



Master thesis – Strategic communication

Avoiding reinventing the wheel

Communicational support in the integration of a new idea.

A case study of the Swedish Police.

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Abstract · Sammanfattning

Avoiding reinventing the wheel

An ever changing world is constantly putting new demands on organizations; development and adjustment are ongoing processes. Successful ideas have become merchandises as recipes for success. Additionally, a larger amount of co-workers has the capability to embrace the flourishing ideas and the communicational research has not been up-to-date in this matter. This thesis is a qualitative case study of the police in Helsingborg where co-workers has integrated an external idea. The focus of the study has been to investigate the communicative support that has been provided to the co-workers and what has been perceived as essential in the process. Furthermore, the thesis deals with the crucial aspect of the Police's claims for legitimacy and whether this is problematic in the process. We conclude with illustrating an ideal type of communicational support and the generated knowledge is important in order to be able to support co-workers in an insightful way in the future.

Återupptäck inte hjulet

En föränderlig omvärld ställer ständigt nya krav på organisationer; utveckling och anpassning är ständigt pågående processer. Framgångsrika idéer har blivit en handelsvara som recept på framgång. I dag har dessutom ett större antal av dagens medarbetare kapacitet att ta till sig de idéer som florerar och kommunikationsforskningen har inte riktigt hunnit med i denna aspekt. Denna uppsats är en kvalitativ fallstudie på Polisen i Helsingborg där medarbetare har integrerat en extern idé. Studiens fokus har varit att undersöka det kommunikativa stöd som erbjudits medarbetarna och vilka kommunikativa stöd som upplevts som essentiella i denna process. Dessutom behandlar uppsatsen den viktiga aspekten av Polisens krav på legitimitet och huruvida detta kan vara problematiskt i processen. Resultaten av fallstudien utmynnar i en modell över ett idealtypiskt kommunikativt stöd och kunskapen som genereras är viktig för att i fortsättningen kunna stödja medarbetare som initierar liknande processer på ett insiktsfullt sätt.

Keywords: Organizational ideas, sensemaking, identity, translation, communicational support, corporate communication, grass-root level, the Police, legitimacy

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1. Introduction

Because things are the way they are, things will not stay the way they are.
(Bertolt Brecht)

This thesis deals with the phenomenon of *integrating an idea* into a new organizational context and our focus is the communicative aspects of the process. The object of study consists of the Police department in Helsingborg where an external idea is integrated and translated to become a new work method. This process is initiated by co-workers, and it is conducted within the frame of a project.

What captured our interest is to understand the phenomenon in regard of the Police's inherent request of high trustworthiness and legitimacy. In the extent, these claims could have implications for the integration process and we perceive a need for balance between *developing new ideas* and to *be consistent and true* to organizational identity and its normative values in order to be perceived as legitimate. Our study concerns how communicational support can be expressed in order to support the integration process of the new idea.

The background of this thesis is the organizational capacity of changing and adapting to internal and external conditions, which is claimed to be a significant attribute to be able to navigate in the modern, dynamic environment (Cheney, Christensen, Zorn Jr. & Ganesh, 2004; Røvik, 2008). The ongoing tendency of imitating and taking advantage of other organizations' successful routines or methods is widespread, and such effective ideas of know-how flourish and travel through the world (Czarniawska, 2005). Ideas turn to "recipes" that are being modified into new organizational contexts (Røvik, 2008). Røvik argues that even though isomorphism tends to make organizations more similar, the ideas must be adjusted to their new organizational settings to work successfully.

Integration and implementation of ideas have been studied in the past within the communication field of organizational change but it has focused mainly on larger implementation processes from a management's perspective (Johansson, 2011). According to her, this top-down perspective is mostly concerned with how employees make sense of change implementations initiated from management, mainly focusing on communication as a mean to accomplish the desired results. Conclusions of such research suggest that communicative support should preferably serve to provide co-workers the possibility to participate in the change process by transparent and adequate communication of aims and motives (Johansson & Heide, 2008). This is an

important perspective. However, when considering the trend of professionalism, and the fact that ever more organizational change is initiated by an increasing number of educated and analytically capable employees (Røvik, 2008), an interesting and fairly new angle is to problematize *how new ideas can be integrated from a co-worker level*.

In accordance with Weick (1995) and Carey (2009), we understand communication as multi-faceted, interpretive and cultural processes rather than a simple process of conduction. Thus, we want to study how the complex concept of communication can support co-workers in the integration process of new ideas. An insight into what co-workers perceive as essential regarding the communicative support will further generate knowledge regarding how organizations can improve learning by providing communicative support.

Before presenting the purpose and research questions in this thesis, we need to clarify some of the concepts in use. The *idea* refers in this thesis to the external method that is integrated into a new setting within the Police. In this text, we will refer to this concept as an “idea”, a “method”, and “routine”. The *communicational support* refers to communication that can support the integration process in some way. Exactly what the concept can consist of remains to be explored in the thesis.

1.1 Purpose and research questions

The purpose of this thesis is to examine and analyze what meaning communication has in a process where co-workers integrate a new idea into the organizational context. We aim to gain insight into how communicational support can contribute to aligning the new idea with the Police’s vision and mission. The implications of this insight are to understand how communicational support is expressed and perceived and thereby it can contribute to deeper understanding of what is essential in this process.

Thus, the following research questions:

- What meaning does the organizational identity and corporate values have in the integration process?
- How do strategic documents express frames of reference for co-workers who want to make changes?
- What communicative support do the co-workers perceive as essential in the integration process?

2. Pre-understanding of the case

We aim to provide you a pre-understanding of the organization of the Police and the project in which the integrating process is conducted. The pre-understanding is necessary to be able to follow our perception of the phenomenon and our analysis and discussion that follows. Thus, this part offers a short introduction to *the Police* in order to clarify the studied organization's essence and structure. *The origin of the integrated idea* in order to understand why the idea is interesting for the Police as well as highlighting potential risks of legitimacy claims when integrating this new idea. Then we will present *the project group and our attendance* in order to clarify the group structure within the project which constitutes the study object in this case study. Finally, our attendance as researchers is briefly discussed.

2.1 The Police

According to Polisen (2011) the Police organization is one of the main authorities in Sweden, with almost 28.000 employees. The organization has a decentralized structure consisting of 21 police authorities (polismyndigheter). There is one police district in every county and within each of them a local board of direction decides the structure. The National Police Board (Rikspolisstyrelsen) has central and regulatory power over the police authorities, and the National Police Commissioner has the ultimate responsibility for the organization. However, formally, the police authorities are free-standing authorities beneath the Swedish government (Regeringen) and the Ministry of Justice (Justitiedepartementet). The organization additionally consists of a handful of other instances, e.g. the security police (SÄPO) and the state crime laboratory (Statens Kriminaltekniska laboratorium). Figure 1 illustrates the hierarchy of the organization.



FIGURE 1: Police organization (Polisen, 2011)

The *mission* of the Police is described and regulated in the Police act, and it is to prevent and reduce crimes, and to contribute to the safety of the citizens (Polisen, 2011). Annually, the *letter of regulation* (Regleringsbrevet) states the goals and directions for the current fiscal year, issued by the Swedish government. In 2012 the focus lies on aiming at a high trustworthiness amongst the public, to improve the business results and improve the handling of cases where youth and kids are involved. The letter of regulation acts as an overall direction that the National Police Commissioner interprets, and from which he or she formulates concrete goals for the organization, expressed in a document called 'Rikspolischefens inriktning'. These two documents function as a base for the police authorities' planned direction and focus.

Due to the governing role of the Police in the society; its authority to prosecute the act, and being the only institution allowed to use violence during peacetimes, the Police is a powerful institution. Having such a unique role, legitimacy is vital to its existence because of its need for active support and approval from stakeholders (DiMaggio, 1988; Samkin, Allen & Wallace, 2010). If the organizational norms and values are trespassed, the Police, as every other organization, might become subject of criticism and lose credibility, and in the long run legitimacy (Fredriksson & Pallas, 2011; Eriksson-Zetterquist, 2009). Chermak and Weiss (2005) highlight the Police's constant strive towards being perceived as trustworthy among the citizens and other stakeholders. An example of this strive was the development of the Police's corporate values during 2009 and 2010, after amongst other the "Apajävel"-scandal¹. To enhance their trustworthiness, the Police stated that every employee should hold certain values and be 'engaged, efficient and available'. Great efforts were put in this anchoring and communication process, to show that discriminating coincidences are not desirable within the organization.

2.2 The origin of the integrated idea

Lately, the city of Helsingborg (within the police district of Skåne) has suffered from crimes characterized as rapidly rising, often committed by youth gangs. These crimes have shown to be difficult to prevent with traditional police methods. To solve this problem, police officers at the Police department in Helsingborg have taken the initiative to introduce and use a new method into the organization. The method is derived from the Swedish National Defence (SND) and is in its origin called PSYOPs, which is an abbreviation for Psychological Operations. In its American origins it is defined as a method used:

[T]o influence the behavior of foreign target audiences (TAs) to support [...] national objectives. PSYOP accomplish this by conveying selected information and/or advising on actions that influence the emotions, motives, objective rea-

¹ A police officer was taped calling a young man discriminating names during the riots in Malmö in December 2008.

soning, and ultimately the behavior of foreign audiences (Department of the Army, 2005, p. 1-2).

The idea of PSYOPs was attractive because it had great potential of preventing the category of crimes that the city of Helsingborg suffered from (J. Berg, personal communication December 7, 2011). Also, this new method constituted a way of handling the crimes in a more structured manner than before.

In our study, the essence is to understand the origin of the integrated idea rather than focusing on the idea itself. The substance is that the organization of the Police should not be confused with the organization of the National Defense because of their different roles in the society. The important aspect of differentiating from the National Defense has a far-reaching tradition. Within the Police, the discourse around this matter is much about trustworthiness and legitimacy - the tragedy of Ådalen 1931² cannot reoccur. Thereby, the project manager has drawn attention to the crucial aspect that the integrated idea must be perceived as a police method in order to maintain trustworthy and legitimate.

This is what captured our interest; the dynamic and complex nature of the phenomenon and the contextual claims and needs that surrounds a unique institution such as the Police. Our understanding is that along with the Police's virtuous *raison d'être* comes both authorization and great responsibilities that cannot be negotiated. These are matters that must be constantly present, also in this integration process.

2.3 The project group and our attendance

To develop and integrate the new idea within the Police of Helsingborg, an already existing work group has been engaged in a project. The project will last approximately two years, and the integrating process of the new ideas comes in addition to the group members' usual tasks.

The group members are quite tight and describe themselves as creative problem solvers. They have two group managers whereof one is also the initiator to the integrating of the idea, he is described as the driving-spirit in the process.

All in all, the project group consists of the initiator as project manager, another ordinary group manager, and a handful of police officers on grass-root level. Additionally the project group has access to a local communication professional, and a local analyst.

Our role as researchers was initiated by the project manager and it is significant when it comes to providing the project an academic depth. Our attendance is fruitful in many aspects, but mainly, it provides a unique source of insight in the organization and an interesting contribution to the field of strategic communication.

² National Defense interfered in a riot, which is usually the Police's responsibility, and several civilians were killed.

3. Theoretical framework

In order to provide a theoretical frame of understanding to the complexity of the research questions, we need a broad base that can cover different aspects of the phenomenon of integrating a new idea. We commence by presenting *identity* as a concept that refers to the “foundation” which is present in all organizations, it constitute the “sense” of the organization. Our view of the identity is that it is socially constructed through communication, and it plays a central part when it comes to the integrating process of new ideas, as well as a prerequisite for legitimacy. Further, we present the concept of *translating ideas* in order to elaborate how an integration process can be understood in terms of translation. The last part deals with *making sense of new ideas*, introducing contextualizing and sensemaking as essential and overlapping theories for the communicative aspect of the phenomenon.

Before presenting the necessary theoretical framework, we will discuss our metatheoretical perspective, as this functions as a base for the subsequent parts of the thesis.

3.1 Metatheoretical framework

Clarifying our metatheoretical frame is an essential starting-point in doing research, since it will more or less determine the interpretation of the study (Cheney, 2000), as well as the frames used for explanation (Heide, Johansson & Simonsson, 2005). Accordingly, Hacking (1999) argues that all science is context dependent, which implies the importance of a distinction. In order to be transparent, as well as being self-aware, we will shortly discuss our research frame.

3.1.1 *Social constructionism, organization and communication*

There are three central paradigms dominating the research field of organizational communication; the positivist, the interpretative and the critical perspective (Corman, 2000). The latter two perspectives are more alike when it comes to the perception of the social world and our knowledge about it; as a socially constructed reality. It is an outcome of interactions and communication between human beings (Hacking, 1999; Backman, 2008; Bryman, 2008; Mattsson, 2010).

To us, a social constructivism perspective is important because of its accentuation of the link between organization and communication. There is an emphasis on communication as a prerequisite for organizations’ existence (Heide, Johansson & Simonsson, 2005; Weick, Sutcliffe & Obstfeld, 2005; Falkheimer & Heide, 2007). Weick (1987, p. 98) states that:

Structures form when communication uncovers shared occupational specialties, shared social characteristics, or shared values that people want to preserve and expand. The structures themselves create additional resources for communication such as hierarchical levels, common tasks, exchangeable commodities, and negotiable dependencies.

