

Experiences of Changing Jobs

- a study of experiences of being a newcomer when changing
both organization and work tasks.



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Abstract

Title: Experiences of changing jobs: a study of experiences of being a newcomer when changing both organization and work tasks

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Keywords: Career change, expectations, work tasks, frustration, socialization, changing occupation, introduction

Thesis purpose: The thesis aims to fill a gap in literature regarding introduction in new organizations for individuals with a professional past, to enable change in both organization and work tasks.

Methodology: The research has been conducted through a hermeneutic methodology and interpretive stance. Qualitative interviews have been analysed through searching for themes.

Research Question: How do people experience the introduction to a new job when the work tasks are new as well as the organization?

Basic Findings: Our participants experienced a major lack of introduction to new work tasks causing either frustration or acceptance. As a response our participants used a lot of autonomy in training themselves.

Conclusion: The lack of introduction can initially cause frustration when individuals lack control of knowledge but after a while this gets accepted and the autonomy gets embraced. The frustration is not to be taken as a major issue when instructing newly employed with a professional past, but rather be seen as a natural step in the introduction process to new work tasks. Even though the frustration is natural, organizations do need to find a balance in how much training individuals with experience from work life expect and need when entering a new organization and for them new work tasks.

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INTRODUCTION

This chapter introduces what our research is about. It gives a brief introduction and overview to the different parts of our thesis, presents our main findings and the method to how we got to the findings we did.

Background and Research Problem

During financial crisis's, as in present, job losses and job changes are frequently observed, thus discussions about the topic as well. In addition, several scholars state that organizational job climate is changing to a fast moving, short-term environment where the individual need to stay adaptable and ready to change (Krumboltz, Foley & Cotter, 2013, Higgins, Dobrow & Roloff, 2010). Adamson, Doherty and Viney present three changes in the work environment: short-term relationships in employment, an end to hierarchical movement as career progression and an end to logic careers (1998).

The perception of a career is still often, only having one and same occupation all through life, even though Adamson, Doherty and Viney point out that the image is changing. It still needs to be further developed though since the perception of changing jobs as something odd can cause difficulties if a change occurs (Stenberg, 2012). Individuals perceptions affect how things are experienced and therefore the perception of changing jobs affects how perceptive you are towards a change actually happening. If the business environment keeps on developing into a fast moving climate, individuals need to adjust their perception of changing jobs to adapt.

Not only do people need to be flexible and ready to change; organizational settings too need to be prepared for handling newcomers with experiences from working life. Several scholars have shown there is a lack of research regarding introduction of a newcomer with a professional past (Murtagh, Lopes & Lyons, 2011, Mitchel, Levin & Krumboltz, 1999, Krumboltz, Foley & Cotter, 2013, Higgins, 2001, Hall, 2004). When hiring a newcomer with experiences from

working life, one can expect them to have certain skills they were hired for but less knowledge about certain procedures within that specific organization. How newcomers with a professional past experience changing jobs and the introduction to work tasks and organizational roles being provided needs further research.

“There is growing concern that current organizational entry practices do not adequately ease the transition of new members into work organizations [...] That these trends are found despite growing attention by companies to new member orientation highlights both the difficulty of bringing newcomers on board and the need for improved organizational entry practices” (Louis, 1980:226)

To find out more about the experiences of being a newcomer when both changing organization and work tasks we conducted eleven qualitative interviews with participants which had the experience of changing jobs. From our empirical data, it was understood that it was commonly the case to experience a lack of introduction to work tasks. Expectations of newcomers with experiences from working life, to know how to perform their work tasks, not in need for introduction, seemed to be experienced. Further research is needed about the affection of these experiences.

Development of research question

During the process of this thesis, our research question developed along with our findings. At the starting point of our research we had the ambition to learn more about career changes, and specifically about organizational socialization after a career change had occurred, which is where we found a gap in literature. We wanted to find out how receptive people were towards new organizational culture and norms when at the same time changing occupation. The initial research question we asked was: “How do individuals changing careers experience a new organization?” We had the ambition and expectation to

separate the experiences of organizational entry and switching occupation when changing career, something that turned out to be impossible. That is, our expectations were that being a newcomer after switching occupation and organization, would be perceived as two different experiences in the sense that the prior is related to the socialization and adaption process whereas the former is more task related.

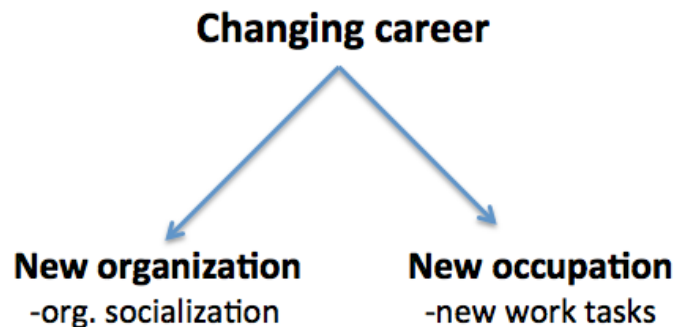


Figure 1. Prior perception of changing career

We believed we could separate the experiences of entering a new *organization* and the experiences of having a new *occupation* (new work tasks) to find out how the participants experienced introduction. We sought to find the difficulties in having to learn a new organizational culture with its norms, jargon, values etc. whilst simultaneously having to learn new tasks, a new occupation. However, as mentioned, this turned out to be impossible. In addition, this is probably the reason we found lack of research in this area. Our participants did not seem to separate their present and former organization with their present and former occupation. We also could not identify any shifts in identities, values and norms, hence we could not isolate any results from organizational socialization. Therefore, we could not clarify and make the (believed to be two different) experiences of having to learn new working tasks distinct from the experiences of socialization into the new organization. Our focus thus made a shift towards the experience of changing jobs, later with specific attention towards experiences of introduction to work tasks. The usage of 'career' was changed to changing 'job' after experiences reactions of ambiguity and subjectivity around the word 'career'. Of course, the word 'job' is also surrounded by subjectivity but

we found it to be less questioned and less ambiguous in its meaning. When writing the analysis and revealing themes from our interviews, our final research question developed into: **How do people experience the introduction to a new job when the work tasks are new as well as the organization?**

Our understanding of how a job change is experienced turned into a new figure:

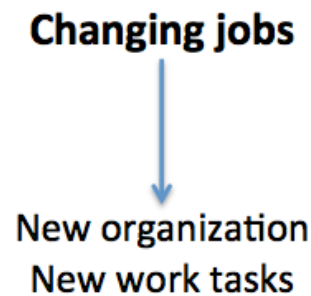


Figure 2. Present perception of changing jobs

The majority of job changes will entail new work tasks or ways of working, but in our specific cases, the participants we interviewed had made more severe occupational changes. By this we mean that all participants switched jobs into new occupational roles with completely new work tasks for them. Still, to make the separation of experiences of changing organization *and* having new work tasks was impossible. When interpreting and analysing the experiences of changing job when both organization and job tasks are new, we had a lot of data regarding learning new work tasks. We believe the experiences of learning new work tasks and adapting to a new organization are inseparable and the approach in this thesis is therefore how people experience the introduction phase of a new job with special attention to work tasks.

Our ambitions

Our initial ambitions were to combine the literature on career changes with the literature on socialization because we found a gap in treating these two topics together. When we later realized the impossibility to separate the organizational

socialization with learning new tasks our ambition altered. The attention of our ambition switched towards illustrating how individuals with former experiences in working life experience entering a new organization. There are several previous scholars exploring graduates' socialization processes and expectations when entering a new organization, but less research regarding the experiences of entering a new organization when having a professional past, with experiences from other organizations and work tasks (Murtagh, Lopes & Lyons, 2011, Mitchel, Levin & Krumboltz, 1999, Krumboltz, Foley & Cotter, 2013, Higgins, 2001, Hall, 2004).

The ambition of our research has been to explore experiences of entering a new organization with new work tasks when having a professional past and the organizational settings for introduction in work tasks of this type of newcomers.

There is a general perception of a career as meaning that one will only have one and the same occupation the entire working life (Stenberg, 2012). The belief that we are supposed to behold the same occupation all life can affect how individuals feel about changing jobs. What has come to change, however, is that people switching jobs several times during working life are common (Hall, 2004; Krumboltz, Folie & Cotter, 2013). Hence, there is of importance how organizational settings are prepared for the introduction of newcomers with a professional past.

Our ambitions are to illustrate the experiences of eleven participants who made a voluntary job change with completely new work tasks, and how they perceived the introduction process and its possible complications or flaws. We wish to show examples of how the introduction, or the lack thereof, for a newcomer with a professional past, affects the organizational adaption.

