The “feel-how” of the “know-how”

- Social emotion as disposition to perform for the public employee

Susanna Odin

Thesis:	30 hp
Program:	Strategic HRM and Labour Relations
Level:	Master Thesis
Semester/year:	Autumn 2015
Supervisor:	Jochen Kleres
Examiner:	Bertil Rolandsson

ABSTRACT

Problematization:

Third stream activities (TSA) is one of the University's relationships with society and are all those ways that researchers inform the public about research knowledge. TSA is a democratic service and can be viewed as part of a researcher´s role as a public employee. Today there is no systematic way that this performance is observed or measured (Kasperowski & Bragesjö, 2011). This means that TSA-performance is not rewarding in terms of financial outcomes or career development for the individual employee. So why do the human resources at the University still perform? And why do some perform but not others?

In HRM-studies, we would understand this phenomenon by including the AMO-model - that HRM positively influence individual ability (A), motivation (M) and opportunity(O) to enhance performance (Boxall & Purcell, 2011). However, in the HRM-field there is a scientific problem of the linkage between HRM and performance and there are no conclusive results that show that the AMO-model links HRM and performance (Boselie & Paauwe, 2005).

Purpose:

The purpose of this study is to address the scientific problem of the link between HRM and performance, with a focus on the AMO-model, which is described by the formula

Performance = f (Ability, Motivation, Opportunity). By utilizing the alternative approach of an emotion-sociological theoretical framework, the study aims to understand what emotions are connected to the University's performance on a micro-level within the performance area of third stream activities (TSA).

Methodology:

This study has an interpretative approach, which means that the study aims to understand and interpret the event of performance in TSA by discovering the feelings and emotional responses that researchers connect to their performance; thereby an appropriate research design to choose is qualitative research. One of the two main types of qualitative research is to carry out in-depth interviews (Hakim, 2009). This is integrated as one part that constructs the method of grounded theory method (GTM) (Charmaz, 2006). GTM starts with data and the data collected in this study are emotions, emotional responses and feelings connected to the ability, motivation and opportunity to perform in TSA. The data has been collected by the process of 11 in-depth interviews with researchers at a Swedish university.

Results:

Social emotion such as self-confidence are important for, and connected to, the motivation, ability and opportunity to perform in media TSA for public employees of researchers. The social emotions and emotional responses tied to the context of TSA performance are presented in this study as a model called *emotional performance process.* Within this emotional performance process the individual employee feels both emotionally rewarded and emotionally drained. This study shows that media TSA performance is not only a matter of knowing how to perform. It is also a matter of how the employee feels about performing. This emotional experience also plays a role for future performances.

Key words:

social emotions, AMO-model, third stream activities

ACKNOWLEDGEMENTS

I would like to thank my respondents for your courage to participate, to give answers to questions that sometimes have been tough to discuss and for taking your limited time to help me conduct this study. Without you - no study. I would also like to thank two other persons that have made this study possible; my supervisor Jochen Kleres for your valuable input and guidance, and Dick Kasperowski for believing in this study and contributing with perspectives and knowledge. Lastly, I would like to thank Maja and Nils Lundell for always giving me high-intensive emotional energy and to Britta Pollmann for providing the recognition and acceptance needed to generate my self-confidence to act - to write this thesis and go my own way.

TABLE OF CONTENTS

1. INTRODUCTION

In this section, the outline of the study will be presented which includes the objectives of the study; the research questions and lastly, the scientific problem and previous studies.

Today's public work organizations in Sweden have undergone vast changes over the course of the last 20 years, since the introduction of the New Public Management (NPM). With the introduction of NPM, the focus on performance has increased, and the focus on the public has changed from being viewed as citizens, with a right to democratic service, to being viewed as customers with rights to individual demands. This in turn puts demands on the public employee and individual work performance, to have a “marketing approach” when performing tasks in interactions with the public.