Accordingly, our research that deals with organizational processes must according to social constructivism inevitable deal with communicational processes. This view leads to a dynamic approach when studying organizations, one that involves grasping complex social systems of personal relationships, identity issues and power relations (Cheney et al., 2004).

We see ourselves as a part of the interpretative research tradition, which emphasizes the researcher as an interpreter and a sense maker of social life (Cheney, 2000), and so the researcher is active in the construction of the research. Accordingly, scholars argue that the researcher influences the informants and the empirical material; there is no meaning in trying to separate the researcher's social construction from the material (Alvesson, 2011). In such, social constructionism is inevitable in our interpretive standpoint; we must be aware of our influence and understanding of the case organization, as well as be perceptive regarding the organizational pre-understandings. A fruitful notion is that social research cannot be taken for granted as a mean to grasp what is out there; respondents cannot be regarded as truth revilers, aiming to serve the science (Alvesson, 2011). In order to gain knowledge about social phenomena, the author claims the importance of being perceptive to complex matters inherently present in structures and languages, and how they can influence what is present.

Alvesson (2011) argues that reflexivity is essential in research of social matters. To avoid naive interpretations, researchers need to critically reflect upon themselves to present well-reasoned interpretations. How we dealt with the reflexivity will be discussed in the methodological chapter.

3.2 Organizational identity

To understand what meaning identity and values have in an integration process, we must first grasp the concept of organizational identity.

'Identity' is a widely studied phenomenon. It has its roots in psychology, but has undergone parallel developments in a variety of scientific disciplines as a consequence of the different foci of the concept. Hence, the literature is widespread and addresses different aspects.

Within this thesis we have chosen to focus on the *organizational* identity term and its implications on legitimacy, as we examine an organization that is inherently dependent of legitimacy for its *raison d'être*. Further, we have focused on the literature about organizational identity written mainly by scholars of our field of research, namely communication and organizational studies.

3.2.1 Defining organizational identity

Identity is frequently used in order to describe organizations (Van Tonder & Lessing, 2003). The widely accepted definition of the term consists of three cognitive aspects: the organization's central traits, the differentiating traits and the enduring traits (Whetten & Gottfried, 1998; Whetten & Mackey, 2002; Albert & Whetten, 2004; Whetten, 2006). Those attributes are constructed cognitively, and therefore, the concept of identity is inherently dynamic, based on social constructions that are constantly renegotiated and influenced by the perceptions of the beholder (Christensen & Askegaard, 2001; Encyclopedia of communication theory, 2009). Fiol, Hatch and Golden-Biddle (1998) describe identity as a self-focused process of sense making, focusing on the question "who am I?", "who are we?" (Whetten & Mackey, 2002; Albert and Whetten, 2004) or "what do we stand for?" (Van Halderen, 2007).

Scholars stress that organizational identity is conditioned by both internal and external publics (Christensen & Askegaard, 2001; Hatch & Schultz, 1997). It simultaneously addresses the internal identification; reflecting upon what it de facto is, and the external differentiation; focusing on the organization's symbolic expressions (Rindova & Schultz, 1998; Cornelissen, Haslam & Balmer, 2007). Whereas the internal picture (what the organization is and what it stands for) is often referred to as organizational identity, the external picture has been labeled corporate identity. The former refers to a part of the organizational culture, which is, according to Hatch and Schultz (1997, p. 358) "grounded in local meanings and organizational symbols". The latter has commonly been used from a management perspective to communicate and promote organizations' identity (Hatch and Schultz 1997; Cornelissen, 2004).

However, it has been questioned whether the separation of the concept is beneficial to the understanding and the aim of capturing the essence of identity (Rindova & Schultz, 1998, s 49; Cornelissen, 2004). Thereof the authors claim that organizational and corporate identity preferably should be understood as integrated, a view we also apply within this thesis. Similarly, Hatch and Schultz (1997) claim that organizational identity's internal and external attributes are too interrelated to be set apart. An holistic view incorporates both culture and image.

3.2.2 Identity expressions

In the process of examining organizational identity we need to operationalize how identity can be expressed. Although a fluent concept, identity can manifest itself in various expressions (Van Halderen, 2007). Inspired by a number of different scholars, Van Halderen presents three types of identity expressions: *Strategic identity* information, *institutional identity* information and *personality-related* information.

Strategic identity information refers to a desired identity, an identity foreseen for the future, as well as a current identity. A typical expression for the former is an organization's vision – consisting of aims about where it wants to be in the future. The current identity of an organization is, from a management perspective, called projected identity. It takes form in for example the mission statement, the provided services of the organization, the positioning etcetera (Van Halderen, 2007). Statements like

the mission statement has often been criticized as being “ineffective and unrepresentative of organizational reality” (Hamilton, 2005, p. 162), this despite of their popularity as being one of the most popular management tools (Rigby, n.d.). However, Hamilton (2005) argues that mission statements can have great rhetorical power and be a base on which a shared view on identity is developed. That is an important reason to why we examined how strategic documents expresses amongst others identity and values as frames of references.

It is argued that institutionalized identity information addresses a part of identity that concerns how the organization relates to its surroundings, mainly focusing on the adjustment to social norms and external stakeholders (Cheney & Christensen, 2001). It can be seen in the core values, business principles, rules and ethics as well as CSR themes of a company (Van Halderen, 2007).

Personality-related information is information that expresses identity in terms of stories, e.g. founding fathers, culture and the organization’s origins (Van Halderen, 2007). Stories are important for the sensemaking process as they aid understanding of events and absent things, because they reduce the complexity of life in organizations (Weick, 1995; Rhodes & Brown, 2005). Further, they act as guidance to action and help to express shared values. In addition to narratives, symbols and artifacts, like logos and uniforms, can also express an organization’s identity (Hamilton, 2005; Hatch and Schultz, 2001).

Van Halderen (2007) has compiled these identity expressions into a model (see Methodology, Figure 3). For our purpose this model generates concrete aspects of identity, a base of analyzing what identity means within our case study.

3.2.3 Linking identity to legitimacy

Czarniawska (1997) and Whetten (2006) agree that some parts of organizational identity are inevitably inconsistent and vague. Hence, there will be multiple identities within an organization (Ashforth & Mael, 1989; Fiol et al., 1998). Co-workers might identify with their profession, their team, and their project, in addition to the organization as such. At the same time an ambivalent appearance can have severe consequences for the perception of organizational identity. In this sense, both internal and external stakeholders need the organization to explicitly communicate how its organizational identity harmonizes with general values and norms of society (Cheney, et al., 2004). Therefore, to manage the identity in such a way that it is considered consistent and in balance is important (Hatch and Schultz, 1997; Whetten and Gottfried 1998). Without balancing organizational identity, and communicating and expressing who the organization is, stakeholders do not know what it does and what it stands for. Hereby, identity is a focal resource to maintain legitimacy (Brown, 1997), especially since the borders of external and internal aspects of the organization are fluent (Cheney & Christensen, 2001).

Legitimacy can be defined as ”a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions” (Suchman, 1995, p. 574).

Consequently, the author means that organizational legitimacy is, as identity, dynamic and dependent of observers' overall evaluations and reactions of an organization. Although legitimacy is created subjectively through perceptions, it can be possessed objectively by adopting the organizational activities to existing social norms. Thus legitimacy can also be maintained if undesirable events remain unobserved (Suchman, 1995).

Legitimacy is socially constructed as it represents an agreement upon mutual values between the legitimated organization and the groups who provide legitimacy (Suchman, 1995). In view of this, legitimacy is a basic process, on which every social organization establishes their fundament (Zelditch, 2001), to "justify their authority" (Cheney et al., 2004, p. 419). Hence, organizational legitimacy is a premise for survival (Dowling & Pfeffer, 1975). Legitimacy affects how organizations are understood and perceived; "audiences perceive the legitimate organization not only as more worthy, but also as more meaningful, more predictable, and more trustworthy" (Suchman, 1995, p. 575). In other words, legitimacy affects and is affected by organizational identity.

In this, we see that organizations are given personal attributes as if they were individuals; accordingly society treats them as independent and accountable for making morally right choices (Horwitz, 1986; Suchman, 1995). Also, Czarniewska (1997) highlights the tendencies that organization members are responsible for the behavior of the organization, and that organizations are accountable to the state. However, legitimacy should not be confused with legality of actions (Johnson, 2003).

Within the communication literature, legitimacy is often associated with social and ecological corporate responsibility (Cornelissen, 2004; Cheney et al., 2004). At the same time, identity is seen as a perception management tool to maintain the legitimacy: "A sense of identity, and the core values that underpin it, provide an anchor around which all activities and communications can be structured and carried out" (Cornelissen, 2004, p. 68). Internally, having a strong identity can contribute to a feeling of the organization as a whole, a "we"-feeling. A strong identity means upholding a link between the organizational identity and the projected image, so that the projected image actually is authentic. With the essence from the organizational identity and the question "who are we?" managers can build a base of shared and distinct values, ideas, beliefs and symbols (Alvesson & Svingsson, 2008). If the common identity is positive, well defined and outspoken, co-workers tend to express their belonging to an organization through "behavior that communicates loyalty to the organization, its values and policies" (Cheney et al., 2004, p. 112), which in turn will enhance legitimacy.

Considering what has been said above, a central point of managing identity is to make sure that organization members identify themselves with the organization. Thus, a process where the members are involved in the compilation and articulation of the organizational identity is preferable, as opposed to the usual top-down communication of identity management with limited opportunity for consideration of employees' and stakeholders' interests (Cheney et al., 2004).

3.3 Translating ideas

An idea can be defined as "a thought or suggestion as [...] a possible course of action" (Oxford Dictionaries, 2012). The concept of ideas can be seen as processes, techniques, methods, routines or innovations that travels and something that can be translated. This view is nothing new and has been studied from different perspectives. Within for example the research field of institutionalism, translation of ideas and practices has had an important role. Czarniawska (2005) defines the term globalization as a phenomenon that consists of different practices, ideas, and habits that spreads from their original localities to new places worldwide. An idea must be materialized, for example as a text or an expressed human thought, otherwise it cannot travel through the world (Czarniawska, 2005; Czarniawska & Sevón, 2005). Adapting organizational ideas from other localities is within institutional theory called imitation (Czarniawska, 2005; Eriksson-Zetterquist, 2009), which in turn leads to isomorphism, meaning that organizations for different reasons gets increasingly homogenous (DiMaggio & Powell, 1983). Often, organizational ideas or practices are taken over by for example organizations to achieve certain effects, and fashions occur, which turns particular ideas to trends (Czarniawska, 2005). Not all of these trends are necessary to the organization, still many managers tend to be convinced by them and adopt them without valuing the actual need (Heide & Johansson, 2008). However, when such a need actually exists, to recognize *relevant* external knowledge, to subsequently reshape and convert it to suit the own organization, is considered to be an important asset enabling organizations' progress (Røvik, 2008). We argue that this process can be analyzed in terms of translation studies, with Weick's sensemaking as a further frame to understanding the meaning creation.

3.3.1 Translation and the research gap

Translation studies have its origins in the research field of text translations, a field known by translators and interpreters. However, inspired from Røvik (2008), in this thesis the field of translation studies will function as a frame to explain how an organizational idea is contextualized within a new setting. By contextualizing, we mean how individuals and groups make sense of new ideas in relation to their normal context (see chapter 3.4.1).

Other types of frameworks that traditionally have dealt with analyzing how ideas travel and transfers, is Everett Rogers' Diffusion of innovations and Bruno Latour's Actor network theory (Johnson, 2003). Our reasons for choosing the frame of translation studies, is the possibility to study ideas as "social communication and cultural manifestations" (Røvik, 2008, p. 217), as well as translation studies offering useful concepts and theories regarding contextualization of social phenomena like materialized ideas (Czarniawska & Sevón, 2005). In addition, according to Røvik, to explore integration of organizational ideas from a translation studies perspective has almost been neglected from research, thus there exists a gap. Additionally, most of the dissertations or theses on the subject ingest a top-down angle, analyzing how certain

strategies or routines spread or how they are contextualized and *implemented* from management and downwards through the organization (see for example Johnson, 2003; Amdal & Dahlberg, 2008; Mofoss, 2009; Ericsson, 2008). Røvik (2008) claims that others than the top management are capable of initiating organizational ideas, and often do. Following his thoughts, a bottom-up research perspective on integration of ideas is useful. Additionally, past research on the subject has mainly been conducted with the perspective of research areas like political sciences, business and management and organization theory. Hence, we argue that a communicative angle is beneficial to suggest new knowledge of the phenomenon ‘when ideas integrate’.

3.4 Making sense of new ideas

In the aim of reducing the knowledge gap presented above, the analysis requires deeper theoretical frames regarding how the idea is concretized and integrated. Thus, we will bring forth contextualization (Røvik, 2008) and sensemaking (Weick, 1995; 2001), both highlighting how to make sense of ideas. In our view, the two concepts are interrelated and touch upon the same phenomenon. Nevertheless, they provide us with different angles and the strength comes when making use of both parallel to each other.

