</tr>
<tr>
<td><strong>I experienced the Group Induction as a sign of investment in me</strong></td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>3</td>
<td>12 %</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>9</td>
<td>36 %</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>13</td>
<td>52 %</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>110</td>
</tr>
<tr>
<td><strong>The Group Induction helped me to create a network which I still use in my daily work</strong></td>
<td>Strongly disagree (1)</td>
<td>1</td>
<td>4 %</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>5</td>
<td>20 %</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>14</td>
<td>56 %</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>4</td>
<td>16 %</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>94</td>
</tr>
<tr>
<td><strong>The Group Induction helped me to get familiar with Nynas’ values</strong></td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>2</td>
<td>8 %</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>1</td>
<td>4 %</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>16</td>
<td>64 %</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>6</td>
<td>24 %</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>101</td>
</tr>
</tbody>
</table>

Onwards, the value index of participant’s answers to the statement, *I felt that my ideas were appreciated during the Group Induction*, were 99, generating a mean score of 3.96. Thus, pointing to the fact that the participants generally underlined a positive stance towards the statement. Ten of the participants, 40 percent, chose the alternative *agree*, while seven of
them, 28 percent, preferred the Likert item strongly agree. The remaining eight participants, 32 percent, selected the alternative neither agree nor disagree. Noticeable here is that a higher percentage of the participants chose the Likert item neither agree nor disagree than the alternative strongly agree. Below, I illustrate participant’s responses to the last statement of Table 1; Experience of Group Induction (Table 1.3; Experience of Group Induction).

Table 1.3; Experience of Group induction

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt that my ideas were appreciated during the Group Induction</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>8</td>
<td>32 %</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>10</td>
<td>40 %</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>7</td>
<td>28 %</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>99</td>
</tr>
</tbody>
</table>

In the next theme within the survey: Commitment, there are eleven statements. Onwards, the value index of participant’s responses to the first statement, I am committed to Nynas were 111, with the mean score of 4.44, signifying a generally very strong positive stance among the participants. Fourteen of them chose the alternative agree, whereas the remaining 11 participants selected the Likert item strongly agree. Onwards, the value index of participants responses in relation to the statement, The Group Induction strengthened my commitment to Nynas, were 102, and thus with a mean score of 4.08. Hence, the participants in general expressed a positive stance towards the abovementioned statement. Sixteen of the participants, 64 percent, chose the alternative agree, while six of them, 24 percent, selected the Likert item strongly agree. Of the three remaining participants, 12 percent, two of them, 8 percent, preferred the alternative neither agree nor disagree, and the last participant, 4 percent, deviated from majority of the participants and chose the Likert item disagrees. On the subject of the statement, I feel more committed to my work if I know why I am doing things, the value index were 107, generating a mean score of 4.28. This is indicative of the fact that the participants in overall accentuated a strong positive stance in relation to the statement. Eleven of the participants, 44 percent chose the alternative agree, whereas an equal
number selected the Likert item \textit{strongly agree}. Once again three participants, 12 percent, preferred other alternatives. Two of them, 8 percent, chose to be neutral and selected the Likert item \textit{neither agree nor disagree}, while the last participant, 4 percent, diverged from the general pattern and chose the Likert item \textit{disagree}. Concerning the statement, \textit{It is important to me to be committed to my work regardless of where I am employed}, the value index were 116, producing a mean score of 4.64, which is indicative of the fact that the participants emphasized a very strong positive stance towards the statement. Seventeen of the participants, 68 percent, chose the alternative \textit{strongly agree}, whereas seven of the participants, 28 percent, selected the Likert item \textit{agree}, and the last remaining participant, 4 percent, chose the neutral option and thus preferred the alternative \textit{neither agree nor disagree}. On the next page there is table illustrating a value index of participant’s responses to the last four statements (Table 2.1; Commitment).
Table 2.1: Commitment

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am committed to Nynas</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>14</td>
<td>56 %</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>11</td>
<td>44 %</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>111</td>
</tr>
<tr>
<td>The Group induction strengthened my commitment to Nynas</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>2</td>
<td>8 %</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>16</td>
<td>64 %</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>6</td>
<td>24 %</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>102</td>
</tr>
<tr>
<td>I feel more committed to my work if I know why I am doing things</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>2</td>
<td>8 %</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>11</td>
<td>44 %</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>11</td>
<td>44 %</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>107</td>
</tr>
<tr>
<td>It is important to me to be committed to my work regardless of where I am employed</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>1</td>
<td>4 %</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>7</td>
<td>28 %</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>17</td>
<td>68 %</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100 %</td>
<td>116</td>
</tr>
</tbody>
</table>

In relation to the statement, *I identify myself with Nynas’ values*, the value index were 109, generating a mean score of 4.36, and as a consequence, indicating that the participants in general stated a strong positive stance towards the statement. Fourteen of the participants chose the alternative *agree*, whereas ten of them selected the Likert item *strongly agree.*
Noticeably, the final participant chose the alternative *neither agree nor disagree*. The value index of participant’s responses to the statement, *The Group induction strengthened my identification with Nynas’ values* were 98, with a mean score of 3.92, which thereby signifies that the participants in general expressed a positive attitude towards the statement. Fourteen of the participants, 56 percent, chose the alternative *agree*, whereas five of them, 20 percent selected the Likert item *strongly agree*. Five of the remaining six participants preferred the alternative *neither agree nor disagree*, while the last participant, 4 percent, deviated from the general pattern and chose the Likert item *disagree*. In relation to the statement *I care about Nynas’ image*, the value index were 116, generating a mean score of 4.64, pointing to the fact that the participants in general accentuated a very strong positive stance towards the statement. Sixteen of the participants, 64 percent, chose the alternative *strongly agree*, whereas the other nine participants, 36 percent, selected the Likert item *agree*.

Onwards, participant’s responses in relation to the statement, *I speak in good terms of the company* generated a value index of 114, producing a mean score of 4.56. Thus, indicating that the participants expressed a very strong positive stance towards the statement. Fourteen of the participants, 56 percent, chose the alternative *strongly agree*, while the remaining eleven participants, 44 percent, preferred the Likert item *agree*. On the next page, I will illustrate participant’s responses to the last four statements (Table 2.2; Commitment).
### Table 2.2: Commitment

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>I identify myself with Nynas' values</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>1</td>
<td>4 %</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>14</td>
<td>56 %</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>10</td>
<td>40 %</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>109</td>
</tr>
<tr>
<td>The Group induction strengthened my identification with Nynas' values</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>5</td>
<td>20 %</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>14</td>
<td>56 %</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>5</td>
<td>20 %</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>98</td>
</tr>
<tr>
<td>I care about Nynas' image</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>9</td>
<td>36 %</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>16</td>
<td>64 %</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>116</td>
</tr>
<tr>
<td>I speak in good terms of the company</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>11</td>
<td>44 %</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>14</td>
<td>56 %</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>114</td>
</tr>
</tbody>
</table>

Moreover, in relation to the statement *I feel as a part of the company*, participant’s responses produced a value index of 104, with a mean score of 4.16, suggestive of the fact that the participants in general stated a strong positive stance towards the aforementioned statement. Fifteen participants, 60 percent, chose the alternative *agree*, whereas seven, 28 percent,
selected the Likert item strongly agree. The final three participants, 12 percent, preferred the alternative neither agree nor disagree. Participant’s responses to the statement, I want to contribute to Nynas’ success generated a value index of 111, with a mean score of 4.44, pointing to the fact that the participants underlined a very strong positive stance towards the statement. Fourteen participants, 56 percent, chose the alternative agree, while, eleven participants, 44 percent, selected the Likert item strongly agree. On the subject of the last statement in this theme, I feel that Nynas as an employer can offer me something unique participant’s responses produced a value index of 102, generating a mean score of 4.08, signifying the fact that the participants in general stated a strong positive stance in relation to the abovementioned statement. Twelve participants, 48 percent, chose the alternative agree, whereas eight, 32 percent, selected the Likert item strongly agree. Four of the final five participants, 16 percent, preferred the alternative neither agree nor disagree, while the last participant, 4 percent, diverged from the general pattern and chose the Likert item disagree.

On the next page, I present a value index of the last three statements of the theme Commitment (Table 2.3; Commitment).
### Table 2.3: Commitment

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel as a part of the company</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>3</td>
<td>12 %</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>15</td>
<td>60 %</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>7</td>
<td>28 %</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>104</td>
</tr>
<tr>
<td>I want to contribute to Nynas’ success</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>14</td>
<td>56 %</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>11</td>
<td>44 %</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>111</td>
</tr>
<tr>
<td>I feel that Nynas as an employer can offer me something unique</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>4</td>
<td>16 %</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>12</td>
<td>48 %</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>8</td>
<td>32 %</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>102</td>
</tr>
</tbody>
</table>