Outline

This thesis examines how individuals that changed jobs experienced their first months in a new organization. The thesis takes a hermeneutic methodology, interpreting individuals' experiences, and our ambition is to explore what possibly needs to give more attention to regarding introduction processes of

newcomers with a professional past. To give you as readers the same pre-understanding as we got before the analysis we will under the chapter of literature present an overview of previous research in the different fields of job changing and organizational introduction, and talk about how we used the literature in our research. In the method chapter we will give a broad explanation of our methodology and method. With qualitative interviews we tried to examine through an interpretive view how individuals experience job changes and introduction in a new organization and new work tasks. Our eleven participants have recently experienced a job change where both organization and work tasks were new. In the analysis chapter our empirical material is being presented and analysed according to our research questions. Finally a discussion follows to conclude our main findings and recommendations for the future.

Main findings

Our main finding about the experiences of changing jobs where the work tasks are new as well as the organization, was that our participants experienced a lack of instructions to new work tasks. This lack of introduction initially caused frustration, acceptance or both, with the frustration not might actually being an issue for organizations they need to solve. The initial frustration came from lack of control when lacking knowledge in how certain things were done but later on got accepted when autonomy was embraced. Hence, the initial frustration of lack of knowledge might just be an inevitable process when entering a new organization and having to learn new ways of working, not necessarily meaning the organization has flaws in their introduction, required to fix. However, experiences of lack of instructions to work tasks and clarity in organizational roles were frequently shared. Thus, either the experiences of frustration is an inevitable and natural part of the introduction and learning phase that later leads to acceptance, autonomy and satisfaction *or* the satisfaction stems from *having to* accept lacks in introduction and embrace autonomy as the only solution. That is, the satisfaction our participants all shared of their job changes might be the initial experience because they like being proactive or is what they later experienced since autonomy is after all what people in general strive for. The

balance of knowing when hiring newcomers expecting autonomy and when they do not is difficult for organizations to know when providing introduction to work tasks. Hence, an advise for future research would be to provide organizations with information about how to know how to fit introduction with individual.

REVIEW OF LITERATURE

This chapter presents a review of previous research regarding changing jobs. A critical reflection of the literature and a discussion of how we used the literature in our research will follow. Additionally, we will show our contribution to further research. The structure of the review begins with a background in changing jobs, continuing with a review on literature on entering a new organization and the impact on organizational identity.

Background

Literature regarding career and changing jobs is of considerable interest today. What is found to be of greatest interest is the decision making process leading towards the job change, but less research is to be found regarding what happens during the process of change and the introduction to new tasks. When switching jobs, previous job experiences affect how one interprets the new organization and work tasks. Previous research aligns with this when pointing out that there is a lack of research regarding introduction of a newcomer with a professional past, the experiences of entering a new organization and learning new tasks when already having experiences from the past. (Murtagh, Lopes & Lyons, 2011, Mitchel, Levin & Krumboltz, 1999, Krumboltz, Foley & Cotter, 2013, Higgins, 2001, Hall, 2004).

Nevertheless, when trying to find out how the process of these factors are perceived and handled by people making job changes, one needs to know what reasons could lead towards the change and what it means to make a job change. Hence, a brief presentation of decisions to changing job will be provided.

Furthermore, 'career' is a topic that is widely discussed and can be found in several different fields such as psychology, sociology, anthropology, economics and organizational behaviour (Higgins, 2001). This thesis goes under the organizational- and management field of research; hence it will have an organizational- and management approach. Literature around changing jobs is more commonly used as 'changing career', less was found when using 'changing

jobs'. In our review of literature, research about changing career is being presented with the same meaning of how this thesis uses the concept of changing jobs. The reason for not using the word changing 'career' and instead 'job' later on is because of the subjectivity we experienced around it. People tended to better understand and have a shared understanding of changing jobs when being asked questions about it, expressing it in the same way as literature uses career. That is, in this thesis, the way changing career is being presented in literature review is of same understanding as changing jobs later in analysis and conclusion.

Changing jobs

When reading about career and job changes, the interpretation will differ depending on what type of definition the author(s) have chosen to use of the subject. In most literature, it is common to use the concept 'career change' when research is about entering a new organization and new work tasks, or area of expertise, at the same time (Källa!). As mentioned earlier though, interpretations of the concept might though be interpreted differently and might include more value for some, hence we will use the words 'changing jobs'. Our focus in this thesis is **when someone changes employer and at the same time remarkably change their work tasks**. This is in line with previous literatures' definitions on changing career;

"a transformation that requires significant changes in roles, responsibilities, skills, and field of expertise or body of knowledge"

(Murtagh, Lopes & Lyons, 2011: 251)

"a career change occurs when an individual changes jobs and employers, objective aspects of one's career, and when an individual perceives that such changes in his or her career constitute a career change, the subjective side of an individual's career" (Higgins, 2001:596)

A characteristic of the kind of career changes being studied in this research is described by Neal and explains that when the change is being made “skills specific to job A are of little or no value in job B” (1999:239).

In career literature it is common to find how authors differentiate between what is defined as simple career changes and complex career changes whereas complex career changes are generally described as “changes in both employers and tasks or job functions” (Higgins, 2001:596). This definition of complex career changes is what this thesis will focus on and what our empirical material is collected from, since there has been shown to be a lack of research of complex career changes (Neal, 1999, Higgins, 2001). However, again, we will use the definition ‘job change’ instead of ‘career change’ because we do believe the concept of ‘career’ is ambiguous and can be interpreted differently.

Present work environment

A common theme in the literature of job changes is that work environment today is no longer stable, it is unpredictable and boundary-less in fast moving organizations using short term contracts (Higgins, 2001, Higgins, Dobrow & Roloff, 2010, Hall, 2004). According to Cappellen and Janssen this shift has been made in reflection to economy and technology development (2010).

Career has become a more self-defining concept with multiple possibilities, no longer depending on one organizational role or one organization (Higgins, 2001, Hall 2004). Choices are not rational and logical as they might have been in the past and is less depending on education and experience (Murtagh, Lopes & Lyons, 2011). To be able to adapt to current environment previous research agrees that one cannot see career changes as large, occasional changes, and one needs to stay flexible and adaptable (Krumboltz, Foley & Cooter, 2013, Higgins, Dobrow & Roloff, 2010, Hall 2004). Even though a lot of literature agrees that occupation is no longer fixed there is still an image that we are to stick with same occupation during our entire working life, an image that needs to be adapted to the fast moving reality.

Research about career and job changes is nothing new, however a lot of focus has been put on the decision-making process leading towards the change. Murtagh, Lopes and Lyons (2011) made an interpretive study on how people experience their job change, but with regards to the decision-making before the change. The results of their interviews showed that their participants had positive emotions about their change; they all said that they made the right decision. At the end, the main reason for switching jobs that the authors found in the study was to avoid a certain future, to not become like their bosses (ibid.).

Hall presents the concept of a Protean career, “a career that is self-determined driven by personal values rather than organizational rewards, and serving the whole person, family, and ‘life purpose’” (2004:2). Because of a challenging business climate, employees need a strong internal compass to take charge of their own careers when employers do not help. The Protean careerist is continuously learning and stays positive to new possibilities (Hall, 2004). Pro-activity is a key to stay protean, and to be proactive people need to be adaptable and self-aware (ibid). This research origin from the increasing amount of changing jobs, giving a response to how to adapt to the business climate.

Hall's Protean Career shares features with Happenstance theory- that career is about unplanned events that needs to be seen as unexpected opportunities (Mitchel, Levin & Krumboltz, 1999; Krumboltz, Foley & Cotter, 2013). The theory presented in two articles points out that counselling can help people learn to see opportunities and recognize chances- to stay optimistic, open-minded and risk taking (Mitchel, Levin & Krumboltz, 1999). It is a lifelong development stimulated by learning and no longer just about finding the right occupation (Krumboltz Foley & Cotter, 2013).

Recommendations from previous literature on how to acclimatize to this new unstable work life condition goes from being optimistic (Higgins, Dobrow & Roloff, 2010), to see opportunities in unplanned events (Krumboltz, Foley & Cotter, 2013, Mitchel, Levin & Krumboltz, 1999) to be proactive (Bertolino,

Truxillo & Fraccaroli, 2011) and are all aimed at the individual's role to take charge of his/her career.

In an article in Harvard Business Review in 2010, Groysberg and Abrahams present five ways how to mismanage a job change. They agree with recent literature, on an increasing need in switching career and also points out the affect all kinds of moves have on people; adjustments to new norms, unclear expectations and the need to learn new skills. Through a research made from several surveys and interviews of executives and HR they discovered the five most common mistakes in job changing:

- not doing enough research
- leaving for money
- going "from" rather than "to"
- overestimating yourself
- thinking short term

Social contexts' influence on experiences of changing jobs

Higgins (2001) is an assistant professor in Organizational Behaviour at Harvard Business School, influential in career research, and she points out that social context affects both decision-making and confidence to overcome obstacles. Decisions leading to changing career are socially embedded and the greater diversity the greater confidence to overcome career obstacles. The main theme in Higgins research was the combination of how organizational socialization and career change affect each other,

"The incidence of career change affects the design and implementation of organizational-level initiatives, such as the selection, socialization and training of organizational members, as well as our understanding of important organizational issues, such as employee retention and organizational commitment" (Higgins, 2001:595)

This leads us to our literature search on socialization and what has been said about entering a new organization, learning new tasks and exploring new identities.