3.4.1 Contextualizing

Contextualizing refers to the process where ideas, (conditioned by their unique practices and contexts) are introduced into new organizational contexts (Røvik, 2008). Røvik means that contextualizing is the second step in the translation process, and is always foregone by a decontextualizing process where ideas are materialized and detached from their origins. Through decontextualizing, explicit representations can take form, and the more verbal and simple a practice is, the easier to fetch and present forth to the contextualizing process.

Further, the contextualizing of external ideas is a complex, dynamic procedure conditioned by the receiving organization’s formal and material structures, procedures, and identities. Røvik (2008) claims that the content of an idea can take different forms after a translation: reproduction, modification and radical change. Since ideas cannot be copied, because of their nature as existing in human minds (Hedmo, Sahlin-Andersson & Wedlin, 2005), we argue that most likely ideas solidify into modification or radical change. Additionally, as mentioned, our case organization has articulated the need for modification, or radical change of the idea (PSYOPs) in order to maintain legitimacy. According to Røvik (2008) modification means that something is either added to or subtracted from the original idea; the former is a way of explicating information to make concepts more apparent, whereas the latter is a way of implicating to make concepts less detailed, and in some cases also omit concepts. Both modifications might be done either intentionally and strategically or unintentionally. Radical change implies adapting an idea to the

unknown or using it as inspiration to create local innovations. The reasoning follows as above: the more implicit, complex and interspersed an idea is, the more likely that it will undergo radical changes in the new settings.

When introduced in organizations, ideas normally do not have any references to the new context. Thus, a frame of interpretation regarding the local context is necessary (Weick, Sutcliffe & Obstfeld, 2005). This can, according to Røvik (2008), be accomplished through *a location process*, and *a time demonstration*.

The location process refers to that a general idea ascribes local references. They could be references to local actors, local governments, earlier solutions or local conflicts. A local translation will never turn out to be the same as the original, but instead create a “local identity” (Czarniawska, 2005, p. 115). According to Røvik (2008), persons submitting this localization normally have knowledge about both the original idea as well as the local context. Here he draws a parallel to the translation studies; to translate a drama to another language – also meaning another culture – is about ‘giving’ it a new local context, which makes sense for the target audience.

The time demonstration refers to the tactic of ascribing local time to the new idea that is about to be integrated; a tactic accomplished by the process of making sense of the aim of creating a local history, both a past, present, and future for the practice. This is often done by constructing retrospective stories of why and how the idea was adopted (Røvik, 2008; Weick 1995). Frequently the discourse implies an assumption that there first existed a problem, then a solution was looked for, and lastly the new idea was adopted.

In our case, the location process and the time demonstration are important aspects when integrating the new idea because of its origin.

3.4.2 Sensemaking in organizations

Weick, Sutcliffe and Obstfeld (2005, p. 409) argue that “[s]ensemaking involves turning circumstances into a situation that is comprehended explicitly in words and that serves as a springboard into action”. They articulate that sensemaking is an inevitable product in human organizing, as it addresses aspects of identity and contextual interaction. This interactive dynamic of the context serves as a frame of attribution to which people engage in their everyday life; retrospective and ongoing. Sensemaking materializes through communication, interaction and language, and it serves the function of establishing an understanding of identity and scripts in organizations.

In order to visualize and operationalize the process of organizing and sensemaking, Weick, Sutcliffe and Obsfeld (2005, p. 414) adopt the following model from Weick (1979):

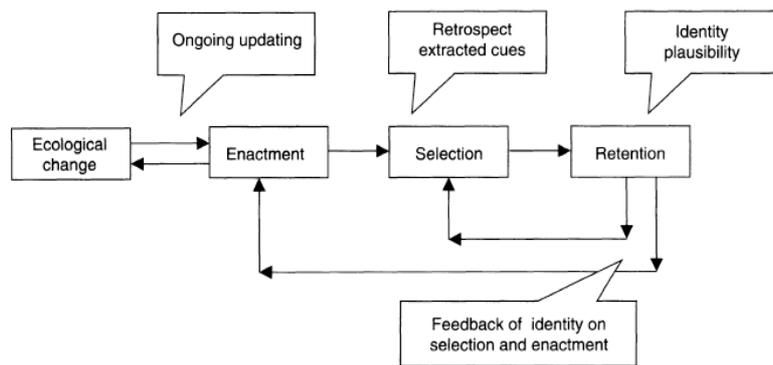


FIGURE 2: Organizing and sensemaking

The authors highlight central traits to the concept of sensemaking; it commences by attention - in the flow of daily activities, someone draws attention to a stimulus, often divergent from what is general in the particular context. By addressing the need for meaning in this cognitively unfamiliar situation, the process of sensemaking has begun. Weick, Sutcliffe and Obstfeld (2005) explain the phenomenon as a mechanism that seeks for meaning durable enough to serve as a future script in the organizational context. To highlight the organizational function of the concept, they articulate that

[..][people] make sense by acting thoughtfully, which means that they simultaneously interpret their knowledge with trusted frameworks, yet mistrust those very same frameworks by testing new frameworks and new interpretations. The underlying assumption in each case is that ignorance and knowledge coexist, which means that adaptive sensemaking both honors and rejects the past (p. 5).

This emphasizes the significance of sensemaking to organizing, as well as to everyday life. The quote illustrates that the process is dynamic, and immediately dependent of the participants.

The authors claim that organizations embody the process of sensemaking when the emerged scripts and guidelines become the image within the organization. Due to this, organizations and sensemaking are interlaced. Weick's (2001) view of the relationship describes sensemaking as a premise for organizing; justifying social structures through social mechanisms (cf. Brown, 2000). He articulates (2001, p. 15):

[O]nce macro entities are invoked to justify a commitment, people continue to use them as explanations. And they urge others to use the same explanations. To support these explanations, people deploy them in a manner that resembles self-fulfilling prophecies.

Consequently sensemaking is never about achieving a truth; instead it is about trying to categorize the unknown into a plausible framework (Weick, 1995; Weick, Sutcliffe and Obstfeld, 2005).

In other words, both organizing and sensemaking aims to categorize and bring order to the world. Another aspect of this process is sensegiving, introduced amongst other by Gioia and Chittipeddi (1991). They conducted an ethnographic study of how

a president at a university communicate and ‘give’ sense to employees and students to gain their support in strategic change initiations. They argue that sensegiving can be understood in relation to sensemaking; as sensegiving is a process of trying to influence or change the meaning creation of co-workers, “toward a preferred redefinition of organizational reality” (Gioia & Chittipeddi, 1991, p. 442). In their study, the researchers found that the managers themselves participate in a sensemaking process, before they were able to create sensegiving messages. The sensegiving message was formulated as ‘top-ten universities’. According to the authors, the message provided a framework of interpretation that employees and students could adopt as if it were their own.

The sensegiving function can be fruitful in relation to the concept of projected identity and this is an interesting angle to us because it highlights how strategic communication influences sensemaking. In our case we need to understand the impact of the contextualization process, the sensegiving and the sensemaking of the new idea.

3.4.3 Communication and levels of sensemaking

Wiley (1988) and Weick (1995) present a way of understanding sensemaking as a collective phenomenon. The communicative aspect of sensemaking is inevitable since it is about shared understandings that shapes and reshapes in a dynamic interplay. Those are expressed in various manners; concepts, symbols and representation, all contributing to create shared meaning through organizational established patterns.

Wiley(1988) bases his view on the individual self as a core for more shared levels of understanding. Wiley is inspired by philosophers like Durkheim, Levi Strauss, Mead, and Peirce, and he presents four different levels of sensemaking; *the intrasubjective level*, *the intersubjective level*, *the generic subjective level*, and *the extrasubjective level*. Communication is the mean to move transcendentally across these levels.

The intrasubjective level is based on the ability of the individual to produce categorizes, and a will to understand reality. Cognitive frames or categories are developed during childhood, introduced by significant others. Wiley (1988) argues that the individual is a product of interaction.

On the intersubjective level we step away from individual representations like thoughts and feelings to interactions. Here, the individual is part of a group, as the prerequisite for interaction is “two, or more, communicating selves” (Wiley, 1988, p. 258) interchanging and synthesizing. In other words, sensemaking on this level is a formation process of “joint subject[s]” (Weick, 1995, p. 71).

The generic subjective level describes an organizational level, focusing on the social structures. The self and the concrete human being are left behind, replaced by a “[s]ocial structure [which] implies a generic self” (p. 258). When times are stable, generic subjectivity takes forms into collectively agreed upon scripts and defined roles, for example a communication policy or informal routines. There is no need for intersubjectivity as long as such standards create mutual, generic meaning. However, during times of change, when old scripts do not fill their functions, uncertainty arises

and the intersubjectivity will be the focus of sensemaking. Again the interaction among people creates new views and meanings to form a new synthesis.

The extrasubjective level (the cultural level) assumes that “the generic self drops out. The abstract subject of social structure, occupying positions and obeying rules, is no longer implied“ (Wiley, 1988, p. 259). The culture is subject-less, consisting only of a symbolic representativeness.

Weick (1995) argues that organizations in general tend to move dynamically between the intersubjective level and the generically subjective level. The organization itself fosters a dynamic combination, or a bridge of these two levels. And to further highlight the interactivity, Weick states: “organizing is a mixture of vivid, unique intersubjective understandings” (1995, p. 72). In this interactive and social constructivist process, we intend to understand the communicative aspect to be essential, because interaction requires communication. Weick articulates: “If the communication activity stops, the organization disappears” (1995, p. 75).

3.5 Bridging to method

We consider the presented theories as having a social constructivist stance, and the concepts are inherently constructed through communication and interaction. From our perspective, the communicative features will have main focus in the following parts of the thesis. Organizational identity functions as a useful frame to the phenomenon, emphasizing the focal contextual influences of an organization’s activities, and the link to legitimacy is essential to highlight. Whereas translation, contextualizing and sensemaking deals more directly with the phenomenon of integrating an idea.

4. Method

The method was designed to be as beneficial as possible in the aim of getting insight in the process of integrating the new idea. The focus was to interpret and understand a complex process profoundly; therefore, qualitative method approach was most suitable. We decided to use a case study design and in order to grasp the holistic process of our research questions a multiple method design was taken forth, in naturalistic settings (Bryman, 2008; Silverman, 2010). A combination of three approaches aimed to capture the richness of the case - *observations*, *document analysis* and *interviews*. The strategy provided us with the opportunity to get to know the case organization by various ways and angles of interaction. As you will see, the design improved our ability to approach the phenomenon successively, which became a significant advantage of the design.

In the following parts, we intend to describe the used methods in the study; starting with the case study approach, and how the case was selected. Subsequently, describing the three methods focusing on how we used them, and the strategy of combining them to support and overlap each other in order to generate a powerful design. At the end of the chapter we will discuss our interpretation and analysis of the empirical material, followed by the design's major strengths and drawbacks, and critically take into consideration how we dealt with those issues.

4.1 Case study – the power of example

Case studies are generally preferred when the posed research questions are of 'how' or 'why' character; focusing on phenomenon within real-life contexts, like processes in organizations (Yin, 2007). The main advantage is that the method can generate "concrete, practical and context-dependent knowledge" (Flyvbjerg, 2001, p. 70). In the field of the social sciences, there is no such thing as context-independent knowledge (Hacking, 1999), and accordingly Flyvbjerg (2001) labels case studies "the power of example" (p. 66). He argues that it can create important knowledge as a research method, despite of its history of undergoing criticism concerning its potential to generalize knowledge, test hypotheses and build theories (quantitative approach). However, in our aim, we seek to generate qualitative insight to a particular process, and therefore the case study approach is beneficial to us.

4.1.1 Selection of case and its demarcations

The case in this study was selected on an information-oriented basis, which means that it was a strategic choice based on access to information (Flyvbjerg, 2001). In this

sense we valued the opportunity to study the phenomenon of integrating a new idea into the Police's organization as unique, because it provided the angle of being initiated from co-workers rather than from management. The initiative to invite the academia to the particular project was taken by the project manager. Thereby, accessibility to the phenomenon had major influence on the case selection, as it often has (Silverman, 2010).

One of the complex matters in a case study is, as in any kind of science, the difficulty of defining the boundaries between the case and its context (Yin, 2007; Hacking, 1999; Punch, 2005). The authors address the importance of definitions, and we demarcated the case in terms of: the project group as *key players* in the process, focusing on *their perceptions* in order to grasp the co-workers' grass-root perspectives. Another demarcation was *time*; we defined the integration process to last from the first initiating seminar for the key players (see observations), to the launching and performance of the new method. In quantitative terms: about three months. A third parameter of demarcations was the focus of *strategic communication*; organizational communication as a theoretical frame of understanding was a helping tool in maintaining the direction in the study and keep focus in order to generate knowledge for the research field of communication.

4.2 Design and procedure

When distinctions were made regarding the case, we aimed to take advantage of the context and the holistic understanding of the case organization that is provided within this approach (see Punch 2005; Silverman, 2010). As mentioned above, we intended to use three different methods within our case. This is argued to be one of the main advantages in case study design; its encouragement to combine different methods of interacting with the field (Yin, 2007; Jensen, 2002).