The last theme, *Future career*, contained three statements. Participant’s responses to the first statement, *My professional development at work is important to me*, generated a value index of 121, generating a mean score of 4.84, signifying that the participants in general expressed an exceptionally strong positive stance towards the statement. As will be discussed later in this master thesis, this was not a surprise. Twenty-one participants, 84 percent, chose the alternative strongly agree, whereas the remaining for participants, 16 percent, selected the Likert item agree. In relation to the statement *I feel that Nynas contributes to my professional development*, participant’s responses produced a value index of 107, with a mean score of 4.28, indicative of the fact that the participants in general stated a strong positive attitude towards the statement. Twelve participants, 48 percent, chose the alternative strongly agree,
whereas nine, 36 percent, selected the Likert item agree. Three of the four remaining participants preferred the alternative neither agree nor disagree, while the last participant deviated from the others and chose the alternative disagree. On the subject of the last statement, I regard five years of service to a company as a long time of duty, the value index were 73, with a mean score of 2.92, portraying that the participants in overall expressed a slight negative stance in relation to the statement. Noticeable, the most popular choice was the alternative neither agree nor disagree, with ten participants, 40 percent choosing the latter Likert item, whereas, nine of them, 36 percent, selected the Likert item disagree. Five of the remaining six participants, 20 percent, preferred the alternative agree, while the last participant, 4 percent chose the Likert item strongly agree. Below is a table of participant’s responses to the three statements in the theme Future Career (Table 3; Future Career).
Additionally, the survey contained two more questions, explicitly a yes or no question; *Do induction programs have an influence in you staying longer with a company*, as well as a question regarding the content in the survey; *What did you think of the content in this survey*. To be explicit, the latter question was optional. In relation to the first question, fifteen of the participants, 60 percent chose the yes option, whereas the remaining 10 participants, 40 percent, selected the option no. On the subject of the optional question in the survey, I will discuss participant’s responses in subsequent parts of this master thesis. Below is a table of participant’s responses to the former question, *Do induction programs have an influence in you staying longer with a company* (Table 4; Influence of induction programs).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Likert scale with adjusted values</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
<th>Value index</th>
</tr>
</thead>
<tbody>
<tr>
<td>My professional development at work is important to me</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>4</td>
<td>16 %</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>21</td>
<td>84 %</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>121</td>
</tr>
<tr>
<td>I feel that Nynas contributes to my professional development</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>1</td>
<td>4 %</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>3</td>
<td>12 %</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>9</td>
<td>36 %</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>12</td>
<td>48 %</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>107</td>
</tr>
<tr>
<td>I regard five years of service to a company as a long time of duty</td>
<td>Strongly disagree (1)</td>
<td>0</td>
<td>0 %</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Disagree (2)</td>
<td>9</td>
<td>36 %</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree (3)</td>
<td>10</td>
<td>40 %</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Agree (4)</td>
<td>5</td>
<td>20 %</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Strongly agree (5)</td>
<td>1</td>
<td>4 %</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
<td>73</td>
</tr>
</tbody>
</table>
Table 4: Influence of induction programs

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do induction programs have an influence in you staying longer with a company?</td>
<td>Yes</td>
<td>15</td>
<td>60 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>40 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Summary

In general, the participant’s expressed a positive stance in relation to the aforementioned themes in the survey. Additionally, in relation to two of the three statements where the participants generally expressed a more negative than positive stance: The amount of information received during the group induction was too much and Some of the information received during the group induction was hard to relate to my daily work, these statements were explicitly negative towards the Corporate Group Induction. Thus, low scores in relation to these statements reflect participant’s expressions of an overall positive attitude towards the program. Furthermore, although the participants expressed a slightly negative attitude or a fairly negative stance towards the three statements: Some of the information received during the group induction was hard to relate to my daily work; I regard five years of service to a company as a long time duty; and The amount of information received during the group induction was too much, generating the following mean scores of 2.84, 2.92 and 2.4 respectively, this is indicative of the fact that a moderate number of participants either emphasized that they agreed with or portrayed themselves as neutral towards these statements, especially in relation to the statements producing the mean scores 2.84 and 2.92. In relation to the question, Do induction programs have an influence in you staying longer with a company, a majority of the participants, 60 percent emphasized that an induction program have an influence in them staying long-term at a company.
Discussion

In this part I will analyze and compare the results of the discourse analysis as well as the survey in relation to the social theories used in this master thesis. Furthermore, I will discuss the challenges of combining qualitative and quantitative approaches, as well as discussing reflexive thoughts regarding my position and my role as a researcher in relation to the participants, and the knowledge produced in this study.

Theoretical analysis of the results of the discourse analysis and the survey

In this text I am going to compare the language use identified in the discourse analysis with the result of the survey, with the intention to answer the question: Do other employees at Nynas share the interviewee’s experience, on the subject of the Corporate Group Induction, and its influence on their commitment to the company? Moreover, in order to further develop the analysis and to widen the understanding of participant’s experience, I am going to relate the findings from the interview and the survey to the adjusted theory of work-related commitments used in this study, as well as to a majority of the theories presented in the literature review.

In sum, I proclaim that the correspondence between the interviewees and those who participated in the survey was considerably high. Thus, this realization is due to the overall positive stance found among those who participated in the survey in relation to the statements. In general, both the interviewees and those who participated in the survey positioned themselves as perceiving the Corporate Group Induction as a positive experience, and that the program strengthened their commitment to Nynas. Onwards, the interviewees generally described that they identified with Nynas and their values et cetera, as well as in overall experiencing that the Corporate Group Induction strengthened this identification. This was reverberated by those who participated in the survey, generating the value indexes 109 and 98 in relation to the statements: I identify with Nynas’ values, and The Group Induction strengthened my identification with Nynas’ values. To continue, the participants generally portrayed that they felt committed to Nynas. Moreover, although, some of the interviewees described that they sometimes felt that the amount of information received during the Group Induction was too much, they generally portrayed that they experienced the amount of
information as reasonable. As aforementioned those who participated in the survey expressed an in overall more negative than positive stance towards the associated statement, *The amount of information received during the Group Induction was too much*, generating a value index of 60. Thus, in general both the interviewees and the participants in the survey expressed that the amount of information received was reasonable. One of the interviewees Felicia experienced that some of the information received during the Corporate Group Induction was hard to relate to her work. Those who participated in the survey emphasized a slight negative stance towards the statement: *Some of the information received during the Group Induction was hard to relate to my daily work*, which generated a value index of 71. Hence, this points in general to a correspondence between the interviewees and the participants in survey, given that most of them did not portray that they experienced that some of the information received during the Group Induction was hard to relate to their work, although a few of the interviewees and some of those who participated in the survey stated that this was the case.

Several of the interviewees emphasized that they during the Corporate Group Induction received an overall view of the company, by learning new things about Nynas. This was reverberated by those who participated in the survey, generating a value index of 114 and 107, in relation to the statements *The Group Induction gave me an overall view of the company* and *I learned new things about Nynas during the Group Induction*.

Furthermore the interviewees in general stated that they felt as a part of the company, as aforementioned by merging the *involvement, collective*, and the *reciprocity* repertoires. This was echoed by those who participated in the survey, generating a value index of 104, in relation to the statement *I feel as a part of the company*. Some of the interviewees emphasized that they speak in good terms of the company, and cares about the image of Nynas, as well as emphasizing that they want to contribute to Nynas’ success. This was echoed by those who participated in the survey, generating a value index of 116, 114 and 111 respectively. Thus, by using discursive patterns such I identify with Nynas, or I feel as a part of Nynas as well as displaying that I care about Nynas’ image and cetera the interviewees and those who participated in the survey is the way I see it positioning themselves in relation to one of the core dimensions of the modified theory of commitment used in this master thesis, namely affective commitment. In accordance with the concept of commitment used in this master thesis, affective commitment is portrayed as a discursively constructed bond, binding a person to a target, and/or to actions of relevance to the target, in this case between the participants
and Nynas, which is based upon feelings of emotional attachment to, involvement in and identification with the company.

In addition, the interviewees as aforementioned generally used the *involvement* repertoire to discursively emphasize how experiences of involvement during the Corporate Group enhanced their feelings of affiliation towards Nynas, and thus that this strengthened their commitment. For example, Daniel continually describes as aforementioned in the discourse analysis, that he feels involved in the company, and that this makes him feel affiliated to Nynas. Furthermore, the latter interviewee points to the fact that the Corporate Group Induction by giving him new knowledge, in turn gave Daniel a more profound understanding of the overall company, which in turn made him feel more involved in the company and consequently this strengthened his commitment to Nynas. As a result, these discursive patterns are in my opinion examples of how some of the interviewees positioned themselves in relation to the concept of affective commitment.

Furthermore, here are other examples of how the interviewees positioned themselves in relation to the affective dimension of commitment. For instance, Anna states in her interview, that she might believe that a greater understanding of a person’s own contribution, in relation to the whole business, is something that creates commitment, due to that it develops feelings of involvement. The way I see it, the discursive use of the *involvement* repertoire, is here to emphasize that a greater understanding of the purpose of an employees work, especially in association to purpose of the whole company, is something that develops feelings of involvement, and thus enhances a person’s commitment. Furthermore, Erik underlines a similar description in relation to how learning can influence commitment, by emphasizing that a lot people need to understand the purpose of their work, that is, they need to know why they are doing things, as well as discursively underlining that being able to understand what the employing company does, is something that in general creates commitment. Those who participated in the survey generally expressed a positive stance towards the associated statement; *I feel more committed to my work if I know why I am doing things*, generating a value index of 107.

In sum, the way I see it, this indicates that the participants in general have positioned themselves as experiencing an emotional attachment to and affiliation towards Nynas, which in relation to adjusted theory of work-related commitments used in this master thesis, can be
interpreted as if the participants discursively position themselves as experiencing affective commitment towards Nynas. Onwards, given that most of the participants discursively emphasizes that the Corporate Group Induction strengthened their commitment to Nynas, due to the fact that the program enhanced or strengthened their feelings of involvement in and identification with Nynas, these discursive utterances are thereby in my opinion underlining the strengthening effect of the Corporate Group Induction, in relation to the creation of affective commitment among employees.

Additionally, as aforementioned in the literature review, A. K. Paul, & R. N. Anantharaman (2004) portray in the article *Influence of HRM Practice on Organizational Commitment: A Study Among Software Professionals in India*, that they have found a moderate relationship between induction training and organizational commitment, as well as a very high positive correlation between comprehensive training and organizational commitment. With reference to studies by Harel & Tzafrir, 1999, Kalleberg & Moody, 1994 and Laabs, 1997 et cetera, the authors emphasize the influence of comprehensive training in the creation of organizational commitment. For instance, the author points to the fact that the availability of learning opportunities has shown to create a sense of attachment on behalf of the employees towards the company, which thereby enhances employee’s organizational commitment (Paul, Anantharaman, pp. 82-84). These results do the way I see it directly correspond to some of the discursive patterns used by interviewees, especially that learning about Nynas as a whole created an understanding which developed feelings of involvement in and affiliation towards the company. Moreover, the interviewee’s use of the *involvement* repertoire, for instance emphasizing how active participation and learning new knowledge during the Corporate Group Induction, strengthened their feelings of involvement in Nynas, can the way I see it be associated with Jean Lave and Etienne Wenger’s (1991) concept “situated learning”, and thus be interpreted as if the interviewees through active participation in the Corporate Group Induction, to a certain extent increased their movement towards full participation in the company (Lave, Wenger, 1991).

