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The Journey of a Newcomer

A perspective of newcomers facing an
International company in Norway
And the Norwegian society

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Acknowledgements

Abstract

Title:	The Journey of a Newcomer
Sub-title:	The process of integration in a Norwegian International Company and Society as a whole
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Key Concepts: Integration, diversity management, integrity, culture, globalization, family values, short-term integration, long-term integration

Background: The ongoing globalization has brought workers tighter in what seems to be a new global working environment. Statistics Norway assumes that Norway will consist of 1,7 million people originating from immigration in 2060.

Problem: The many newcomers are expected to bring their own cultural values, as well as experiences, when facing a new cultural environment in the host country. How is a newcomer's integrity to be kept "intact" when faced with new challenges in conflict with one's own personal values?

Purpose: The main purpose of this thesis is to investigate the thriving of newcomers facing a new working, as well as cultural environment, being recently employed by an large company in Norway.

Research Mythology: The research process is to be conducted by a qualitative approach. The research will be conduct by seven respondents in a large Norwegian company: two Norwegians holding management positions and five "newcomers". The interviews will be in-depth, structured and performed by a combination of the Problem Centered Interview and a Semi-Structured Interview

Findings: The findings may be summed up in the final preliminary framework suggested by the author. The framework explains the observed relationships, divided into short-term and long-term integration.

Conclusion: The picture of integration is complex and may be influenced by several factors, both external and internal. The company may provide activities and language-courses, but to be able to integrate in a new society, the main factor is to have an initiative and willingness to become integrated.

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1   INTRODUCTION

1.1   *Status quo and the transformation of the workplace*

The ongoing globalization has reduced borders, continuously bringing people closer together, despite physical distances. The globalization has also drawn the competition on the labor market tighter (Sandal, 2009). People now work and travel, crossing both cultural and geographical boundaries (Distefano & Maznevski, 2000), and statistics compiled by Statistics Norway indicates an expected increase in immigrants and Norwegian-born children of immigrants from 600.000 in 2011 to 1,7 million in 2060 (SSB, 2011).

Workers with different cultural backgrounds and experiences are mixed into the workplace, which is no longer only consisting of full-time employees originating from the same country. Global teams are being created, and where some may emphasize the possible generated value of bringing together people with different cultural backgrounds, others may view it as something that must be avoided (Distefano & Maznevski, 2000). The reality is that large Norwegian companies like Statoil and Telenor to mention a few, employ both full- and part time workers for projects and shorter tasks from all over the world (Sandal, 2009). One point of view of this transformation is how the companies choose to deal with the "new" work situation. Another point of view is the experience the newcomers[1] will have to go through.

From a newcomers' point of view, there are several steps to revise on the way to become integrated into the new culture. Besides steps of integration such as learning the language and adopting eating habits, underlying cultural aspects of the person may interfere with the integration process, maybe challenging the person`s perceived integrity. What exactly has integrity got to do with it?

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[1] The term *Newcomer* is used to describe a person who has moved to a new country to work or for other reasons. It is later on in the thesis being used to define the workers who originate from counties outside of Norway, attending in the in-debt interviews. Minorities and Newcomers are sometimes used interchangeably.

1.2   Targeting the focus

The initial questions presented in the introduction shapes the foundation for the further work with the thesis. How is the integrity within the workers dealt with in the meeting with a new culture and working environment? My contribution to this thesis will be to investigate the status of newcomers working in Norway. The work will be based upon interviews with seven respondents employed a large[2] Norwegian service company operating in several countries. The company name is to be kept anonymously, and is hereby referred to as The International Company (TiC). The company operates with a diverse workforce on a daily basis.

The areas of interest described below were the points of interest given in the early stage of the research process. These areas will be further described in the chapter 3 of Method.

Areas of interest

❖ **A newcomer's process of maintaining integrity in the meeting with the Norwegian culture and a large Norwegian company**

❖ **How a large Norwegian company operates in the hiring and handling of minorities**

1.3   Why I believe this is important to investigate:

This topic of the thesis will be important for several reasons as mentioned above.

- In 2060, The Norwegian population will consist of an estimated 1,7 million people who has their origin from immigration.
- More and more companies see the advantage of creating teams with workers from different culture, but may not have the right actions in place for creating a thriving environment for the newcomer
- I do not believe that the evolving globalization will retreat in the nearest future.

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[2] The company employs more than 15.000 workers in over 15 different countries.

1.4 My contribution

Working with this thesis, it is expected that I shall be able to conduct a research process and to report the findings in an accurate and valuable manner. My intention to describe many of the processes newcomers go through, yet at the same time try and discover aspects not yet known of, or expected beforehand. Being a student with limited research knowledge in qualitative research, as well as interviewing-skills, I will have to expand my knowledge base to make my contribution as valuable as possible. By reading articles and various books on the subjects of research, as well as articles on the topics described in the theoretical-chapter, the foundation to able to perform the interviews should be. It should, however, important to remember that this thesis is a master thesis, with the limitations and shortnesses that implies. This would be both in terms of my own experience, but also in term of the limits given to the comprehensiveness.

1.5 The structure

The thesis is structured into the following chapters.

1 INTRODUCTION

2 THEORETICAL FRAMEWORK

3 RESEARCH METHODOLOGY

4 FINDINGS

5 DISCUSSION AND ANALYSIS

6 CONCLUSION AND CRITICAL REVIEW

7 AFTERWORDS

2   THEORETICAL FRAMEWORK

2.1   Introduction to the Theoretical Background

This chapter covers the relevant theories which will be used later in the discussion. The relevant terms that will be discussed are *integrity, integration* and *diversity management.* To be able to discuss these terms, it will be necessary to talk about cultural values and define relevant concepts first. These terms can be viewed separately, but it is when combined that we can investigate the phenomenon further. I will present each term in the theory-section. One challenge will be how to combine the terms.

2.2   Cultural Background

The term "culture" should be a familiar expression for all who pays attention to the media and, in general, having an interest in what is happening around us. In business schools, courses in "Culture and ethics" and "International management" and "International Strategy" are being taught to prepare students for the ongoing reality, - the world is getting smaller, but distances among different cultures may remain. To be able to work side by side, we have to be aware of, and respect, the cultures and norms embedded inside each human being.

2.2.1 Culture and Mental Programming

Culture is all around us, in everything we say and do. The definitions of culture are many. Varner and Beamer (2005:5) define culture as:

> *The coherent, learned, shared view of a group of people about life's concerns that ranks what is important, furnishes attitudes about what things are appropriate, and dictates behavior.*

Varner and Beamer describe culture as an implemented guideline, as to how to prioritize and make choices when living. Hoefstede (2001) defines culture with a more specified message when distinguishing one group from another, stating that the way of thinking and acting can be similar within the same group:

> *The collective programming of the mind that distinguishes the members of one group or category of people from another*

Falkenberg (2009) touches the human aspects, and the way culture means something to us with his definition:

> *Survival values that are programmed into our hearts and minds that gives identity, meaning and are long- lasting" and " Long lasting programming of the mind and hearts into a set of survival values originating with a certain geography, history and philosophy (2011)*

Falkenberg (2009) states how the human mind will depend on our heads and hearts, shaped by the culture we grew up in. When facing a situation, our human reactions will first be affected by our moral compass (known as heart), and then justified by our mind (our head). The environment and actions surrounding us when we grew up influence our heart(s) and mind(s), and further what we see as right and wrong based on what people around you tell you is ok. A comprehensive model of all the aspects surrounding culture can explain the bigger picture of culture even further, graphically seen as the Cultural model by Andreas Falkenberg (Appendix 9.1)

Our cultural values have developed through time by history, geography and philosophy. Our cultural values tell us what is right and wrong, and how we want to or actual do act when faced with situations. Our values are also shaped by the institution we grew up in, and by nature and nurture (Falkenberg, 2010). Nature distinguish female from male, separating us into two distinguishable categories of human beings. If twins are separated by birth, growing up in two different households or cultures will set for a different nurture (Falkenberg, 2010) The institutions we operate and/or live in may be seen as inadequate when testing it against ethics. When operating in institutions seen as inadequate, one act in a way others operating outside that institution may find marginal or illegal, such as the cases of child labor in H&M factories (Børresen and Buene, 2009).

When talking about cultural values in business terms, it may be natural to mention Hoefstede and mental programming, as his theories often are included in the lecturing at large business schools. Mental programming is described as "the software of the mind" (Hoefstede, 2001). If humans did not have some sort of collective mental programming, actions would hardly be

predictable at all. Mental programming occurs on three levels; individual, collective and universal, as described by Hoefstede (2001). The *universal* level shapes how we express ourselves, with behaviors such as laughing and crying. The *collective* level is the programming that is developed among a certain group of people, but not all. Language is one type of collective level. The third part of the human mental programming is the *individual* programming. No one is alike, even though we may be raised within the same culture or even within the same family. Our thoughts develop differently, as we gain knowledge and perceptions about the world when experiencing life.

2.2.2 Layers of Culture

One may observe culture in different ways. It can be expressed both as a *visible layer* of culture, yet as an invisible layer, as to what we can observe and not with the eye itself. Varner and Beamer (2005) refer to these layers as the *onstage and backstage elements of culture*. The onstage elements are what easily can be observed with the pure eye, and can be traditions, food and music (Varner&Beamer, 2005:3). For someone familiar with cultural differences, these elements can be used to distinguish one culture from another. The backstage, however, are the elements shaped by the culture, underlying the way people think, act, and justifies behavior, but cannot easily be observed for the untrained observer (Varner&Beamer, 2005). Hoefstede (2001) describe four "manifestations of culture" – symbols, heroes, rituals and values. Symbols, heroes and rituals can be compared to the "onstage" elements. Values are the "deepest manifestation", and in the context of Varner&Beamer it is the "backstage" element.

As summarized by Marieke de Mooij (1998):

Symbols	The words, acts or objects that holds the specific meaning, only to be observed by those within the same culture
Heroes	"Persons, dead or alive, real or imaginary" who has a certain characteristic which are being appreciated or "highly priced" in the society. One example is Nelson Mandela

Rituals	"Collective activities considered socially essential within a culture". This can be ways to interact which can be characterized as specific to one culture. The French kiss on the cheek when greeting is one example
Values	"Broad tendencies to prefer a certain state of affairs over others". The values within can be hard to observe, also for the person itself, as people are not always aware that they hold certain values that others do not.

As indicated, the picture of culture and mental programming is complex. Each person will bring these layers of culture and mental programming into every social environment. When people from very different institutions meet, we may get situations such as in France. The hijad-debate has now reached a new point, where large fines are given those breaking what the French see as acceptable behavior. These facts were further discussed in classes of Andreas Falkenberg in "Culture in ethics".

> *We are prisoners of our own culture. Finding the values of cultures other than one's own is extremely difficult, if not impossible (Citation Unknown)*

2.3 Diversity Management

When starting to work in a new country, the way diversity is managed within the company may play a great role in whether the newcomer will feel integrated into the new workforce or not, and some, such as Gilbert, Stead and Ivancevich (1999), claim that the intent of diversity management itself should be to encourage employee integration. Some also claim that diversity management can give a competitive advantage, while other may view it as extra unnecessary work. (Dass&Parker, 1999)

In this section, diversity management will be presented with a short introduction followed by the different views. Some relevant strategic frameworks will be presented lastly.

Diversity management is widely discussed in management theory, and researchers such as Cox and Blake (1991), Dass and Parker (1999) and Gilbert, Stead and Ivancevich (1999) emphasize advantages, misconceptions and negative perceptions regarding diversity management. The *Workforce 2000-study,* presented in 1987, predicted that the U.S. working

place would transform from its usual way to a more diverse environment, as more women and minorities would enter the U.S. workforce. Many believed the reason for this "transformation" was to be able to reach into new markets (Dass and Parker, 1999). The reactions were divided, as diversity was viewed either as a threat and opportunity, depending on the perception of the observer.

Affirmative action can be seen as the forerunner to diversity management. Affirmative action, intended to ensure equal employment for all (Gilbert,), has been met by some critics who claims that the hiring process will not be focused on merit, and will result in insecurities among women who may wonder whether they were hired based upon a quota needed to be filled or based on their knowledge and competence. Some have also perceived affirmative action as a handout program, without recognizing the importance of the different qualities and capabilities the targeted groups hold (Gilbert, Stead & Ivancevich, 1999). However, diversity management, referred to as the *successor of affirmative action,* by (Gilbert,1999), has been perceived as crucial in organizational survival (Gilbert, 1999). Diversity management has several responses and frameworks, which will be discussed more closely in the next section.

2.3.1 Definition

Although various definitions of describing diversity management, the core essence is similar. Cox and Blake (1991) define diversity management as:

> *"A variety of management issues and activities related to hiring and effective utilization of personnel from different cultural backgrounds"*

Gilbert, Stead & Ivancevich (1999) have in some way a different approach to diversity management, focusing more on the change within the organization, in order to appreciate differences:

> *"A complete organizational cultural change designed to foster appreciation of demographic, ethnic, and individual differences"*

2.3.2 Diversity in relation to ethics

Including minorities into a diverse working-environment is may be looked upon as the *right thing* to aim for, which is also discussed by Gilbert, Stead & Ivancevich (1999) with The Golden Rule, The Disclosure Rule and The Rights Approach which all are arguments for the importance of diversity management. As they claim, *"if these ethical principles are removed, diversity management initiatives will collapse"*. Similar thoughts were pointed out to us as early as in kindergarten; everyone should play together, no one ought to be left hanging on the outside.