4.2.1 Observations

The strategy behind the observations was to get familiar with the case and the Police in Helsingborg. Thereby the observations served as a way of approaching the complex phenomenon and a prerequisite to enable a well-grounded formulation of the research questions. Otherwise, we would have fumbled in the dark. Since the observations had a character of approaching insight, as a pre-understanding frame, their results will be inherently interwoven in the analysis of the research questions.

We conducted three naturalistic observations, and aimed to take advantage of the ethnological approach, which is designed to capture the nature of the observed (Silverman, 2010).

The first observation was carried out when the project group had a seminar in order to introduce the new idea. This observation provided an understanding for the idea that was about to be integrated, and an opportunity to observe when the idea was first introduced to the project group. The seminar consisted of two parts and the project manager conducted the first half by presenting the idea. He called attention to the

similarities of the original concept and the potential winnings of applying this method, but he also remarked the differences, and the required adjustments to the Police's operations. The second part of the seminar consisted of a case assignment, with the aim of practicing the new method. Hereby we could see the interactions between participants and observe the first reflections of the new idea, and how it made sense to them.

The following two observation sessions dealt with the planning and designing of the method. Hereby we were offered a way of understanding how the new routine was supposed to be performed.

Field notes served as working documents during and after the observations. In accordance with Jensen (2002), the notes focused on the substance and the logistics, i.e. what happened and in which context.

4.2.2 Document analysis

As a second step of our methodological approach we conducted a qualitative document analysis in order to answer the research question *how do strategic documents express frames of reference for co-workers who want to make changes?*

A document analysis contributes to a deeper understanding of contents within a small number of texts (Hsieh & Shannon, 2005; Silverman, 2000). In other words, the documents served as a base for understanding how support might be expressed to co-workers that want to initiate and integrate new ideas into the organization. In order to fulfill this strategy, we carefully selected documents through a purposive sampling approach. In line with Bryman (2008) we based the sampling on the documents' content, and its relevance in helping to answer our research questions. In addition, the document's authenticity, credibility, representativeness and meaning were taken into consideration in the selection of the documents (cf. Bryman, 2008).

Since our focus was the communicational aspects of the phenomenon, the documents were essential as a mean to understand the top-down communication of relevance. We analyzed documents from different levels within the organization: 1) the most recent *general, public, strategic documents* - that are supposed to be read annually by all co-workers, which we understood as a general sensegiving frame, 2) *documents specific for the project* - which we understood as a sensegiving and contextualization frame to the particular process of integrating the idea. In the former category we included:

- Regleringsbrevet 2012
- Kommunikationspolicy och riktlinjer för kommunikation
- Polisens Planeringsförutsättningar för perioden 2011-2013
- Polischefens inriktning 2012
- Verksamhetsplan 2012, Polismyndigheten i Skåne

In the second category, we included:

- Template for target group analysis
- Template for message customizing
- Power point presentation about the project
- Information brochure about the project

Another reason for conducting a document analysis was based on the perspective of social constructivism; texts and documents are “social facts’, [...] produced, shared and used in socially organized ways.” (Atkinson & Coffey, 2004, p. 58). These social facts are produced through communication and rhetoric (Weick, 1987). Hence we expected to find expressions of the organization’s identity in the documents.

In order to operationalize the expression categories of the Police’s identity we used a modified version of Van Halderen’s (2007) model describing types of identity information that an organization can express (see Figure 3). This operationalization of identity aimed at getting a grip of the dynamic concept, in order to be able to identify expressions of identity in the texts. It served as an analyzing tool in order to grasp the documents dignity and broadness.

Types of identity information	Strategic	Institutional	Personality related
Examples	Vision, mission, future beliefs, innovativeness, types of services	Values, business principles, codes of conduct	History, culture, management, people

FIGURE 3: Types of identity information that organizations can express
(Based on Van Halderen, 2007, pp. 19-20)

4.2.3 Interviews

The third step of our method design was to conduct interviews to get a deeper understanding of the research questions: *what meaning does the organizational identity and corporate values have in the integration process? And what communicative support do the co-workers perceive as essential in the integration process?* We found interviews to be most fruitful in order to grasp the complexity and nature of such questions that cannot easily be captured.

Even in this step we had a purposive sampling approach in accordance to the demarcations of the case. Consequently, the *key players* constituted the major part of our informants because they had invaluable knowledge about the phenomenon (a sampling in accordance with Bryman, 2008). Moreover, all of the research questions

dealt with the key players' view, hence interviewing them were crucial for the study. Additionally, to broaden the empirical material, we interviewed two persons within other parts and on other levels of the organization: a person responsible for the corporate values provided insight to the strategy behind the corporate values. Meanwhile a top-manger within the Helsingborg police provided insight to his view of the phenomenon, as well as other fruitful aspects, such as communicational support and claims for legitimacy.

A total of eight interviews were conducted in Swedish during the two last weeks of March. The informants were informed about the codes of ethics regarding the study, time estimations, and upcoming topics, and thereby we had an informed consent (see Kvale, 2007). The interviews lasted between 55 and 75 minutes and took place in a room located at the Police house chosen by the informants in order to favor a natural setting. To be able to follow up on as many aspects as possible during the interviews, both of us participated, one as interviewer, and the other one as observer.

Prior to the interviews, we designed customized semi-structured interview guides in order to cover specific topics, e.g. meaning of corporate values and what kind of communication support provided (see Appendix). The strength of using semi-structured interview guides is the ability to catch interesting aspects that arise during the interviews (Bryman, 2008; Alvesson, 2011). Hence, questions were spontaneously added or subtracted. As mentioned, the interview guides were customized to suit each of the informants' specific expertise and knowledge. Nevertheless several questions reoccurred in the interviews, which is a strategy to map diverse aspects of the same wholeness (Alvesson, 2011). This design allowed us to follow up on what earlier informants had told and explained. Hence, the reader will find four slightly different interview guides in the appendix. The last interview guide stands out, as it was customized to suit the responsible for the corporate values.

The interviews were recorded, fully transcribed and printed to simplify the interpretation and analysis.

4.3 Interpretation and analysis of the empirical material

A thematic analysis represents a common approach in the social sciences. It involves searching the empirical material for interesting themes or expressions that can help to sort the data and answer the research questions. Ryan and Bernard (2003, p. 86) argue: "Without thematic categories, investigators have nothing to describe, nothing to compare, and nothing to explain".

Jensen (2002, p. 240) highlights language as having a key role in qualitative research, as in thematic analysis:

There is no way around language as a medium of access to social and cultural phenomena. Language is a permanent condition of research, not a removable obstacle. [...] [R]espondent's self-conceptions, opinions, and worldviews must be inferred from their language (and other systems of communication) and their argumentative structures, cultural themes, and narratives.

Accordingly, after thoroughly studying the empirical material from the observations, documents and interviews, and asked ourselves the question: “what is this expression an example of?” (Ryan & Bernard, 2003, p.87), we were able to create themes that captured the foci of our research questions. We also based the themes on the following considerations:

Questions posed to the empirical material
Which expressions are repeated?
Are there any indigenous categories? (Local terms that might seem unfamiliar to the researcher)
With which metaphors are thoughts and behavior presented?
Which similarities and differences are presented?
Are there any theory-related expressions?
Which data are missing, or what is not being said?

FIGURE 4: Questions posed to the empirical material (Based on Ryan and Bernard, 2003, pp. 89-94)

Successively, while asking these questions, we could order the empirical material into themes and subthemes that were central to the purpose. This strategy aimed to let the empirical material construct its own categories, with our help. Creation of themes is simultaneously an inductive approach, i.e. coming from the empirical material, and a deductive approach, i.e. coming from researcher’s pre-understandings of theories, constructs and perspectives (Ryan & Bernard, 2003).

Each of the research methods offered interesting results (presented in the analysis), and by categorizing quotes into themes and subthemes, the empirical material could be synoptically summarized. An example of such a summary of a theme is visualized in Figure 5.

Theme 1: Corporate values			
Subthemes	Root	Stultifying	Unifying
Interview 1	Quote		
Interview 2		Quote	
Text 2			
Observation 1			Quote

FIGURE 5: Thematic analysis (Based on Bryman, 2008, p. 555)

4.4 Methodological discussion

According to Miller (2000), it is important to be aware of that any researcher will have pre-understandings and prejudices that will influence the research design and process. We discussed this matter and arrived at the notion that this was both a strength and a drawback. The major strength was the possibility to use our pre-understandings, otherwise we would not have been able to keep focus and the analysis would be fruitless. The major drawback was that we inevitably see the phenomenon through our own ontological glasses, which are influenced by previous areas of study, personal experiences and interests.

In this sense, it is argued that a reflexive attitude could be helpful in qualitative research and we were reflexive in the sense that we tried to be as open minded as possible, and to take advantage from different discourses as theoretical frames, e.g. communication, economics, psychology, and sociology. In this matter, we found the thoughts of particularly two scholars of interest: Mumby (2000) arguing that the borders between paradigms are fluent, and Corman (2000, p. 3) claiming a less rigorous fidelity to a fixed paradigm as a mean to avoid being “imprisoned in our own rhetoric(s)”. During our research we had an ongoing discussion regarding reflexivity, and we perceive this constant awareness to be fruitful when conducting research.

By virtue of the research design we could gradually get to know the case organization and the project group. The major strength in this approach was that we were able to approach the complex phenomenon gradually to successively sort out the important aspects. However, there are several risks in such ethnographic approaches. The most urgent in our case was found in Kvale (2007). He highlights that the researcher might come too close to the studied phenomenon, which can be suspenseful in relation to keeping a professional distance. In our case, we considered this risk to be imminent, at least in the initiating phase of the research. For a while, we were almost seen as a part of the project group. This friendliness generated an open research climate for us to work in but we had a lot of discussions of how to remain as professional as possible.

Nevertheless, as the time went by, we perceived that the risk of coming too close decreased as we commenced our theoretical anchoring of the thesis. During this time, the physical distance to the project group was more distanced as we had decided what phenomenon to study (after the observations). Therefore, we had to take a step back from our interactions with the project group in order to recap and anchor the phenomenon theoretically. When we started gathering the empirical material in order to answer the research questions we felt relieved because the theories helped us to be more distanced to the study object. Simultaneously, we perceived our substantial understanding of the case to be fruitful.

Another risk that we perceived as imminent is discussed by Alvesson (2011). He highlights that informants might behave and express themselves differently than usual during observations and interviews because they want to create an impression of appearing moral and rational. We had to take this into account, especially since the initiative to invite the academia was taken by the Police. They addressed the need for

academic weight in the project and that might imply that they had an interest of being at their best to influence the outcome of the study. We had an ongoing discussion of this matter and how to tackle it, and we considered the time aspect to be favorable for us. Since we studied the phenomenon as a process, we were able to interact with the project group in various ways and at various times. This could mean that the project group was habituated of having us around and we perceived the risk of dissimulation to decrease. Another aspect of this was that we got familiar with the informants and thereby they might have felt more comfortable and relaxed in the interview situation.

Additionally, we chose the topic of the thesis, and thereby the focal interest of the study was not determined by the Police, they were more interested in having an external part to look into their organization.

5. Results and analysis

Curiosity begins as an act of tearing to pieces or analysis.
(Samuel Alexander)

The forthcoming results and analysis are divided into two main themes; ‘The identity and the corporate values as generic subjective’ and ‘Communicative support and its characteristics’. Both of them embody different aspects of the research questions, and they enrich each other with fruitful angles of the complexity. The analysis consists of our interpretations³ where we with sensitivity to context analyze the empirical material in light of the theoretical frameworks. To elucidate, we aim to resume our findings in a model presenting the communicative aspects of the integration process.

5.1 The identity and the corporate values as generic subjective

In this part we start by presenting our findings about the theme organizational identity, and then outline themes that involve the corporate values. We will analyze and discuss what meaning these might have in the integration process of the new idea.

5.1.1 The collective organizational identity

A common perception of the organization’s *mission* and *vision* were pictured in the way informants were talking about their work; in terms of striving towards a better community, and to make an actual change for the citizens. The informants addressed a holistic view, where they perceive that every single police officer contribute to the organization as a whole. Simultaneously the interactive and “human” part of the work, such as interactions with citizens, crime victims and perpetrators, was addressed as essential. In this sense, the personal abilities and characteristics of the pro-

³ We present our analysis in English, which entails that we had to translate the presented quotes. This means that there is a risk of alteration in connotation and meaning. However, our analysis is focused on the overall understanding of different themes, and not on analyzing single words or the language per se. Accordingly, we have tried to address the tone in the conversations, not attain a literal translation.

profession were pictured and described as an overall ability and likeability of working with people. In addition, the informants found it important to have a clear sense of right and wrong, and a strong belief in the community governed by law. These characteristics were captured in the expressed term “rättspatos”.