Furthermore, the interviewees in general position themselves in relation to the foundation of the theory of *Perceived Organizational Support (POS)*. The latter theory is as aforementioned basically emphasizing that by being supportive towards employee’s “socioemotions” and valuing their contributions, an organization thereby displays commitment towards their employees. 
employees. In turn, if the employees perceive the support made by their employers as positive, they are thereby going to develop commitment towards the organization (Klein, Becker and Meyer, et al., 2009, p. 42). Due to the social constructionist perspective taken in this master thesis this perception is primarily treated as a discursively constructed perception of how supportive the company is towards their “socioemotional” needs as well as to which extent they value their employees. In association with these declarations the interviewees generally emphasized discursive patterns which in my opinion position themselves as if they experienced that they were appreciated and valued as well as that they felt that Nynas is supportive towards their needs.

In a more general perspective the humanity repertoire is in my opinion corresponding to the abovementioned theory due to the fact that the core of the latter repertoire is that Nynas cares about their employees, as well as human traits, which the way I see it a sign of the fact that the interviewees in general portrayed that they perceived that Nynas care about them and their needs. For example, Daniel underlined with the use of the humanity repertoire that he perceives that Nynas is a company that really cares about their employees and value their contributions, exemplified by Daniel’s discursively constructed perception of the fact that Nynas explicitly underlines their employees and their qualities as the most valuable asset of the company, as well as his emphasizing of the fact that this was one of the main reason to why he wanted to work at Nynas. Furthermore, Beatrice accentuates with the use of the involvement repertoire, as aforementioned that she perceives that Nynas in general values her contribution and are interested in her needs, as well as underlining that this perception was strengthened during her participation in the Corporate Group Induction, which in turn enhanced her commitment. Moreover, Felicia portrays that she during the program never felt left out, which in my opinion could be seen as way to describe that Nynas cares about her “socioemotions”.

Onwards, the interviewees expressed discursive patterns which to a certain extent position themselves in correspondence with the other two dimensions of commitment, used in this master thesis: continuance and normative commitment. As aforementioned, the former concept is a discursively constructed bond based upon a person’s socially constructed perception of the risks and/or costs of breaking a commitment, which for instance can derive from a person’s perception of the fact that the latter has made investments in the company.
which are nontransferable, that is, unique to the organization. The latter dimension of commitment is a discursively constructed bond, binding an individual to a target et cetera, which is based upon feelings of obligations towards the target, in this case Nynas. The way I see it, normative commitment could for example deriving from peoples socially constructed normative views. Onwards, Felicia discursively position herself in relation to the concept of continuance commitment by describing that she experience that working at Nynas gives her something unique; long-term stability and security during today’s unstable economy. Here the interviewee is also positioning herself in relation to discourses about the contingent nature of today’s labor market, which as aforementioned in the literature review for example is emphasized by Allivin et al., (2006). Another example of how the interviewees position themselves in relation to the concept of continuance commitment is when Anna talks about what she is going to do in five years. The interviewee stated that if I would have asked her what she would do in two years, instead of five, she probably would have been more sure of the fact that she had stayed at her current job at Nynas, given that she need a couple of years to accomplish what she wants to do, and thus to accomplish her vision. That is, by using these discursive patterns Anna is in my opinion position herself as having made investments which are nontransferable, which in turn connotes that it would be hard for Anna to leave her job at Nynas, due to the abovementioned reasons.

In association, the participants in the survey expressed a positive stance in relation to the associated statement: *I feel that Nynas as an employer can offer me something unique*, generating a value index of 102, signifying that the participants in general expresses that Nynas can offer them something unique. The way I see it, the latter stance accentuated among the participant, is not a direct expression of the fact that they discursively perceive that it would be hard for them to leave Nynas. On the contrary, I treat this as a socially constructed perception, which in turn could develop into experiences of the fact that it would be hard to leave the aforementioned company, given that they generally agreed with the statement that Nynas can offer them something unique.

On the subject of the normative commitment the interviewees used discursive patterns which either position themselves in correspondence to the dimensions of normative commitment, or in relation to socially constructed normative views of work which in my opinion can facilitate the development of feelings of obligations towards organizations. For instance, Felicia
positions herself as experiencing feelings of obligation towards Nynas. Hence, the interviewee talks about that Nynas in general has treated her very well and that the Corporate Group Induction strengthened that perception, for example that it felt good that Nynas invested money in her. Further on in the interview Felicia talks about loyalty and emphasizes that she wants give back the loyalty Nynas have given to her. Thus, this is according to my opinion an discursively constructed feeling which corresponds to the dimension of the normative dimension of commitment, since the foundation of Felicia’s discursive utterances is that she to a certain extent positions herself as feeling obliged to give back the loyalty Nynas has given her. However, this discursively constituted feeling is not an expression of the fact that the interviewee explicitly feels that she cannot leave the organization due to this obligation. Instead what is emphasized is according to my opinion that Felicia feels obligated to give back the loyalty Nynas has given her.

Several of the interviewees used discursive pattern, which corresponds to normative views of work in general. For example, by stating that they probably had been committed to work regardless of where they are employed. This was echoed by the participants in the survey, generating a value index of 116 in relation to the associated statement: *It is important to me to be committed to my work regardless of where I am employed.* Additionally, Carl uses discursive patterns which accentuate that it is important for him be committed to his work regardless of employer, as well as that this is a part of his personality. Daniel uses a similar expression by stating that being committed to work is part of his persona, whereas Erik proclaims that he generally is motivated to do a good job and are a loyal person. Thus, these discursively constructed normative attitudes are the way I see it feelings which could smoothing the progress of developing discursively constructed feelings of obligation towards an employing organization. Furthermore, here is an extract of Daniel, when he discusses the subject of changing work:

_Daniel: I feel strong loyalty towards the company, no reason to change work, but sometimes you get saturated. “Been there done that”._

Thus, this is an example of how Daniel positions himself as having feelings of loyalty towards Nynas.

Onwards, some of the interviewees are positioning themselves in relation to the concept of _psychological contract_, for instance underlined by J.P Meyer (2009) as a determinant of
commitment. According to Meyer, during employee’s entrance in an organization he or she develops a perception of the obligations consisting between the employee and the employer, in other words a psychological contract. Thus, in relation to the social constructionist stance taken in this master thesis, I will treat this psychological contract as a subjective psychological perception constituted through discourse. Moreover, Felicia is using discursive patterns that correspond to the relational dimension of the psychological contract: a contract primarily based upon a discursively constructed perception of reciprocal carrying and support between the employee and the employer. Below is an extract of how Felicia is using and drawing upon the foundation of the concept relational contract, in a description of what she grasped from the Corporate Group Induction.

Felicia: Be loyal to the company, because the company is going to be loyal to us.

That is, Felicia discursively emphasizes that she experience that there exists a reciprocal agreement based upon mutual loyalty between Nynas and their employees. Given that she as aforementioned states that she wants to give back the loyalty Nynas has given her, this is the way I see yet another sign of the fact that Felicia position herself as having feelings of obligations to Nynas.

Furthermore, as aforementioned in the discourse analysis, the interviewees generally used the development repertoire to emphasize the importance of being able to develop at work, and how this is important to their personal fulfillment, for example by pointing to the significance of the fact that their task and role in company develops and changes. Those who participated in the survey illustrated a similar stance, in relation to the associated statement, My professional development at work is important to me, producing a value index of 121, an expression of a very positive stance among the participants. In relation to the abovementioned, the interviewees in their construction of the development repertoire underlined that Nynas contributes to their development at work, for example by giving them a lot of possibilities to grow and develop. The participants in the survey generally reciprocated this stance, by illustrating an in overall positive attitude towards the associated statement: I feel that Nynas contributes to my professional development, generating a value index of 107. Hence, by using and drawing upon the development repertoire, for instance underlining the importance of development of work, this discursive realization is positioning the interviewees in relation to Ingelhart’s discussion of one of the consequences of the late modernity, that is, people generally seek self-realization. Hence, calling attention to the importance of
professional development at work is in my opinion a sign of an expression of self-realization, given that their own development is emphasized as something that is important for them to realize. Additionally, the interviewees proclaimed positive feelings towards staying long-term at a company as long as the company gives them opportunities to develop, which once again could be perceived as if they position themselves in accordance with Ingelhart’s thoughts of the fact that people in the late modernity generally seek self-realization. Furthermore, these discursive patterns are the way I see it positioning the interviewees in relation to Anthony Giddens’ theory of “the project of the self”, and how this influences peoples loyalty and commitment towards external identifications objects, for example organizations. To be explicit, in order to translate Anthony Giddens concept “the project of the self” into discourse analytic terms, for instance with the intent to underline the multiple nature of selves, the abovementioned concept is portrayed as a continuously ongoing reflexive activity, constituted through discourse, on the topic of an individual’s perception of how to fulfill his or her “self-project”. With reference to Beck-Gernsheim (1996), Allvin et al., (2006), emphasize that one of the premises of the late modernity is that individuals tend to identify more with “project of the self” than with external identifications objects. Thus, according to the latter authors this signifies a shift in commitment and loyalty. That is, an individual is primarily committed and loyal to their “reflexive project”, and thereby in general only committed to the employer, as long as the organization meets the expectations of the individual, that is, contributes to the fulfillment of the individual’s “self-project” (a.a., pp. 95-96). Hence, given that a majority of the interviewees discursively proclaimed that their positive perception of staying long-term at a company was dependent on development opportunities, these utterances do in my opinion position them in relation to Giddens’ idea of thought regarding the “project of the self”, due to the fact that these discursive patterns put emphasis on the importance of realizing what is important to them, in this case underlining continuously development at work as a core component, in relation to long-term commitments to a company.