2.3.3 The Importance of Diversity Management

Norway has experienced an increase in immigration the past forty years. Statistics states that people originating from immigration will increase from 600.000 in 2011, to 1,7 million people in the year 2060. (SSB, 2011) There is no doubt that this requires a "new" way of thinking within the management of Norwegian companies (Sandal, 2009). Dass & Parker (1999) states that a more diverse workforce has occurred in U.S. organizations as a response to both external and internal pressure, stating that "*the unique set of pressures brought to bear on a single organization combine to influence managers perspectives, priorities, and strategic responses"*. External stakeholders, such as investors, customers, suppliers and others, might influence the external pressure, whereas employees and managers emphasizing and valuing change might apply internal pressure for diversity (Dass & Parker, 1999). There are reasons to believe that these types of pressure apply to Norwegian organizations as well[3].

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[3] http://www.aftenposten.no/jobb/article4147676.ece
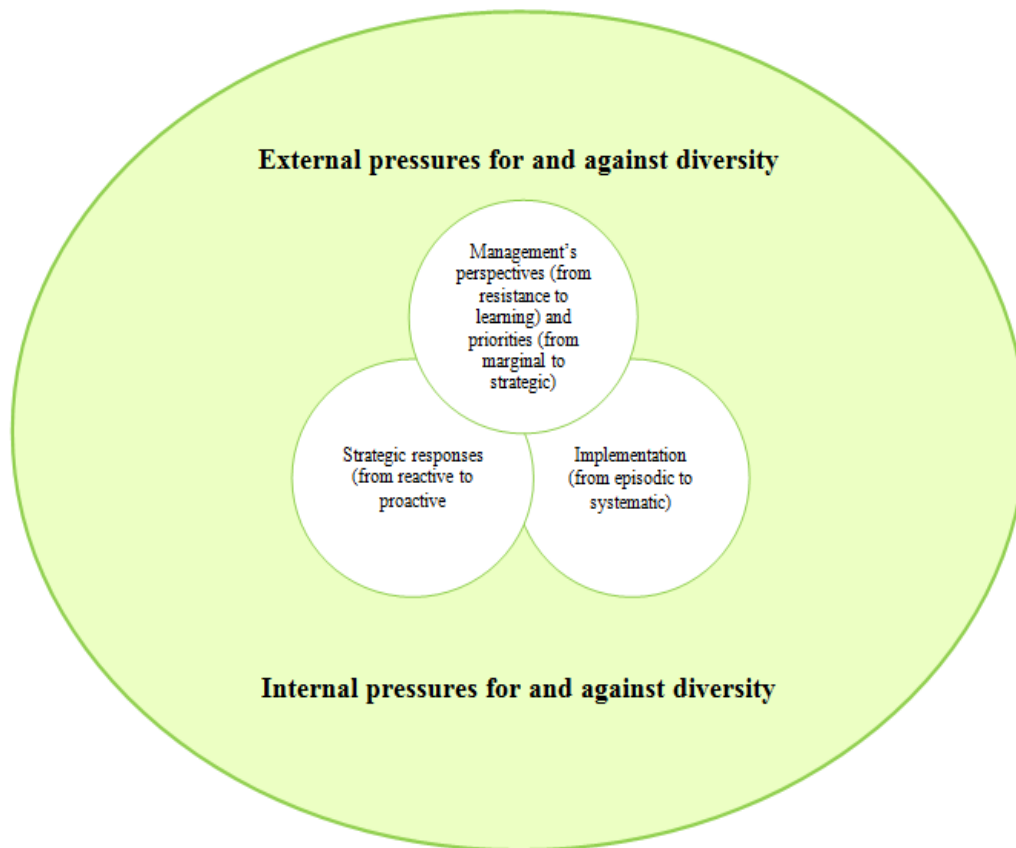
Figure 1: General Framework for Managing Diversity (Dass & Parker, 1999:69)

2.3.4 Diversity Management as a Competitive Advantage

A diverse workforce can give several advantages, such as organizational effectiveness and competitive advantage if managed *the right way* (Cox and Blake, 1991).

Cox and Blake (1991) have identified six arguments in how diversity management can result in a competitive advantage.

Cost-argument	As organizations become more diverse, the cost of a poor job in integrating workers will increase. Those who handle this well will thus create cost advantages over those who don't.
Resource-acquisition	Companies develop reputations on favorability as prospective employers for women and ethnic minorities. Those with the best reputations for managing diversity will win the competition for the best personnel. As the labor pool shrinks and changes composition, this edge will become increasingly important
Marketing	For multi-national organizations, the insight and cultural sensitivity that members the roots in other countries bring to the marketing effort should improve these efforts in important ways. The same rationale applies to marketing to subpopulations within domestic operations
Creativity	Diversity of perspectives and less emphasis on conformity to norms of the past (which characterize the modern approach to management of diversity) should improve the level of creativity.
Problem flexibility	Heterogeneity in decision and problem solving groups potentially produces better decisions through a wider range of perspectives and more thorough critical analysis of issues
System flexibility	An implication of the multicultural model for managing diversity is that the system will become less determinant, less standardized, and therefore more fluid. The increased fluidity should create greater flexibility to react to environmental changes (i.e., reactions should be faster and at less cost.)

Table 2: Managing Cultural Diversity Can Provide Competitive Advantage (Cox and Blake, 1991:47)

As Cox and Blake (1991) point out: organizations can achieve great advantages if a right focus on diversity management is acknowledged. They claim that organizations failing in making the right changes to integrate minorities may actually suffer a competitive disadvantage.

2.3.5 Choosing the Strategic Approach

As globalization may be viewed as an irreversible fact (IMF, 2008), it is not unlikely that companies will probably be put face to face with a diverse workforce sooner or later. There are several approaches on how to react to diversity. Dass and Parker (1999) have identified four diversity perspectives with desired outcomes and responses, called "Diversity Perspectives and Associated Strategic Responses"

DIVERSITY PERSPECTIVES	PROBLEM STATEMENT	INTERNAL DEFINITION	PRESCRIPTION	DESIRED OUTCOME	STRATEGIC RESPONSE
Resistance perspective	Diversity as non-issue or threat	Not "us"	Sustain homogeneity	Protect the status quo	**Reactive**
Discrimination and fairness perspective	Differences cause problems	Protected groups	Assimilate individuals	Level the playing fields of protected groups	**Defensive**
Access and legitimacy perspective	Differences create opportunities	All differences	Celebrate differences	Access to employees and consumers	**Accommodative**
Learning perspective	Differences and similarities offer opportunities	Important differences and similarities	Acculturate pluralism	Individual and organizational learning for long term effect	**Proactive**

Figure 2: Diversity Perspectives and Associated Strategic Responses (Dass and Parker, 1999:70).

If divided into two extremes based on the research by Dass and Parker, diversity can either be viewed as a threat that needs to be controlled, or a way to achieve a competitive advantage. The response from a company may be thereafter: from a resistance kind of view, to a learning perspective, depending of the pressure and priorities for diversity management (Dass&Parker, 1999), as indicated by the left column of the framework. Cox (1991) describes the (strategic) responses as a range from monolithic, plural and multicultural. With monolithic

implementation, the organization have a straight forward affirmative action plan, making the response nothing more than based upon legal requirements. Plural organizations recruit and promote minorities, but expect the minorities to assimilate into the dominant culture. A multicultural organization view differences as a strength that can lead to a competitive advantage.

2.3.6 Effective integration

Cox (1991) has further developed a conceptual framework of cultural integration in organizations, based upon Milton Gordon's seven dimensions of integration. This framework addresses six dimensions of which organizations effectively can integrate culturally diverse groups. To achieve the multicultural organization, Cox claims that the organization does not only need to fulfill these criteria's. The organization has to *value* diversity.

Dimension	Definition
Acculturation	Modes by which two groups adapt to each other and resolve cultural differences
Structural Integration	Cultural profiles of organization members including hiring, job-placement and job status profiles
Informal Integration	Inclusion of minority-culture members in informal networks and activities outside of normal working hours
Cultural Bias	Prejudice and discrimination
Organizational Identification	Feelings of belonging, loyal and commitment to the organization
Inter-group conflict	Friction, tension and power struggles between cultural groups

Table 3: Conceptual Framework for Analysis of Organizational Capability for Effective Integration of Culturally Diverse Personnel(Cox, 1991:35).

The list described by Cox is not expected to be complete in terms of how a company should include and integrate newcomers, but it does give a rather good overall picture of aspects which should be taken into consideration.

The way the company meets the newcomer upon arrival, and the information given about the new culture prior to arriving, may ease the acculturation as the newcomer have an idea of what to expect about the new culture. Several companies recognize the importance of a good working environment, providing several activities and social gatherings outside normal working hours.

Another framework of possible strategies, developed by Dass and Parker (1999), is the framework "Strategic Responses for Managing Diversity and their Implementation" (1999). This framework includes the topics *Strategic responses, Implementation*, *Pressures for diversity* and *Priorities for managing diversity,* explaining how one can view the whole picture of diversity management. It does give a rather complex picture of the various pressures, responses and priorities, with twelve "options". (See appendix 9.2). For this thesis, I will focus on the framework by Cox for effective integration.

2.3.7 Diversity management's role in integration

Drawing on the theory discussed, the following question may be asked when looking into the Norwegian company in focus of this thesis: Is the company emphasizing diversity management to achieve the benefits already discussed; competitive advantage, and is the *integration* of the worker a *side effect* of this. Or does the company emphasize the importance of integration itself, and the benefits discussed then become the side effect? This would be interesting to further investigate.

With the certain act of the company follows the reactions and experiences of the newcomers.

The process of arriving in a new country with a different culture from one's own may require new ways of thinking and acting. Sometimes, this "new" may also require letting go of something "old". Could the adopting of the "new" come in favor of your own integrity?

– Reflection during the process of the thesis -

2.4 *INTEGRITY*

2.4.1 Reflections on integrity

The decision has been made. You decide to work abroad for a short or longer term and prepare for the new environment, unaware of what lies in front of you. Even though the company or your own research might have prepared you for the new culture, you will most likely be put in situations where you have to make choices, which might be in conflict with your values.

2.4.2 Integrity defined

Palanski and Yammarino (2007) start a research-paper by stating:

> *"Integrity is a lot like the weather: everyone talks about it but no one knows what to do about it"*.

An accounting-firm most likely wants to hire someone who *has got integrity* to maintain trust of its customers and stockholders. An employee might want to work for a firm that gives *him a feeling* integrity. Businesses may fail if stakeholders sense that there is a *lack of integrity*, and cases such as the scandals of Enron and World Com can and will hurt the company-name for years. (Gosling and Huang, 2009) From this, we sense that integrity is something desirable and yet also necessary, something that can be lost, but maybe not as easily fixed.

The Oxford Dictionary (2011a) defines integrity as

1) *The quality of being honest and having strong moral principles: a gentleman on complete integrity*
2) *The state of being whole and undivided: upholding territorial integrity and national sovereignty*

With this, Oxford describes integrity both as a quality one can hold, as well as a state of mind. Before settling on these two definitions, it can be useful to look at what researchers have concluded on the subject.

2.4.3 Integrity in Scholarly Literature

Numerous articles are presented on the subject integrity, each with various perspectives and approaches. Palanski&Yammarino (2007) have categorized a number of articles into what they see as five categories of integrity. (For a full list of categorized researchers, see

Appendix 9.2). Being placed into one category does not exclude one researcher from another category. These five categories of integrity are:

Wholeness	Integrity is derived from the Latin term *integer*, meaning wholeness or completeness. The use of integrity to refer to wholeness serves to express the idea that integrity is comprehensive. When used this way, integrity is almost synonymous with character; a description of the overall person, rather than an isolated aspect of the person. *Integrity is the precondition for being human.*
Authenticity	Focuses on integrity in a private, internalized sense. This view is concerned with actin according to one`s own conscience, words, actions and internalized values, and is not observed by others. Related to the quote in Hamlet (Act I, scene iii) by Shakespeare *to thine ownself to be true.*
Word/Action Consistency	An aspect of integrity is a sense of consistency with regards to social behavior. It should be a perceived match between an actor's words and actions. Operationalized by Simons (2002) as Behavioral Integrity (BI) with the constructs of explicit promise-keeping, and the consistency between espoused values and actual displayed values.
Consistency in Adversity	To have an unchanging behavior and remain steadfast in the face of adversity, temptation or challenge. Have to, unlike the "Word-Action Consistency", explicitly involve the presence of an adverse situation as condition for integrity to occur, because integrity must involve a choice between two courses of action

Morality/ethics	Ethics and morality in the sense of integrity are normally referring to actions that are in accordance with socially acceptable behavior. Associated with better-than-expected ethical or moral behavior, and not merely the absence of unethical or immoral behavior. Alternatively the scale by Craig and Gustafson (1998) "The Perceived Leader Integrity Scale (PLIS)", which measures integrity as the absence of unethical behavior.

Table 4: Palanski&Yammarino, 2007

These descriptions of integrity can roughly be divided into two different views. The two first, "Wholeness" and "Authenticity" have an internal view and describes integrity as embedded into a person's mind and thoughts. The three latter, "Word/action Consistency", "Consistency in Adversity" and "Morality/ethics" can be observed and to some extent measured.