Being a newcomer in organizational settings

Changing jobs, when both organization and work tasks are new, requires learning a lot of new things. One need to, and probably will, go through new socialization processes and learning new work tasks and a new structure, in order to adapt. During these processes there are some topics that are of more interest to mention than others. Topics as such, and what this thesis has focused on, are identity, organizational roles and the importance of providing information and training for the newcomer.

The Impact of Identity when being a newcomer

“Institutionalized transitions between professional identities require identity work in order to conform to the social norms and rules that govern how people should conduct themselves in performing a role: by acting the part, people avoid sanction and gain inclusion” (Ibarra & Petriglieri, 2010:16-17).

The quote above can illustrate the impact of identity when changing jobs. It requires identity work to enable adjustment and adaption towards the new organization. Here, Ibarra and Petriglieri (2010) mention how people need to perform a certain organizational role in order to make the adaption and adjustment process more effective and to gain inclusion. Hence, the consideration of identity plays an essential part when exploring how people experience changing jobs and entering a new organization.

Moreover, Ibarra and Petriglieri (2010) conducted a research where they introduced the concept of identity play. Specifically, they differed between what is identity play and identity work (ibid.). They explain the former as a function where people play with different provisional identities until they would feel

confident enough to keep one that would be accepted as authentic. Identity work however, is what they refer to when people form, re-shape and repair current identities and is something that is frequently observed when people make transitions into new organizational roles. Hence, changing jobs with new work tasks is a situation where identity work comes into play, and is an activity that deserves attention when conducting a research of newcomers' experiences in an organization. Additionally, identity work and play, that is, trying provisional selves when changing jobs, is thus something that would affect the effectiveness of adapting to the new organization. Moreover, identity work entails defending personal identities that are rooted in external reality, something that differs from identity play, which more generally would unfold the threshold between fantasy and reality (ibid.). Both identity play and identity work can be found in people making job transitions. Identity work because they need to know how to socially conform and also by identity play since making transitions between jobs is a way of experimenting with who you are. By enacting provisional selves, people have a chance to figure out what they want to stick, and what they dislike. Hence, making job transitions is a common scene where one can witness identity play. Also, changing jobs usually implies making role transitions, which plays new claims on the self. It entails that the person needs to re-evaluate, re-see and re-judge him/herself, especially during transition moments in life where individual development rush the revision of identity (Ibarra & Petrillegri, 2010). Thus, role and job transitions are moments in life where people test limits and possibilities of provisional selves.

When doing identity work, how it 'governs how people should conduct themselves in performing a role', as presented in the quote earlier, it illustrates the impact identity work has on the organizational role. Thus, if clarification of roles in the new organization is vague, then identity work becomes harder and more important to be able to cope with who and where one is as a newcomer. Previous research has shown that providing of information from co-workers and supervisors has a greater impact on outcomes than for the newcomer to be proactive and acquire such information. (Major, Kozlowski, Chao & Gardner, 1995). However, recent research has shown an alternative approach to this

where they see the newcomer as an active agent during the entry process (Gruman, Saks & Zweig, 2005). In this approach, there is a focus on the newcomer as being proactive in phase of role orientation in order to reduce the ambiguity surrounding the organizational role. Proactive and self-initiated newcomers is also witnessed during the socialization process where they do not receive clear guidelines regarding the sequence of activities, which is what Van Maanen and Schein (1979) call random socialization tactics. This individual socialization “reflect an absence of structure such that the newcomers are socialized more by default than design” (Gruman, Saks & Zweig, 2005:92)

What Affect Training play for newcomers’ organizational role

Introduction and learning during entry in new organizations are important factors affecting how efficient the adaption process will be. Without sufficient introduction to work tasks and training, it would obstruct clarification of roles and lack of satisfaction (Lyons, 1971). Providing information to newcomers thus has a great impact on adaption outcomes and is a way of socializing, learning and training the newcomer, which then is an essential part during the entry. Alan M. Saks (1995) conducted a survey where he examined the moderating and mediating effects of self-efficacy on the relationship between training and adjustment during the first year of a newcomer. He writes:

“Training is considered to be among the most formal and planned socialization procedures and is increasingly becoming a major part of the socialization process. Furthermore, because a major function of socialization is to provide newcomers with information [...] early job training can play a critical role in the socialization and the adjustment of newcomers.” (Saks, 1995:212).

This focuses on the socialization part of entry but would be impossible to extract from experiences of introduction to work and clarity of roles. Additionally, Saks illustrates the impact of self-efficacy of the newcomer in adjustment to the new organization in the sense of training and socialization, but also role orientation

(1995). Just as with finding one's identity and self, role orientation plays an essential part during the socialization process, thus, with better training and self-efficacy, the adjustment process will be more effective and satisfying. Self-efficacy has also been shown to be a moderator of learning and with high self-efficacy, the learning process will be more effective (Jones, 1986). This is in addition similar to newcomers being proactive in their entry process. Proactive behaviors such as information seeking enable newcomers to better understand the work environment and specific tasks (Gruman, Saks & Zweig, 2005).

Moreover, when newcomers enter an organization they will have expectations on the new context and what specific roles they will behold in that context. Scholars show that met expectations of role and tasks are positively related to job satisfaction (Major et. al., 1995). During the entry process for a newcomer, the integration of new organizational roles will be essential. The importance of role clarity plays a big part during the socialization process. Consequently, the probability of having a clearer view of the organizational identity is also higher with clarity in roles, which would make the adaption to the new organization more effective, hence it is also of importance for commitment and satisfaction. Additionally, personal acceptance will have impact on the effectiveness of the entry process (ibid) and met expectations are positively related to job satisfaction and unmet expectations are positively linked to low job satisfaction and early turnover (Wanous, Poland, Premack & Davis, 1992).

Summary

The aim with this research is to explore how people making job changes with new work tasks, experience the first time in their new organization in form of introduction of training, adaption and learning. By making several in-depth interviews with people that recently made career transitions, our ambition is to extend the literature with what people making job changes perceive and experiences, what needs to change (if so) and why this is. The reason why we have chosen to use previous literature about organizational socialization, career and identity is because it is within these fields there is a lack of research when they are combined. If the aim is to know more about how people experience their

first time in a new organization after having changed job, then it is highly topical to discuss and connect these subjects together since they all affect and rely on each other in a situation like job changes.

Our research extends literature within the focus on experiences after the change being made, and how existing theory on job changes and decision-making is useably, when analysing the experiences from our participants. We mainly used presented literature as a pre-understanding beforehand to learn about the subject, and to use it in combination with our empirical data in our final conclusion.

METHOD

This chapter presents our hermeneutic methodology and qualitative interviews. With our method we got a possibility to find an in-depth understanding of underlying patterns in the experiences of job changes, an ambiguous subject of feelings and sense-making.

Hermeneutic Methodology

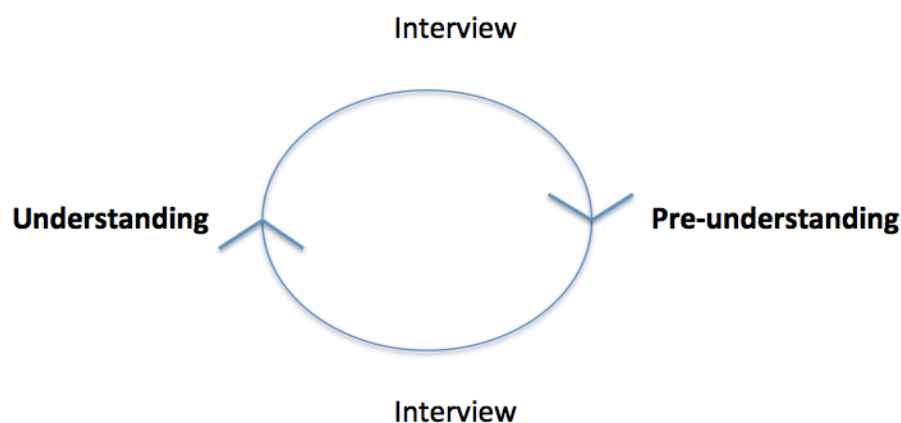
When doing this thesis, discussions about what knowledge is and what it is not have frequently arisen. To quickly present our paradigms, our ontology is that reality is within every individual and not concrete, we have an epistemological view that knowledge comes from interpretation and that humans act on free will (Burrell & Morgan, 1979).

We believe knowledge mainly comes from intuition, that is, conclusions can be made without knowing all the facts (Alvesson & Sköldeberg, 2012). Logic and rational assumptions do not exist, because analysis will always be affected by contexts and pre-understanding. Even though our research spotted a pattern in experiencing a lack of introduction, we do not believe this pattern can be established as a rational theme since we are both inevitably coloured by previous assumptions and biases (Morgan, 1980). Everyone might not agree our interpretations.