However, a few of the interviewees used and drawn upon the constancy repertoire in relation to the subject of working long-term for a company. Thus, the way I see it, these discursive patterns, that is, emphasizing long-term commitments, position these interviewees in relation to the rhetoric’s used to describe the constituencies of the industrial labor market, namely that people in general tended to work long-term at organizations. Moreover, the participants in the survey illustrated a very slight negative stance towards the statement: *I regard five years of*
service to a company as a long time of duty, 73, which in my opinion points to a correspondence with the discursively constructed perceptions of the interviewees. Thus, due to the fact that the participants in the survey in general positioned themselves as positive and negative as well as neutral in relation to the aforementioned statement, this is, in my opinion an illustration, which shows a correspondence with the multiple stances emphasized by the interviewees. Explicitly, the interviewees accentuated short-term thinking as well as the use of long-term commitments. In association to the abovementioned topic, a few of the interviewees underlined, in relation to my question about their future, that five years at a company is a long time in the “modern age”, or that after five years you need new challenges, as well as portraying that they did not exactly knew what they are going to do in five years et cetera. By using these rhetorical utterances the participants are in my opinion positioning themselves in relation to the short-term thinking within the today’s labor market, which accordingly to Allvin et al., (2006) is discursively portrayed as one of the foundations of the New World of Work.

**Challenges of combining qualitative and quantitative approaches**

In the book *Social Research Methods* by Alan Bryman (2011), the author discusses the complexity about combining qualitative and quantitative approaches. I will relate some of the latter’s arguments to the different methodological approaches used in this master thesis. However, I would like to proclaim that I in accordance with Trost (2007) emphasize that all methodological approaches to a certain extent contain both qualitative and quantitative elements. Hence, the way I see it, although the different methodological approaches used in this master thesis contains quantitative as well as qualitative elements, the majority of the dimensions of the discourse analysis is of qualitative nature. Moreover, Alan Bryman (2011) underlines that some scholars proclaim that due to the different epistemological and ontological premises of quantitative and qualitative approaches; this makes it impossible to combine these approaches. Nevertheless, as the latter author emphasizes other scholars underline a more technical approach. Thus, qualitative and quantitative approaches are compatible. Moreover, from a technical point of view the intention is to combine the best elements of both approaches and thereby in overall generating a more comprehensive method. In addition, advocates of the technical approach are according to Bryman aware of the fact qualitative and quantitative approaches are generally linked to different epistemological and
ontological premises, but proclaim that these are not set in stone. Consequently, a method generally used in a quantitative approach can also be used in a qualitative (a.a., pp. 555-558).

The way I see it, on a principle level this is correct, but that does not mean that all methods are as suitable in every situation. Hence, in my opinion it depends on the aim and research questions of the study. However, I would also like to proclaim that, since I in accordance with Trost (2007) underline that all methodological approaches contains certain amounts of quantitative as well as qualitative elements, this assumption strengthens the aforementioned stance; the possibility of combining qualitative and quantitative approaches, due to the fact that it to a certain extent happens all the time. Given that the interviews are the core empirical material in this master thesis, and since I have performed a discourse analysis of the interviews and the booklet “This is Nynas”, as well as of some of the notes I took during my participation in parts of the Corporate Group Induction, the discursive psychological approach is thereby treated as the main theory and method used in this study. Furthermore, the reason for using a survey as well has been to study if a few of the experiences emphasized by the interviewees regarding the Corporate Group Induction, and its influence on employees commitment to Nynas, was shared by other employees at the company. Onwards, as noticed I have not performed a discourse analysis on the results of the survey. In accordance with Jørgensen and Phillips (2002) the disposition of a survey makes it unsuitable to the epistemological and ontological premises of discursive psychology. To be more precise, due to fact that the discursive psychology approach accentuates the social construction of attitudes et cetera, and thereby primarily emphasizes the multiple dimensions of attitudes, a survey is thus not perceived as a sufficient method to identify participants varied use of language, given that it generally restricts participant’s own language use.

As aforementioned, in relation to the development of the survey, I comprehensively coded the interview transcripts and subsequently I developed the coded material into statements. Moreover, after careful consideration I chose some of the statements to represent the interviewee’s experience. Thus, I am aware of the fact that the survey is not focused upon acquiring participants’ own use of language. However, this does not, the way I see it, mean that the participants in the survey neither can agree nor disagree with the interviewees, only that this survey is a method which intends to measure participants attitudes in relation to specific statements, and not a methodological approach to study participants own use of language. Explicitly, the use of the survey has thus been of technical reasons, with the intent
to study if the interviewee’s experience of the Corporate Group Induction and its influence on their commitment was shared by other employees at Nynas. To be precise, although the web-survey is not a method which focuses upon acquiring variations in the participant’s use of language; I have still treated participant’s stances in relation to the statements in survey as discursively constructed attitudes, perceptions and thus these assumptions are therefore compatible with the epistemological and ontological premises of social constructionism. Furthermore, I would like to proclaim that one benefit of the web-survey has been that I in relation to the time limits of a master thesis have been able to study a relatively large quantity of participants, which corresponds to the aim of the study.

Onwards, Bryman (2011) uses the concept “mixed method research” regarding the process of combining qualitative and quantitative approaches. The author identifies several rationales for performing “mixed method research”. Due to the amount of space it would take to present all the reasons to engage in “mixed method research”, I will only present and discuss the versions which I deem as adequate to the study at hand. For instance, the author emphasize the concept of triangulation, that is, by combining qualitative and quantitative approaches the researcher can triangulate the results, so that these confirm each other, with the intent to increase the validity of the study. Thus, if the results from two different approaches confirm each other the validity of the study increases. Given the high correspondence between the experience of the interviewees and those who participated in the survey, this is according to my opinion a sign, which in relation to the aforementioned aspects increases the validity of this master thesis. Furthermore, Bryman underlines that several scholars proclaim that a researcher can compensate the cons of qualitative and quantitative approaches by using the strengths of each of them. For instance, due to fact that I wanted to study the language use of Nynas’ employees, on the subject of their experience of the Corporate Group Induction, I first and foremost chose to perform interviews with six employees. Additionally, since I wanted to study if their experience was shared by other employees at Nynas, the use of an web-survey was the way I see it a logical approach, given that one of the strengths, of using a web-survey is that it can be sent to a large sample, without the being extremely time consuming, at least in relation to performing interviews. Explicitly, I have thirty-one employees participating in my study, and there is in my opinion extremely doubtful that I could have performed thirty-one interviews, as well as making a discursive psychological analysis of these interviews within the time limits of a master thesis. Therefore the function of combining interviews with a web-
survey has facilitated the studying of participants own use of language as well as investigating a relatively large quantity of employees, regarding the topic at hand (Bryman, 2011, pp. 555-564).

Moreover, Bryman (2011) emphasize that it is not evident that a combination of quantitative and qualitative methods is always better than using one approach (a.a., p. 554). Explicitly, although my standpoint is that all studies rely on both qualitative and quantitative elements, the latter author has a point given that Bryman states that each method used should be related to the aim and the research questions of the study. That is, combining different methodological approaches does not necessarily make the study better; the use of each, as well as the success of each methodological tool is as aforementioned first and foremost related to the aim and research questions of the study itself. In other words, if I had sent out a survey without having an aim or research question that was related to the survey, the use of the survey itself would not be of much value. On the contrary, hypothetically, it would the way I see it had taken a large amount of time, which in theory instead could have been given to methodological approaches that would have had a larger bearing on the result of the study. However, since I specifically have an aim and a research question related to the use of the web-survey, the use of the survey itself has thereby according to my opinion been vital, since I have been able to study a relatively large quantity of employees, regarding their experience of the Corporate Group Induction, and its influence on their commitment to Nynas, as well as on the subject of their thoughts of the future (a.a., p. 568).

Onwards, one of the most complex parts in this study has in my opinion been to modify Meyer’s (2009) three-component model of commitment into discourse analytic terms, without taking away core components of the original theory, which thereby would make the new theory unusable. For instance, Meyer (2009) emphasizes commitment as an internal force residing inside the individual, consisting either of a combination of the three following mindsets: affective, continuance and normative commitment, or of one of them. The way I see it, there is a theoretical possibility to primarily treat commitment as a discursively constructed bond, binding a person to a target, and/or an action of relevance to the target without taking away parts of the theory, which would make it unusable. Moreover, affective, continuance and normative commitment are thus first and foremost treated as three discursively constructed elements of this bond. For example, a person can discursively portray that they have feelings of attachment to or obligations towards an organization, without this primarily
being a reflection of their inner mental state. Instead participant’s descriptions of commitment are primarily treated as an “autonomous part” of specific social practices (Potter, Wetherell, 1987, p. 179). Explicitly, the three discursively constructed elements of commitment are thus treated as parts of a larger system of meaning, and not as isolated constructs or entities. Hence, central parts of affective, continuance and normative commitment are in my opinion still there, what has been removed is the proclaiming of the three dimensions of commitment as mindsets residing inside the individual, and instead affective, continuance and normative commitment are primarily treated as multiple discursively constructed bonds, binding a person to a target, and/or an action of relevance to the target.

Furthermore, there is in my opinion important to proclaim that I in this master thesis am neither denying the existence of cognitive processes, nor the existence of attitudes or emotions. I merely state that language is not a medium, which transparently represents an individual’s mental structure. Explicitly, any attitude or emotion discursively expressed by the participants has been treated as primarily constituted though social practices and thereby not as the real essence of participants minds. Additionally, I would like to state that any questions regarding the hypothetical existence of, or nature of people’s mental structure, is not of relevance to the aim of the study.