Andreas Falkenberg (2010) uses the same abstracts as described above when defining integrity:

> *"Being "whole" as an individual. Steadfast adherence to a strict moral or ethical code. Consistency of actions, values, methods, measures and principles".*

2.5   Is integrity culturally defined?

Recall from the section on culture. Our own culture and institution we grew up in shapes us. From the institution, through nature and nurture, we developed a sense of what we feel are right and wrong, and we act upon these feelings. I think it would be safe to say that (mostly) all of us want to be good human beings, doing the right things and living meaningful and flourishing lives. Without drawing *one* certain conclusion from the discussion on the different meanings and definitions of integrity above, we can agree that integrity is some kind of positive state of mind and being. Achieving integrity can be an important part when aiming to be a good human being. This will be internalized and/or observed by others through words and actions. In this context, we can say that we want to "act with integrity". (Falkenberg, 2011) One conclusion from the discussion above is that when acting with integrity is that we aim at becoming whole as an individual.

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It is when a person from one culture, A, moves to a new culture, B, that problems may occur, as pointed out by Falkenberg (2010). The new culture may be built on institutions that are in direct conflict with our own values and norms, which have shaped how we interpret integrity. As Falkenberg (2010) states, "a person of integrity may only be a hero at home, among those who share the same values". When faced with the new culture, one might find oneself in a situation having to choose between its own values and norms, or adapt to new values and ways of acting in order to fit in. Internally, when moving from A to B, one possible outcome may be that the new culture comes in conflict with the feeling of wholeness we had in culture A. The right thing to do in this situation can be hard to decide upon. Falkenberg (2010) asks three critical questions when a person is faced with a new culture : "1) Can or 2) Should or 3) Will a person of "great integrity" in one culture adopt a different set of values in a different culture?" with a following discussion on whether this can, should and would possibly be done.

2.6 Integrating in the new culture

As newcomers arrive to the host-country, one (possible) desirable outcome may be to feel welcomed, understood and possibly "integrated". Falkenberg (2010) defines integration as: *"Make into a whole, become one."…"The bringing of people in different racial or ethnic groups into unrestricted and equal association, as in society, or an organization; desegregation."…"The process of fitting into a community."*

To "make into a whole" might give the assumption that the person was not whole to begin with (thereby having no integrity since one important part of integrity is to be whole as a human being). This assumption is not necessarily right. When the person grew up in its "own" culture, he/she may have felt whole, shaped by the values and norms in the particular institution. When arriving to a new country, the new institution may be built on different values and norms, in direct conflict with the ones the person had to begin with.

2.7 Integrity and integration

Onstage and backstage culture follows the newcomer to the new workplace. Depending on the degree of differences between the home-culture and the new culture, the workers have to undergo an adjustment-process in order to get along with each other and function optimally in the new environment.

2.8 In Short Terms

The theories I have presented describe components[4] I found relevant in the rather complex picture surrounding the arrival of a newcomer and the processes he or she will go through. The culture, visible and hidden, will play a part in how the newcomer may choose to integrate. At the same time, the way the management handles newcomers and diversity can impact the integration of the newcomer. Integrity is what may be left when these components are accounted for. Is it necessary to leave behind parts of one's integrity in terms of coping in the new environment?

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[4] The list of components to include is endless. I have, however, included the main topics I found relevant, aware that the overall picture may be more complex than outlined.

3   RESEARCH METHODOLOGY

3.1   Introduction to Business Research

The learning outcomes of the work with the Master's Thesis are presented on the University of Agder's homepage:

> *"Through the work with the master thesis, it is expected that the student has learned to make use of scientific methods to analyze a specific topic, preferably within the chosen specialization of study… It is to show the candidates ability to carry out a major independent research task. When working with the thesis, the connection between the theory and empirical data is to be emphasized. The thesis has to include both analytical and empirical investigations of aspects related to the chosen topic* (UiA, 2011).

Business research is defined as *the application of a scientific method in searching for the truth about a business phenomenon.* (Zikmund, 2010). The process includes idea and theory development, problem definition, searching for and collecting information, analyzing data, and communicating the findings and implications (Zikmund, 2010). When performing business research, the study can be designed by a qualitative or quantitative approach. The decision on whether to have a quantitative or a qualitative approach should be determined by the purpose of the study, given the already known information on the subject, as emphasized during the counseling process by Joyce Falkenberg. The methodology for the thesis is presented in the following section.

3.2 The Conceptual Framework:

The following preliminary framework presents the perceived relationships in the early stage of the research process:
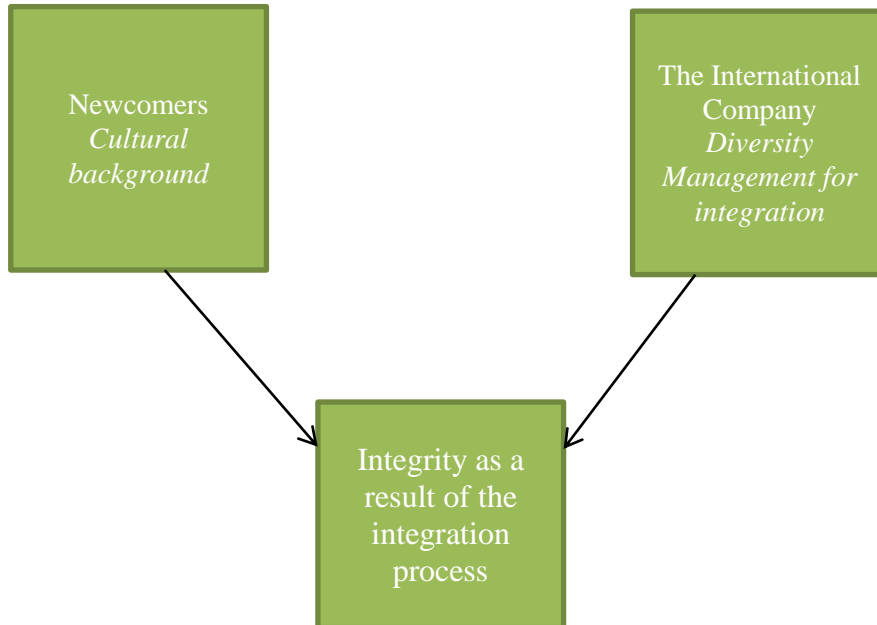
Figure 3: Phenomenon (Buene, 2011)

The following concepts were explained in the theory section. To sum it up in short terms: A newcomer is expected to have a certain cultural background, shaping the mindset and the actions to be taken. When employing newcomers, a company may have a plan for diversity management, as to how to integrate the newcomer into the new environment (either only at work or both at work and after-work). It is to be expected that the integrity of the newcomers may be affected by the integration-process in the new environment, but at the same time: The perceived integrity the newcomer holds intentionally may affect how one chooses to integrate. For this reason, the Integrity is a term that I believed would be influences by both personal aspects, such as culture and mindset, but also by the meeting with the company.

Is there a "match" between the workers perceived integrity, and the focus and expectations of the company.

3.2.1 **Research method – The Qualitative Approach**

When deciding upon the research method to be used, it will depend upon previous knowledge and work on the specific area. Several methods can be combined, adding or subtracting complexity around the subject and the information seeking process (Kvale, 2001). Quantitative research directs the activity towards measuring concepts, providing numeric values and comparing values (Zikmund, 2010). What I am interested to investigate is the subjective meanings and experiences of newcomers, including ways of looking at life and the influence cultural background may bring to the experience of integrating. Qualitative research is by Zikmund (2010:136) defined as: *"Data that are not characterized by numbers, and instead are textual, visual, or oral; focus is on stories, visual portrayals, meaningful characterizations, interpretations and other expressive descriptions."* Targeting the phenomenon with a qualitative approach has the advantage of opening for the respondent to freely express their feelings towards the various subjects and research questions, as it is not bound to specific questions and hypothesis, as recognized by Kvale (2001), and subjective meaning of the interviewee are in focus. For these reasons, it made sense to target the phenomenon with a qualitative approach.

Single in-depth interview was seen as the superior way of receiving the information I was seeking, as I would investigate the individual perceptions and meanings of newcomers. As the character of some of the questions would be of personal art, I had to build trust with the respondents to aim the information I was seeking. The choice was therefore made to have interviews at TiC's premises to be able to meet the respondents face to face.

3.2.2 **The Problem-Centered Interview**

Based on the phenomenon and research question given, the design of the interview was planned in relation to my experience on performing qualitative research; as a combination of the Problem Centered Interview (PCI) and a semi-structured interview. PCI focuses on the reconstruction of individual and group-specific forms and meanings, and is largely based on the theory-generating procedure of grounded theory, having the PCI leaning more towards *the naïve inductive position of sociological naturalism* (Witzel, 2000).

PCI is characterized by three basic principles:
❖ **It is distinguished by a problem-centered orientation towards socially relevant problems which also characterizes the organization of processes of cognition and learning.**
❖ **The object-orientation emphasizes methodical flexibility in face of the different necessities of the objects being observed. For this reason, the PCI was developed as a combination of methods among which the interview is the most important instrument.**
❖ **Process orientation is maintained throughout the course of research and in particular for what is called "pre-interpretation". If the communication process is focused reasonably and acceptably on the reconstruction of orientations and actions, the interviewees respond with trust and thus open up; they feel that they are being taken seriously.**

Figure 4: PCI characteriztics (Witzel , 2000)

3.3   Preparing for the interviews

3.3.1 Amount of respondents

The desired number of respondents in a qualitative study is not necessarily defined by a large quantity, but to have as many respondents necessary to get the desired information (Zikmund, 2010:135). The intent of the study was to seek valuable information in the richness of each respondent's experiences. Having too few respondents could result in less information. Having too many could add an unnecessary load of transcribing and analyzing, as recognized by Kvale (2001). The amount decided upon was five respondents representing the newcomers, and two respondents from the management.

3.3.2 Selecting Participants

Upon request I was given a list of the nationalities represented in the company, for the process of selecting the participants, (see appendix 9.4). Based on this list, nationalities were based on my own experience with cultural differences through several courses on the topic, as well as international experience. The employees were sent an email questioned if they wanted to participate in a survey that the company had proven of. Six "newcomers" accepted, one regretting shortly after. The total amount of newcomers was then set to be five. In addition to

this, I was given the approval to talk to two persons in higher management positions. The respondents from the management would represent the view of the management, and there would be a chance for subjective responses not necessarily representing the view of the organization as a whole. This information from the management would still be of valuable character as would reveal practices common in the organization. Norwegians held the management positions.

3.3.3 Ethical considerations

The main topics brought out in the interviews were integrity and integration. These topics touches personal matters, as it may give a notion of how the person is coping in his or her personal life, and for that reason it was essential to keep the respondents identities anonymized in the further presentation of the findings. The company is presented by a fictional name, and the respondents were given When necessary, I anonymized small details given by the respondents which could potentially reveal the person's identity.

3.4 Pre-Interview Process

3.4.1 Interview-guide

The Problem Centered Interview does not require a fully set interview-guide, as is the case with a semi-structured interview. (Witzel, 2000) However, as my experience with interviewing and research is limited, I did set up an interview-guide to make sure I was not lead all off track. The questions for the interview guide were built up around the problem-centered interview's approach. PCI emphasizes communicative strategies, the conversational entry, general and specific prompting and ad hoc questions. The guide presented contains certain questions, but these "topics" are not the final topics when it comes to the analysis.

3.5 The interview Process

3.5.1 The Experience

The interviews took place in the first week of May 2011 at the TiC's location. All of the interviews were taped by a recorder[5], with the permission of all the respondents. The age group ranged from early twenties to late fifties, with both highly experienced workers and newly educated workers. All of the newcomers seemed eager on the subject with the exception of one. A natural explanation could that the respondent came from a culture close to the Norwegian one, simply not stating or experiencing the same extremes as the other respondents.

During the process of analyzing, more questions evolved which had to be answered by mail and telephone due to busy time schedules of the respondents. All of the five newcomers agreed to answer the final questions. These answers were not emphasized in the final analysis, but rather added as supporting comments to previous statements.

The experience by the first interview was highly valuable for me as a researcher in terms of how the questions *worked* in the interview-setting. Some questions had to be rewritten, excluded or added after the first interview as they were too vague, as the result was that a large part of the interview ended up having little value. This interview was with the person from the culture close to the Norwegian, and in terms of expressing the integration process, there were close to none remarkable aspects. For that reason, answers from "Sven" were only included when they supported or discharged other statements.

Even though I had my rough interview-guide set before the interview, each interview led me into new directions What was interesting was the richness of the information and insight of the various processes the newcomers had gone through in terms of being integrated. Where some of my expectations were being met, other responses were highly unexpected. Also, where some experiences were only recognized by one person, other experiences were mentioned consistently among the interviewees. As it turned out, four out of five of the newcomers had some experience with the Norwegian culture prior to arriving, either through education, family or friends, which turned out had had some influence on the view the respondents had on Norway prior to start working in the company.

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[5] The interviews were recorded using the recording-function of my iPhone. The interviews were transferred to the computer the thesis was written and then deleted when the process of transcribing was finished.

3.6 Post interview process

3.6.1 Transcription

The basis of analyzing in terms of the PCI is to make transcriptions of the interviews. (Witzel, 2000). To transcribe means to convert the interviews into text (Kvale, 2001). The interviews were transcribed in their entirety to make sure I did not miss any subjective points. In total, the transcriptions counted over hundred pages, and were highly time-consuming. In terms of making the answers anonymous, small alternations were made to some of the answers[6] where it was decided as necessary. These alternations did not make a difference in the original meaning of the sentence.

3.7 Analyzing the material – how do I know It when I see It?

3.7.1 Analyzing PCIs

There are various ways of analyzing the data, given the principle of object orientation (Witzel, 2000). When the interviews have been transcribed, one way of analyzing is to code the text by marking it with key words derived from the interview guideline, which may be helpful for the analysis (Witzel, 2000).