Our methodology takes a hermeneutic stance since the aim is to really recognize the individuals we interviewed in order to understand their situation and their identification on a deeper level. When analysing our empirical material we have tried to recognize the context behind the participants to understand from the view of the observed rather than the observers (Creswell, 2003; Alvesson & Sköldberg, 2012; Morgan, 1980). Hence, our research aimed to interpret the experiences on job changes we have through out the process tried to see from the participants' point of view. However, in the end it is the observers' interpretation that communicates the knowledge and as Hanson expresses it "People, not their eyes, see" (1999:176). The arguments and the analysis in this

thesis are based on our interpretation of the participants' experiences. Thus, the interpretation is already interpreted.

As Alvesson and Sköldberg (2012) frame it, we see ourselves as alethic hermeneutics. We aspired to find something hidden within the interviewees, a hidden something that forms a narrative. To be able to do this interpretation we tried to understand the participants by position ourselves into their situation as much as possible. Our own previous experience in combination with our ambition to understand the participants made it easier for us, as interpreters, to understand the experiences from socialization when changing jobs. Interpretation is a rather individual process where our pre-understanding, assumptions and our context affected our interpretation as well as the participants pre-understanding affected their responses (ibid.). During the process of gathering empirical material we got new pre-understandings and ways of searching for hidden themes, which affected the following interviews that were made. New questions were developed and some got lost along the way because the pre-understanding and interpretations we got from previous interviews affected what we searched for in the following ones. The circle of pre-understanding is further presented in figure 3. This leads us to why we need to discuss the function of reflexivity.



*Figure 3. Our version of the circle of alethic hermeneutic
(Alvesson & Sköldberg, 2012)*

Reflexivity

One of the features that existential hermeneutics emphasises and claims is that “all understanding is ‘always already’ coloured by emotional moods; there is thus no purely cognitive or rational understanding” (Alvesson & Sköldbberg, 2012:117). Reflection can be said as interpretation of interpretation and turns attention inwards towards the researcher, society, language etc. Being reflexive then entails being able to “[...] consider various basic dimensions behind and in the work of interpretation” (Alvesson & Sköldbberg, 2012:9). Thus, reflexivity means to not take things for granted as they are, but rather to question why things are this way and how it could be different. Put simply, it is about being aware of biases and assumptions.

Specifically, when conducting research about identity, people and socialization, it is of utter importance to be aware of people and how different we all are and to be aware of perspectives and to look ‘inwards’. What also needs specific attention when trying to grasp people and identity is to be aware of that what you discover will always be in second or third order (Rosen, 1991), which is an essential factor in this project.

When being reflexive it is important to search for credibility. One way of embracing credibility is to be aware of what is not being said and what is not being talked about during interactions with participants (Tracy, 2010). Additionally, this awareness becomes of importance of one self in the sense that it will also express our own biases by showing what topics we choose to ask about.

As mentioned above, being reflexive is about being aware of biases and assumptions. Biases and assumptions will affect this project inevitably. Already the choice of topic and method is a result of biases:

“The selection of a research topic and a corresponding method are in many ways also a life choice. They are indicative of that which the

researcher believes is important to ‘see’ in the world, to investigate and how” (Rosen, 1991: 21).

Qualitative Interviews as Method

To understand the participants’ experiences we used qualitative, semi-structured interviews. Interview questions were written in advanced to guide us through interviews, but most often the pre-written questions were not used. Questions got developed from what every individual participant said in the interviews.

Finding empirical material- participants

To find participants we did three things; called organizations and asked human resources for newly employed, called head hunters to see if they helped someone change jobs with new tasks and finally we used social media. Both organizations and head-hunters had difficulties helping us to find participants since they all said it was not very common to hire from other occupation, they all wanted individuals who knew the tasks already or graduates. There were even indications that they avoided hiring people with deviated knowledge from their business because they had bad experiences from that. To be able to find individuals who had recently made a job switch with new work tasks we posted on social media and asked friends and family for help. Short thereafter we had contact with several interesting individuals in line with our purpose.

Gathering empirical material- the interviews

Interviews were held in person at their offices when possible, or by “Skype” video call to be able to see the expressions of our participants, which is what we regard as important conducting as research like this. The interviews were between 20 minutes to 75 minutes long and thereafter transcribed. When executing our interviews we worked as travellers, exploring new territory (Kvale, 1996). As mentioned above our understandings developed into new pre-understandings along the process, also, in the same manner, during our

interviews we developed new and adjusted questions based on the understandings we got about the participant. Our ambition was to make the interviews as professional conversations with a somewhat equal control between the interviewee and us. The ambition with equal control was not always achieved since we held control over the questions. We did however manage to create comfortable interviews where we often felt that the interviewee opened up to us and did not hold back. Knowledge was created through the interviewee and us, and how we interpreted each other (Kvale, 1996).

We made it clear for all participants that neither their name nor their organizations would be mentioned in the thesis if they preferred so, and they all agreed to be recorded.

The participants

Our ideal participant was a person who had made a job change sometime during the past two years that included new organization and new work tasks. We chose the limit of the past two years because that is how long we believe memories are still valid before they get too affected by other contexts. If the transition has been made too long ago, we consider the source to be less valid. Conversely, if the transition had been too recent they would not have gained enough experience that would make it useful for our research (Alvesson & Sköldbberg, 2012). Hence, we also made a limit that the transition should not have been made during the past three months. We did not have any other limitations on our participants than the time limit of three months to two years ago, because we did not see any other limitations as relevant. Independent of professions or education, individuals will perceive a career change dependent on their own feelings of the switch. Thus, the only criteria, except for time, we had was that the participants perceived their transition to be clear and remarkable.

When choosing our participants for our research, there were no specific characteristics they had in common as professions and tasks, gender or age, hence, the range of the eleven participants was very broad. However, what was

to be found similar amongst them was that the job change was voluntary; no one was made to leave their former occupation. One participant though, was encouraged to leave their former organization. We believe that the result of our analysis is very much affected by the voluntariness in the switches. Those who were fired from a former organization or forced to leave a profession might hold grudges that affect their experiences on a new socialization process and learning new tasks. Additionally, by making the choice of leaving and move on could be a sign of a strong and driven person per se.

The diversity of the participants in this research is an advantage. Since the extent of this field empirically has been limited, we feel that the width of an exploratory study is essential. The limitation of diversity is that we lose simplicity and that differences among participants can appear because of differences in other variables such as professions, ages and gender. The discussion on diversity versus focus in research is always in question, and in the end the choice is up to preferences. We prefer a broader study, but recommend more focused researches in the future to understand the experiences on career changes further.

Participant		Job Changes
1	Investment banker	→ Academia
2	Head of consultants	→ Head of office
3	Accounting assistant	→ Car salesman
4	Head of consultants	→ Talent manager
5	Buyer in construction	→ Business developer in IT consulting
6	Bus driver	→ Commissioner in a public company
7	Surgeon	→ Administration
8	Car salesman	→ Key account manager in finance
9	Finance	→ Recruiter
10	Real estate agent	→ Police officer
11	Pre-school teacher	→ Gardener/ Personal assistant

Figure 4. Participants and their job changes

Analysis of Empirical Material

As mentioned, the purpose of our research was to understand the experiences of a new job with new work tasks, by qualitative interviews. After gathering our

empirical material an analysis of the same followed. Experiences as feelings and sense-making is hard to externalise and not easy to find in a coding process. Thereby the analysis was constructed through a search for themes and concepts as described by Ryan and Bernard (2003). To find themes we searched for expressions, concepts, metaphors, repetitions, happenings etc. that indicated concepts that could be grouped together on a higher level. To make this possible we searched for greater themes, for example “dissatisfaction of not knowing” and searched for indicators of this. The grouping of greater themes was made after an initial couple of readings of the transcription to then be deeper analysed further on in the process. Quotes were chosen during the analysis to back up our findings and many discussions were held regarding underlying indications and patterns. In different documents we gathered repetitions, similarities, metaphors, overall feelings and also missing data. All throughout the process of analysing data we kept the research questions close in mind to sort out what was not relevant.

Role of Theory

Theory has both been an input and an output in our research. Beforehand we got some pre-understanding from prior theory, which helped us develop new theory that became an output from our research.

Secondary sources, as earlier research, helped us to gain background information on the areas of career change and socialization. Theory was an important tool for us to get an understanding and to show us what was relevant in the area, and what others have done and not done. We believe that some prior theory is helpful to best figure out method and specific focus points. We did however do a discussion towards grounded theory- that no prior theory would be read beforehand to open our minds- but we decided to develop a pre-understanding and then develop prior theory further. Because we did not find research in our specific area we did not feel as if we were biased from prior theory, we also believe that theories are just others way of seeing, not necessarily the truth. We read research from the areas of changing job and

learning new tasks and do believe other authors' prior theories can, for some readers, give support to our findings.