**Reflexivity**

In this part I will present reflective thoughts regarding my role as a researcher, in the production of knowledge. The intent is to focus on being overt about the aim, the method and the theories used in the study, by positioning myself in relation to the perspectives used in this master thesis, as well as in association to the interaction between the interviewees and me. Furthermore, I will discuss the social, historical and cultural context in which myself and the interviewees as well as those who participated in the survey are a part of. Primarily, the aim of this study has been to acquire a more profound insight into the construction and function of the interpretive repertoires used by the employees in their description of the influence of Nynas’ Corporate Group Induction, especially in relation to the program’s influence on employee’s commitment to Nynas. That is, the focal point has primarily been to acquire participants’ own use of language, with the intent to identify variations as well as consistency in their constructions and functions of interpretive repertoires. Secondly, the aim has also
been to study if the interviewee’s experience of the influence of the Corporate Group Induction is shared by other employees at Nynas.

In addition, the validity and reliability of the latter aim is going to be discussed in subsequent parts of this master thesis. Furthermore, given the social constructionist perspective taken in this study, there is according to my opinion important that I reflect on the subject of how this theoretical stance has influenced the result of the study. First and foremost, due to the fact that I have applied a social constructivist perspective I have assumed that people’s use of language is neither a reflection of an existing reality nor a true representation of a person’s mental structure. Overtly, the interviewee’s discursive patterns are instead thought of discursively constructed experiences, perceptions, attitudes or feelings et cetera, which are influenced by the social practices they are a part of. However as aforementioned, I am not proclaiming that cognitive processes are nonexistent, merely that experiences, identities, selves and attitudes et cetera are primarily discursively constructed, and thus emphasizing the multiple natures of the aforementioned concepts. Hence, the way I see it this is automatically leading to a dual realization; both my and participants use of language is primarily constructed through the social practices we are a part of, and consequently our interpretation of the discursive patterns used in the interviews are explicitly related to these practices as well.

Furthermore, I have assumed that my interpretation of participants’ use of language is merely one of many interpretations that could have been made. Therefore, I have as aforementioned focused upon being open about the aim, the theoretical framework, as well as the methods used in the study. For instance, my choice of Nynas, had a lot to do with the fact that I from the beginning experienced that Nynas had an explicit and comprehensive induction program, which contained elements of value-based induction. Thus, I wanted to study participant’s experience of an induction program, which was functional, in the sense that it was a program which was taken seriously by the company itself, as well as containing value-based parts. The way I see it, it is of utter importance that I state that the reason for this was not for me to be able to study a perfectly functioning induction program, those only exists in theory, but to avoid studying a program which was malfunctioning to the extent that it would be difficult to acquire knowledge of how these programs can have positive as well as negative influences on employees commitment to the company. That is, although I am aware of the complexity of trying to influence employees commitment to the employing organization, with the use of HR-practices such as value-based induction programs, in relation to the pedagogical aim of
this master thesis, to study impact processes, my presumptions have been that these programs can have multiple influences on employees, and thus I wanted to identify, primarily through participants' own use of language how an induction program can influence commitment among employees.

However, it has according to opinion not been the case that I in my language use, during the interviewees, only given incentives for the participants to portray positive influences of Corporate Group Induction. On the contrary, the interviewees have the way I see it, been giving the freedom to elaborate and discuss certain aspects of how the program has influenced them in general, as well as how it influenced their commitment to Nynas. In principle though, as an interviewer by using certain discursive patterns et cetera, even if you in general use openly phrased questions, the researcher to a certain extent always guide the interviewee towards using or drawing upon certain discursive patterns. As aforementioned with the intent to illustrate my role as a researcher in the interaction with the interviewees, I have in almost every occasion presented my questions to the interviewees from the interview extracts used in the study. Hence, the intent has been for others to review if my questions or follow-up questions in overall have been open enough for me to acquire participants' own as well as varied use of language, as well as in order for others to evaluate if my interpretations of the interaction between myself and the interviewees are reasonable.

On the subject of the booklet “This is Nynas”, I have used a similar technique, that is, I have presented the extracts used, in order for others to evaluate if my interpretation of the extracts is realistic. Onwards, regarding the interaction between myself and the interviewees, I would like to reiterate, that although the interviews in general went very well, in the sense that the interviewees talked freely without being interrupted, in relation to the topic of the study, there have perhaps been a few times where my questions might have guided the participants, too much. The reason for this was in my opinion primarily due to my inexperience, occasionally resulting in an eagerness to make them to talk about certain topics, but also given that some of the interviewees gave signs of preferring these types of questions. Furthermore, in one of the interviews, there were a few occasions where the interviewee in my opinion to a small extent questioned the open-minded interview format. On an ethical note, before I was going to conduct this interview, this person asked me if I could send the questions before the interview, so that he or she could be prepared. In addition, I had already sent an email to all participants on the subject of the topic of the study et cetera, but I sent another email to the
interviewee where I explained that the core purpose of the interviews was for the interviewees to talk freely about their experience and perceptions of the topic of the study, and thus sending him or her questions in advance would to a large extent take away this dimension. Furthermore, in the email I proclaimed that if the interviewee had any other questions he or she could always contact me again.

Onwards, during the interview the participant reiterated that the latter was not prepared. Thus, according to my opinion this person might have been more comfortable with a structured interview format, which in general is not out of the ordinary, but in this specific case the latter interview format would not have suited the purpose of the interviews. In addition, I would like to utter that the abovementioned interview in overall generated insightful as well as varied discursive patterns, which in relation to the general aim of discourse analysis is desirable, due to the fact that it illustrates variations in people’s use of language, and thereby portray the multiple nature of attitudes et cetera. Regarding the interviewees responses of their experiences of the interviews, the majority of the interviewees expressed that it went well or very well, whereas, one person thought it went alright. For instance, some of the interviews emphasized that it was pleasant and useful to talk about their experience of the Corporate Group Induction.

Furthermore, during some of the interviews the participants occasionally portrayed that it was hard to remember details about the Corporate Group Induction. On an ethical point of view there were in my opinion a few occasions when some of the interviewees felt that they should remember those things. Thus, I pointed to the fact that the intention was not for them to remember details, but to talk about their experiences in relation to certain parts of the Corporate Group Induction. Hence, these questions were generally asked in order for me to know if the interviewees in overall remembered the core parts in the program, with the intent to make them elaborate freely about their experiences and perceptions of these parts, and thus the abovementioned questions were never posed in order for me to acquire what actually occurred during the Corporate Group Induction, merely to obtain the interviewees present experiences. That is, I could not have anticipated or expected them to remember, and that is way I asked a few questions regarding if they remembered the value-based parts of the induction, before making them express their experience of these events. The way I see it, during the interviews the participants generally understood that I wanted to acquire their experience. In addition, with reference to Trost (2005), asking retrospective questions with
the intent to identify what actually occurred is problematic, due to the fact that it is hard for people to remember as well as given that the researcher in overall does not acquire participants experience at the time, only their present experience of the phenomenon of interest (cf. Trost, 2005).

Another ethical consideration during this study has in my opinion been to which extent I have been able to use the original utterances emphasized by the interviewees without compromising their identity. For example, due to the fact that I as well as my contact and a colleague of hers knew the identity of those who participated, the participants have not been given anonymity. In addition, due to the aforementioned situation some of the language use of the participants could therefore directly reveal the identity of the person emphasizing certain experiences, and thus using terms, which would make this apparent, would therefore facilitate the jeopardizing of their identity to outsiders, which as abovementioned was not an alternative. That is, since I in relation to confidential requirements in social science research have promised that outsiders would not be able to identify the participants, the way I see it, this promise had to be kept. A similar situation applies to the extent I could describe their backgrounds without making it possible for others to identify these persons. I decided to not include information about the participant’s background given that my contact and a colleague of hers knew who participated. Hence, although the aforementioned persons might not be able to identify a specific person if I only described the latter’s characteristics. However, they would almost certainly be able to put two and two together, and thus if I had described the basic characteristics of all participants, they would be able to figure out who said what.

Furthermore, although the topic of the study is not in general a sensitive topic, and thus the expressions or responses of the participants are therefore in general not of sensitive nature, I would like to reiterate that given that I made a promise to the participants regarding protecting their identity to outsiders, this must under all circumstances be kept.

An additional ethical aspect has been that I have had to reflect around the fact that I have to make a fair description of the interviewee’s use of language. Hence, for instance in my interpretations of the interviewee’s use of language I have accordingly to my opinion reflected around the choice of discursive patterns used to represent the interviewees, with the intent to avoid only choosing discursive pattern or interpret their use of language in a way which would be preferable to my analytic conclusions.
Onwards, there is in my opinion important to reflect about the hypothetical influences of some of the historical, cultural and social practices surrounding the interviewees and me. However, the way I see, it is also necessary to state that it is not my viewpoint that I can stand outside the discursive practices, of whom I am apart of and objectively judge how these practices have influenced myself as well as the participants use of language. Even so, I would like to illustrate a few discursive practices that I think I have influenced myself and the interviewees as well as those who participated in the survey. As described in the literature review, prevailing discourses in today’s labor market emphasizes terms such as flexibility, short-term thinking and short-term commitments as well as individual responsibility and development. To continue, during the interviews, several of the participants used and drawn upon discursive patterns which underlined short-term thinking, for instance emphasizing that five year is a long time to work at a company. That is, in my opinion, participant’s use of these discursive patterns is to a certain extent related to the fact that these linguistic patterns are dominant discourses in today’s labor market. Hence, the participants are part of these discursive practices and therefore to a certain extent have been influenced by them, although the way I see it, they are also producers of new discursive patterns.