After the transcribing process, the answers were first coded into broad topics, which were used as a guide to shape the overall presentation of the analysis .The presentation of the findings was not necessarily presented the way they were asked. The reason for this was that we often returned to one specific topic later on during the interview. Kvale (2001) uses the metaphor of the "miner" when describing the qualitative researcher: *"Knowledge is viewed as hidden metal hidden under the solid rocks, waiting to be discovered by the worker, where the pieces of gold will be found and cleansed, piece-by-piece."*

The way Kvale describe this also inspired me in how to present my findings, which were structured "top-bottom", meaning that the reader can follow the newcomer into the Norwegian society and the aspects one has to go through in the respective order. By

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[6] For the most part, these alternations were made when the accent of the respondent could reveal country of origin.

structuring the presentation and analysis this way, I can take the reader through the mind of the newcomer and at the same time make the processes more clear in terms of "organizing" the answers. The discussion of integrity is to be presented in the end of the findings and analysis.

I had to choose upon whether I should draw on the various stories that to some extent went in various directions, or to seek the mutual experience among the respondents. Based on the large amount of transcriptions, I had to exclude many of the findings indicated by one respondent only, as well as answers not providing value to the work of the thesis. Given the limitations of this being a master thesis, I mainly focused on those topics where there existed some mutual understandings among the respondents.

3.8 Validity and reliability:

Validity is the accuracy of which experimental results can be generalized. (Zikmund, 2010). The interviews I will be conducting will be of highly subjtive manner, not being meant to generalize. The research does therefore not hold external validity

Reliability is an indicatior of the measure's internal consistency. (Zikmund, 2010). It should give the same result if a different researcher conducted the research. The in depth interview opens up for the researcher to influence the respondent. It is highly likely that another researcher could come up with a different result than I have. It will therefore be important to be as objective as possible, both during the interview process, but also during the analyzing.

4   THE FINDINGS

… I saw [the Norwegians] quite shy, and not very social. But I realized I had to break the wall. So… I made the first step. – Newcomer at TiC

4.1   The journey of Newcomers into the Norwegian workplace and the society at large

In this chapter, the findings from the interviews will be presented. I have chosen to present the findings in the order the newcomers have experienced them: from arriving in Norway, meeting the culture and the further the process of the adjustment and integration. As I take you through the process, a short analysis will follow right after each section. The findings from talking with the management will be presented in the diversity management section and further implemented throughout the findings.

4.2   The first meeting with the Norwegian Culture

Prior to being hired by the company, almost all of the newcomers had some kind of relation to Norway, either through friends, family or education. TiC was the first meeting with the Norwegian working place for all the newcomers. The interviews were given an easy start by getting to know a little bit about the newcomers' background. The intent was to achieve a relaxed interview setting, building up the interview more as a somehow structured conversation more than a question-by-question structure only.

As for the first meeting with Norwegians, the newcomers had various experiences.

The first impression	
Eric	*So it was kind of... I saw [the Norwegians] quite shy, and not very social. But I realized I had to break the wall. So... I made the first step. Because...I mean. If you wait, for them come to talk to you...I mean it is not good [...]. So afterwards, I started talking with them. And now I have very good friends –* *It was difficult in the beginning. In [my home country], when I had my girlfriend, we used to have this [body language] in the streets, kissing, hugging. But here: "Nom you stay there, I stay here]. Keep your position. Well, stuff like that. I am just talking*
Bob	*When I first came here, I was really scared because of the cultural things. The first impression I received from Norway was... The nature was something for me that was really amazing. How people here live with nature. [...] And everyone takes care of the nature...I think it is really good. That is the first impression. And then of course, the people. People were really friendly in the street. They were also eager to speak to you in English.*
James	*It was very nice. In the office, of course it was very nice, and outside the office it was very nice... I like the way people talk, and Norwegians are very cool, they understand and they listen to you. That was the first impression I got.*

<div align="center">Table 5: Findings, The first impression</div>

The way you can *decide* to act may impact the way the meeting with the new culture evolves. In this specific example, it was the choice of taking the first step for Eric. From my respondents, I was told of several other newcomers they knew (outside the company) who did not try to speak the language or show interest in the host nation, thus deliberately not integrating.

In the meeting with another culture, one's own way of thinking and acting may become more visible to oneself. As Eric mentions, the Norwegians are seen as "cold" and "shy", maybe reflecting his own feelings of how thing maybe *should* be. The *collective level (Hoefstede, 2001)* seems to be differing from his own. For a Norwegian, it may not be natural to speak to "strangers", compared to what is seen normal in other cultures. Underlying in Eric's answers may be his own acceptance of being in another culture. People may not be shy or cold in one's home country, but the understanding and acknowledge of differences and ways to overcome them may be a useful skill if wanting to get to know the new culture. Sam had a similar first expression, but claimed that it didn't take long to make Norwegian friends. Bob, on the other hand, found the new environment exciting upon arrival. The fact that Norwegians were willing to speak English was actually mentioned by all the respondents as being a factor that helped to ease the communication in the beginning. Language was a topic also brought up later during the interviews by all participants. This will be discussed further in the *diversity management* section

As the time of the interviews, the amount of time the newcomers had been living and working in Norway varied from a few months to several years, which had made the initial feeling of the first meeting the new environment vague for a few of the participants. Some started working in the company right away after graduating, whereas others had been in Norway for some time before being hired. A few have also had some working experience outside of Norway for other international companies.

The cold Norwegian weather and darkness was mentioned initially. Although this was not revolutionary in itself in the beginning, Karen from the management told that a lot of the newcomers actually do travel to their home country for longer periods of time due to the cold weather (and family reasons also, I assume). The result is that many get sick due to the "constant acclimation". I did, however, not get the impression that it was a common known problem amongst the respondents.

The time Bob, James, Eric and Sam had worked in TiC when the interviews took place varied from less than a year, to a few years. Due to the different timelines, some had to use more time when recalling the first meeting with the Norwegian culture as the initial idea was to grasp the respondent's immediate thoughts and feeling when first arriving.

4.2.1 The Meeting with the New Culture

Cultural values will, as earlier discussed, play a part in the shaping of people's meanings and beliefs of what is right (Falkenberg, 2010). It may also influence the way one respond and react to a new environment. When being asked in what way the newcomers felt they were bringing their cultural values to work, four of five pointed out similar aspects of their observations of the new culture: differences from their culture of origin. The fifth respondent, Sven, came from a culture close to the Norwegian one. He did not show any extreme awareness of cultural differences as the other four did. His answers have for those reasons been excluded in most of the following sections, as he was rather focused on technical manners and not culture. His answers are included where they support, or discharge the other newcomers point of view.

Do you feel you bring your own cultural values to work?	
Sam	*I found, not the work method, but the work culture here in Norway quite different from the one I was used to. I was coming from a working culture that was twelve to fourteen hours a day, six days a week. For a project where they would need six persons, they only hired two or three and expect us to work for six. When I arrived, it was not relaxing, but a different work culture. No need to work so many hours…and the pressure is also a little bit lower. And the stress is much much lower than I was used to*
Eric	*Ehm.. I come from [a Latin country]. People are more formal maybe. But it is not so important. […] But real values. […] I don't know. I am a very easily adopting person I think. […] I haven't felt so much difference.*
	Maybe the job. It is a lot of stress in my country. Not here… in Norway it is very flexible...[…] I used to work under pressure, with a lot of responsibilities. Work even during the weekends, and during the week maybe ten hours per day. So, when I came here, and started to work here, it was different. "I could work from seven to three and that's it?"

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James	*Home values, from there to here? Hmm, I think. I like more people. That is ok, because in the office, we have always people and it is not quite so silent. I like to work where these is noise. [...] Compared to [my homecountry], yes. [There], of course there is a lot of stress. Schedules, people and the jobs are so many. Here, there are jobs but it is good, there is no stress-level here. The boss doesn't stress you, and is happy with what you do. The work-culture is better here I feel than in my home country*
Bob	*[...] I felt really strange in the beginning not having someone on my back...just like controlling me all the time. It is not very common here you know, having a boss telling you what to do. [...] Here, it is more relaxed and people are freer to do things.*

Table 6: findings, Do you feel you bring your own cultural values to work?

Sam responded to my question by comparing how his previous working life had been in relation to the new one. In terms of cultural values, he acknowledged the values of the working environment at his previous work, and not necessarily *his own* values. The same notion of comparison was there throughout all the interviews. Sven did not have so strong relations to values, but claimed that before working in Norway, he thought Norwegians were lazy. That impression had changed now, though. Eric, James, Bob and Sam all touched aspects of stress when defining the working environment. Stress is defined as *a "state of mental or emotional strain or tension resulting from adverse or demanding circumstances"* (OXF, 2011) and even though some might claim that stress could be positive, it was clearly that stress in this relation was viewed upon as something negative. It would be natural to believe that an amount of stress exposed at work could affect the thriving both in work and home in one way or another. When asked more about the stress and how this normally would influence the thriving at work, James explained:

How is it without this stress?	
James	*It is not exactly stress, but you have the deadlines and they tell you "you have to finish this within today" but here, it is not so much. If there is, by chance, something comes in between you and your job, they try to cool you down and say "it is OK if you don't do this, or it is ok if you don't." They give the priority to be given …If it is family, they give priority to family first…and then to the job. I feel like that.*
Bob	*I think it is better. It's more efficient in a way. Because, creating stress, the benefit is not so. or there is no benefit at all […] I mean you have time to work. You have time to think. And then you have time to create things. You see… [at my previous job] the most important thing is the money. Not your family or you, no. […] That's all. And when you work that way, you feel ok, but at the same time you feel a lot of pressure from everywhere. Here, you see, you have a task and you have to follow the procedure. Everything is settled in a way, which is really good. […]*
Sam	*At the beginning, I had to slow down a bit 'cause I was so used to a certain work rhythm, and for a task that was supposed to take me a week to do, I was doing it in two days. I realized I had to slow down; otherwise I would have two or three days without work. So I had to slow down a little bit. In terms of work, it was a big difference, I noticed. Because of the different work rhythm*

Table 7: Findings, How is it without this stress?

Probing how the reduced stress would impact the newcomers, the overall response was that "this way" was in favor of "the other way", resulting in a positive impact on the thriving at work. There existed a mutual agreement on how the reduced stress was indeed an improvement. Family values were one value that was mentioned by several as being importance in the terms of thriving. Bob, James, Eric and Sam all felt that family values were put above the value of working in the new job, meaning that the culture at work allowed for time with the family. Family values were important for all my respondents, if not at the moment (two respondents were single), it was appreciated

Bob found the experience exciting in terms of meeting other nationalities and what followed with the new environment. The way the newcomers perceive the new environment is, amongst other reasons, based upon their own cultural values and what they see at right and wrong. One respondent mentioned that the perception of Norwegians was that he thought Norwegians were lazy people. This was proven to be wrong quickly after the meeting with the new job. The overall impression by the respondents was that Eric and Bob appeared to be in a euphoric state of mind, describing their new work, whereas James and Sam were more cool. As for the language, this was discussed further in the next section.

> *Culture, it was not so difficult for me…But I do feel there is a difference in the culture here and there. […] Here, it is that the children get eighteen and then move out of the house. That was the difference. – James –*

4.3 Diversity management

"I think they don't think about cultures in a way. For them, we are all the same."

- Bob-

Company meets the newcomer. In the meeting with the new workplace, newcomers are faced with the practices and the ways the company deals with diversity. Recall the definition on diversity management: *A variety of management issues and activities related to hiring and effective utilization of personnel from different cultural background.*

4.3.1 The Managements View on Culture

TiC has a large work base originating throughout the globe. The hiring process is mainly based in Norway, and positions are open regardless of nationalities[7]. By talking with employers faced daily with the diverse workforce, holding management positions, the table

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[7] Must be able to communicate in English upon arrival, as told by Karen

was turned for some time and I got a greater insight in how the company views and handles diversity in the work-place[8].

4.3.2 Changes as a Result of Market Forces

By the information received from TiC, it was clear that a large part of the work base consisted of minorities (see appendix 9.2). The strategic approach when faced with diversity can be described ranging from a reactive to a proactive response, as described by the framework of Dass and Parker (1999). The prescription of how to react is described ranging from the sustaining of homogeneity, acculturation to pluralism. One underlying keyword to be drawn out of the framework is the term change. To implement a diverse workforce where there has not been one before, it would indeed acquire changes for a company.

How is it to work here? How does TiC handle changes?	
Lise:	*It is a bit informal. The culture at work is very good. Maybe a bit traditional? The young ones are more open to changes. [The company] has existed for a long time. […] But the culture is good. The relation with the colleagues is good. And a lot of social…in terms of…[pause] We do have a welfare club who's arranging social activities. […] It is an important part of being employed here. I think that, only within the past few years, we have become really good in welcoming foreign workers. It has not always been like this. […] There are a lot of changes in the structure these days. […] Changes are constantly happening.* *Personally, I find changes exciting. I welcome them, but I do think.. Most [employees] will in a way be…like [skeptical] to new things. In a way, it does not feel safe anymore. But people do have different reactions for changes. […] A lot of the times, I think it is important that the newcomers understand what's going on. But it happens with a rapid pace. You have to keep up! Even though all these changes does not affect work at a daily basis.*

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[8] The two I talked to were holding management positions in different fields in the organizational structure. However, it is to be expected that their answers may be subjective in terms of personal experiences on the subject, not necessarily representing TiC as a whole.

Karen:	*I would say…maybe a bit self-centered… But changes occur all the time here. The organization is changing all the time, and people change depending on the project they work on. We are not "just sitting inside the office all day long, and here are we going to stay." Changes…everything changes all the time. So I do think we handle changes very well. I think so. I would like to think so.*

Based on the interview with Lise, I was told that TiC has existed for a long time with traditions embedded in the overall culture.