Because our specific research was exploratory in a subject we have not found much research on, our ambition was to provide an explanation from our group of participants. To interpret and make sense of the case and thereby do a theoretical generalisation that can and should be tested by others.

Our intention is not to do a radical change in the way society and organizations are regulated, but just to give a chance to improve it. With understanding about the experiences of starting a new job, where both organization and work tasks are new, we wish to distribute a material in how to possibly make it easier to go through job changes.

ANALYSIS

This chapter will present our empirical material, what we got to hear in the eleven qualitative interviews we conducted. It is divided into two parts regarding the two main themes we found in the material; experiences of a lack of structure and introduction to work tasks, and expectations.

Going through the information given to us in the eleven interviews, we saw a clear theme of an experience of lack of introduction to work tasks. Some of our participants experienced frustration regarding the lack of information whilst others accepted it. Some even experienced a satisfaction in the autonomy that the lack of introduction to work tasks lead to, whilst others used autonomy as a solution. The experience of lack of introduction in work tasks may have caused an ambiguity around their role within the new organization. We were told a lot of stories about ambiguity, for example how they either had to pretend to be something they were not or were ambiguous about whether they were hired to change the new organization, that is, the expectations around their role were not clear. Overall our participants embraced autonomy in their experiences of their introduction period within the new organization.

“There is growing concern that current organizational entry practices do not adequately ease the transition of new members into work organizations [...] That these trends are found despite growing attention by companies to new member orientation highlights both the difficulty of bringing newcomers on board and the need for improved organizational entry practices” (Louis, 1980:226)

Experiences of a lack of structure and introduction to new work tasks

During entry to a new job, learning and providing of information about tasks play an essential part when introducing the newcomer. It is also of importance in

order to get the newcomer to adapt and adjust to the organizational settings in an effective way (Saks, 1995). Our participants support this when they shared their experiences of not knowing what to do, what is expected from them and how to get information about what to do. They experienced a lack of introduction to their new work tasks and solved this by learning on their own and being proactive information seekers.

One participant tells about his first couple of weeks with a description of the lack of instructions:

“It was: ‘here is a key, here is a card, get out on the floor and go. You have three months to show that you can sell cars.’ That was the introduction.”

This was the response from a question to describe his first couple of weeks at the new organization. This does not illustrate his reaction and experience towards the lack of instructions, but is a clear statement of lack of introduction to new work tasks when being new in an organization.

Another participant speaks about his introduction as a rather individual process where you have to learn yourself, and a lack of time from others to give you instructions:

“I would say many things are up to yourself. You will get an introduction, you will get, what’s it called, support and all that stuff. But you will not get someone to guide you step by step.”

Nor this answer gives away indications of the reaction about the autonomy during the introduction, just an explanation that autonomy was his experience of the introduction to work tasks.

The autonomy during introduction is an experience shared by most our participants. The experience of autonomy during introduction seems to be a

result from the lack of getting instructions from other individuals at the organization. A third participant confirms the autonomy when saying that:

“If I would say something to you I would say that you really have to be able to take care of yourself and work for yourself. It is extremely individual.”

The response comes from a question to what recommendations he would give us if we hypothetically were starting the same job today and met, informally, by the coffee machine.

Former quotes were chosen examples of stories of experiences of lack of information about new work tasks. The stories were many and frequently described in different ways in all interviews. Even though they experienced lack of introduction to work tasks all our participants said that they were pleased with their job change, there were though some frustration seen in our empirical material.

Frustration about the lack of instructions to new work tasks

The experience of lack of introduction to new work tasks were as mentioned above a common theme among all our participants. The reactions towards this lack of introduction were different for different participants. One of these reactions was frustration. The frustration mainly came from not having knowledge about their work tasks since they did not get enough instructions.

When one of our participants got a question where we asked if he experienced some problems with the introduction to new work tasks he responded that:

“So far I have shortcomings. And that is damn annoying because I am used to having control and I am used to knowing. So there is a frustration.”

The answer clearly points out the frustration of lack of knowledge of work tasks that appears when not given enough instructions. He tells us that he is used to

being in control and to have all information about the work tasks, and that he in the introduction to the new work tasks feels frustrated about having shortcomings. The lack of knowledge is for him a lack of control. This specific participant is well aware of his frustration, so that he explicitly explains it, whilst others have more subtle ways of showing their frustration. The lack of knowledge of work tasks is a result of the lack of instructions regarding new tasks and can cause people to experience a problematic introduction period. Another participant, entering the occupation of recruitment, answered a question regarding whether he experienced any problems with his new work tasks. He answered with a frustration of:

“It is really hard to do interviews when you are my age and do not have any, or I did not have any knowledge really about this, the roles and the companies. I did not know about the big four or stuff like that, and interviewing CFOs from large organizations is a bit, it is like difficult in the beginning.”

When he uses the words that it is really hard it indicates the frustration of not really knowing the tasks, how to perform or act in interviews, but interestingly he partly blames his age.

When one of our participants got the question about what the first couple of weeks at the new job looked like, that is, when we had already asked him about secrecy and he responded that we could use real names on everything, he answered that:

“It might be good if you do not write where I work [...] the first three weeks, I had neither a computer nor a telephone. Not even a pass card.”

The answer clearly points out the frustration of lack of knowledge of work tasks that appears when not given sufficient instructions. By saying that it is good if we do not reveal his new organization, it becomes clear that what he wants to share is not satisfaction and experiences in a positive manner. If he would be satisfied

and pleased with the introduction he was given then he would not ask us later on to not reveal names after all. The concise comment that he did not get a computer or telephone during the first three weeks is a way for him to easily explain to us the lack of instructions to work tasks. The lack of instruments to be able to perform his work tasks created a frustration. When we asked him to develop further what he did the first couple of weeks he began telling the story of everything he did on his own, “I did” this and “I did” that.

“Then I felt that I could not sit still anymore so I went to visit some distributors [...] It was me who went into it all by myself. It is like, when you come the first day and you get a desk, but there is neither a phone nor a computer on it so I felt like, ‘I can’t just stand here. I have to do something’.”

This illustrates the, as mentioned above, experience how the lack of introduction to work tasks created autonomy. He was proactive and began to learn by himself because he did not get any introduction. To do this he visited distributors and started reading internal newsletter to learn about how things were done within the new organization. He also asked colleagues about how things worked in the new organization to learn more about the new organizational culture. He did not let his frustration affect his first couple of weeks in the new organization, he solved it on his own, used his autonomy as a solution to the lack of introduction to work tasks.

Beyond frustration over not perceiving enough instructions to the work tasks, several of our participants perceived an experience in lack of structure around how things work at their new job regarding introduction. When lack of structure, they had difficulties in what procedures being used, who were supposed to do what and where they should be. When one of our participants, who just started her new job as a police got a question about if she had any problems in her introduction period she answered that:

“you’re missing a structure for how, we are dealing with people in custody, and thereby you can feel that it is quite important that it turns out right. And there are many question marks and no introduction, you would have appreciated some kind of template.”

This participant shared her experience of frustration over neither having a clear structure nor guidelines in how to execute her job. The frustration of lack of introduction and structure regarding work tasks is here increased by the fact that the work tasks can be rather dangerous, which indicated by the participant, becomes even more important. During the interview, she mentioned how poorly the introduction to her new job was and how that affected her negatively and how she wanted to change it by discussing it with her supervisor:

“So I can’t really say I learned much as trainee, so when I came here it was all new. And I have actually just talked about it at my guidance meeting today that the introduction here has been horribly bad.”

When expressing to her supervisor that she believes the introduction is horribly bad she wants to help improve it to others in the future. She does not accept the disappointment she feels in the introduction otherwise she would probably not have said anything to her supervisor. The frustration is shown in the fact that she did go to her supervisor to tell it. Hence, this is another example of newcomers being proactive when provided less information.

Lack of structure and experiences of frustration because of it, was commonly supported by other participants regarding the first few weeks at their new jobs. A participant starting a job at a hospital answered a question about her first time in the organization that

“You could say that it was a very bad introduction. It took weeks before I got into all the systems, it’s like Fort Knox here [...] It’s just that they don’t really understand what you might need when you get here.”

In this case she points out a frustration about that they do not know what you need when you come into the organization, they are not aware of what instructions they need to distribute. She compares her new organization to Fort Knox, a military base with a rumour of having the most secure vault in the world, impossible to break into. She uses the comparison to explain her frustration in not having access during her first period in the new organization. She tells us about that they kept on giving her the wrong access cards and she told us about what she thinks they should do:

“That it was not a kit. Yes, then it comes someone with this profession and this assignment, then that someone should have these eligibilities. That’s not how they thought.”

She points out that she experienced a lack of structure and that she wishes that they had organized some sort of start up kit with all that was needed to be able to perform her work tasks.

The experiences of lack of structure for newcomers continues when another participant tells us how her new job is different from her previous one, which had templates and guidance for everything:

“And then you could just go in and check straight away, click on the little arrow and you’ll get in and this is how you do. You did not have to think that much for yourself so, here it is different in that way, there are no routines [...] It’s a culture chock, because you do not get those answers. You cannot find out yourself all the time. You are dependent of others.”