Furthermore, the interviewees accentuated the importance of development at work, which is in line with prevailing discourses in today’s labor market. Hence, I would not proclaim that the interviewees have passively internalized these dominant discursive patterns, I merely state that given that these discourses are a general part of today’s labor market, this have to a certain extent influenced both my and participants use of language during the interviews. In my opinion, this also applies to those who participated in the survey, although I did not obtain their “own use of language”. Thus, for example I used a theme during the interviewees called Future, and in the web-survey I used a topic called Future Career, with the intent to acquire participant’s experiences, perceptions and attitudes of working long-term for a company et cetera. Furthermore, to e certain extent this have in my opinion influenced the participants to use and draw upon the aforementioned discourses, given their prevailing status in the late modernity. However, this does not mean that the discursively constructed attitudes used by the participant’s are non-experiences, only that these are socially constructed and therefore linked to the social, historical and cultural context they are a part of.

Onwards, given that the concept of commitment has been a general theme in this study, the concept itself has in my opinion influenced the participants and me. The way I see it, although
leading discourses in today’s labor market emphasize short-term commitments and flexibility, as well as making a career by continuously changing work, due to the fact that commitment is a concept connoting loyalty, dedication and engagement, this has also to a certain extent affected mine as well as participants use of language. Hence, the way I see it, the abovementioned term gives incentives for the participants to use discursive patterns calling attention to concepts such as loyalty and dedication et cetera, and thus are a bit contradictory in relation to the dominant discourses mentioned above. Additionally, the concept of commitment will therefore in my opinion to a certain extent give incentives for participants to portray what is socially desirable, especially in relation to a person’s commitment to their employer. Explicitly, it does not take a rocket scientist to comprehend that accentuating a total lack of commitment denotes negative connotations. For instance, although several of the interviewees expressed that they experienced long-term commitments as positive as long as they were able to develop at work, and thus emphasizing that an eventual long-term commitment to a company was to a large extent dependent on their opportunities of development, neither one of them nor anyone of those who participated in the survey portrayed that they were not committed to Nynas. That is, prevailing discourses, emphasizing short-term commitments, might facilitate the acceptance of portraying that one’s commitment to an organization is dependent on development opportunities, but to go from these declarations to accentuate a complete lack of commitment is another thing. Furthermore, the context in relation to the concept of commitment might therefore to a certain extent have restricted the ways in how participants discursively could display their perceptions and attitudes without portraying themselves as having no commitment at all.

According to Bryman (2011), some people, when asked, tend to portray what is socially desirable. Hence, in my opinion it is of utter importance to reflect about this during the research process (Bryman, 2002, pp. 223-224). Moreover, although the latter author definitely has a point, I would rather emphasize that certain discursive practices might give incentives for people to portray what is socially desirable. As abovementioned, the way I see it, the concept of commitment, will to a certain extent give incentives for people to portray themselves as having at least some kind of commitment, given that it is socially desirable to do so. However, although I think a researcher has to be careful and observant regarding the aforementioned dilemma, he or she cannot assume that people always portray themselves or their employers according to what is socially desirable. Hence, in my opinion it is of utter
importance that the researcher is trying to be perceptive of those descriptions which portray a person or organization in an exceptionally good light. For instance, although the interviewees generally expressed a positive attitude towards the impact of the Corporate Group Induction, through the use of varied discursive patterns, they were also critical as well as in overall portraying that the influence of the program was merely that it strengthened an already existing commitment to Nynas. Thus, in my opinion, this illustrates that the participant’s in general did not use discursive patterns, with the intention to only illustrate a socially desirable picture of the Corporate Group Induction.

**Validity and reliability of the survey**

With reference to Trost (2007), the concepts of validity and reliability is often used in studies based upon primarily quantitative approaches such as large-scale surveys, and thus, are less useful in relation to studies which first and foremost are of qualitative nature. Although this master thesis, the way I see to a larger extent contain qualitative rather than quantitative approaches, the use of the survey makes it explicitly sufficient to discuss aspects of validity and reliability. The author proclaims that validity refers to the fact that the method or question used actually measures what it is intended to do. Furthermore, Trost underlines that reliability is primarily referring to the stability of the method used. On the subject of the reliability the author emphasizes four core components, of which three, in my opinion is especially relevant to my study: **congruence, precision and constancy**. **Congruence** refers to the use of similar questions in relation to the topic of measurement. As Trost proclaims the intent is to acquire different shades of the topic at hand (Trost, 2007, p. 64). Bryman (2011) emphasizes a similar thought, by underlining the importance of internal reliability, that is, to have a relationship between the multiple indicators, in this case the statements used to measure participant’s attitudes, on the subject of the Corporate Group Induction and its influence et cetera. Thus, if this is not the case, a few of the items used might not be connected to the themes of interest. Hence, I used several statements, which are connected to each other, below the themes: **Experience of Group Induction, Commitment and Future Career**. However, due to the fact that the topic **Future Career**, in relation to the aim of the study, is not as vital as the other two themes, I have used fewer statements in relation to the theme **Future Career**.

On the subject of the statements, it has in my opinion been vital to only use one proclamation in each statement, as well as using relatively short statements containing words or concepts
which are known to the participants, and not using negations in the statements, due to its confusing nature. The way I see it, this was done by generally using common use of language, or a type of language, which are acknowledged by the participants. For instance, this is explicitly related to the concept of Nynas’ Corporate Group Induction or Group Induction. That is, due to the fact that the Live Group Meeting in Nynas’ Induction Program is commonly known as the Corporate Group Induction or the Group Induction I used these terms. Onwards, given that there is a Group Induction called Naphthenic Induction, I as aforementioned named the survey: *Influences of Nynas’ Corporate Group Induction*, with the intent to explicitly illustrate that this survey regards the Corporate Group Induction, that is, the part where employees from all departments at Nynas participate. In accordance with Trost (2007), the concept of precision refers to the typography of the survey, explicitly if it is easy to submit or not. The way I see it, I constructed a survey which has been easy to understand as well as uncomplicated to submit.

Additionally, I created a relatively spacious survey with a variation in the structure, containing explicit instructions of how to submit the survey, with the intent to make it more inviting as well as uncomplicated. In my opinion, one key issue when constructing the survey was whether to use a vertical or a horizontal Likert scale. As aforementioned due to the rather large amount of statements used in the survey, the use of a horizontal Likert scale was in relation to space a sufficient choice. On the subject of the Likert scale, I opted to use of five-point Likert item, containing the alternatives: *strongly disagree, disagree, neither agree nor disagree, agree* and *strongly agree*. The main reason for this was that I wanted to give the participants the opportunity to express a neutral attitude in relation to an item, and thus not forcing them to take a stance. One of the drawbacks of this approach is that the participants might to a large extent display a neutral stance, which thereby makes it harder to identify variations in how they express their attitudes. In this study though, the participants to a large extent generally opted to use one of the other alternatives, with exception of the last statement within the theme *Future Career; I regard five years of service to a company as a long time of duty*, where the most popular choice were the neutral option. Moreover, I made all the statements, as well as the first background questions mandatory, with the intent to ensure that the participants did not accidentally forget to respond to one of them. Furthermore, Trost emphasizes that although there are benefits of the aforementioned strategy, there are also drawbacks. For instance this approach might lower the response rate. In my opinion this has
not been a problem in this study due to the fact that 25 out of 30, approximately 83 percent of the participants submitted the survey. The web-survey as aforementioned also contained an optional question, with the intent to acquire participant’s thoughts of the content of the survey. Those who participated in the survey generally gave positive critique regarding the content of the survey et cetera. I will discuss this issue in subsequent parts of the study.

In accordance with Trost (2007) the concept Constancy, refers to the fact that the survey is not containing statements, which makes the time of submitting the survey significant to participant’s responses. The way I see it, the time of submitting the survey has been as irrelevant as it can be, in relation to its influence on participant’s responses. However, the way I see it, a researcher cannot avoid the reality of the multiple nature of people’s moods, and thus how the different feelings of the participants at moment of conducting the survey might have influenced their responses. Moreover, on the subject of the validity of the survey it is my opinion that it is high due to the fact that the survey is based upon the coded transcripts of the interviewee’s experiences of the Corporate Group, of their commitment to Nynas, as well as of their future career, with the intent to study if other employees shared similar experiences regarding the aforementioned topics. Explicitly, in my opinion the survey measures what it is supposed to do.

In a comparison between the results of the interviews and the survey, the general positive stance expressed by the participants in the interviews, was also found in the survey. In accordance with Bryman (2011), this enhances the validity the study (Bryman, 2011, p. 560). One of the important elements of validity and reliability when using a Likert scale is as aforementioned to use positive and negative statements, with the intent to identify those participants who show evidence of response bias, most prominent acquiescence bias, and social desirability bias. The way I see it, although I have not used an equal representation of positive and negative statements in the survey, the two explicit negative statements used are an adequate amount of for me to aid the identification of either those participants who illustrate signs of acquiescence bias; to unreflectively either agree or disagree with all the statements, and/or those who exhibit social desirability bias: participants who try to portray themselves or who make an effort, in this case to display the Corporate Group Induction, in relation to what is socially desirable. In association with acquiescence bias, there were only one out of twenty-five participants who throughout the whole survey agreed with the statements. In relation to the twenty-three statements used in the survey, this participant
preferred the alternative *strongly agree* twenty-one times, and the Likert item *agree* in relation to the remaining two statements. However, due to the fact that this participant wrote a relative long response to the optional question, containing this person’s view of the content in the survey, as well as due to the fact that the participant chose both the alternative *agree* and *strongly agree*, the aforementioned behaviors is the way I see it, not related to signs of *acquiescence* bias. Hence, an individual who is writing a relatively long answer to an optional question is according to my opinion not a person who in general has unreflectively responded to a survey. On the subject of the possibility of social desirability bias among the participant’s responses, eleven of them responded in one or several cases accordingly to alternatives which do not correspond to what is socially desirable, either by agreeing with a negative or disagreeing with a positive statement. Although the remaining participants neither chose to agree with the negative statements nor disagree with the positive statements, this does not automatically imply that they generally strived to portray the Corporate Group Induction or Nynas in relation to what is socially desirable. However, it is important to be aware of the fact that people sometimes tend to respond in a way that is socially desirable, and thereby thoroughly examine participant’s responses, with the intent to identify those who express extremely positive attitudes. Additionally, a majority of the participants who did not chose to respond unfavorably with what is socially desirable, chose at least once the neutral option, *neither agree nor disagree*, which to a certain extent illustrates that they have not only responded with the intent to exemplify a socially desirable picture.