When the existing working-base tightens in, many companies such as are forced to look outside of Norwegian borders in term of attaining enough resources (Rapp, 2011).

4.3.3 Initial pressure

Dass and Parker (1999) refer to the external and internal pressure of having a diverse workforce. When talking with representatives from the management, I asked if there existed such a pressure inside of TiC:

Reasons why to hire – Pressure?	
Lise	*It is not exactly a pressure in terms of getting a greater amount [of minorities]. When we hire, we seek a qualified applicant, either if it is a minority or a Norwegian. It is not a pressure achieving a greater number, but we do consider on equal footing. #1*
Karen	*Of course, you do hear of positive results having a diverse environment. But it is having a qualified applicant that matters. And in our business, we sometimes do have to look outside of Norwegian borders to get enough qualified workers* *It has been an enormous pressure to attain enough resources. Those who manage it will come out as the winners of this battle […] You have to look outside of Norwegian borders*
	What motivates by hiring minorities?
Lise	*I think that diversity, if we do it right, will result in a great reward. […] It has to be a qualified applicant, but not necessarily a person that initially live in [this city] and have a Norwegian name. And I do think we do have become very good at [hiring minorities.]*

Karen		*I think we will deliver much better products if we are diverse and, yes, I think we will become more competitive.* *There are so many who are both competent and skilled, who bring their previous experiences, which we don't have, both on competencies and capacity.* *…But if there are any*

Table 9: Findings, reasons why to hire - Pressure

It may not be as simple forward as claiming the pressure is based on a pressure for diversity only. Inside TiC, there is an important factor encouraging diversity. As mentioned by both, there do exist pressure for hiring, but the intention of diversity itself is not instantly directed towards the reason why minorities are hired. It is based on a need for workers with the required competency and skills needed for the job. As Lisa explained, she was very precise on emphasizing qualifications and merit. Both Karen and Lisa acknowledged the point of view. When it got to specific reasons to hire minorities, Lisa recognized the view of Cox and Blake (1991) of competitive advantage, stating that she believes that products will become better and it will make them more competitive.

4.3.4 Strategies for integrating

What		
New in the city	Lise	*We send them some kind of start-kit. A brochure and a CD, which explains a little bit on how it is to work in Norway.*
Language-course	Karen	*We do provide Norwegian-classes upon arrival, but after a while we expect them not only to go to a class, but also to dare to communicate in Norwegian, by writing mails and such. Mostly all will agree upon that it is not a requirement, but an encouragement. […] When it comes to time, we do have to respect that it can be hard,*

		and for some it might be a though tough language to learn. It does take time…. In general, I would say that there is an understanding for the importance of it, and a genuine wish to learn.
Chamber of Commerce	Karen	*We have an agreement with the chamber of commerce to ease the integration for the minorities*
Internal	Lise	*We have gotten very good internal. We have eduated people to be "cross cultural connectors", where we are out in projects and different teams, coursing them in how important it is, to build up a joint culture in TiC and a language we can use across cultures, but, ehh, I think we could be even better.*
Improvements?	Lise	*On improvements and that…to explain how we work. A little bit about expectations. I do believe some are used to getting a task and then do it, so we do expect that people take initiative and do it in a way, eh, it becomes our job, I believe, to explain how we want them to work. Or, how we work, so that they can understand*
Expectations of the new	Lise	*I do believe that the newcomers needs are being met. But as I mentioned previously (footn - Chat before interview), it might be that they expect to become project manager within five years. It might not always be that way. […] We do aim for young heads of department which does not have that much experience, but in some*

| | | *positions, they want [experience]. I think that could be a difference from what they are used to or expect.* |
| | | *But I do think that it will change a bit in the future, I think that the young will get, some kind of change.* |

<div align="center">Table 10: Findings, Strategies for integrating</div>

Both Lisa and Karen confirmed that TiC was better to welcome and meet the needs of minorities now than before. Besides initiatives mentioned above, the cantina was one place that had gone through changes the last few years, trying to meet as many cultural needs as possible by having international weeks with food from various continents.

In regards to language, I was told by Sile that told the younger newcomers were more eager to learn the language than those moving to Norway at a later stage in life, often bringing their families along.

4.3.5 Expectations

What does the company expect from the newcomers as they enter the workforce? I asked if the company have certain expectation besides the actual performance of tasks and projects.

Expectations	
Lise	*Expectations and clarifications. Regarding…[…] just to be able to relate to a female boss. The way things are done here are important to us. Even though we are open for feedback and improvements. It is one of our values. To be honest and direct… But there are certain things that cannot be accepted. […] I have joined interviews where the applicant didn't want to look at me, but only at the head of department, who was a man. […] I do think we have to tolerate that we are different and dare to talk about it.*
Karen	*Language is important. That they learn Norwegian is probably the most important expectation. Not to be difficult, but we do think it is important for the purpose of being able to integrate. Just to be able to participate in social talks. We have seen that it is important, for example when having a cup of coffee during a break…it is nice that*

| | *everyone can attend, without having someone standing outside in their own group.* |
| | *One person has decided to hold all the meetings in Norwegian. Those who can't understand can get a summary in English after.* |

Table 11: Findings, expectations

Regarding language; this was a topic brought up throughout the interview-sessions with all the newcomers, both in regards to socializing off and on work, but also in direct relation with work and meetings. Language is one of the most visible forms of onstage culture, as it excludes the ones who know it from those who don't when having an oral conversation.

As to learning the language, several talked about finding the right time. The two newcomers who were single brought up the increased possibility such as meeting a girlfriend/boyfriend as and one incentive to learn the language. At the same time, I was told by one who arrived to Norway in his fifty's that he found it hard to find the time to learn the language. There was simply too much else going on. I asked Karen if it maybe could be easier to make English the language of choice in the business:

> *It would have been the easiest for all of us, but then, if you think cynical about it, you will lose the part regarding that people do talk together and that we do have a system with a low hierarchy with effective communication demanding things to [be communicated fast].It is the fast chat. Some of the message may be lost on the way.*

Sam talked about the Norwegian people's English skills as being almost a destructive part in learning the language.

> *The language is supposed to be the biggest obstacle, but TiC is really an international company, at least in my department where I am, seventy percent of the foreigners' main language is English. That's why I have been here for some time, and still don't know how to speak Norwegian, because everyone speaks to me in English. Even in stores. When you go out in the city, everywhere people will talk with you in English. Norwegians have a really good English level...it works against us, actually, it doesn't motivate us that much to learn Norwegian, because everyone else speaks English. –*
> *-Sam-*

4.3.6 The newcomers point of view

The newcomers were asked what they believe the management think about culture and diversity. The questions were not

Thoughts about culture and the management	
Bob	*I think they don't think about cultures in a way. For them, we are all the same. We just work here, and they treat us similar. […] We give feedback to our boss and they give us feedback, which is fine. You don't have that chance in […].for example. You have to accept your boss and not complain. Here you have the opportunity to express things friendly, which is good.*
James	*In my department at least, it is very nice. Because…We have a lot of different people from different countries. From Poland, Venezuela, India. I come across many people. It's not only Norwegians. It is nice. And when we have our teambuilding, that is considering, it is taken in focus that there are people from different cultures. Some functions that will suit all of them.* *In particularly my department at least I am happy. I don't know about the other departments, but in my department it is very nice.*
Eric	*When I was applying for jobs, I felt like "No, in Norway it will be too difficult to find a job since I don't speak Norwegian." And I thought that if they received one CV written in English receive another one in Norwegian; they would read the one in Norwegian only. It was my feeling. […] But at the beginning, it was quite hard. But I realized, it is mainly for the small companies, not big international ones* *And actually, I asked my boss: "Is it a priority to speak Norwegian here? If you see a CV in Norwegian, do you just take the candidate even if the other is much better?" And he said "No no no. Of course I will choose the best. The language is something you can learn. For us it is more important to have a professional guy with a background we need here"*

Table 12: Findings, Thoughts about culture and the management.

4.4 Integration

"The most important part is to have your own initiative, to be aware that you need to get integrated, and that you need to make some steps and don't wait for the others to come to you" –Eric

4.5 What does it take to integrate?

One choosing to work in another country may do so by several reasons. One reason may be to explore another culture for a certain amount of time before returning back to one's own country. Another incentive may be to live and settle in the new country for an indefinite amount of time. The appropriate approach in terms of making an effort in terms of integrating into the new culture is not definite: each has to find their own way of coping in the new environment.

In the meeting with the respondents, the newcomers were asked how they had coped with integration, probing their own awareness around it. More specific, I asked: What does it take to integrate in the society, and at work?

What does it take to integrate?	
Eric	*I think it depends where you come from. The answer is different depending on where you are from. [...]* *I think, the most important part is to have your own initiative, to be aware that you need to get integrated, and that you need to make some steps and don't wait for the others to come to you. And also be open to whatever I mean, be flexible. If you don't like to play curling, or to ski, just do it, for fun. [...] So… yeah, just be open to all different activities. Invitations, whatever [the job] offers you. Stuff like that. I think those kind of stuff are being…kind of the key,*

Sam	*to be more into the culture.* *[…] You can start to do as your colleagues do basically, in terms of working hours. Even activities. […] I guess as much as you stay here and you start to get Norwegian friends and so you start to integrate more easily because they start to pull you to the activities and integrate you into the culture more easily. It has a lot to do with contact.* *Of course, if you keep yourself in your own community, with the people where you come from, it would be more difficult for you to integrate. Without experience with the culture, you don't live it.*
	Do you want to?
James	*Yes of course, I would like to, and I try to. It is not only your culture, it is other peoples point of view. I appreciate.. and would like to learn. I'd like to learn Norwegian but it is not easy. I would like to enjoy the festivals, like 17. Mai. Just to enjoy everything.. –*
Sam	*Yes. First of all the language. When I arrived, TiC provided first a Norwegian class and lessons as a start for us. If you plan to stay here for a while, your priority should be the language. […] –*
	How do you feel now?
Bob	*I feel ok. I am planning to be here for a long time […]. I can feel integrated [at work]. I feel really integrated here. I now know all the things about […].. It took me more than a year to feel completely good in a way*

Table 13: Findings, What does it take to integrate?

Eric expressed that responses depends on country of origin. It might not be so unlikely to believe that a person from for example a collective minded country (footnote) may react to a individual minded country in a different way than a person moving to a country with the same

"state of mind"* as the host country. Based on this, it could be naturally to believe that one person coming from an individualistic environment could experience challenges, both off and at work, in terms of integrating. This notion will be discussed more in the discussion chapter.

When it came to integration, all respondents acknowledged the importance of being proactive. As mentioned by Eric in the beginning of the analysis: *it is important to have your own initiative, not waiting for other to come to you*. Awareness around ways to integrate were clear among the recipients: to have an initiative and basically to make an effort.

What was interesting was how one respondent especially mentioned people from a certain culture which he claimed was having a lack of interest in integrating in other cultures but their own. One of my respondents were from that country, but did at first glimpse not seem to match his point of view.

4.5.1 Is integration a choice?

My next question was similar to the previous ones being asked, but I saw it as necessary in terms of bringing one's own consciousness regarding integration. The question was if the newcomers perceived integration as a choice one can choose to make, or if there are other aspects that will play a role in the integration process.

Eric	*A choice? Of course, you choose… you choose the life you want to…hmm...let's see. You choose how you want to live in a society. So, if I want to live as a…to stay only with…or try to have my own…culture… But yeah I think it is your choice how you want to live and I have seen that many people from Pakistan or India; they live in small communities here. They don't integrate. It's my feeling. I may be wrong, but I don't feel that they integrate at all in the society. Of course it is how you want to live. But in my case, it is a necessity. For me it is mandatory to be integrated in the Norwegian culture. I don't have an option… I have to. As long as I am in Norway, it's logical. It makes sense to be integrated.*
Sam	*According to my experience, it's about you, if you want to integrate*

	yourself in a society. I haven't found a Norwegian saying "you are a foreigner, I am not talking to you, keep yourself to yourself". I never found Norwegians doing that. It's a little bit more difficult to do that first icebreaking, but after you start to know them a little bit I see them as warm people. So I never found any difficulties in that so I really think it is your own choice if you want to feel integrated or not; if you want to integrate yourself. (...) Of course, you arrive to a new country so you cannot expect that everyone asking you all the time. You have to look for it and show that you are interested. Participating in the culture

Table 14: Findings, Is integration a choice?

Eric was very clear when talking about this topic. Stating *you choose the life you want to,* he points out what to him is obvious. You have a choice of the life you want to live. At the end, he added:

> *"But It is not something that I feel is "Oh no it is so hard to do", being integrated in this society. It is kinda liberal, it's not restrictions. People from other countries… I don't feel it's complicated". – Eric-*

4.5.2 Do you have to leave something behind in the integration process?

> *"It is really difficult to live here but thinking: "oh I'm missing this kind of food, the weather could be nicer." Come on, this is the real life, this is the presence!" – Eric-*

Having discussed if integration is a choice, choices needs to be made in the process of integration. It is when making these choices one may be put in the situation where conflicts of own moral value, cultural compass, or even integrity may evolve. (ref) The introduction to this specific topic, I asked if anyone had felt that they had experienced the feeling of leaving something behind in the integration process.

Bob was the one throughout the interview who continuously kept telling how he *benefited* from coming to Norway, and learning about the culture. The Scandinavian culture and way of

living appealed to him, as being friendly and family oriented.