When she compares her present organization with her former she experience a lack of structure, which could be influenced by the fact that her former organization had an extreme structure. Later she talks of her autonomy in learning the new work tasks:

“It’s been really hard learning from the beginning, there is nowhere; it’s just in my own head I need to figure out how it all holds together.”

Once again the word being used about learning is that it was really hard. A frustration of lack of information is shown and that mainly that nobody provided her with information. She had to figure it out all by herself.

When another participant gets a question about his first couple of weeks at his new organization he tells us about his frustration of not understanding the instructions that were actually given to him.

“I arrived at a good timing, there was some training that, to be honest, was like Chinese to me because of all the lawyers and it was a lot of language for special purposes. They use a lot of contractions and take for granted that everyone knows. But I didn’t.”

This participant tells us how he was happy to arrive to his new organization when he did because they were just about to do some learning activities within the organization, but how it ultimately failed. He experienced not understanding the training he was given because of the language they used. He explains how they used words and jargon that only the established workers understood. When being used to feel knowledgeable and good at what he does, this rather created frustration for this participant and is well understood when he says that they “take for granted that everyone knows. But I didn’t”. He felt a frustration of not understanding the training towards new work tasks because of the occupation’s specific language. Here, he is uncomfortable and irritated that the introduction given by the organization takes for granted that he has previous knowledge about how they speak and how they work, hence they shaped the introduction in that manner. It seems as if the introduction they provided needs an introduction of the tacit knowledge that is required to understand the rest.

The experience of one’s knowledge being taken for granted is further recognized:

“Then you have noticed that the colleagues are already so involved with this product and what I am working with now, so they probably took for granted that you would know.”

Again, it is communicated a despair that they did not get a chance to understand what they were supposed to do. In this case it is not frustration towards the organization taking knowledge for granted but frustration towards the colleagues. Several of our participants have been in working life for a long time and they possess both knowledge and experience. There is a common understanding that they were all uncomfortable and rather frustrated over the feeling of being less knowledgeable and in addition, not being provided the help or introduction that they needed.

During entry in a new organization, learning and providing of information play a huge part when socializing the newcomer. It is also crucial in order to get the newcomer to adapt and adjust to the organizational settings in an effective way (Saks, 1995). This is thus fully supported by our participants when sharing their frustration of not knowing what to do, what is expected from them and how to get information. When being a newcomer with former experience, as all our participants were, the risk that the organization will expect the newcomer to not needing a lot of training and introduction is big.

Acceptance regarding the lack of instructions to new work tasks

Beyond shared experiences of feeling frustrated, expressions of accepting this feeling was common. Nearly all of our participants that experienced frustration over not knowing how to perform certain work tasks, not knowing the language being used and how to find out these things, also came to accept this condition and got to be more autonomous. It is not clear whether it is because of who they are as persons or whether it is the situation of not being provided the help they needed that made them do things on their own and move on. That is, they all experienced lack of introduction and training, which made them frustrated at first, however, they all seemed to eventually accept it and took care of it

themselves. Some even spoke of that they enjoyed not getting instructions, because that gave them freedom to do their thing. In this sense, with lack of providing introduction, it provided them with more autonomy, which was understood as a condition they all handled well. Although sharing feelings of frustration in the beginning, they were all pleased with their new job and the current situation.

Acceptance was seen with this participant when getting a question about if there were any problems the first period at the new job.

“It takes a while to get into a culture like this, where there are no specific routines [...] for better or worse, for me, it works very well.”

He even points out that the lack of routines and structure works very well for him. He enjoys the autonomy and individuality.

Another participant lets us now that he did not get any work tasks descriptions at the new job, a lack of introduction to new work tasks. This participant does however not experience any frustration about it since he does not expect or even want task descriptions.

“I have never been given specific task descriptions, and to be honest, I don't want it.”

A third participant tells us that he did not get much introduction to work tasks, but he describes it with a lot more positivism than many of the others.

“I think it worked best if I just threw myself into it, I just wanted to go ahead and it felt like they let me. They gave me quite a lot of freedom in how I wanted to do it so it was best to just start and go ahead, and they were supportive.”

The phrase that “they let me” indicates that it was his own choice to not follow any specific instructions. He even says that they were supportive regarding his autonomy. This participant did not want any introduction to work tasks and thereby not just accepted but enjoyed the lack of instructions and that he got to be completely autonomous.

One of our participants expressed that he did not care about instructions because he always do thing his own way anyway.

“I pretty much don’t care what others say, I do my own race no matter what [...] So I just, ‘yeah fine’, and then I didn’t care what he said and I just kept going.”

In his case it would not matter if he experienced a lack of instructions or not because he was not receptive to the instructions that could have been given. He did experience a lack of instructions though, and this was his response.

The experience of “Do it yourself”-learning is similar to scholars of career changes that recommends individuals to stay proactive (Bertolino, Truxillo & Fraccaroli, 2011) and to take charge of their own career (Hall, 2004). It is also reflecting Gruman, Saks and Zweig’s (2005) approach of newcomers being proactive.

Experiences of ambiguity in their roles

When not getting any or less introduction, information or training, it is difficult to know what to do but also what roles one position. Clarification of roles is too a factor that is heavily important when entering a new organization in order to make the socialization process and identification with the new organization to run smoothly (Lyons, 1971). If newcomers are not provided with information regarding what to do, where to be and what is expected from them, then it should be extremely difficult to know what they are, what roles they are filling.

This would then be something that could hinder and slow down the organizational socialization because of lack in satisfaction and motivation (ibid.).

Our participants told different stories of ambiguity in roles and in different ways. In one interview we were told the story of having multiple roles that all needed to be balanced.

“It is about an individual that is prepared to stand on the balcony and do a speech for 200 people one day, give advisory on a senior level in management teams and also be a boss present for his consultants. And finally you are also a salesman [...] Someone who can show colleagues, look at me, this is a way to do it, I’m prepared to take life, take the flag and I will stand here and do this speech, show you that it is possible, I’m a senior consultant, but also I have staff liability and I am a salesman”

Additionally, a theme we found from our interviews was the experience of lack of clarity in roles and the ambiguity towards them. The participant telling the quote above was telling us about how one should be to manage the present conditions in the occupation of management consulting. There are many roles to take on at the same time. Descriptions of how several of our participants experienced ambiguity in *who* to be and *how* to be that person, were shared. Mostly, they explained how, as a newcomer, they sometimes felt they had to pretend to be someone they are not in order to adapt to the organization.

“When you are a trainee you have a supervisor and we’ve talked a lot about this, because you do get seen through if you are not yourself and that can be quite hard when you work as a police. To kind of be someone you are not, I think.”

Here one of our participants explains the difficulties she experienced in *who* to be. She feared being seen through if she was not herself whilst she perceived it as she had to be someone else. Thus, by fearing to be seen through for not being

herself, she talked about that she stayed true to her values. But in some situations, to be able to work in teams, she pointed out that she could meet her partner half way.

Another participant also used the words of people seeing someone through. He answers a question about his optimism regarding work and he replies that

“I can not see that this will not succeed. It will, that’s just how it is, and that I have to believe it and live through. How I am as a person, well everyone would see it through.”

By this, he points out that he has to pretend to be optimistic even towards himself to convince others. He has to do this so that others shall not notice if he is doubtful or not true to his organization.

The experience of feeling the need to be someone else is shared throughout several of the interviews:

“And it was noticeable that I had to get a grip. I might not be the most serious in all situations but you had to pretend to be.”

This participant uses the expression of ‘pretend to be’, which shows a clear experience of what has been found as one of the themes through out this research.

The feeling of ambiguity towards what role one possesses is shared among other participants. Some of them experienced that the reason they were hired was to change things and contribute with knowledge or solutions. However, what they later experienced was not the same, hence, there was confusion or un-clarity in roles. One of our participants shared her experiences of being new and her view of why she was hired from the beginning:

“I think I got hired too, because I was to bring a little [...] they need some new input. But that is just in theory. In practice, if someone comes and says that this is a way to do it, then it isn't that easy.”

This illustrates ambiguity towards her new organizational role. Her view and perception of why she was hired does not comprehend to reality. Her expectations of being a newcomer that will contribute with new knowledge and with the mission of change what needs to, were not met and she realized that this was just in theory. Hence, there was a lack of clarity in roles when she entered the new organization.

When lack of clarity in roles as a newcomer, it would be difficult to know what to do and is expected from one. This has shown to be a factor affecting adaption to the new organization in a negative manner. The participant being quoted above frequently talks about her new organization as “them” and “they”. It is clear that she experiences lack of information about certain things in what she is expected to do and how, which appears to have affected her adaption process. When we ask her questions about her new job and organization she almost always explains how “this is how they work” and “they think”. Words like “us” or “we” never appear during the interview.