One public work organization in Sweden is the University, which is partly NPM run and where the demands on performance have increased during the course of thirty years in the law (The Swedish Higher Education Act, 1992). The University is financed by tax money and regulated by law. The third stream activities (TSA), to spread and communicate research knowledge to the public/society, is one of three duties that universities need to perform in, education and research are the other two duties. TSA are not something that is performed *inside* the University (as in contrast to education and research production), but rather it is one of the University's *relationships with* society. Information to the public about research knowledge is a democratic service, and can be viewed as part of a researcher´s role as a public employee. To share their knowledge by a range of TSA such as giving public lectures, interviews, appearances on news shows, writing blogs and twitter etc - in order to spread their research results to society at large.

Today, there is no systematic way that this performance is observed or measured at Swedish universities (Kasperowski & Bragesjö, 2011). This means that TSA-performance is not a duty or a work tasks that needs to be performed by every individual researcher. Performance is not systematically measured by the University nor is this work task rewarding in terms of financial outcomes or career development for the individual employee. So why do the human resources at the University still perform? And why do some perform but not others?

In HRM-studies, we would understand this phenomenon by including the AMO-model - that HRM is positively influence individual ability (A), motivation (M) and opportunity(O) to enhance performance (Boxall & Purcell, 2011). However, in the HRM-field there is a scientific problem of the linkage between HRM and performance and there are no conclusive results to show that the AMO-model links HRM and performance (Boselie & Paauwe, 2005). The everyday reality of HRM-practitioners is that they need arguments to legitimize their work. Therefore, it is important for HRM-research to serve practitioners with arguments and new perspectives on their work. In order for the research community to be legitimate for practitioners, to provide useful results for everyday HRM-work, it is important to address the research problem.

This study draws upon the notion of social emotion and emotions as human dispositions to act, to perform, by placing employees´ emotions and their emotional responses to work performance in the center of analysis - to understand the "feel-how" of the "know-how" of public employees´ performance.

1.1 OBJECTIVES OF THE STUDY

"*Over the years, organizational and management theorists have gone some way towards bringing people and life into such stiff images. But the kind of individuals they portray are also, typically, boxed and measured. [...] The emotional organization overturns this picture. It does two things. First, it places people at the very centre of the organization - they constitute the organization, what it is and what it can achieve. Second, it reveals emotions as the prime medium through which people act and interact. [...] All organizations are emotional arenas where feelings shape events, and events shape feelings.*" (Fineman, 2003:1)

This quote by the emotion-sociology theorist Stephen Fineman describes the overall objective of this study. Management theories which put people into boxes, such as the AMO-model, are one example of how academic HRM-theories have tried to address the scientific problem of how to link HRM and performance. This study´s objective is to address the scientific problem, with a focus on the AMO-model, by utilizing an alternative approach of emotion-sociology.

Emotions are a systematic field of study in sociology and emotions are viewed as an important link between the micro- and macro level of social reality (Turner & Stets, 2005). What distinguishes the sociological study of emotions from other disciplines, such as psychology, is the conceptualization of emotions. In psychology, the scope is mainly on individual processes and feelings, whereas sociology focuses on the emotions of a context, such as social structures of a workplace and how the culture of a work group, affects emotions (Turner & Stets, 2005). In other words, emotions from a sociological standpoint focus on the social constructions of emotions.

According to Wettergren and Sieben we can make two broad distinctions when analysing emotions and organisations: *Emotionalizing organisations* provide insights on the role of emotions in organizational processes and structures. *Organizing emotions* give insights on specific emotional regimes and applications of emotion rules and resources (Sieben & Wettergren, 2010).

This study will focus on the analytical concept of *emotionalizing organisations* by studying employees´ emotional responses to job performance (their emotional disposition to act/not act within their job performance). More concretely, the study will reveal those emotions connected to the job performance of reschersers within the performance area of TSA. This study aims to illustrate how the use of alternative assumptions regarding emotions and the utilization of an emotion-sociological approach could contribute to, and qualify, our previous understanding of work performance, such as the AMO-model described in the HRM-performance-literature.

For this study, an emotion-sociological approach means to conceptualize the work organization as an emotional arena and performance (in TSA) as shaper/shaped by emotions, where emotions are dispositions to act (the action of performing). To adopt the assumption that emotion is a disposition to act, this study will include theoretical aspects of emotions and actions: self-confidence and emotional empowerment process; interactional rituals and emotional energy. In order to understand how these theoretical concepts and emotions are tied to and influenced by the work institution (the University) and the social work structure (the relations with other institutions in society), a sociological institutional theory regarding institutional logics and emotion rules will also be utilized.