Did you have to change your values?	
Eric	*Something I have seen is that Norwegians are very honest. The friendship is very important. […] Something that I have seen is that… in [my country], you invite a girl out and you pay. It doesn't matter what you drink. And the first time I did pay [here], she was like "What? Are you going to pay? I can pay as well". She was really disappointed. […] I think it it's because here, it is very equal, the genders. All have the same rights, and there is no discrimination in Norway.* *When I came to Norway, I though "ok I am going to Norway, so I have to start living in Norway, and I want to live, to going into the culture. I have seen many in Norway live, but with they try to live the same way as they lived before in their home countries. […] It says so much about the person and how adapting you are, and how willing you are to…I don't know.* *Of course I miss a lot of stuff from my country. But I am here, and in Norway of course I have to live as much as much as I can here. Pay taxes, try to live..feel Norway. It is really difficult to live here but thinking: "oh I'm missing this kind of food, the weather could be nicer." Come on, this is the real life, this is the presence! –*
Bob	*You have to get rid of some of them, I think. Especially, you have to learn a lot when it comes to organization. You are used to different things. But I think, you only need time to understand and be familiar with everything* *When it comes to values, I think we have the same values. Because the values are something which is not new, and… It is difficult to express something about it. I think that's the way. We have our own values, and our own values are basically to be honest, you know.*

	The honesty is the best value when it comes to work environment. And to be friendly and to be…
	When it comes to personal life, yes. But I think […] we have a lot of things to learn about Scandinavian culture

Table 15: Findings, Did you have to change your values?

Bob was the one being most work-oriented in his answers. He also claimed that it might be necessary to "get rid" of some of the values. Recall that being steadfast to moral values is one of the definitions of integrity. When asking Bob more regarding what he meant by his statement:

"There is a value that is very important to me, and that is to be useful instead of being important. […] I think it's a difference between Norwegian culture and American culture. In American culture, you are competing for positions, and that is the most important to increase the salary-levels, and then people use to sell themselves as an important person, instead of being useful and thinking more in the benefit of the company. And then, if you have a company, and people are thinking in that way, I think it is a successful company.

4.6   A glimpse into the future

"But if I am going to stay here, I would have to accept it here. I cannot change it. I have a choice." – James-

During the interviews, the newcomers seemed to enjoy their work with no further complications due to different values. It was when we started to talk about the future that some indicated that it was "the present" and "the future", and opportunities and needs at work. Despite cultural differences and other practices, being able to do their job seemed to be first priority. The future was mentioned on two levels: the personal level and the professional level. As for the professional level, the questions were asked with small variations:

Are opportunities important to you?	
Eric	*Yes, definitely. My career here in TiC.. I mean, this is the most important. If I see in five years that I am in the same point as I started, I would want to change the job. But, for me it is very important with a career plan. I know I have opportunities to grow and improve my skills.* *But here, something I have seen is that here you have many opportunities to change also within the company, if you want to go to another project or you want to work in another discipline. Different opportunities. TiC is a big company to see… even if you want to move to another city, you find opportunities.*
Do you have the same opportunities as everyone else?	
Bob	*I don't see any difference about that. The only is that if you want to apply for a management position, the language will be a problem if you don't speak Norwegian. I need to speak Norwegian if I want to apply for a management position. But I don't think it is my idea at the moment.*
Does work allow for thriving?	
Sam	*That depends a little bit. As I told you, I came from a totally different industry so the last [part of time] have been quite new, which is good. It keeps you motivated and you want to learn. But, after a while you start to think that I could do a little bit more in progressing your career. What I am feeling, at least here in TiC, if you are not Norwegian, you are allowed to progress to a certain point. After that, you start to see the hierarchy charts, you see that above a certain level, there are Norwegians only. That makes you think a little bit of course. But, in that issue I did not have much expectations. At least I did not put many thought about it when I arrived. […] Only now I am starting to think about it. […] Coming from a multinational company […] All the positions were open to everyone. And that gives you a good feeling that you…can reach wherever you want.*

	Do you feel you have the possibilities here?
James	*I have, but I want to do more, I think. But I keep telling my boss that and he tries to. I don't like doing the same thing every time. If it is two-three years, I would like to move to something new*

Table 16: Findings, A glimpse into the future.

Sam, Bob and Eric mentioned aspects of the job, which could be a challenge or a problem in the future in regards of opportunities. To have the opportunities seemed important to all four. James was the one who seemed less into the way of thinking that the others were, but did recognize the importance of having challenges at work. In all, opportunities was the ongoing theme on what was desired in the workplace. As to being able to achieve their goals, Sam was the one stating most strongly that he recognized only Norwegians at the higher management levels.

On the personal level, I asked if there was a clear future in TiC/Norway.

	Do you see a future in Norway?
Eric	*Difficult to say how long I will be in Norway. But, for sure I want to come home to my home country one day. But I do not know when [...]. But in my near future, I see my life here in Norway. [...] I see a lot of advantages here. The quality of life, many things, but also, many things that have reminded me of my country.* *I can say that if I have family here, and I have kids, I don't know. Sometimes, when I go out to town on Saturdays, or Fridays, I see a lot of young guys, completely drunk. [...] Just fall down on the streets. Yeah, so I think oh no, I don't want to see my kids grow up living in a situation like that.*
James	*Maybe when I have children, I have to think about it. Yeah! Initially it is ok. But when they get teenagers, I would think twice I think.*

	Because, here it is different. The children starts smoking and drinking…and it is not acceptable in […] so. […]It is different. But if I were going to stay here, I would have to accept it here. I cannot change it. I have a choice. […]Norwegian environment is good. The friends are good. The only thing I would think more than twice is only when they are teenagers. I think if they grow up here, I don't think they'll come back to me and, and they would like to stay here. And that is ok, but still that would be a bit difficult part.

Table 17: Findings, Do you see a future in Norway?

Probing if James would think twice of having children in Norway, based upon his own statement stating tha *that Norwegians drink that much,* James replied in a joyful and genuine tone:

> *They enjoy. Shey should enjoy life. Everyone should be free. There shouldn't be restrictions for anyone. Everyone should be free. Even I am free to drink. It is my choice. I don't. [Drinking] is not for my values. If I am staying here, I should…I don't believe that if I am from [my country], I should behave exactly like here, when I come to another country. I don't believe that.*

Cox (1991), amongst others, states that being strict to own moral values is necessitate in terms of being a person of integrity. All the respondents gave the indication that they felt that they were being better off in one way or another, comparing to where they came from. However, it did not mean that they *had* to act against their moral values, as James explains above. The following sections gives a rather detailed view of how one of the interviews evolved. The underlying tones in James's replies were acknowledged by both Bob and Eric. However, James was the one stating it the clearest:

When asking James more on the Norwegians, he replied rather quickly:

> *The Norwegians do enjoy. I don't say they don't enjoy. They enjoy more in the weekends drinking, and going to pubs. And that is part of culture for them! For us, that is not part of the culture to enjoy. Maybe it is difficult for us, but not for the Norwegians. It is like that. If they tell me to go to a pub, I do not accept. If I tell the Norwegians to do something the way I want, they don't accept. [Pause]. It depends on where you are brought up. [Norwegians] enjoy. They should enjoy life.*

Regarding obstacles [to integrate], does it make it harder?

No, not like that. It is not the drinks. It is ok. Everyone should be free. There shouldn't be restrictions for anyone. Everyone should be free. Even I am free to drink, it is my choice. I don't. […] It is not for my values. If I am staying here, I should…I don't believe that if I am from [my country], I should behave exactly like here, when I come to another country. I don't believe that. I belive you need to adopt where you are.

For me it is bad, cause I am not used to this type of lifestyle. So it is bad for me. I have always been taught, "this is good, this is bad" from my mom. That is why it is like that. But if I was [from] here, I would not say this is bad. My parents would never say "this is bad". It is already there in my memory.

5   DISCUSSION AND ANALYSIS

5.1   Integration: A Complex Picture

The thoughts and experiences given by the respondents indicated a rather complex picture of integration. Differences in the Norwegian culture were identified, both at work and after work. At the same time, there was a large portion of understanding and acceptance of the new culture. All the newcomers agreed upon the importance of becoming integrated. To be new, both to the company and the culture itself, was the reality most of the newcomers were faced with.

5.2   The Findings and Analysis

Falkenberg (2010) states that it is when newcomers move from culture A to culture B, problems may occur. During the interviews, slightly few problems were expressed when talking about the status quo; here and now. The overall impression given was that all seemed to be coping impressively well in the new environment. It was when talking about the future that some issues were revealed. It was the present, and then there was the future.

After the findings were written down, the data was further analyzed. The analysis was conducted by drawing on the preliminary framework introduced in chapter 3, identifying the factors that seemed to have an impact on the dependent variable; integration. The result is the following section, with the identified categories: the *present* and the *future:*

"The present" Short term integration	"The future" Long term integration
❖ How one's own *initiative* affect the initial integration ❖ Learning the Norwegian *language* and the company initiative ❖ *Activities* and the company initiative	❖ *Family* values ❖ *Culture* and identified potential conflicts ❖ Work-related *opportunities*

Table 18: Short/Long term integration (Buene, 2011)

The following section will present the discussion and analysis in the order described in the boxes above. The analysis will be conducted by having one (or two) statements from the interviews, followed by a statement from theory that supports the statement. In this section, statements from the interviews will be kept to a minimum, as they represent the overall view from the respondents. After the discussion and analysis, the factors been made clear during the research process will be presented into a comprehensive framework.

5.3 Short term integration

Short term integration covers the factors revealed as most outstanding in first phase of integration. By naming it the first phase, I mean the initial time when overcoming the *visible* factors of integration. Initiative was identified as a necessary ability in the earliest stage of arriving. The last two factors in the short term integration may be compared with the onstage culture, presented by Varner & Beamer (2005).

5.3.1 Initiative

Newcomers
[…] But I realized I had to break the wall. So… I made the first step. Because…I mean. If you wait, for them come to talk to you…I mean it is not good […]. So afterwards, I started talking with them. And now I have very good friends -Eric-
Of course, if you keep yourself in your own community, with the people where you come from, it would be more difficult for you to integrate. Without experience with the culture, you don't live it. –Sam-

The first factor can be made intuitively. To be able to get to know new people, a new culture or a company, one needs to show initiative. Without initiative or the willingness of getting to know "the new", it might not happen. James stated that the climate had kept him from being outside and social in the beginning, preventing him from getting to know the culture. As Sam pointed out above, one needs to take the imitative, or to take the first step in those cases necessary.

5.3.2 Language

To learn the Norwegian language was desired by all the newcomers, yet not seen as a total necessity due to the language skills of the Norwegian people.

The importance of learning the Language		
Theory	Newcomers	TiC
Inclusion of minority culture members in informal networks and activities outside of normal working hours (Cox, 1991). *Feelings of belonging, loyal and commitment to the organization (Cox, 1991).*	*...of course I have some kind of disadvantages. I don't speak the language....I feel that, for example in TiC when they arrange a trip "let's go and rent a boat", and everything is in Norwegian. The invitation and all the details. You feel like "oh no, lets rather see these international activities".* *...Yes. First of all the language. When I arrived, TiC provided first a Norwegian class and lessons as a start for us. If you plan to stay here for a while, your priority should be the language. […] –Sam-* *If you work in TiC, you should be able to speak Norwegain,* *-Sven-*	*We do provide Norwegian-classes upon arrival, but after a while we expect them not only to go to a class, but also to dare to communicate in Norwegian, by writing mails and such. Mostly all will agree upon that it is not a requirement, but an encouragement. […] When it comes to time, we do have to respect that it can be hard, and for some it might be a tough language to learn.* *–Karen-* *One Norwegian employee has decided to hold all the meetings in Norwegian. Those who can't understand can get a summary in English after. – Karen-*

Table 19: The importance of learning the Language (Buene, 2011)

The picture regarding language contains several aspects that need to be taken under consideration. To learn the language was initially seen as important for two purposes: To communicate at work and after work. The following two reasons to learn the language in relation to work were identified:

- To be able to understand meetings held in Norwegian
- To attain social gatherings, such as coffee-breaks and social activities

TiC does not require that the newcomers know Norwegian upon arrival. However, they do provide courses upon arrival at *The Public University,* to encourage learning. As for the meetings held in Norwegian, summaries are handed out in Norwegian afterwards. The issue was more related to the social gatherings, and the newcomers had the understanding that they needed to learn to become fully integrated, and to *attain social talks*. The theories presented by Cox (1991) describes two strategies as to how a company should include minorities: through *Informal Integration* and *Organizational Identification*. In TiC, teambuilding and activities are provided, but as Eric mentions, invitations sent out in Norwegian has kept him from attaining certain events. TiC does provide many activities, but if some feel left out due to language skills, it should be considered to provide this information in English as well. Again, this shows the complexity of the factor language: The newcomers want to learn and the company provides courses and activities, the latter sometimes in Norwegian, with the result that some might not attend. Eric claimed that the company could do more to ease the possibilities of learning the language. It can be questioned if this should be TiC's responsibility, but as an international company, informal integration described by Cox is a necessary strategy towards integration of newcomers.

As for integration after work, the English skills of the Norwegian got the "blame" as to why some do not see a reason to learn the language. The one who were placed in teams at work with mostly internationals did also not feel the same necessity for the language in terms of the social talk at work, but still, for after work hours.