“But I believe more that it's not really so that every individual is very conservative, it is more that they want to work like they always have. Well, that is a bit conservative then. They are not fast in new things but more like, well this will blow over.”

Moreover, since lack of training, introduction and clarity in roles were frequently shared as experienced, we also found it common for our participants to be proactive and becoming autonomous. As mentioned earlier, it is not clear whether it is because our participants are strong individuals per se or whether it is because of lack of learning that they had to take things into their own hands and become autonomous, nevertheless, it was shown that several of our

interviewees had strong identities. This was further an affecting factor towards the adaption process.

One participant was very specific in telling us that his identity was not affected by his job:

“It’s not like my various work places have affected me, but more like I have affected them. I am a pretty strong individual.”

When lack of learning and clarification of roles, it does not appear as a surprise that autonomy is the result. Several of our interviewees gave the impression of being strong individuals who makes their own way through. Hence, again, we cannot say for certain that it was because of no training or introduction that they chose to take things into their own hands or if it was because of a characteristic of being strong and self driven. Nevertheless reason, these lacks has with this research shown to affect adaption towards the new organization and would make the entry process less effective.

Expectations

During our interviews, the participants have responded in a way that despite lack of certain introduction activities, they were very pleased with their change of jobs and that they would recommend their present organization to others. The lack of introduction to work tasks has not made them as disappointed as we would have anticipated them to be. All participants got questions if they had expectations beforehand the job change and whether these expectations where met or not. The overall impression is that they all had certain things they were disappointed in, lack of introduction to work tasks being one of them, but they all stated that they were not specifically disappointed.

One of our participants, when asked about expectations and whether they were met or not, he said that he expected to get more instructions than he did but was not disappointed when that was not the case:

“And that I thought, that I was going to sit in a school bench to learn. So that it was, not a disappointment, but a surprise.”

The metaphor of his expectations of having to sit in the school bench, illustrates how he expected the introduction phase to be a lot about learning. However, when he recognized that he will not be provided with any specific training or introduction he was surprised rather than disappointed. Thus, this again shows what the introduction of work tasks of newcomers' lacks but how our participants have come to accept it and were not disappointed by it.

Another of our participants stated that he was disappointed with his new job in the beginning, because of his expectations of structure and learning:

“I definitely had expectations towards that job, I believe I in the beginning I was pretty disappointed, because it felt vaguely organised to work in the kind of [...] and they didn't actually tell me what to do in the beginning”

This was one of few participants who actually expressed having expectations that was not met. There were different levels of expectations that were being met or unmet. One participant was very clear that the expectations he had, came true. He expected freedom, and by that he meant a job without specific guidelines and rules. Again, this shows the lacks of introduction processes however no experiences of disappointment:

“Yes I had. And those expectations have come true. Those expectations I had was for a rather free job”

Finally, one of our participants frequently mentioned the lack of introduction to her work tasks, when she suddenly legitimized the lack of instructions. She said that:

“it is hard to explain the circumstances to a hundred percentage what it really means”

With the statement she whitewashes the lack of introduction being made by her boss in a sense. It is evident throughout the entire interview that regards her boss extremely high so when explains that the introduction was actually lacking training, she feels the need to whitewash it by saying ‘it is hard to explain’.

CONCLUSION

This chapter will contribute with a deeper discussion regarding the empirical material shared in the analysis chapter. We will conclude our findings and give recommendations to future research.

From performing eleven qualitative interviews with participants that recently changed jobs with new work tasks, we found different themes that were salient. Experiences of frustration over not have been given sufficient introduction to work task and lack of structure during the introduction were two of the most salient themes through out the interviews. This lack of information led to a lack of clarity in roles, an experience that was frequently shared with us. A discussion will now follow regarding what might be the reason for frustration when experiencing these situations and also why this is important to discuss. Additionally, discussion regarding how this creates autonomy and whether autonomy is something to strive for will be made.

Our main finding when exploring how people experience being a newcomer after a job change where the work tasks are new as well as the organization, was that people experience lack of instructions to new work tasks. The experiences of this lack of instructions were usually an initial frustration and later acceptance. We perceived acceptance to occur when expectations are not that high and when autonomy was an important and wanted feature of the participant's work life. When frustration appears, it was understood that the participant later accepted his/her situation. The frustration of experiencing lack of instructions to new work tasks was found to be solved by autonomy, taking things into their own hands, a "do it yourself"-learning. The autonomy and "Do-it-yourself"-learning is not necessarily a negative thing and can be experienced as an initial frustration to later on be appreciated.

How do people experience the introduction to a new job, when the work tasks are new as well as the organization?

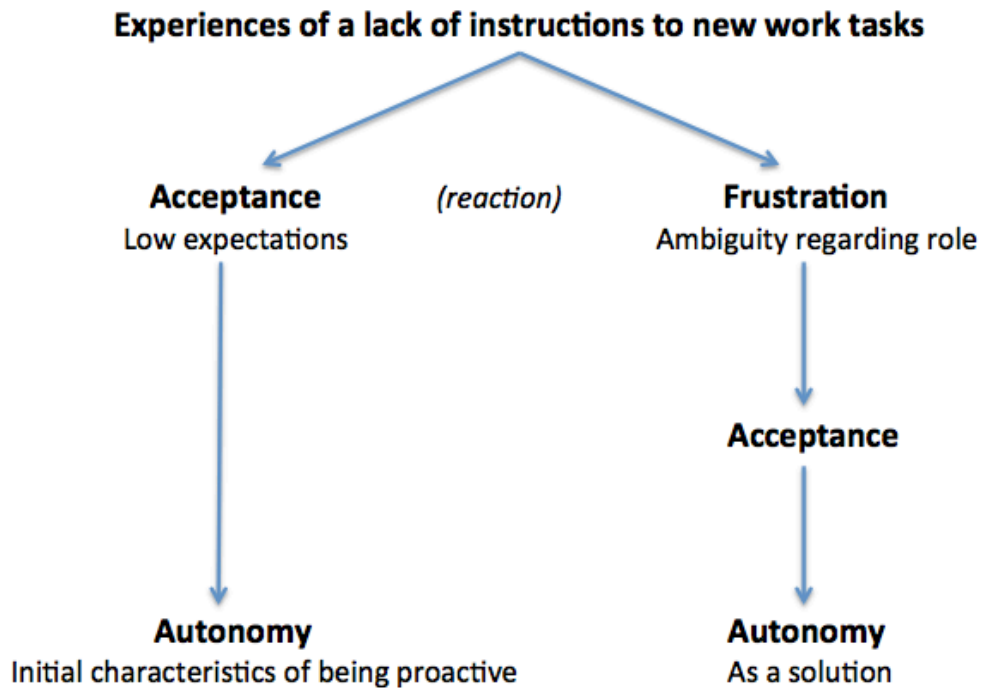


Figure 5. The conclusion

Figure five above illustrates an overview of our conclusion regarding the experiences of introduction after a job change, where the work tasks are new as well as the organization.

Experiences of a lack of structure and introduction to new work tasks

As shown, our participants experienced a lack of instruction to new work tasks, something that in general created frustration. Introduction to work tasks is a way of socializing newly hired (Saks, 1995), meaning that organizational socialization and introduction to new tasks are processes that cannot be fully separated, as we discovered during our research process. The initial frustration of flaws in introduction was later experienced as an acceptance of the situation; autonomy became the inevitable solution, and satisfaction the result.

The main frustration regarding the lack of instruction to new work tasks was the frustration of not having knowledge about their work tasks and thereby lack of control. All of our participants have a professional past, hence experiences of working life, which means they all were used to have knowledge about what they are doing and how. When being a newcomer and not being provided with sufficient information about what they are supposed to do and how, and what organizational role they behold, they experienced a lack of control, which ultimately lead to frustration. The experience of not knowing did not comprehend with their self-image and created cognitive dissonance (mental conflict) with a result of frustration regarding lack of instructions and role clarity (Lyon, 1971).

The frustration was aimed towards different parts of the introduction. It was anchored in lack of training in new work tasks, lack of structure of how things were done and lack of clarity of what roles they were hired to fulfil. Nevertheless, although frustration was frequently expressed, the lack of introduction was not necessarily perceived as a negative factor for everyone.

Ambiguity in role

As Lyons (1971) points out, introduction to work tasks facilitates the clarification of roles, which enhances satisfaction. The participants in this research all have experiences from working life, hence, they would already have a self-image of what organizational role they behold. In such cases, we argue that clarity in what role they have in their new organization is essential. When our participants received insufficient introduction, it created an ambiguity towards their organizational role.