The organizational awareness of its mission and *raison d'être* was addressed when we asked about the Police's characteristics. Even though few of the informants explicitly talked about the concept of organizational identity, identity elements were represented. According to Hatch and Schultz (1997) this is inevitable, as organizational identity is in one way or another always present. In our case informants lifted central traits implicitly, and we understood them as both internal and external representations of identity. Both strategic documents and informants addressed the *image* of the organization as crucial to the Police officers' everyday work, which shows an understanding of the relationship to the citizens as a premise to fulfill the Police's mission. Likewise, the informants emphasized their contribution to the image in terms of power and trustworthiness:

[O]ur identity to me, and I hope to every police, is that since we are a power-broker in the society, we have to [...] act and behave in a way that the individuals out there can trust the Police, and we can never confuse with that. (Manager)

The manager implicitly points out the Police's need for legitimacy, and its interlinked impact on the organizational identity. We understand it as an example of the fact that without trustworthiness, the legitimacy might be harmed. This will subsequently influence and have a *mirroring* effect on the identity, i.e. the so-called external communication affects the internal communication and vice versa, and one can question the division of what is external and what is internal (Cheney & Christensen, 2001; Falkheimer & Heide, 2007).

When asked about the informants' participation in the project and whether they perceived a potential different angle in their identity as police officers due to it, they meant that it was interlaced with their regular work, and so their identity. To us, it appeared as if the group members' dynamic roles as police officers were well suited for the kinds of tasks followed by the new method. The group members did not feel any infractions of their organizational identity as a consequence of this project. An example of their view was that they emphasized their role first and foremost as police officers; the role in the project group was subordinated. Hereby, there was no conflicting tension between the roles, since they had different priority and a clear hierarchy.

The identification with the organizational identity and the organization's vision and mission appeared as strong among group members. We will move further into that later, but first we have to highlight that this group's apparently strong identification as police officers could have a variety of different origins. As researchers, we must be open to different views of this statements; the group can be highly identified with the organization, and thereby be representative for the organizational identity, but the group might as well be an example of a subgroup with high identification

with the subgroup, which they might also perceive as the “organization identity”. Whether these two potential cases can constitute an explanation for the groups’ strong identification is not to be clarified within the frames of this study, still we wanted to draw attention to the potential different sources of the phenomenon.

Nevertheless, the group gave the impression that their role as police officers prepared them to deal with the project and the assignments following it. Further we aim to understand the established identity with the backdrop in Wiley (1988), and additionally we seek insight into how the identity can contribute to the members’ sense-making of the new project method.

LEVELS OF SENSEMAKING IN THE PROJECT GROUP

The level of sensemaking in the project group can be perceived to be at what Wiley (1988) calls the generic subjective level; informants addressed their *roles and scripts* of how to conduct their work; both formal, such as policies, and more informal, such as professional skills and know-how. This interplay between formal and informal incorporated in the work was addressed by a group member who described how a novel police gets educated into his or her role:

[I]f you get to drive with a rooky, a student [...] you try to teach [...]. [Y]ou try to [...] give that person as many tools as possible, but later [...] that person moves to another department, and I do things my way, so later that person has to gather what he or she has learned, and when they start working [...], they have to use what they think work for them. So maybe they take something from me, and something from someone working at traffic [...], so you kind of build your own identity. [...] [B]ut when it comes to the law, everybody does the same. (Group member)

Further, the quote can be an expression of a dynamic structure where the identity is constantly renegotiated, and reinforced by its members (Fiol et al., 1998; Christensen & Askegaard, 2001; Whetten & Mackey, 2002; Albert and Whetten, 2004; Cornelissen, 2004).

In this context, the informants drew attention to the feedback climate, where knowledge and experiences can be shared and by which a generic subjective meaning can arise. The group has feedback sessions, which contribute to the awareness of how other members of the group deal with upcoming issues and uncertain situations. This can illustrate how Weick (1995) understand the impact of uncertainty; causing the generic subjective meaning to degrade into becoming intersubjective. In this sense the feedback sessions can improve the reestablishing of consensus among group members.

We understand the informants’ perception of identity as a role they signed up for when they become police officers. In this sense, they explain that they are always thinking, and acting in line with the identity, as discussed in the previous part. In other words, the identity is more of a frame, implicit and internalized in the minds of the group members and, as they put it: “underlying their actions”. A link can be drawn to the expression “living the brand”, in this case the project group’s perception

of whom they are. Since the identity is constantly present as a script for guidance to the work, and the group is perceiving it as a natural and an unassembled understanding of how to approach the tasks, the identity can be argued to be moving somewhere on the generic subjective level and towards an extrasubjective level in the group. However, as Weick (1995) puts it, the levels of sensemaking are not static, and to arrive at the extrasubjective level requires a higher meta level, which is subjective-less.

Anyhow, in our thesis, it is interesting to draw attention to the empirical findings that indicates sensemaking around identity as generic, and in some aspects also extrasubjective. The extrasubjective level appears, in this particular group, for example when informants talk about them as “we”, when the subjects drop out and transcend into an interlinked, symbolic culture (Weick, 1995). This level of sensemaking can be linked to the personality-related identity expressions, where stories and cultural expressions play important parts (Van Halderen, 2007).

Regarding the identity’s source, it can be understood as a sensegiving frame. Manifested from top managers, on behalf of democratic resolutions, and incorporated in the organization to the extent of being perceived as “natural”. The members provide its meaning, through informal and unplanned communication, and then acting in line with it in a manner that Weick (2001) likes to compare with a self-fulfilling prophecy. The identity is in its consequences real, and thereby a source of actions.

5.1.2 The common corporate values

We categorize the corporate values theme into three sub categories: *the corporate values as a root*, *the stultifying corporate values*, and *the unifying corporate values*. With these sub categories we aim to highlight different interesting angles of the empirical material. Even though focusing on different perspectives, there are also in our opinion common perceptions about the values, such as the corporate values as obvious and therefore, according to the informants, unnecessary to demonstrate. We recognize that the expressed view of the values as common sense can be understood as a generic subjective. The informants were all aware of them but found them unnecessary to discuss, unless something appeared that would contradict them.

CORPORATE VALUES AS A ROOT

The superior and strategic documents express the corporate values as part of strategic identity information, as they are presented as visions. They illustrate how the values should be understood and acted upon as a root. Documents are thoroughgoing addressing that the values are supposed to permeate the organizational activities:

Every co-worker has a responsibility to let the corporate values permeate the organization and all planning. The corporate values must take part as a ground when planning operations, both within the core activities and mutual activities. The corporate values must be concerned with and discussed at appropriate forum, like every sort of appraisal talk, meetings and coordination groups. (Verksamhetsplan 2012, p.8)

Additionally, the quote emphasizes the significance of involving the co-workers in the discussions around the values. To us, this may imply that the values aim to foster an ongoing discussion, and thus, it invites co-workers to participate in a dialogic creation around the values. These statements are arguably a visionary articulation from top-management and other persons on strategic levels within the organization. This might indicate a managerial implication of the values, aiming to frame the co-workers by communication around the values. However, our interviews show that amongst the police officers in everyday life there seldom occur explicit discussions about the corporate values. Since the corporate values are vague, obviously such discussion will be necessary to reach some consensus in how to apply them. As stated by the person responsible for the corporate values: "But what do we mean by 'available'? That is quite individually conditioned, there exists individuals who by availability understand 'I have my mobile phone, if you need me'". Sensemaking is, according to Weick (1995), inherently dependent of the ones involved. In this case these three words are provided without any control over how they are picked up. This in spite of the fact that development and launching of the values had an inclusive, bottom-up anchoring approach (see Cheney et al., 2004), where a large number of the co-workers were invited to put forward and nominate words suitable to constitute corporate values for the organization. According to Weick (1995; 2001) and Cheney et al. (2004) this approach to the development may have improved the ability for co-workers to make sense of the words before they were stated. Still, we mean that the values are moving between the intrasubjective and the generic level, depending on what aspect of the values addressed.

Our findings suggest that there additionally exists a slightly different view on the corporate values as a root: A united view on values as implicit and general norms of behavior and thus an explicit opinion of the values as something of minor relevance for the group members in their operational work: "It's kind of obvious" (group member). This concerns an understanding of the values as generic subjective, as they are considered to be a general way of behaving, not specific to police officers. In other words, they are seen as societal norms rather than just values of the Police organization. In this case, we see, according to Fredriksson and Pallas (2011), that the values influence the co-workers because of their characters as basic norms with great power that individuals inevitably continuously recreate through social interactions (Barlebo Wenneberg, 2001).

As the values are inherently present, incorporated in the group members, we may also see them as representations of a sensegiving frame, according to the expressed managerial aim: "The corporate values give every co-worker support and guidance to how we fulfill our assignment." (Rikspolischefens inriktning, 2011, p. 9). And the more trivial view of the values, expressed from the person in charge of the corporate values: "[S]omehow a root, a fundament". Whether the frame comes from the organization itself, or from the society surrounding and infiltrating the organization, or from the interaction between those two, the values are perceived as a root that every police officer must sympathize with: "If you don't like them, you should work somewhere else." (Group member)

THE STULTIFYING CORPORATE VALUES

A shared view among informants on different levels was that the values were perceived as stultifying. A view illustrated by one of the managers:

[O]ur corporate values, they are very much stultified within the Police. As soon as anything happens, we put enormous efforts into education in corporate values. To me, values and ethics are something you get 'in the mother's milk', and if you don't it's difficult to learn. That's why it has to just be there, it must live within the organization, always.

As mentioned above, the quote incorporates the notion that the values are something that captures not only what the organization stands for, but also ethical and moral codes within the society. This might indicate that the informants perceive the values to be at a generic level, and can be understood with the help of Weick (1995) and Wiley (1988). Their thoughts constitute a frame to understand the opinion that the values are stultifying. To recap, the authors claim that the different levels of sense-making are dynamic. Therefore, sensemaking can reach a higher level through communication. Simultaneously, uncertainty can cause the sensemaking process to degrade in levels; common understanding and uncertainty are highlighted as factors (Weick, 1995). In this case, the organization addresses attention to sensemaking activities in a group where generic sensemaking is already achieved. That can result in the expressed notion that it is stultifying and unnecessary. The aspect of the values as an answer to instability, due to the "apajävel"-episode, and other turbulent occasions do not necessarily mean that the whole organization face the need of discussions around values. We perceive it oppositely; generic understanding should not be dealt with as though it was intersubjective. That might adventure the topic and be perceived as stultifying and resource demanding, as in our case. This view supplements somewhat much literature on strategic communication, where communication about what organizations stand for often is seen as a unifying process.

THE UNIFYING CORPORATE VALUES

The third angle we perceive to the corporate values, are their unifying nature. In this theme, focus has shifted to the values' function, or the outcome of the values, if presented right. One of the group managers states:

I believe that [the corporate values] sounds negative to many because [...] now we were to be imposed opinions instead of doing what corporate values are, and take advantage of the positive force of uniting around our pride, to gather proud things immediately. Nowadays, as boss, you have to [...] avoid the term 'corporate values', and instead talk about the things that are incorporated in our way of being, but without using the term. I did suggest [...] that one of the possible ways of strengthening our own image and to influence people to act according to the corporate values is to do auto communication.

The quote highlights that *how* the values are presented is a major factor in gaining support and success. The opinion that the values are supposed to highlight, and “proudly present” the most positive and best attributes of the organization is contrasting to the previous theme; emphasizing the stultifying aspect of the values. When presented properly, the positive, unifying power of the values is seen as significant. One of the informants addressed, besides from how to deal with the sensemaking issue, how the values can improve and strengthen the organizational *brand*:

Well, it is always of every top-management’s interest [that the co-workers] have a common view on different things. [I]t’s positive to have a common view on the basic things, as how we treat each other, what values we want to send out, you know it creates an image, like with any other brand. (Responsible for corporate values)

An interesting link, if looking at the words used in this quote, is the tendency that public organizations develops increasingly more towards private organization (cf. New Public Management). Stating the Police as a ‘brand’ might be one of the results of such a market orientation, implying that also the Police have to communicate a unified picture of who they are as an organization.

5.2 Communicative support and its characteristics

When analyzing the strategic documents and the interviews, it becomes clear that the communicative support we were looking for was more informal than we initially thought. Also they had different characteristics and functions/meanings to the group. We have already guided you through the implications of the identity and the corporate values, which both seemed to have an implicit impact on the project. Now we are going to present the theme of communicational support, which we argue can be divided into two main categories; Strategic and general, and situational conditioned support. The former refers to the communicated support that in our opinion has more of a general character; offering the whole organization an overall understanding of mission, vision and directions in a short-, and long-term perspective. These communicative supports represent the top-management’s direction of the organization, and the already presented concepts of identity and values are incorporated in this type of communicational support. The latter category: situational conditioned support refers to the communicative support that is created for this particular project.

5.2.1 Strategic and general support

As mentioned above, the superior documents within the Police thoroughly express the Police’s identity; what the Police should do, which values the organization has and who they are as an organization:

The Police will contribute to a crime-reducing development to increase people's safety. (Regleringsbrev 2012, p. 1); Our efforts and our communication will contribute to remaining a high trustworthiness among the public. (Verksamhetsplan 2012, p. 5); Engaged, effective, available. (Värdegrund)

These kinds of statements can be interpreted as attempts to contribute to a common picture of the organization, internally as well as externally, since all documents are public. This can be understood through Weick (1995), arguing that managers often provide a frame to the organization by which they are supposed to understand their everyday life. The author have recognized those to be powerful ways of influencing the sensemaking process, and often, the framed understanding is accounted for high credibility and tend to serve as self-fulfilling prophesies. According to Cheney et al. (2004), such strategic information will influence the projected identity, as well as the image.