5.3.3 Activities and Diversity Management

Newcomers	TiC
[…] You can start to do as your colleagues do basically, in terms of working hours. Even activities. […] I guess as much as you stay here and you start to get Norwegian friends and so you start to integrate more easily because they start to pull you to the activities and integrate you into the culture more easily. It has a lot to do with contact. – Sam-	*We do have an arrangement with the chamber of commerce, who arranges for activities for the international workers – Lise-* *We have a welfare club here in TiC. […] We go skiing. Downhill a few times a year. We also do have a yearly "treasure hunt" taking place in the city. […] There is a lot of stuff going on. […] It is an important part of being employed in TiC. - Lise*

Table 20: Activities and diversity managment (Buene, 2011)

5.4 Long Term

Family values and Cultural Acceptance are presented separately, yet they are congruent factors. The main difference pointed out here is that *Family Values* is also related to company initiatives, whereas *Cultural Acceptance* presents the acceptance towards the society as a whole.

5.4.1 Family values and Acceptance of Culture

Family Values		
Theory	*Newcomers*	*Newcomers*
In Scandinavian political and public debate, immigrants and family relations have been highlighted as one of the main barriers towards successful integration in the local society […] Many in the young generation experience difficulty reconciling the expectations of adaptation that they encounter in the receiving society with the obligations towards their family that they have as good sons or daughters (Olwig, 2011)	*…Yeah! Initially it is ok. But when they get teenagers, I would think twice I think. Because, here it is so different. The children start smoking…and it is not acceptable [in my country]…it is different. But if I am going to stay here, I would have to accept it here. I cannot change it. I have a choice! …The Norwegain environment is good. The friends are good. The only thing I would think more than twice is only when they are teenagers…* -James-	*I can say that is I have family here, and I have kids, I don't know. Sometimes, when I go out to town on Fridays or Saturdays, I see a lot of young guys, completely drunk. So I know that here they drink a lot. Just falling down the streets and, oh completely. So I think no, I don't want..* -Eric-

<div align="center">Table 21: Family values (Buene, 2011)</div>

Four out of five of the newcomers were not sure if they were to stay in Norway on a permanent basis. As for the five, two of them had children. Karen explained that TiC is providing the opportunity of working flexible hours. This to ease challenges the combination of family life and work may bring. This was also mentioned, and highly valued, by all the newcomers. The factor to further be pointed out in regards to family values is towards the society in general. Olwig (2011) points out the importance of family values and challenges in regards to these in the meeting with a new culture. As James explains, when the children are teenagers, there might be a conflict. This is also recognized by Olwig when describing choices the young generation has to make in the meeting with new norms and values.

Acceptance of the Culture		
Theory	*Newcomer*	*Newcomer*
The Scandinavian case studies thus clearly demonstrate that integration is not just an analytic term measuring levels of social incorporation...for example, employment, housing and education. It has become an emic term denoting the ability to conform to social norms and cultural values defined in dominant discourse to proper citizenships (Olwig, 2011:180).	*[…]In my country, we have our own humor. I miss that. But if I spoke Norwegian, it would be much easier. […] In the beginning, everything was nice. But after three months, I started missing my country. But it was especially in my case because it was winter. I just wanted to go out. So I went to Spain.[…] The only thing I need is to learn is the language to feel, not fully integrated, but more integrated. The point is, I don't feel isolated. That's important. […] – Eric-*	*I did not feel like going out to meet people the first year, but later on, when it was winter time, then it is more difficult to sit in the house. Mainly the climate…[…] You cannot do anything about the climate. People are staying here, so, that is ok. We are coming from a different culture […] We have people around us all the time, so you don't think much about the climate. Here, it is so much nuclear families. You only stay with your husband and children. In [my country], it is your grandfather, your aunt and uncles…neighbors are visiting… -James-*

Table 22: Acceptance of the culture (Buene, 2011).

When talking about thriving in the Norwegian society, the climate was brought up by four out if the five newcomers several times. The last person, Sven, was originating from a culture close to the Norwegian, in contrast to the other four who all were used to a much warmer climate than the Norwegian climate. This actually seemed to be a bigger obstacle for thriving than first assumed. James, Eric, Bob and Sam mentioned how they missed the warm weather. If not a direct *cultural* difference to overcome, the climate is mentioned here as it was brought

up so many times, both in regards to being active and attending sports, but also in terms of it evoking winter-depressions.

5.4.2 Opportunities

Opportunities	
Newcomers	*Newcomers*
I have [opportunities], but I would like to do more, I think. But I keep telling my boss that and he tries to. It's two or three years, and then I just want to move to something new. I want to learn something new. -James-	*[…] The only thing is if you apply for management positions, the language will be a problem if you don't speak Norwegian. I need to speak Norwegian if I want to apply for a management position.* – Bob-
[…] Many people, at least new employees, see TiC as a school for three to five years, and then they go to [other] companies. I have seen many cases…I don't know if TiC knows that. […] I know I have opportunities to grow and improve my skills. But, as long as I want to. I don't know if I want to become project manager in five years.[…] Challenges are very important to me here. If I find an easy task, or some assignments that I don't find challenging, it's boring. – Eric -	*What I am feeling, at least here in TiC, is that if you are not a Norwegian, you are allowed to progress to a certain point. After that, you start to see the hierarchy charts. There are only Norwegians. […] of course, I have a career plan in my mind that I would like to follow.*

Table 23: Opportunities (Buene, 2011)

Venezuela claims that he does not think the company cares what country he is from. Glennllopis.com (2011) enhances the importance of making diversity management authentic.

> *Diversity cannot just be about making the numbers, but rather how an organization treats its people authentically down to the roots of its business model.* (Glennllopis.com 2011).

This should imply having the same opportunities as the other employers. During the interviews, to grasp the inner layers of culture was at first not an easy task, as everyone seemed to be appreciating the opportunity they had be given to work, earning salaries higher than in their home countries. In terms of opportunities, there was a mutual agreement that opportunities were important. However, no one of the newcomers did state that they felt they were being held out of positions they wanted to be in, at least not at the point of time the interviews were conducted. It could be seen as likely that if a conflict should occur, the newcomer would rather change job instead of leaving the country.

5.5   So what about integrity?

The outcome of the interviews was that integration was depending on several factors in order to be integrated, as well as *the desire of being integrated*. As discussed in chapter 2: when faced with a new culture, one might have to take choices that may affect one's own integrity. These choices, and the perceived integrity amongst the newcomers, were what I initially wanted to investigate. As it turned out, a strong acceptance of the new culture was acknowledged at this point in time, representing the short term integration. When talking about long term integration, the newcomers were revealing more of the inner layers of culture, as well as the *actual meeting* with culture B.

5.6 Suggested Comprehensive Framework

The comprehensive framework is the visualization of the findings and categories described in the discussion and analysis section. As a newcomer meets the company, initiative, language and activities are the main factors identified for what I have decided to call *short term integration*. In terms on long term integration, several factors needs to be in place. If not given enough challenges, or what is required to thrive at work, one does not necessarily have to leave the country. A solution may be to change job, as indicated by the framework. When meeting *the culture,* meaning the deeper manifestations such as family values, based upon my findings, one can decide to stay and live, or accept and isolate. To have initiative is the first factor mentioned in the framework, and I believe is lays the foundation for the further process more than the rest of the factors.
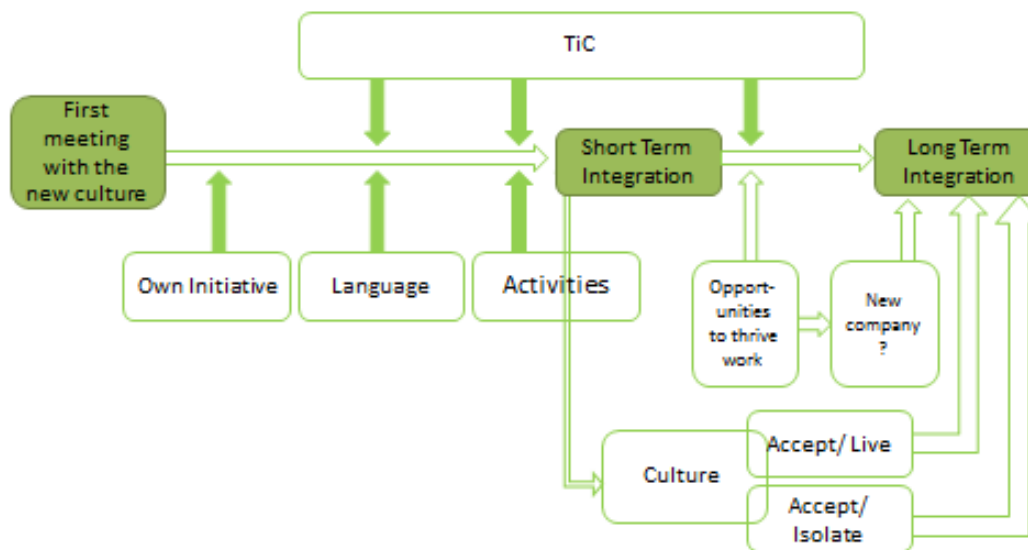
Figure 5: Comprehensive framework of Short and Long term Integration (Buene, 2011).

6 CONCLUSION AND CRITICAL REVIEW

6.1 Conclusion

Integration is a highly important, yet complicated topic. When moving from culture A to culture B, one will with no doubt face challenges and cultural differences. However, the way one decides to face to meet the culture may be crucial in how the integration process may evolve. To have your own initiative, be willing to learn the language and deliberately integrating by attending activities. To draw one conclusion based on the findings and analysis would be rather challenging. By presenting the comprehensive framework, I have indicated the factors that have been outstanding in the findings and the analysis.

One thing that stroke me was that, regardless of the software of the mind based and culture of origin, all my respondents had something in common; education and international experience. This idea followed me through my past interviews, as my respondents, one after another, was rather positive to the process of integrating.

6.2 Critical review

Limitations due to the experience of the researcher

❖ I might not have been able to read between all the lines, asked all the right questions or been well enough prepared for the interviews

❖ Being the first time writing work at this caliber, there

Limitations in regards to the nature of the respondents

❖ An important notion of the critical review is the nature of the respondents who agreed to participate. In total, five newcomers were interviewed. Those were all willing to talk to me. What about those who declined? One respondent who first agreed speaking to me, but then resigned with the reason that *"she was so new, so she probably didn't have anything that could me of my interest"*.

❖ Age, marital status, cultural background, experience with the country, to name a few, could influence the way the respondents view the meeting with TiC and the Norwegian culture.

❖ The interviews were conducted during working hours, and one from the management knew the identity of the respondents. This may have given the respondents an incentive not to be fully honest when it came to details regarding the company

Even though a person may know the rules of how to act, it does not mean that he or she wants to play by them. A field study could be necessary in terms of observing if the quotas from the interviews match the actual performances.

6.3 Further research

By the nature of this research, I cannot conclude that the meanings expressed by my respondents can be generalized. However, there is no doubt in my mind that there are subjects of interest to be drawn from the interviews and the findings. For further research, the following list point out subjects it would be interesting to further investigate:

❖ **The *present* versus the *future*. How long does a newcomer stay until reaching the point where one has to decide if one should stay or go back?**

❖ **The relevance of education. These respondents were all highly educated. Would the answers have been the same if the respondents arrived in Norway for various reasons, without education?**

❖ **The nature of those respondents agreeing to do an in-depth interview**

7   AFTERWORDS

When I first started working with the thesis, I had a vision of how and where the thesis would take me. There is a Norwegian saying: "The road evolves as you walk it". That was certainly the case for me as well. Initially, I had placed my thoughts on integrity. As the research process evolved, so did my perspective: from integrity the integration.

During the interviews and the findings, it became clear that not everything necessarily needs to be said by words. There was much richness expressed in the interviews, beside just the written words that can be seen clear by the reader. For time and space concern, and it being a master thesis, I had to realize that not everything could be brought out to the reader, or analyzed and further looked into.

What hit me during the interviews was that some of my expectations regarding responses to integration was not met. I did have, to some extent, an expectation that, based upon the theoretical chapter, the respondents could be but more skeptical in terms of integrating. One thing that stroke me was that, regardless of the software of the mind based on culture of origin, all my respondents had something in common; education and international experience. This idea followed me through my past interviews, as my respondents, one after another, was rather positive to the process of integrating.

The shortness in my research came clear to me during the process. Being a student with less to nothing experience within the qualitative research, I developed the questions in the way they seemed reasonable, based upon the research done beforehand. As I was working with the analysis, I realized that I should have been even more "spot-on" with the questions, as it sometimes escalated and went outside the frames of what I could represent in my final thesis. However, it has given me great insight, not just in the aspects of being a "newcomer", but also in terms of doing research and probing the right questions.