This study is multidisciplinary and combines the scientific fields of HRM; emotion-sociology and science communication. Universities and research are a work organization and occupational group that we normally do not relate with emotions but rather with rationality and objectivity (Bloch, 2012). Bloch made a study in a Danish University to study the emotional culture of academia and the emotional management that takes place inside the University. Within academia one is suppose to hide one's feelings of insecurity and doubt in order to be perceived as a competent person (Bloch, 2012). Bloch shows how placing people and emotion in the center of the organization contributes to our knowledge to understand what is happening inside the work organization of a University. This study will make use of Bloch´s study and try to understand what happens in the organisation of a University concerning emotions that are connected to the performance of TSA.

This means that one objective of this study is to understand how the researchers´ (placed in an emotional arena of the work organization of a University) emotions shape events (the performance in TSA) and how performance in TSA in turn shapes and connects to emotions of researchers. Thereby, this study empirically investigates emotions connected to the setting of a University and the occupational group of researchers, by studying the scientific field of science communication - the performance of TSA. In this way, the AMO-model with the three boxes, can be opened up for scrutiny by investigating the emotional aspects of performance in TSA. It shows what kind of emotions are connected to individual researchers´ motivation, ability and opportunity to perform within TSA.

1.2 PURPOSE OF STUDY AND RESEARCH QUESTIONS

The purpose of this study is to address the scientific problem of the link between HRM and performance, with a focus on the AMO-model, which is described by the formula
Performance = f (Ability, Motivation, Opportunity). By utilizing the alternative approach of an emotion-sociological theoretical framework, the study aims to understand what emotions are connected to the University's performance on a micro-level within the performance area of third stream activities (TSA). The research questions are:

1. What kind of emotions are connected to the Ability to perform within TSA?
2. What kind of emotions are connected to the Motivation to perform within TSA?
3. What kind of emotions are connected to the Opportunity to perform within TSA?

1.3 RESEARCH PROBLEM AND PREVIOUS RESEARCH

Ever since Guest (1997) and Wright (1999) argued that there is a lack of a theory on the link between HRM and performance and a lack of explaining how HRM policies and practices are connected to the organizational performance, this link between HRM and performance has been the target of vast discussion.

In 2005, Boselie et al conducted a review study of HRM and performance, concerning the theories used as the intermediate link between HRM and performance. The review studied 104 empirical articles published between 1994 and 2003. Their findings suggest that there is a lack in the literature regarding alternative theories that conceptualize HRM, performance and how these two are linked. The review found that the AMO-model, as the link between HRM and performance, was the only theory applied in more than half of all articles published after 2000. In most cases it was, however, not clear how this model link HRM and performance (Boselie et al, 2005).

The AMO-model is defined as three independent work system components that together generate individual and employee characteristics and thereby contribute to organizational success (Harney & Jordan, 2008). The AMO-model is constructed by the formula P=f (A,M,O). This means that HRM should attempt to positively influence individual ability (A), motivation (M) and the opportunity (O) in order to enhance performance (Boxall & Purcell, 2011). This means according to the AMO-model that individuals perform when they have the ability to perform - they can do their job because they have the skills and knowledge needed; the motivation to perform - they will do their job because they are interested and incentivized and the opportunity to perform - their work structure and environment provides the support and avenues for expression needed for the individual to perform (Boxall & Purcell, 2011). The authors state that no one knows the precise relationship among the variables but that all three factors are involved in creating performance (Boxall & Purcell, 2011). By including both a micro level (individual performance) and meso level (workforce performance) in the AMO-model the authors want to highlight that HRM needs to be understood as a process that operates on both levels. This process is about building human capital (what the individual can and does that is valuable for the organisation) and social capital (the relationships between individuals/groups in a workforce that is valuable for the organisation). The intention of HR and HRM is to reach valued organisational outcomes, like profitability (Boxall & Purcell, 2011). The centrality in the AMO-model is employee attitudes and behaviour (Boxall & Purcell, 2011).