Regarding our case, the organization is decentralized, and employees seldom meet the top-managers and the politicians in charge of the administration. When analyzing the documents and the organizational structure, the documents appear as a main channel for top-down communication. Accordingly, the project group addressed the sensegiving aspects of the documents: both as an expressed desire to unite, and an attempt to clarify the standard in the organization. Interestingly, and to recap, the corporate values were also described as a conformity to societal norms; a way of being perceived as modern. These thoughts can find inductive support by the literature as expressions of homogenization (Eriksson-Zetterquist, 2009). The sensegiving function has support in Gioia & Chittipeddi (1991) as well as in Weick (2001), who emphasize how the documents can contribute to the co-workers' sensemaking of the organization and their part in it. Also Hamilton (2005) means that the rhetoric in documents can prime those who read them with an interpretative prerogative construction. Regarding this, the interpretation of the documents' content as a sensegiving frame is convenient, in other words, the frame provided the Police's identity contributing the project group with an implicit communicative support.

In this matter, we argue for the importance of highlighting scholars' understanding of sensegiving as a dual process, created through a dynamic interplay on different levels and among different constellations (Wiley, 1988; Gioia & Chittipeddi, 1991). Since dialogue around the documents has shown to be limited in the project group, the sensegiving implications of the documents' content have implicit character. In order to increase the influence over the sensemaking process, explicit communication around the provided frame can improve the sensegiving aspect and the perception of the so called general communicational support.

Further, a lack of this kind of communicative support can contribute to the stated opinion among informants that the overall documents and strategic visions had minor impact on their everyday work. By explicitly highlighting the link between the project and the Police's identity, the frame might have been more clarified and easily accessible when it comes to discourses around legitimacy, both regarding the organization and the project. Just by making it more explicit there is a lot to gain, the func-

tion is already implicitly present as we interpret the interviews: even though the sensegiving frame was more or less neglected at first, the informants did implicitly address the document's aspect of providing scripts and roles that influenced the everyday work. For example, one of the informants addresses the importance of being well aware of the words of the act, highlighting the act as one of the most important aspects to accomplish tasks; knowing what the law says, and knowing how to apply it in daily life.

Moreover, the central supportive aspect of the superior documents was that it worked as a springboard to more operational orders that influences everyday work. We gained insight of that function during one of the observations of the introduction; how decisions on higher level have an immediate effect on actions on a regular basis. In one of the observation sessions, we were able to follow the trace from higher decisions, in a chain of orders down to the police officers on grass-root levels. This session was designed to introduce the group members to the project method and it emphasized the fact that the method is similar to the usual work in the Police; regarding the hierarchical chain of decisions in all activities. And even though the informants are not provided with the whole picture at all times, they had an understanding and a holistic view of their work actions.

In order to clarify, the general communicative support had a central part in anchoring the project internally, influenced the project in terms of approval and legitimacy by implicitly providing the projects with frames. Meanwhile, the used strategy of having a discreet and implicit approach can generate subgroups with different sensemaking around the provided frames and a varying potential to handle demands of legitimacy. These potential subgroups will be out of reach for the sensegiving part, e.g. managers. We argue that such a potential loss of control can be decreased by communication around the frame and giving an understanding of what the organization should strive for, regardless of the task.

5.2.2 Contradictive communication - governing⁴ vs. innovation

Throughout the strategic documents we found that one main focus lay on the importance of being an organization eager to learn. Learning from each other and from science, as well as welcoming innovativeness is pointed at as important resources for the future: "[W]e continuously strive towards developing our work and use the best methods and routines as possible." (Rikspolischefens inriktning, 2011, p. 4) However when initiatives to develop new routines come from the lower levels within the organization, the structures for how to anchor and integrate the developments do not exist. Generally, managers on different levels do not know how to act in such situations; the sensemaking process in these new situations becomes obvious. One of the initiators states this lack of structure as an obstacle:

⁴ Förvaltande

[When new ideas arise] there are no template to follow – ‘usually we do this’ or ‘we should do that’. [...] The managers, even on strategic level, do not know what to do when an idea that demand a little more is brought up. [...] You have to start over every time, to design and to map the road.

Because of the leader style and the freedom under responsibility, this designing, or mapping of road, had to be done by the project manager and the project group themselves (which we will discuss later). The hurdles are not made consciously; instead they seem to ground in a general ignorance within the organization. The informants explain the underlying reasons of the lacking structures and ignorance as the organization being administrative and bureaucratic:

[W]e are a public organization, I mean things go slow, [...] things must be journalized, paragraphs to and from, one must cooperate, the union as well as different managers must get the right to speak and then different sections and so on, so it's pretty burdensome. (Manager)

According to Johansson (2011), in bureaucratic organizations, employees might feel tied up to the already existing structures, and perceive it as difficult to dispel from norms and traditions. When not adapted to the surroundings, this can lead to a loss of ability to meet the needs of its stakeholders. One of the project managers expresses a good example on such obliviousness:

The Police have fastened quite a lot in quantitative measurements. At the beginning of every year, one decides that you should [...] discover so and so many crimes in the following categories. But then another type of crime emerges, that can't be found in the [pre decided] categories. Oh, no – [...] what do we do about this, rapidly arising, we haven't been able to anticipate them and we haven't been able to prevent them because we have had enough to do with [...] discovering the budgeted number of crimes, and then this comes and interrupts, people start inventing crimes that aren't stated in our goals.

Further, the informants notes that even though the structures and formalities often hamper the innovation processes, these can be overcome if one is only willing to try. This willingness obviously exists in several parts of the organization:

We should definitively become much, much better on testing new routines. There are always driving spirits, always people who want to change, but also a lot of people who just go on and do like they always have done, as everywhere else, I presume. So we could get much better on taking in new methods, and I think that many have a vision of wanting to change, but we are a governing organization. We have a lot to govern and administrate, and that is seldom very revolutionary. So I believe that there exists a desire to learn new things, get input and learn from others. But in reality it is not always that simple. (Person responsible for corporate values)

Accordingly, the organization is in need of driving spirits to be able to incorporate new ideas. Individuals who are driven, know what they want, and have knowledge of the context in which the idea is about to be contextualized, like how decision-making

processes work on strategic level. This is an important part in what Røvik (2008) calls translator competences, a limited but necessary resource to modern organizations, which we will recede to later.

Another theme that highlights inconsistent aims within the organization, derived from its historical approach, is the paradox between the explicit desires to learn from others while at the same time the organization “knows best itself” (expressed by a manager). The informants are well aware of this issue and see the lack of for example active use of new research as a restriction of learning. However, this project and the routine is seen as an example on what the organization strives for, namely looking outside the box, and here we arrive at the quote that the title of this thesis is taken from:

The history I tell, when we get an idea, or experiences on the field, pick them up, refine them and look outside – where does this exist – avoiding reinventing the wheel, but instead try to be efficient, that is definitively learning. (Project manager)

Previously, we mentioned communication and sensegiving as a way of strategically and formally influencing, and thereby control sensemaking processes. However, a lot of research within different fields suggests that too strict structures hamper organizational innovativeness (Lam, 2004), an issue we will return to in the discussion.

5.2.3 Situational conditioned communicative support

In the following, we present themes we find of relevance regarding the topic of situational bounded communicative support. We have characterized them as formal and informal, which provides a fruitful frame of approaching the different characters of the support.

We will commence by presenting the formal support; the project contract, and follow up with the more informal ones.

PROJECT CONTRACT AS A FRAME

The frame that the informants often referred to during the interviews is not just the corporate values and identity, as previously discussed. Also, we perceive the project contract signed at the beginning of the trial period to be of significance as a situational conditioned support. First of all, it was a premise for the resources allocated, but it also acted as guideline for responsibility areas and deadlines. One of the managers expressed his view on the project contract as following: “I believe that when you have written such a project contract it becomes sort of a frame.” However, the template for the project contract had to be searched for and fetched by the initiators themselves. It was available at the intranet, nevertheless not known by managers as a routine arrangement when they were presented with new ideas. We understand the formal support provided by the contract to be essential to the launch of the project. Meanwhile, the aspect that it was more or less hidden from the initiator makes it

problematic when described as a supportive tool. Before taking advantage of the supportive project contract, the initiator got other kinds of support.

INFORMAL DISCUSSIONS AND TRUST

Particular individuals that also participate in the local management team have acted as a sounding board with which the project group could discuss important issues. They have also had a lobbyist-function; influence on local decision makers in the bottom-up anchoring process (as an opposite of the “usual” top-down processes). These lobbyists were labeled “guardian angels” by the informants, implying that without them, there would have been no approval. Accordingly, informal discussions (informal communication) among managers can be seen as a vital support. This support grounds in a strong trust from the ‘lobbyists’ towards the group managers. One reflects this trust in relation to his role as manager:

My task [...] is actually to lead him [...]. He has come up with an idea, he is willing to develop it, he reports what happens. [...] I don't want to tie him up in any way to say "stop, you can't do that". I feel that to avoid hurting his vision and creativity, which I think stays within the frame, I [can't] boss around. [...] So, freedom under responsibility.

The quote indicates that the manager perceives himself as a leader and a coach. He offers a part of the framework and is ready to be consulted if the framework is diffuse. In this sense he addresses Weick's (1995) thoughts regarding how uncertainty will lead to new sensemaking attempts on an intersubjective level. Overall, he brings attention to the fact that he is confident that the project leader is aware of the boundaries, and thereby, the group has permission to make their own decisions and to act. According to the theory of sensemaking, this is an example of generic understanding, or awareness about the generic understanding in the group. Also, “Freedom under responsibility” is a phrase that many of the informants emphasize, highlighting the trustworthiness they have earned from their manager. This notion captures the relationship between the managers and the project group. The informants also expressed a generic level regarding the frame; everyone is well aware of the limits of the responsibilities.

THE SUPPORTIVE COMMUNICATION PROFESSIONAL

The project group was connected to a local communication professional to have support during the project period. This support constituted in several ways. First of all, the communication professional supported the group during the production of a communication plan for the first trial operation. The need for professional knowledge within this field was distinct, and one of the group managers states: “[I] had never made a communication plan before, it was all new to me, and I realized in hindsight how important it was”. Also, the communication professional gave support in the sense of lobbying for the routine and its internal anchoring. As the individual had several years of experience in this part of the organization, he had built relationships with decision-makers. Accordingly, as he was positive towards the idea, he would in-

fluence the right people, providing access “into the boss’ ear, because he had his attention” (group manager).

Last, but not least, the communication professional played a great part in the process of adapting the idea to the Police jargon. This was a quite important step of the integration process, as the ‘right’ labeling was needed to avoid connotations to PSYOPs and the Military forces, both for internal acceptance and in case of external criticism.

We talked a lot about it [choice of words] when we were at the course and participated in that education, which dangers there were when you were about to come to the Police with this method. [The communication professional] has solid experience, and we talked it through; about disinformation and what that word connotes, what does it mean practically, that way of working, to misinform? Is it associable to the Police, or is it just the term, or is it working like this that conflicts with our corporate values and us? It is simply open for discussion, because it is not self-explanatory, one can just say that [the term] disinformation is loaded. Misdirection is also loaded, but not necessarily, it depends on what you put into it. [...] So we discussed many of those issues, and we ended up totally avoiding the terms misdirection and disinformation. And those are terms that have a high status within the Military, but that are tremendously sensitive, and those are bad words within the Police, so to say. To misdirect and misinform, no, we cannot do that. (Group manager)

These discussions might be an example of an intersubjective form of sensemaking, where several individuals create meaning together around the uncertainty of what the method should be called. Apparently, a *location process* (Røvik, 2008) of names and expressions has been ongoing, by the initiator himself, with support from the communication professional. In this sense, also the name of the method, PSYOPs was changed to Taktiska Informationsinsatser:

Something of great importance that I saw from the beginning of, was that we cannot use the term PSYOPs for example. It is too charged; it is all about tricking and cheating. If you google it, you’ll find conspiracy theorists that believe that they are exposed to some kind of a plot by the Police and the state. So we understood it straightway, that we could not use it. The term was really important [...], and I use such terms that already exists within the Police: operations, tactical, and in addition a pretty, what to call it, positive word – information. It doesn’t pop, it doesn’t burn, and it doesn’t hurt, it is positive. Information is also a synonym for small resources, that one speaks to several. (Group manager)

In accordance with Salzer- Mörling (2009), we understand these discussions about and the changes in labeling as verbal externalization of parts of the culture, of an identity. Labels like these display symbols that is loaded with a symbolic value, and they establish an intersubjective reality. This can be compared to Røvik’s (2008) discussion about the translator of organizational ideas as a constructor of expressions. The expressions have to be conceivable in the particular local context, something that calls for creative abilities, and automatically sensemaking processes. Our informants’

several discussions of what different expressions might connote, tells us that this was an important aspect of the integration process, in which the communication professional had great importance.