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9 APPENDIX

9.1 Andreas Falkenberg – from lecture notes in "Culture and Ethics"
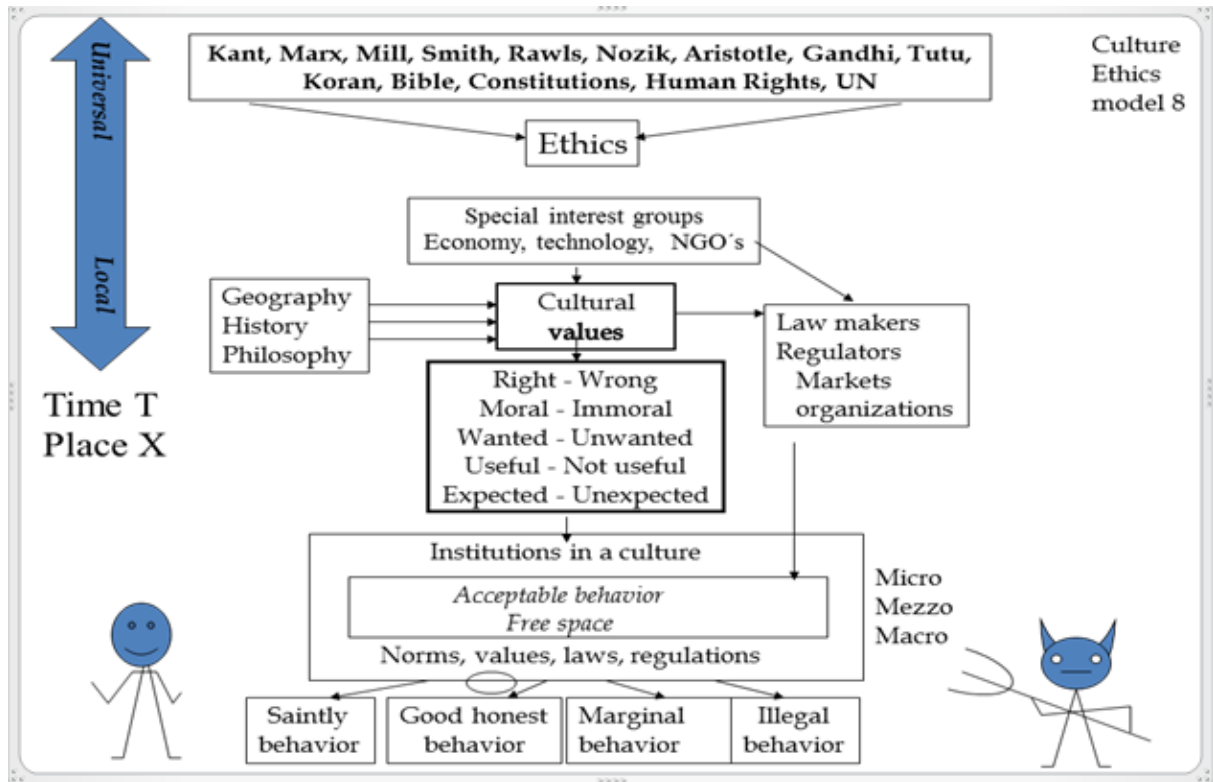
Cultural model (Falkenberg, retrieved from lecture notes in Culture and Ethics 2009)

9.2 Summary of Integrity Usage in Scholarly literature (Palanski, M. E., & Yammarino, F. J. (2007))

Table 1 Summary of Integrity Usage in Scholarly Literature

Wholeness	Authenticity	Word/action consistency	Consist in adversity
Badaracco and Ellsworth (1992)	Cox *et al.* (2003)	Bews and Rossouw (2002)	Duska (2005)
Koehn (2005)	Howell and Avolio (1995)	Kirkpatrick and Locke (1991)	McFall (1987)
Lowe *et al.* (2004)	Peterson and Seligman (2004)	Paine (2005)	Paine (2005)
Trevino *et al.* (2000)	Koehn (2005)	Simons (2002, 1999)	Posner (2001)
Worden (2003)	Lowe *et al.* (2004)	Tracey and Hinkin (1994)	Worden (2003)
	Morrison (2001)	Worden (2003)	
	Posner (2001)		
	Yukl and VanFleet (1992)		

Morality/ethics

Absence of unethical behavior
Craig and Gustafson (1998)
Mumford *et al.* (2003)
Posner (2001)

General sense of morality/ethics
Baccili (2001)
Badaracco and Ellsworth (1992)
Batson *et al.* (1999)
Becker (1998)
Lowe *et al.* (2004)
Mayer *et al.* (1995)
Newman (2003)
Parry and Proctor-Thomson (2002)

Honesty
Den Hartog and Koopman (2002)
Peterson and Seligman (2004)
Newman (2003)

Posner (2001)
Trevino *et al.* (2000)
Yukl and VanFleet (1992)
Trustworthiness
Baccili (2001)
Den Hartog and Koopman (2002)
Paine (2005)
Trevino *et al.* (2000)

Justice/respect
Baccili (2001)
Bews and Rossouw (2002)
Den Hartog and Koopman (2002)

Rawls (1971)
Openness/authenticity
Baccili (2001)
Peterson and Seligman (2004)
Koehn (2005)
Paine (2005)
Rawls (1971)
Empathy/compassion
Koehn (2005)
Lowe *et al.* (2004)

Figure 6: Summary of integrity usage in scholarly liteature (Palanski, M. E., & Yammarino, F. J. (2007)).

9.3 Strategic Responses for Managing Diversity and their implementation (Dass and Parker (1999)).

Implementation

	Episodic	Freestanding	Systemic
Reactive	Denying a European assignment to an African-American **1**	Legal department to fight equal employment opportunity programs **2**	Hiring and firing based on stereotypes **3**
Defensive	Training workshops for minorities: Learn the ropes and succeed **4**	Affirmative action for women and minorities **5**	Socialization of minorities to assimilate in the dominant culture **6**
Accommodative	Diversity awareness for managers: Be sensitive to your new employees **7**	Diversity caucus and communication committee to improve interpersonal relationships **8**	Appraisal systems that establish diversity as a managerial goal at every level **9**
Proactive	Unity-in-diversity workshop for all **10**	Director of multicultural affairs to coordinate relevant functions **11**	Structural and cultural transformation to integrate diversity with other activities of the organization **12**

(Vertical axis left: Strategic responses for managing diversity. Vertical axis right: Pressures for diversity — Low (top) to High (bottom). Horizontal axis bottom: Priorities for managing diversity — Marginal ← → Strategic.)
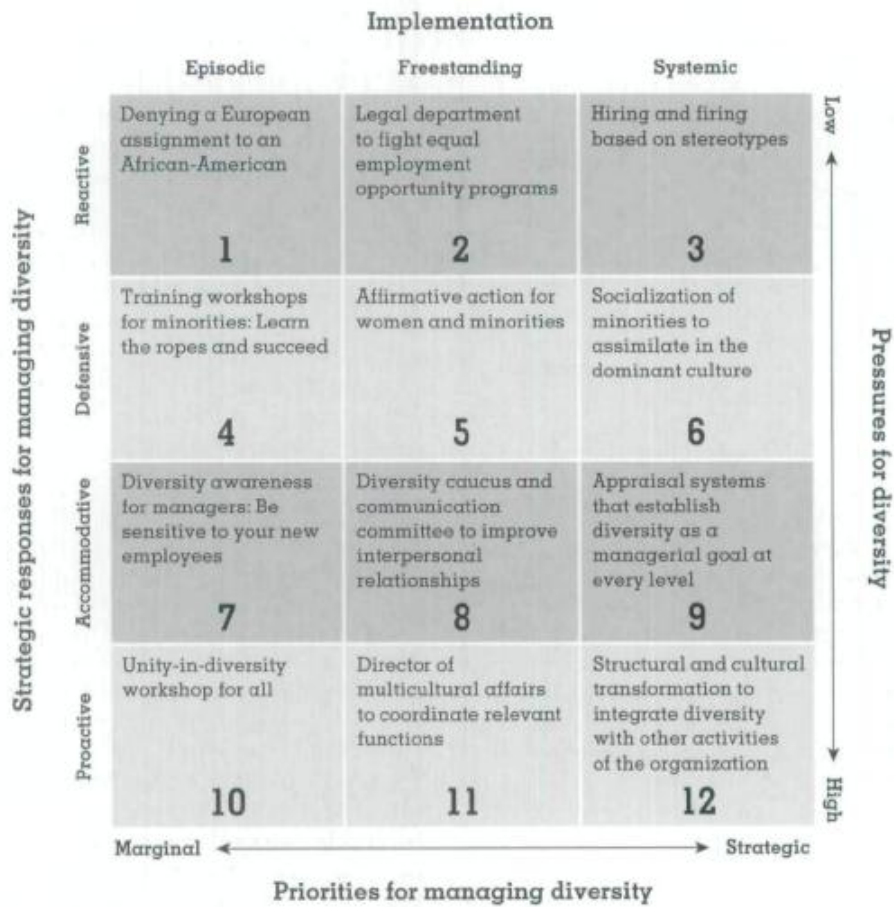
FIGURE 4
Strategic Responses for Managing Diversity and their Implementation

Figure 7: Strategic Responses for Managing Diversity and their implementation (Dass and Parker (1999)).

9.4 Tic Distribution

Key date 09.02.2011

Nationality	- Male - Number	%	- Female - Number	%	= Total = Number	%
AF Afghan	2	0,1			2	0,1
AL Albanian	1	0,1	2	0,1	3	0,2
AZ Azerbaijani	2	0,1			2	0,1
CM Cameroonian	1	0,1			1	0,1
CN Chinese	2	0,1	3	0,2	5	0,3
CZ Czech	1	0,1			1	0,1
DE German	2	0,1	1	0,1	3	0,2
DK Danish	10	0,6			10	0,6
ET Ethiopian	1	0,1			1	0,1
FI Finnish	9	0,5			9	0,5
FR French	2	0,1			2	0,1
GB British	16	0,9	1	0,1	17	1,0
HU Hungarian			1	0,1	1	0,1
IN Indian	11	0,6	2	0,1	13	0,8
IR Iranian	2	0,1	1	0,1	3	0,2
IS Icelandic	2	0,1			2	0,1
LK Sri Lankan	3	0,2			3	0,2
NL Dutch	4	0,2			4	0,2
NO Norwegian	1.324	76,6	274	15,8	1.598	92,4
PH Filipino	3	0,2	1	0,1	4	0,2
PL Polish	1	0,1	2	0,1	3	0,2
PT Portuguese	3	0,2			3	0,2
RO Rumanian	2	0,1			2	0,1
RU Russian	6	0,3			6	0,3
SE Swedish	19	1,1	1	0,1	20	1,2
TH Thai	1	0,1			1	0,1
TM Turkmenian			1	0,1	1	0,1
TR Turkish	1	0,1			1	0,1
UA Ukrainian			1	0,1	1	0,1
US American	2	0,1	1	0,1	3	0,2
VE Venezuelan	2	0,1	1	0,1	3	0,2
VN Vietnamese	1	0,1			1	0,1
***	1.436	83,1	293	16,9	1.729	100,0
EU members	69	4,0	6	0,3	75	4,3
Foreign employees	112	6,5	19	1,1	131	7,6
Non-EU members	1.367	79,1	287	16,6	1.654	95,7

Key date 09.02.2011

The evaluation RPSNAT00 includes

employee(s)   1.729

Figure 8: TiC Distribution

9.5 Interview guide:

The interview is to be conducted as a combination of the Problem Centered Interview a semi-structured interview. I do not expect that the interview will occur exactly in the order I describe below. These are the areas I think would be useful to cover, but the opening question may guide us through the main areas I have addressed. Probing will however be weighted here, and I will try and pick up on points made by the respondent as we go along with the interview, and rather let it be a guide for follow up during the interview. This guide will be the guidance for the interviews with the management as well, as well as drawing on the experience with the interviews with the newcomers.

Interview guide:

1) Some background information – education, previous work experience and position

2) When did you get here?

3) How was your first meeting with Norway

- o A) The Norwegian culture
- o B) The work place

4) Can you describe one time when you felt challenged personal at work?

5) What does it take for you to thrive at work?

6) What opportunities do you value the most?

- o A) Do you feel that you have those opportunities here?
- o B) What keeps you from achieving these opportunities?

7) What do you see for the future?

- o A) Challenges
- o B) Opportunities?

8) In what way do you see your self as integrated?

9) How would you define the term "integrity"? By (a) sentence(s) or single words you think describe it.

10) Integrity can be used both in the term of a *human being* – and also a *company*.

- a. What does it take for a person to have integrity?
- b. What does it take for a company?

11) In what way do you think it is important to have/not have integrity as a human being?

12) When moving to another country, in what way do you think moving from one culture to another *may* impact the integrity of a person? (For example if the environment forces you to act in a new way, follow other values than home values etc.)

13) Do you think that sometimes it may be necessary to let go of *aspects* of your integrity to feel/become integrated?
    a. Socially?
    b. At work?
    c. Have you any experiences from your work at TiC?

14) Do you think the new company should/could do anything to accommodate what the "newcomer" needs to flourish at work?

15) Is there anything you feel TiC could improve/do better in these terms – for you as a "newcomer"?

16) One professor states that to have integrity is to "be whole as a person". Do you have any thoughts about this?

17) Do you have anything to add?

9.6 Interview for Master Thesis

<u>Dear Respondent</u>

Thank you for participating in this study regarding my research on the topic *Integration and Integrity in the workplace.* The interview will be a part of the research process for the master thesis I am writing during my master in "International Management and Strategy" at Universitetet i Agder (UiA) in Kristiansand.

The Purpose

The ongoing globalization has reduced borders and brought people closer together, despite physical distances. This new working environment brings together people with different cultural background into one new environment. The result will bring challenges both at the corporate level and the employee-level. Each employee brings different knowledge and experience to the workplace, but also a different cultural background. As a newcomer enters a new cultural environment, there are several steps in the way to become "integrated" into a new culture.

With this project, I seek to get a further understanding of the many processes and thoughts a group of "newcomers" go through when working in a company outside of their own home country. Questions will be asked on topics such as cultural differences, the integration process and integrity.

Recording and Transcription

The interview will be recorded and transcribed for analysis purposes. By using a recorder during the interview, I will be certain that no information get lost during the interview. Both the transcription and the recording will be handled with care during the process. After the thesis has been submitted, the recording and transcription will be destroyed. Your answers will be anonymized, and statements that clearly identify you will be left out of the final product.

If you have any questions regarding the interview or decide to withdrawal your statement, do not hesitate to send me an email to nbbuen06@student.uia.no