Furthermore, I would like to comment on a few of the statements used in the survey, as well as to the fact that the participants in relation to some of the statements only responded according to the alternatives *agree* and *strongly agree*. As previously mentioned, in relation to six of the statements, the participant’s only chose the Likert items *agree* or *strongly agree*. Although I do not perceive this a problematic there is in my opinion important to discuss that there were little variation in participant’s responses in relation to these statements, as well as to a few other statements. In the book, *The way you ask – the way you get answers - an introduction to interview - and survey techniques*, the author Bengt-Erik Andersson proclaims that (1985) when using items, the purpose is generally to determine participants attitudes towards a theme, and thus the function of the scale is to find variations in peoples stances. Thus, using general or in other words obvious statements would there be less efficient, because in relation these types of statements people often responds in similar ways. For
instance, in relation to the statement *My professional development at work is important to me*, which generated the value index 121, all the participants as abovementioned either chose the alternative *agree* or *strongly agree*. Thus, the way I see it this was not unexpected, due to the fact that a lot of people probably would agree with the statement. However, given that I was going to study if those who participated in the survey shared a similar experience as the interviewees, I could not to a large extent alter the discursive patterns used by the latter participants, obviously due to the fact that I then would not be studying if those who participated in the survey shared the experiences of the interviewees. Nonetheless, it is of utter importance that I am aware of the fact that the aforementioned statement as well as other statements, such as *I am committed to Nynas* and *I want to contribute to Nynas’ success* are statements which employees, at least generally would portray themselves as agreeing with, due to the fact that emphasizing otherwise, is for example, in relation to the former statement, to underline a total lack of commitment, which the way I see it something that employees generally shies away from.

Onwards, as previously discussed there were three statements in the survey where the participants expressed a slightly or fairly negative stance. As aforementioned, two of these statements were explicitly negative towards the Corporate Group Induction, which therefore is in line with the general positive stance emphasized by the participants, in relation to the topic of the survey. However, in relation to the last statement in the theme *Future Career, I regard five years of service to a company as a long time of duty*; it generated a value index of 73, a very slight negative stance expressed by the participants. To continue, the reasons for the variations in participant’s responses in relation to the abovementioned statement might be related to my earlier discussing regarding how discourses connected to the concept of commitment as well as to the prevailing discourse in the late modernity, perhaps come into conflict with each other. To be precise, the way I see it, the latter statement is to a certain extent in relation to a concept of commitment connoting negative associations, but at the same time the statement is in my opinion also in line with the short-term thinking discursively underlined in the late modernity. Furthermore, this might been one of the reasons why the most popular choice of response among the participants in relation to the aforementioned statement was the Likert item *neither agree nor disagree*.

On the subject of the fact that I have chosen not to perform a non-response analysis due to the fact that the aim of the study is not to identify if the variables used to differentiate the sample,
Gender, Position at Nynas, Location, Age and Year of Induction, had any influence on participants responses. Hence, these variables was merely used to acquire a varied sample, with the intent to obtain a reasonably representation of the heterogeneity of employees at Nynas. Moreover, after the participants had responded to the survey I noticed that a researcher needs to be particularly specific. In relation to the personal background questions of the survey I asked the participants to state their position at Nynas, using the phrase: Please state your position at Nynas AB, in order to acquire information about their positions at Nynas in terms of rank (managers or non managers) and in terms of area of vocation. Although the participants responded in a way which illustrates a variation in the sample, in terms of rank and in terms of area of vocation, a few of the participants only responded by confirming only rank or area of vocation. However, although I cannot distinguish the exact rank or area of vocation of each and every participant, the information given to me by the use of the background question; Please state your position at Nynas AB, is in my opinion clearly illustrating that there is a variation in terms of rank and regarding area of vocation within the sample, given that the sample contains employees from different departments at Nynas, as well as including employees within varied terms of rank, stretching from Chief Officers, to non managers. In addition, since I received information from my contact at Nynas on the subject of when the participants conducted the Corporate Group Induction, as well as given that I as aforementioned am not studying if any of the variables used to acquire a varied sample had any influence on participants responses, the survey did not include a question regarding year of participation in the Corporate Group Induction. On a final note, due to the fact that I sampled 30 employees from the last three Corporate Group Inductions, this to certain extent restricted my possibilities to vary the sample, although the sample contained is varied. Explicitly, I have acquired a variation in relation to those who participated during these occasions and thus not a variation in relation to all employees at Nynas.

Regarding the comments of those who responded to the question about the content of the survey, I generally received truly positive reviews. For instance, the participants expressed that the survey was to the point, excellent or world class. Moreover, I received comments such as the content was well balanced and covered important aspects of the induction program, as well as that the survey would be applicable to all employment types and academic abilities, and to the personal wishes of the employees. Other positive critique was that the survey is a good tool to know the impressions and feelings of the employees
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regarding the company’s training program, as well as portraying that the survey covers a variety of areas which will give relevant results to the executive Committee and Human Resources on the subject if they should continue investing in the Corporate Group Induction. However, I also received other critique. For instance, one participant thought that I in order to acquire more insight to the overall Induction process should also have asked about what could have been improved. In my opinion this is a relevant comment. However, due to the fact that I wanted to study if those who participated in the survey shared a similar experience of the Corporate Group Induction and its influences on their commitment to Nynas, as well as if they shared a similar perception of their future careers, the intent was to create statements from the interviewees use of language, and thereby to identify to which extent the participants in the survey agreed with these statements. Thus, although the comment was relevant in general it is not explicitly related to the aim of the study and therefore in my opinion not a problematic issue, but instead something I should reflect about for future directions.

Another aspect was that a few of the participants expressed that the experiences of the employees regarding the Corporate Group Induction are related to the time of existence in the company, before attending the program, as well to employees position at Nynas. The comment regarding time of existence in the company before the induction program was also highlighted by a few of the interviewees, especially Anna who as aforementioned described that the influence of the program would have been higher if she had participated earlier. Thus, I could have used this as a statement in the survey but I opted not to do so due to the fact that I thought there were other experiences more interested to use as statements. That is, I would like to proclaim that if a person to a large extent is accustomed to the overall business of the company, the culture and the ways of behaving, as well as to his or her work, the influence of an induction can be perceived as less relevant on behalf of these participants, given that those employees might for example experience that they already know a lot of what is discussed, and thus that some of the information received is old news. Furthermore, for example although Anna generally expressed that the program would have had a larger impact if she had participated earlier, the latter interviewee still emphasized that it was pleasant and useful to meet colleagues from other parts of the world.

Onwards, the most negative critique I received from the participants was that although the content was well balanced, these questions or statements cannot give the real picture of the influence of the Corporate Group Induction. Hence, the way I see it, given the premises of the
social constructivist perspective taken in this master thesis, no methodological approach can acquire the real experience of the participants. However, in my opinion the participant has a point given that the survey in itself is in my opinion not an adequate approach to use, with the intent to facilitate an understanding of employee’s experience of the Corporate Group Induction. Consequently, I have not used the survey in itself. Instead the basic function of the survey has been to complement the primarily methodological approach used in this study, the interviews and the discursive psychological analysis of these interviews, with the intent to identify if the interviewees and those who participated in the survey share a similar experience of the topic of the study, and thus the validity of the survey in relation to the abovementioned aspects has the way I see it not been compromised.
Conclusion

To conclude, the aim of this master thesis has primarily been to identify the constructions, and functions of interpretive repertoires, above all in employee’s descriptions of their experience of how the Corporate Group Induction has influenced their commitment to Nynas, but also within a booklet, which I refer to as “This is Nynas. Furthermore, the aim has been to identify if other employees at Nynas share similar experiences of the Corporate Group Induction and its influence. Hence, in relation to a pedagogical perspective, focusing on impact processes, the focal point of the study has been to put emphasis on employee’s language use in relation to their experience of the impact of the Corporate Group Induction. In addition, in this conclusion, I will, with the use of a pedagogical perspective, underline the interpretive repertoires used to describe the core impact of the Corporate Group Induction, explicitly regarding its influence on employee’s commitment to the company. Furthermore, I will present my conclusions in the shape of points.

- In relation to participants’ experience of the influence of the Corporate Group Induction, the interviewees frequently used the enhancement, the involvement, the development, the reciprocity, and the constancy repertoires. Moreover, in association with the pedagogical perspective taken in this study, focusing upon the impact of the Corporate Group Induction, primarily on the subject of its influence on employee’s commitment, the enhancement repertoire are discursive patterns, which emphasizes that the core impact of the Corporate Group Induction is that it has merely strengthened the interviewees commitment to Nynas, not changed it. Concerning, how it has strengthened the interviewee’s commitment, the involvement and the reciprocity repertoires are the core repertoires used by the interviewees.

- The involvement repertoire is constructed with the use of discursive patterns that emphasizes feelings of affiliation towards Nynas, as well as underlining that this emotional attachment is due to the fact that the interviewees during the Corporate Group Induction and/or in their daily work experienced feelings of active participation and involvement in the company. Thus, taken into account a pedagogical perspective, regarding the influence of the Corporate Group Induction, active participation and involvement, as well as learning more about the overall company, and thus acquiring a more profound understanding of Nynas, is generally emphasized by the interviewees as
core reasons to why they feel that the program strengthened their feelings of being a part of the company. The way I see it, it is of utter importance to state that the due to the fact that the interviewees for instance generally proclaimed themselves as feeling involved at Nynas, even before the program, the influence and the strengthening impact of the Corporate Group Induction has thus in my opinion been much related to the fact that there, in the eyes of the interviewees, on the subject of involvement in the company, were no significant discrepancy between their experience of working at Nynas in general, and participating in the Corporate Group Induction. That is, the interviewees in the main felt involved in the company during their daily work, and by experiencing themselves as active participants in the program; this further strengthened their feelings of involvement in and affiliation to Nynas.