INDIVIDUALS WITH TRANSLATOR COMPETENCES

Important factors in the term translator competence was touched upon above, however we want to discuss the term a little further. The interviews tell us that a lot of time was spent on preparing for a PSYOPs education held by the National Defense that parts of the group wanted to attend to. Some of the group members had earlier experiences with the military organization, and so they knew how to act and behave to get their approval. Interestingly, one of the group members uses the metaphor “translator” to describe his role as provider of organizational knowledge.

Of course there was [...] a need for explaining to them [the Military] that ‘this is how we do it at the Police’. Often good ideas are developed to local projects, because that is how new routines advance. [...] Perhaps they thought it was weird that it wasn’t the National Criminal Investigation Department⁵ or the County Police Commissioner’s⁶ stab that came and wanted to talk, but instead a bunch of police officers on the floor.

The knowledge provided was seen as an important resource, since the contact with the military had to run smoothly if the Police was to be included in the education. Hence, this is an example of that knowledge of the idea’s origins is an important translator competence, in addition to having local knowledge (Røvik, 2008). The local knowledge, e.g. knowing which part of PSYOPs that could be used within the police organization, was first and foremost the project group managers’ responsibility, because of both the lack of structures and the freedom under responsibility discussed previously. One of them reflects his considerations about context and integration process like this:

One should mention that Taktiska Informationsinsatser isn’t a copy of PSY-OPs, but rather a choice of different parts of it that we believe are applicable within our organization and the frames that controls the civil police operations.

The informant emphasizes that the method is no copy, rather a modification (see Røvik, 2008), where the group manager has taken into consideration which aspects of the idea that must be left out and which aspects that can be incorporated. Again the implicit police ”frames” are brought up, as an always-present accessory.

⁵ Rikskriminalpolisen

⁶ Länspolismästaren

5.3 A visual summary

Coming to the end of the analysis chapter, we want to suture the pieces that we have torn apart. We lead our analysis into a model, presenting the complex process of integration of a new idea and the meaning of communication in this process.

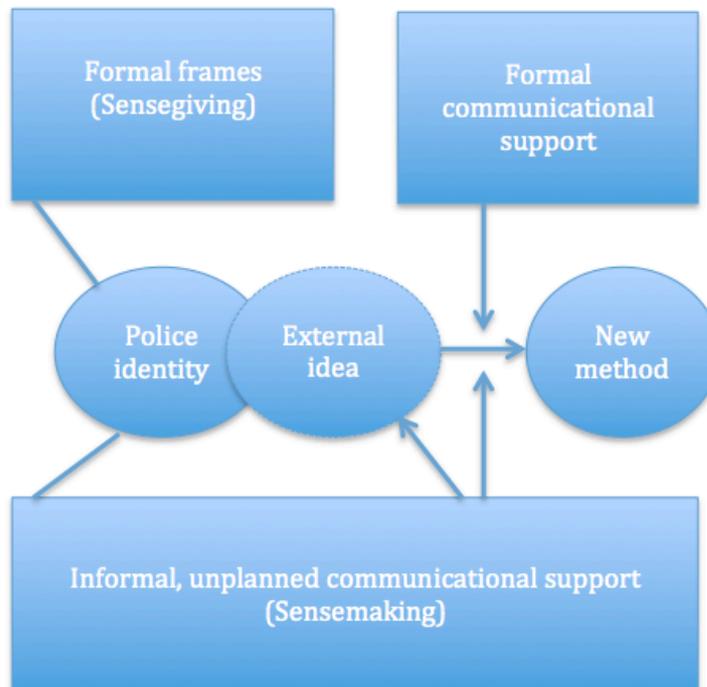


FIGURE 6: Idea integration and Communication

The circles in the middle illustrate the different concepts touched upon in the analysis: *identity*, and a new *idea* developing into a new police *method*. The different aspects of communicative support and their characteristics are pictured as squares. The concepts and communication are fluent and interlinked and influences each other, illustrated by the arrows and lines. The squares illustrating communicational support are of different sizes and labeled as *formal* or *unplanned and informal*. This is based on the parts of the analysis that suggests that the latter aspects were most prevalent in our case, whereas the former were insufficient in different areas.

To shortly sum up the process: First of all, the organizational identity influences which kind of ideas that are taken initiative to bring forth. Second of all, after having been brought forth, the idea is influenced by the police officers acting in the new context, and their perception of the organizational identity. In this case the identity is in line with the overall police values. Informal and formal communicational supports influence the idea integration in different ways.

6. Discussion and final remarks

Initially, we presented the purpose of this thesis as a contribution to a broader knowledge of how a legitimacy dependent organization, such as the Police managed to deal with integration of a new idea. The exciting angle that captured our interest was that the integration was initiated from a co-worker level. The formal structures to support the idea did not appear as explicit as we initially assumed, regarding the organization's nature and role in the society; as a powerful law-governing institution of the community.

In order to get a grasp of the complexity within the organization, a social constructivist approach led us to ways of understanding the social context of the studied project group. In our research we were able to lean towards a variety of research fields and scholars, and the diversity in the theoretical frame aimed to capture the project group's contextual multifaceted everyday life. In order to fill a knowledge gap, the research focused on what kind of communicational support the project group was provided, and also their unique view of what communicational support that was essential. In this regard, theories of organizational identity provided a valuable contextual frame and became essential for dealing with more implicit communicational support. Meanwhile, Weick and Røvik provided us with concrete approaches of how to communicatively analyze the dynamic phenomenon of the integration of a new method. We assume that dealing with a constantly changing world has been a challenge for people in all times, and because organizations consist of people, it will also be the case for organizations.

Our research is a piece of insight in how one particular project group dealt with the integration of an idea (PSYOPs) to characterize it as their own. This insight is fruitful as a qualitative case, and it generates insight both to the research field of strategic communication, as well as to the organization of the Police. Nevertheless, as Yin (2007) and Flyvbjerg (2001) argue, the case cannot be separated from its context; the case is a source to insight by example.

So, what are the answers? In the analysis chapter, we aimed to provide you with our interpretations of the case study analyzing different kinds of communicational support. The process as we perceive it is to be found at the end of the analysis chapter in Figure 6. Before we intend to raise our glance to a meta perspective, we aim to recap, by concretely answering the research questions.

What meaning does the organizational identity and corporate values have in the integration process?

Corporate identity and values act as implicit frames to the project group, and we see them as intangible assets in terms of integrating a new idea. Identity and values derive both from sensemaking processes and sensegiving influences; organizational members are co-creators. Our perception is that the project group members create frames of meaning, e.g. roles and identity as police officers, to everyday work, which is inseparable from their roles as integrators of the new idea within the project.

How does strategic documents express frames of references for co-workers who want to make changes?

Strategic documents communicate a sensegiving frame for identity and values. We perceive them as a basis for understanding how to act in accordance with the police vision and mission. The strategic documents also emphasize innovation and organizational learning. Nevertheless, the co-creating reader ascribes meaning to these sensegiving frames through a sensemaking process. Hence, to influence what documents communicate, sensegivers need to interact in the sensemaking process on an intersubjective, or generic level.

What communicative support do the co-workers perceive as essential in the integration process?

Informal and random communication played a significant part in supporting the integration process performed by the project group. They lack a clear structure and communication of how to act when wanting to fulfill innovative processes, like integrating a new idea. To *avoiding reinventing the wheel*, we argue that a generic understanding of how this integration can be conducted, in regard of maintaining legitimacy, is beneficial and essential.

6.1 Conclusion

An interpretative perspective implies that the conclusions we present are not obvious, and alternative explanations might be possible. Still, we mean that our interpretations can contribute to further insight into what kinds of communicative support co-workers need in integration processes.

We argue that the project group has made use of a variety of communicational support during the integration process. The predominant part of this support can be labeled *random* and *implicit* rather than *explicit* and *strategic*. The random and implicit refers to the informal communication and know-how within the group, as well as the strong sense of the organizational identity that has shown to be essential. Nevertheless, the unwieldy hierarchy within the organization has forced the group to constant re-negotiations in terms of how to conduct the integration of the idea. The

group has expressed an urge for more formal structures to facilitate the anchoring of the idea; who to turn to when ideas arise? The anchoring part has shown to be the most challenging issue, where know-how and the driving spirit of the initiator are perceived as a prerequisite for the launching.

As mentioned above, we perceived the strategic and explicit communicational support to be unsatisfying. No such formal communicative support has been provided to the project group besides from the project contract. In order to facilitate, formal support could provide access and information about tools and channels, as well as more strategic aspects; which channels are appropriate to inform the rest of the organization about the new method? Do we need a crisis communication plan? We argue that a more explicit, strategic communicational support, such as feedback sessions, would also be beneficial for a more generic understanding of how to deal with upcoming issues. Generic understanding of how to manage to communicate the Police's identity and legitimacy could provide a stable frame in order to decrease uncertainty. Also, it would increase organizational control over how the Police 'brand' is expressed through the new method.

In the study, the managers seemed to have a *laissez-faire* approach accentuating freedom under responsibility, which implies that trust is established within the project group. Nevertheless, engaging in dialogue of how to approach the claims for legitimacy would be a strategy to maintain well informed as a manager. As a certain amount of freedom increases creativity and innovation (Lam, 2004), we encourage that approach. Still, we argue that it requires communication in order to be powerful, since communication is about sharing and making things generic.

6.1.1 Implications for the field of Strategic communication

The phenomenon studied touches upon the balance between the *organizational need for innovation* as well as the *inherent need for consistency* in order to maintain legitimacy. Taking this balancing into consideration, and to extract knowledge from the study, we want to emphasize the urge for a more calibrated variety of communicational support, with a more explicit and strategic ton weight. The random and implicit communicational support is not to be neglected; rather we argue that the organization would benefit from a more balanced support.

We have created a model of how we perceive an ideal type of communicational support when co-workers want to integrate a new idea. As a contrast to the ideal communicational support, we have chosen to enrich the model by illustrating our perception of the communicational support in our case study.

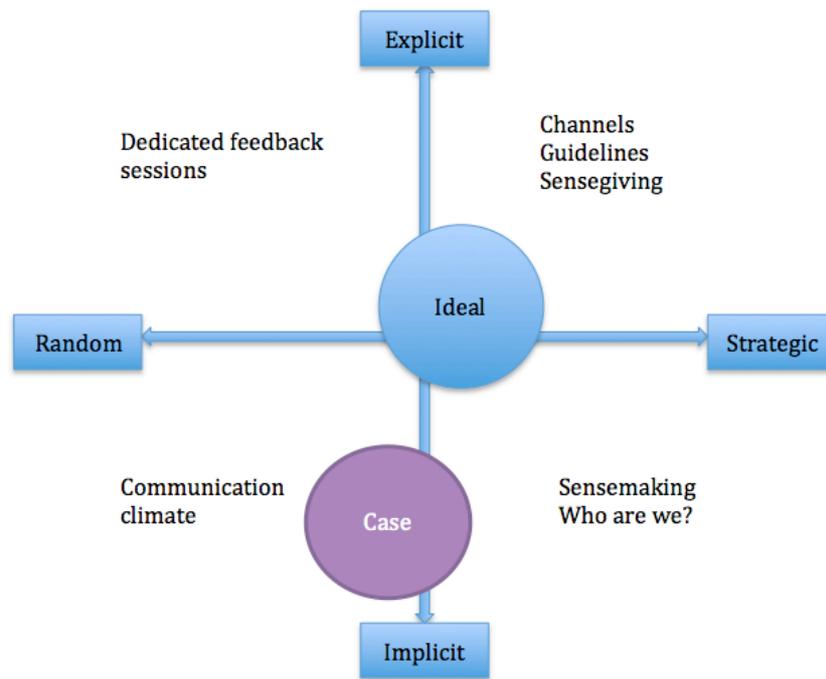


FIGURE 7: Ideal type of communicational support

The purple circle illustrates our perception of the communicational support that has been most present within the case. In relation to the four parameters that we argue are essential, the emphasis has been on an implicit and random type of communicational support.

The ideal type of communicational support is represented by the blue circle, which emphasizes the explicit and strategic communication rather than random and implicit communication. However, communication is dynamic and complex, and the model shows that all four parameters are essential to the studied phenomenon. Each of the modules is exemplified by communication that distinguishes them.

6.1.1 Implications for the Police organization

Our findings provide insight to crucial aspects of how co-workers perceive their attendance in the integrating project. This will create a consciousness that, in Weick’s spirit, is the springboard to action. We claim that our case study might lead to a higher structural awareness, e.g. how co-workers deal with identity issues during idea integrations and what difficulties that they have experienced. According to us, to be able to support other co-workers in the same situation, it is essential to take advantage of our findings in order to avoiding reinventing the wheel. Our model can constitute a helpful guidance in this strive and in the long run, it might facilitate the Police’s balancing of *governing* and *innovation*. And improve the Police’s ability to learn and navigate in a constant changing world without making any infractions of its crucial trustworthiness.

Because things are the way they are, things will not stay the way they are.

(Bertolt Brecht)

6.2 Future research

Despite our conclusion above, we still have several questions that remain unexplored. Our focus has been on a co-workers level, not considering claims and demands on e.g. management. How does the management understand this process? Additionally, a quantitative study within the Police can provide statistical relevance, and data of variance, highlighting whether our findings can be considered as representative for the organization. Does other employees perceive identity and communicative support differently?