According to literature, to survive in the new fast-moving work environment one needs to be adaptable and continuously learning (Hall, 2004; Krumboltz, Foley & Cotter, 2013). Murtagh, Lopes and Lyons in their article from 2011 gives a, what they call "Other-Than-Rational-Perspective" in voluntary job changes. They

explain how people making job changes are no longer rational, something we have realized during our interviews. Logic is no longer the substratum when making decisions regarding occupation and the spontaneity gives indications of flexibility and adaptability, qualities needed in successful job changes (Krumboltz, Foley & Cotter, 2013; Higgins, Dobrow & Roloff, 2010; Hall 2004). The requirements to be adaptable, flexible and un-rational can create an ambiguity in organizational roles since it means you are supposed to have multiple occupations during your career. What has been shown, in this research as well, is that the reason why clarity in roles is so essential is because one will have more than one organizational role during a career and by giving attention to clarify those roles when changing jobs, ambiguity around them is reduced. Several of our participants shared experiences of being uncertain towards what organizational role they were supposed to fulfil when being hired. In addition, this was a reason for frustration and experiences of ambiguity for our participants. Hence, we argue that clarity in organizational roles for newcomers with experiences from working life is essential in order to reduce ambiguity, reduce frustration and to make the introduction and socialization process more effective. Also, by clarifying the organizational role, there is a better chance of meeting the expectations of the newcomer.

Expectations and Autonomy

The experiences of frustration of lack of instructions to new work tasks expressed by our participants show disappointment; they would not feel frustration otherwise. This entails that these participants had expectations about the introduction that have not been fulfilled. Met expectations of roles and tasks leads to satisfaction (Major et. al., 1995), a satisfaction we have seen despite an initial frustration.

All of our eleven participants expressed satisfaction about their change of jobs. However, the majority of them experienced frustration regarding lack of several factors during the introduction, hence expectations they had were not fully met. According to several scholars, unmet expectations lead to dissatisfaction (Major

et. al., 1995, Wanous et. al., 1992, Saks, 1995). Our participants show how unmet expectations, expressed in frustration, later evolved into satisfaction by being proactive and embracing autonomy. A contradiction was further that several of the participants shared experiences of lack of introduction whilst the perception was that they actually did not want one when looking back at their entry period. Lack of control of what to do and who to be was what created frustration at first. However, when looking back, that is, when in present have figured out these things, it is easier to claim they did not want one introduction since they handled it well on their own. Thus, we argue that unmet expectations at first have shown to later on be accepted, leading to embracing autonomy and satisfaction.

Higgins, Dobrow and Roloff (2010) propose that to be able to navigate through present work environment one needs to create capacities as hope and optimism. They point out that optimism is related to job satisfaction and organizational commitment. Optimism is positively related with performance and a is quality that facilitate a job change and organizational socialization. The acceptance of the unmet expectations and the solution of becoming proactive we perceived as an optimistic capacity to cope with disappointments.

In several of our interviews stories about “I did”, the “Do-it-yourself”-learning and the need to be proactive for things to happen were common. The description about autonomy that was given from our participants when sharing their experiences, we understood as their way of coping and solving what they experienced the introduction phase lacked.

The autonomy our participants embraced is similar to how Hall (2004) describes the ‘Protean careerist’. According to Hall, career is self-determined and driven by personal values rather than being driven by any organization and their goals. He mentions the ‘Protean careerist’ who needs to take charge of its own careers and not rely on any organizational help (ibid.). Higgins (2001) additionally support this in the sense that work life is no longer depending on organizations but a self-defining concept, a statement our participants agree on.

Our findings, that our participants embrace autonomy is in line with what recent research have pointed out, that newcomers are the active agent during entry processes. No longer are supervisors and co-workers providing information, the greatest impact when learning (Gruman, Saks & Zweig, 2005).

Our participants are proofs of the concept of individual socialization, that they as newcomers are socialized by themselves than from a clear structure on introduction (Gruman, Saks & Zeig, 2005; Van Maanen & Schein, 1979)

Should people be given more instructions?

So far, our research has illustrated how our participants as newcomers received poor training and that several got frustrated because of lack of instructions to new work tasks and organizational roles. What does this imply? Do we consider organizations to become better at providing information regarding what to do and who to be for newcomers with experience from working life? Is not autonomy what people in general strive for? Regardless experiences of poor training and lack of clarity in organizational roles, we perceived all participants to be satisfied with changing jobs.

When changing jobs having experiences from working life, expectations of the following job are inevitable. The expectations of these newcomers have shown to not necessarily be conscious or big but they will affect the process of entering a new organization. In addition, having experiences from working life entails having a sense of what type of organizational role one relates to, which would also be included in expectations newcomers have. Although several of our participants did not express having any specific expectations when changing jobs, they all had experiences of frustration about lack of introduction in common. Experiences of frustration were anchored in different parts of the introduction; some were frustrated over less clarity in organizational role and others over lack of instructions to work tasks and lack of structure in how they are supposed to perform them. However, what turned out to be common

features among our participants were being proactive, self-initiating and embracing autonomy.

The process of being a newcomer, experiencing lack of introduction, hence, experiencing frustration, then come to accept it and embrace autonomy is the journey of our participants' experiences of changing jobs. The expressions of feeling frustrated at first but in present still experiencing satisfaction of the job change, we argue, is because autonomy is what people ultimately strives for. For some, lack of introduction was experienced but when describing it, no expressions of frustration were shown. However, we argue that, regardless experiences of frustration, organizations lack settings for how to handle newcomers with experiences from working life and expect them to know more than they do. Newcomers are hired for certain skills that are required for the specific job but organizational settings lack consideration of how to introduce them into their organizational role and specific work tasks. In addition, we argue that autonomy is what people strive for and would be the reason our participants are satisfied with their job change today since autonomy is what they all have embraced, initially or after acceptance of lack of introduction.

People having multiple jobs during one working life is increasingly common, thus, organizational settings need to put more attention and consideration of how to be better prepared for newcomers with experiences from working life. According to our participants this improvement of introduction to work tasks can be as simple as being given a computer and access to all parts of the building, but some would argue that there is a major lack in the over all training when entering the new organization.

Finally, for organizations to know when to take into consideration that the newcomer might have former experience but still needs introduction to work tasks and when to take for granted that the newcomer would manage on his/her own, is difficult. All participants contributing to this research shared experiences of lack in introduction, however, not all experienced frustration. Some was satisfied by the fact that they were allowed to embrace autonomy from the very

beginning whilst others embraced autonomy as a solution after accepting the experience of frustration. Nevertheless, organizational settings need preparation of handling newcomers with previous experiences from working life and need to do so with consideration to what person they hire in the sense of what type of introduction is needed.

Limitations and Future Research

Beyond limitations such as lack of time, difficulties in finding an interesting subject and appropriate participants, our research process had limitations with its initial approach. The main problem we experienced during our research problem was that our initial ambition was to separate the experiences of socialization into a new organization after a career change from the introduction to a new occupation, that is, new tasks. This was discovered to be impossible to separate for our participants and even so the use of the word career, hence, our entire thesis had to switch focus towards introduction into a new organization after changing jobs.

Although this was a limitation for our project, the initial idea of exploring how the two experiences differ and affect each other, needs further research. The experiences of switching job within the same field, i.e only switch organization, and the experiences of switching jobs into a completely new field, should be perceived as different and an interesting phenomenon to further explore. Additionally, future research should focus on why some separate their experiences of entering a new organization from experiences of having a new occupation and others not as in our cases.

The ambiguity of the concept of career change was another limitation for our research process. Many discussions were held regarding what defined a career change, and whether or not our participants really experienced a career change. The choice of definitions and words during a research process can affect an entire result and our limitation was the understanding of the differences of changing career and changing jobs. The complex work environment of today, as

we have mentioned several times, makes these definitions even more ambiguous and created multiple confusions for us.

Our research was conducted regarding interpreting voluntary job changes, and the results would probably differ remarkably if the participants experienced an involuntary job change. This is a subject, interesting in time of economic crisis where people are forced to change jobs that would preferably be further researched in the future.

The happening of changing career, or changing jobs, is still increasing and understanding of it still needs to be improved. Our thesis has contributed with a few examples of how individuals with a professional past experienced changing jobs. If the organizational climate is to develop according to the fast changes in society a broader understanding of experiences on entering a new organization needs to be made.

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Appendix 1. Interview guide

We want to start of with you telling us who you are and what's your background?

When entering the new organization/ your present work place, what did the first couple of weeks look like?

How did they teach you the new tasks? Did you find it difficult to learn the tasks in your new profession?

What were your expectations on the new organization?

Did they live up to your expectations? Have your expectations changed?

If you imagine the scenario, I am in my first week here and we meet informally over a cup of coffee. I ask the question, how are things done here? What would you tell me.

If we turn the question around. Is there something you wished someone had told you your first day that would have helped your introduction to the organization?

What motived you to do the switch? Change job/ organization.

Do you have an example of when the introduction process have failed?

How do you separate your private and professional life? Or do you?

Are there values that you brought from for former organization? Are values important to you? Expectations and promises?

Have your view on your former organization changed since you left?

Do you question if you did the right thing switching career?

Do you feel like you often compare your old profession to you new?

Are there values/ experiences you brought from you former profession?

Have your view on your former profession changed since you switched?

Would you recommend this organization to others?