- Furthermore, the \textit{reciprocity} repertoire is constructed by the use of discursive patterns, which accentuate a perception on behalf of the interviewees, of a mutual dedication between the interviewees and Nynas, on the subject of both parties devotion towards integrating the participants into the company, as well as rhetoric’s which underlines how this perception has increased the interviewees commitment. In association to the pedagogical perspective taken in this master thesis, the interviewees generally called attention to the fact that the Corporate Group Induction itself was perceived as an investment in them, as well as an act of devotion from the company to make new employees integrated into Nynas. In addition, the dedication and commitment of those who worked during the program, was in turn one of the major influences that strengthened the interviewees commitment to Nynas.

- Additionally, in relation to the interviewee’s use of language, one of the main influences of the Corporate Group Induction is that the program increased their feelings of involvement and in turn this facilitated their affiliation towards Nynas. In association to the adjusted theory of commitment used in this master thesis, one of the major impacts of the Corporate Group Induction can thus be translated to the fact that it has increased participant’s affective commitment towards Nynas.

- Moreover, the aim has been to identify if other employees at the company share the experiences emphasized by the interviewees, regarding how the Corporate Group Induction has influenced their commitment to Nynas. Hence, those who participated in the
survey generally shared the interviewee’s experience. For instance, both the interviewees and those who participated in the survey underlined the strengthening effect of the Corporate Group Induction. To be explicit, focusing on a pedagogical perspective, the influence of the Corporate Group Induction, in relation to employees commitment to Nynas, has the way I see it, in overall merely been that is has strengthened participants commitment to the company, primarily influencing participants affective commitment, due to the fact that the interviewees for example generally emphasized that the program made them feel more involved in and affiliated to Nynas. Regarding, whether or not the Corporate Group Induction have influenced participant’s continuance commitment, it has for instance, in accordance with a few of the participants generated an increased perception of their development opportunities at the company. In addition, given that the magnitude of development at work has generally been emphasized by the participants, as well as due to the fact that the interviewees called attention to the importance of development of work in relation to long-term commitments to a company, a strengthened perception of possibilities of development at work, can thus be a factor which to a certain extent can influence employees willingness to commit long-term to a company. Additionally, my hypothesis is that the latter discursively constituted subjective psychological perception, explicitly linked to prevailing discourses in the late modernity, which put emphasis on the importance of individual development at work, are accordingly to the participants, at least in relation to those who experience themselves as having other opportunities, the primary discursive constructed perception which influence, whether or not employees will commit long-term to a company in today’s labor market.

- On the subject of the influence of the Corporate Group Induction in relation to participant’s normative commitment, it might have strengthened employee’s feelings of obligations, to return the investment Nynas has given them, due to the fact that the program itself was accordingly to the participants generally perceived as an investment in them. However, this study has not identified that these are feelings of obligations, which hinders participants from leaving the company. According to my opinion, an employees’ normative perception of their loyalty to a company, is not changed but merely strengthened by an induction program. Hence, the study have identified, that an induction program can strengthen an already existing perception of the importance of being loyal to a company, due to the fact that the Corporate Group Induction, accordingly to the
participants, generally was perceived as investment in them, which for instance made one of the interviewees feel that her perception of wanting to give back the loyalty Nynas has given her, was strengthened during the Corporate Group Induction. Furthermore, on the subject of the influence of induction programs in relation to employee’s long-term commitment to a company, 60 percent of those who participated in the survey emphasized that induction programs have an influence in them staying longer with a company. However, in relation to the general result of the study, regarding the fact that an induction program, in the mould of Nynas’ Corporate Group Induction, according to the participants merely strengthens employee’s commitment to the company, employees general perceptions of their daily work, for instance regarding opportunities to develop and feelings of involvement in the company, are in my opinion stronger indications whether or not they are going to commit long-term to a company.

- For future directions, given that one of the conclusions of the study is that acquiring an overall view of a company is something that facilitated feelings of affiliation towards the employing organization, I would like to study comprehensively how employee’s daily participation at work can influence their commitment to a company.

- On a methodological and a theoretical point of view, I would like to further integrate qualitative and quantitative approaches with the intent to put emphasis on both qualitative and quantitative aspects, as well as trying to use a theoretical approach, which to larger extent combine how mental processes are constituted through social practices and how cognitive processes construct social actions, given that my epistemological and ontological perspective is that although our attitudes, perceptions and emotions are primarily constructed through social interaction, the mere existence of cognitive processes cannot be denied, and thus these are therefore influencing our social activities as well.

- Finally, in relation to Potter and Wetherell’s ten stages to analyze discourse, I would in accordance with the authors emphasize the importance of the fact that a study has some practical value as well. Explicitly, the way I see it this master thesis is not only a valuable source of information to Nynas, but due to its findings relevant for other organizations and corporations, explicitly on the subject of the possibility of influencing employee’s commitment to the employing organization by the use of induction programs.
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Appendix

Appendix 1; Interview guide

Interview guide

Introduction – Presentation, position, tasks, start of employment, local induction and time of Corporate Group Induction

Design

The theme is about your perception of the structure and content in Nynas’ Induction Program

Structure

- Do you remember the structure of the Induction Program?
- Can you describe?
- Different parts?

Content

- Can you describe the content?
- How do you experience the purpose of the Induction Program?
- Do you have anything to add regarding the structure of Nynas’ Induction Program?

Participation

This theme concerns your experience of participating in the Induction Program.

Experience

- Can you describe your experience of participating in the induction program? Any specific experience?
- Changed perception?
• What was presented? How was it presented? What were the messages?
• Different parts?
• Do you remember what you did? Can you describe?
• Vision/strategy/values/brand?
• Had you heard about them before?
• Mentor?

Influence
This theme concerns your commitment to Nynas, as well as the impact of the induction program in relation to your commitment.

Impact

• Can you describe the influence of the induction program?
• Do you experience that the induction program influenced your commitment to Nynas? How?
• To which extent?
• Has the messages in the induction program influenced your commitment? How?
• Earlier and later influences?

Commitment

• Are you committed to Nynas?
• Can you describe your commitment to Nynas?
• Do you identify with the vision/strategy/values/brand? How?
• Do you think that Nynas on a long-term perspective can offer you something unique?
• Does it have anything to do with the induction program? How?
• Do you use the values in your daily work? How?
• Has the values emphasized in the induction program influenced work behavior? How?

Future

• In terms of work - what do you think you do in five years?

• What is your opinion of staying long-term or short-term with an employer?

• What is your opinion of staying long-term at Nynas?

• Can you make a summary of the influence of the induction program?

Closing

• Do you have something to add?

• Control check!

• Thank you!
Appendix 2, Interviews - Information for potential participants

My name is Ville Björck and I am a master student from the department of Education at Uppsala University. I am going to conduct a study at Nynas AB. In collaboration with Human Resources at Nynas AB you have been selected as a potential participant in the study. I would like to inform you about the aim of the study and your rights as a participant.

The aim is to study how Nynas AB implements value-based induction training within their organization and in relation to this, how induction training influence organizational commitment among employees. I plan to interview six persons in the organization and you have been chosen to be one of these. As a participant in my study you are going to be interviewed about your experience of induction training, particularly about how induction training influences your commitment towards Nynas AB. The interviews are going to last for about one hour, and be recorded with a tape-recorder. Some interviews are going to be conducted with use of Skype (for participants outside of Sweden). The collected data will only be used for research purposes. In accordance with confidential requirements within social science research, I will use methods to protect your identity from being revealed to outsiders. The material will be stored for at least one year. (Researchers are not allowed to delete material before one year has passed.) The study will be published at the DiVA portal, which is a digital network for publishing dissertations and master thesis.

Although I would like you to be one of the informants in my study, I also have to state that it is not mandatory to participate. If you are interested to participate in my study, more information will follow, especially regarding when interviews are going to be conducted. Preliminary, interviews are going to be carried out during the first and second week in March. If you would like to decline your participation or have any questions please contact my supervisor at her email address: Christina.Gustafsson@edu.uu.se

Best regards

Ville Björck
Appendix 3; Survey - Information for potential participants

My name is Ville Björck and I am a master student from the department of Education at Uppsala University. I am conducting a study at Nynas AB. In collaboration with Human Resources at Nynas AB you have been selected as a potential participant in the study. I would like to inform you about the aim of the study and your rights as a participant.

The aim is to study how Nynas AB implements their induction program, and in relation to this, how the induction program influence organizational commitment among employees. I plan to send out a survey to thirty persons in the organization and you have been chosen to be one of these. As a participant in my study you are going to be answering a survey about your opinion of the influences of Nynas Corporate Group Induction. The survey will only take a few minutes to conduct. It will be sent to your Nynas email address where you can submit the survey online. The collected data will only be used for research purposes. In accordance with confidential requirements within social science research, I will use methods to protect your identity from being revealed to outsiders. The material will be stored for at least one year. (Researchers are not allowed to delete material before one year has passed.) The study will be published at the DiVA portal, which is a digital network for publishing dissertations and master thesis.

Although I would like you to be one of the informants in my study, I also have to state that it is not mandatory to participate. If you are interested to participate in my study, more information will follow, especially regarding how and when the survey is going to be conducted. Preliminary, I will send you the survey week 16. If you would like to decline your participation or have any questions please contact my supervisor at her email address: Christina.Gustafsson@edu.uu.se

Best regards

Ville Björck
Appendix 4; Thank you note

Survey – Nynas’ Corporate Group Induction

First and foremost, I would like to thank all participants within my study. I value your contribution a lot. Especially, I would like to thank you for taken time out of your busy schedule to submit this survey.

Once again, thank you for your participation.

Best regards

Ville Björck, Masterstudent at Uppsala University