As this has been a case study within a single government organization, it would have been interesting to perform a comparative case study. How is communicative support perceived in other governments or in private organizations? And what meaning does communication have in organizations that work actively with idea integration initiated by co-workers?

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Appendix

Interview guide group members

Roll i Polisen

- Vad innebär den?
- Hur länge har du jobbat inom Polisen och vad attraherade dig?

Identitet

Om du skulle berätta om Polisen för någon som inte känner till organisationen så bra, vad skulle du säga då?

- Vad gör den olik/lik andra organisationer?
- Finns det någon metafor som du tycker kan vara talande? (en film?)
- Är det uttalat inom organisationen hur Polisen är och hur Polisen inte bör vara? Bland kollegor? Från ledningens sida? Reflekterar man över andras bild av Polisen?
- Vilka förväntningar upplever du att andra har på dig som polis? På dig själv?

Värden

Ni har ju en värdegrund, vill du berätta om den?

- Vilken betydelse tror du att den har för medarbetarna?
- För dig i ditt dagliga arbete?
- Vad tror du att den uttalade värdegrunden representerar internt? Försök att främja en kultur? Ledningsverktyg? Exempel?
- Vad kan den tänkas representera utåt?

Stöd och lärande

När vi läser styrdokument så tolkar vi det som att man betonar lärande som en viktig faktor i organisationen. Upplever du det så?

- Hur upplever du att man stöttar/ mottar initiativ till lärande inom org.? Kollegor? Ledning? Har du exempel?
- Får man stöd? Hur uttrycks det?
- Berörs du ofta av nya metoder/ sätta att arbeta i din arbetssituation? Exempel?

Förtroende

Något som verkar centralt i styrdokumentet är vikten av allmänhetens förtroende och kravet på legitimitet hos allmänheten.

- Upplever du att man talar om vikten av detta inom Polisen?
- Upplever du att alla kan vara delaktiga i processen i sitt dagliga arbete?
- Tänker du aktivt på hur du är med och formar bilden av Polisen?

Projektet och identitet

Nu tänkte vi gå in på TI och be dig berätta om din roll i projektet?

- På vilket sätt upplever du att metoden är lik/ olik ditt vanliga sätt att arbeta?

- Finns det någon skillnad i hur du upplever dig själv när du praktiserar TI, jämfört med hur du upplever dig själv när du arbetar vanligt? Beter man sig på ett annat sätt?
- Om vi ser till utvecklingen av TI, upplever du att man har tagit stöd av/ relaterat till Polisens värdegrund och identitet? På vilket sätt? Aktiv användning av eventuella styrdokument? Hur har den präglat projektet? Implicit/ explicit? Berätta mer.
- Kräver metoden ytterligare kunskap än den polisiära kompetens ni har? Vad i så fall?

Integrering

TI är ju i grunden hämtat från försvarsmakten, hur viktigt anser du att det är att det får en polisiär prägel? För vem? Varför? Är det en uttalad önskan?

- Vilka polisiära attribut kan du se i metoden? Exempel?
- Hur stor inverkan upplever du att du som utför metoden har på att TI präglas till Polisen? Berätta mer. Upplevs tillräckligt? Living the brand?

Stöd och kommunikation

Om man ser till kommunikationen i projektet, har ni talat om vilka eventuella krav metoden kan komma att medföra på er som Poliser? Exempel?

- Tillräckligt för att känna trygghet i sin roll i projektet?
- Tar du mycket hjälp av din erfarenhet som Polis när du utövar denna metod? Integreras din kompetens i denna metod? Kan du ge något exempel på egenskaper/ kunskap som varit till hjälp?

Om man ser till vad projektet kan tänkas skicka för signaler till allmänheten, vad tänker du att Polisen signalerar i och med TI?

- Till allmänheten i stort?
- Är detta något som diskuteras internt?

Interview guide group managers

Intro

Berätta hur det kom sig att du ville bli polis?

- Vad attraherades du av?
- Var det något speciellt som gjorde att du tänkte att du skulle passa?
- Hur tänkte du att det skulle vara?

Identitet

Berätta om Polisen som organisation. Hur skulle du karakterisera den?

- Vad gör den olik/lik andra organisationer?
- Finns det någon metafor som du tycker kan vara talande? (en film?)
- *Talar* man inom organisationen om hur Polisen är? Bland kollegor? Från ledningens sida? Reflekterar man över andras bild av Polisen?
- *Talar* man om vad Polisen inte ska vara?

Värden

Vill du berätta om Polisens värdegrund?

- Vilken betydelse tror du att den har för medarbetarna?
- För dig i ditt dagliga arbete?
- Vad tror du att den uttalade värdegrunden representerar internt? Försök att främja en kultur? Ledningsverktyg? Exempel?
- Vad kan den tänkas representera utåt?

Om projektet

Berätta om din roll i projektet Taktiska Informationsinsatser.

- Varför just denna idé från Försvarmakten? Bekvämlighet? Finns det likheter mellan FM och Polisen som gör det enkelt att ta över denna? FM naturlig inspirationskälla?
- Finns det andra organisationer man hämtar inspiration från?
- På vilket sätt tycker du TI är lik/olik PSYOPs?

Stöd

Berätta om hur idén mottogs internt.

- Hur har du upplevt stödet internt? Ledning/Kollegor?
- Tror du att det är vanligt att se på nye idéer och arbetssätt som kommer från medarbetarna på det sättet? Fler exempel?
- Riktlinjer för denna typ av projekt? RPS direktiv, hur fria tyglar, hur omsatte ni eventuella riktlinjer? konkretiserar? Mottagande internt?
- Är det uttalat vem man ska vända sig till när man har en idé?
- Ansvarsområden, dina/ gruppens? Projektkontrakt, hur ska det tolkas? Funktion?
- Vilka andra kommunikativa stöd har du fått? Exempel på stöd? Utveckla.

Lärande och förtroende

När vi har läst styrdokumentet upplever vi att man bland annat betonar vikten av lärande inom Polisens organisation.

- Kan TI sägas vara ett exempel på lärande? På vilket sätt?

Samtidigt som lärande betonas så adresserar man också vikten av allmänhetens förtroende och krav på legitimitet.

- Är det så att man talar om detta i organisationen?
- Har du exempel på hur?

Anser du att det finns någon konflikt mellan dessa element (lärande/legitimitet)?

- Kan det finnas en extra känslighet inom Polisens organisation i förhållande till detta?
- Hur har du/ni förhållit er till det i TI? Känner du att du har fått stöd gällande detta? Vilket stöd? Exempel? Berätta mer.

Integrering

När ni nu hämtade den här idén från FM, hur visste ni vad ni skulle göra med den?

- Är det viktigt att den blir polisiär? Varför?
- Hur sätter man konkret sin prägel på den?
- Har ledningen lagt sig i med stöd och riktlinjer? Vems ansvar är det?
- Hur har du tagit hjälp av Polisens attribut (såsom identitet och värdegrund)

Gruppdynamik

Vi har fått intrycket av att gruppen är mogen och självgående, skulle du beskriva den så?

- Finns det några andra drag som utmärker gruppen? Finns det någon metafor?
- Tror du att detta har haft betydelse för att man fått driva igenom idén? På vilket sätt? Förtroende för er?

Kommunikation

Om vi ber dig resonera kring hur TI kommunicerar "Polisen", vad skulle du då säga?

- Vad tror du det kommunicerar externt? Kan det stärka Polisens image?
- Internt?

Interview guide manager

Roll i Polisen/projektet

- Vilka egenskaper är viktiga som chef inom Polisen? Vilken typ av ledarstil?
- Beskriv din roll i förhållande till TI?

Integreringsprocessen och stöd

Hur går det till när ett projekt som detta ska lanseras?

- Riktlinjer för denna typ av projekt? RPS direktiv, hur fria tyglar, hur omsätter du dessa, konkretiserar?
- Är det uttalat vem man ska vända sig till när man har en idé?
- Ansvarsområden, dina/ gruppens?
- Projektkontrakt, hur ska det tolkas? Funktion?
- Finns det ytterligare en dimension avseende att projektet blir polisiärt, i och med att idén är hämtad externt? Hur ser man på det, oro/ självklart? Hur stöttar man det?

Identitet och värden

Är det viktigt att man lyckas sätta sin prägel på projektet?

- Varför och för vem? Har det uttalats några krav på att uppnå/ sträva mot detta? Från vem till vem? Förutsättning?
- På vilket sätt kan man göra detta? Har du några konkreta exempel på hur det kan föra vidare Polisens varumärke?
- Vad innebär det att vara förenlig med Polisens varumärke/ anda?
- Känner du att du/ eller ledningen har kunnat stötta/ lagt sig i denna process, på vilket sätt? Konkreta råd, vägledning. Grad av involvering från andras sida?

Den nya idén

Om TI, berätta om hur det gick till när du introducerades till idén.

- Vilken nytta såg du?
- Berätta om beslutsprocessen avseende att genomföra detta projekt.
- Fanns det något som uppfattade som mer problematiskt avseende denna unika idé?

Gruppdynamik

Vi har fått intrycket av att gruppen är mogen och självgående, är det så?

- Har detta haft betydelse för att man fått driva igenom idén? På vilket sätt?
- På vilket sätt ansåg du att gruppen var kapabel/ mogna att testa idén? Karaktärsdrag hos gruppen?
- Förtroende för Polisiära kapacitet? Syn på dess kapacitet att tillvarata det Polisen står för i implementeringen? Vägde det in i beslutet att genomföra projektet?

Förtroende och kommunikation

Betoning på förtroende, betonar du förtroende i förhållande till din chefsroll?

- Berätta vad förtroende innebär för dig? Hur etableras det hos dig?
- Betydelse för din ledarroll?

Hur ser du på allmänhetens förtroende för Polisen, i förhållande till TIs ursprung, desinformation, krigsföring, etc.

- Kan det finnas en extra känslighet inom Polisens organisation i förhållande till detta? Har detta adresserats uppifrån? Från andra? Från gruppen?
- Hur har ni förhållit er till det?
- Vilka eventuella stöd har ni kunnat erbjuda gruppen avseende detta?
- Kommunikatör till förfogande, hur har det stödet uppfattats, har ni varit rustade? Något ni saknat?

Vad anser du att TI kommunicerar avseende Polisens varumärke?

- Vad tror du det kommunicerar externt?
- Internt?
- Vad avser man att kommunicera?

Interview guide person responsible for corporate values

Roll i Polisen

- Vad innebär den?
- Varför har man en värdegrundsansvarig?
- Hur länge har du jobbat inom Polisen och vad attraherade dig?

Kommunikationsavdelningens roll i organisationen?

- Arbetsätt; stödfunktion? Operativa? syn på kommunikation och dess funktion?
- Upplever du att kommunikationen anses viktig inom organisationen?

Värden

Vill du berätta om Polisens värdegrund?

- Vilken funktion tror du att den har för medarbetarna?
- För dig i ditt dagliga arbete?
- Varför tror du att man har man tagit fram den? Hur involverad var du?
- Ledningsverktyg? Kulturfrämjande?

Identitet

Vad kännetecknar Polisen som organisation?

- Vilka värderingar är centrala? Är dessa implicita/ explicita?

Talar man om en organisationsidentitet?

- I så fall hur kommuniceras den? Vilken funktion har den, ledning- medarbetare?
- Pratar man internt om hur Polisen bör vara? Hur? Vem? Vem inleder?
- Finns det skillnader i vad som är avsett att nå en extern/ intern publik?

Ledarstil

Hur upplever du att man leder inom Polisens organisation?

- Hård eller mjuk stil? Tydligt reglerat, grad av frihet etc?
- Överordnade dokument: hur man bör vara, och vad man ska göra, mindre fokus på vad man inte får göra. Upplever du det så? Eventuell strategi bakom?

Stöd - lärande och innovation

Hur upplever du att man ser på lärande och innovation inom organisationen?

- Ledningens syn på medarbetares initiativ till ”utveckling av metoder” och ”lärande”?
- Får man stöd och uppmuntran? Hur uttrycks det?
- Upplever du att det finns en känslighet (risk) gällande lärande och innovation inom Polisen?
- Avseende legitimitetskrav och trovärdighet?
- Allmänhetens bild och förtroende viktigt?

Stöd och Integrering

Vi studerar projektet TI, där man implementerar en extern arbetsmetod i Polisens kontext. De har adresserat vikten av att projektet får en polisiär prägel.

- Varför tror du att det är viktigt? Och för vem? Potentiella risker?

- Vilket ansvar upplever du medarbetarna har gällande att införliva Polisiära värden i projekt/ nya arbetssätt? Ansvar för att göra den till ”sin”.
- Vilka stöd/ verktyg finns för denna process utöver värdegrunden? Berätta mer!
- Kan man i viss mån anse att Polisens identitet (implicit/ explicit) fungerar som guide?
- Behövs stöd eller är organisationen tight enough?

Trovärdighet och kommunikation

I styrdokument betonas vikten av att framstå som trovärdig hos allmänheten, pratar man internt om ”omgivningens bild av Polisen”? I så fall hur pratar man om det?

- Hur arbetar ni kommunikativt för att främja Polisens legitimitet/ trovärdighet?