Since the AMO-model focuses on "attitudes" (Appelbaum et al, 2000) this inclines that rationality and emotions are separated by the assumption that motivation is conceptualized as attitudes to the job, and ability and opportunity as rational choices that can be made by the individual employee and as organizational structures provided by the firm. Barbalet (2002) states that rationality and emotions are viewed as opposite things rather than as inherent. He gives an example of this view when discussing the labeling of feelings as "attitudes". An emotion-sociological approach could be an alternative way to open up the boxes in the AMO-model because, as Barbalet discusses, no matter what social phenomena, process and outcomes - it can always be better understood when the emotional dimensions are identified, since emotional dimensions are the determinations of a phenomenon´s social significance and course (Barbalet, 2002: 4-6).

In 2005, Boselie and Paauwe presented a review of empirical findings concerning the theoretical and methodological issues on HRM and performance. They state that relationships are statistically weak and results ambiguous (Boselie & Paauwe, 2005). As for now there are no empirical results showing that the AMO-model is not suffering from the “reverse causality” - meaning that it is performance of the organisation that reveals a higher willingness to invest in HRM (Boselie & Paauwe, 2005).

The problematization of the research problem shows the difficulties of finding explanations for the links between HRM and performance. These problems are partly generated by the lack of consensus and clear definitions in the previous studies concerning what HRM is, what performance is and what kind of link there is between the two concepts.

Mueller (1996) discusses that one important role of HR is to enhance skills and competences held within organizations informal systems, such as its social architecture, tacit knowledge and informal learning. The definition of HRM for this study will draw upon Mueller´s arguments by placing informal systems into the AMO-model, which means it will focus on those HR-activities, policies, systems and management of researchers that are responsible for enhancing the ability, motivation and opportunity to perform within TSA.

Dyer and Reeves (1995) constructs a distinction between different kinds of performance outcomes of HRM between a) financial outcomes; b) organizational outcomes and c) HR-related outcomes, such as attitudinal and behavioral impacts on employees. For this study, the focus will be on HR-related value-adding outcomes to organisational behaviour. The organizational behaviour for TSA means that researchers are performing in TSA. For this study the definition of HRM-related outcomes will be the enhancing of informal settings of TSA. In order to understand how the structural conditions of the A,M,O to perform in TSA are constructed inside an employee.

The AMO-model focuses on employee interest and responses to the HRM-system in regards to their motivation, skills and opportunity to perform their job (Appelbaum et al, 2000). Barbalet (2002) discusses that emotions are the link between social structure and social actor, which for this study means the HRM-systems and the employee response to them. He argues that emotions are produced by circumstances and are both transformed and experienced as a disposition to act (Barbalet, 2002). The study therefore includes the assumptions that emotions are performative (dispositions to act); communicative (we express our emotions in our interactions with each other); socially constructed (tied to the work organisation and the institutional setting). Emotions are the essence of human experience, which are manifested in the context that consumes most of our time and energy - our jobs. In the HRM-performance linkage literature, more and more studies focus on employee responses. In order to understand what kind of empirical findings there is concerning employee responses to HRM and regarding HRM; emotions and performance, the literature review of studies in the HRM-field will cover these themes.

1.3.1 EMPLOYEE RESPONSES TO HRM

In 2009, Paauwe re-analysed the results of the most influential studies regarding HRM and the performance linkage made in the course of ten years. He concludes that the results are inconclusive. Paauwe suggests that the approach that needs to be undertaken is the one that focuses on the employment relationship and that the HRM system should be based upon moral values, that it should combine economic as well as relational rationality (Paauwe, 2009).

Janssens and Steyaert (2009) offer critic to Paauwe and his conclusions. One of these critical comments discusses the lack of diverse agency in the conclusions. The assumption is that employees and employers have the same goal (performance) and that the goal is achieved by all employees who share the same view as their managers on HRM-practices in order for the link between HRM and performance to be "successful". The problem is that employees are not a homogenous group and are active in their individual choice of interpreting HRM-messages concerning performance (Janssens & Steyaert 2009).

Vandenberg et al discuss the importance of including employee responses when it comes to studying HRM and they state: "*an organization may have an abundance of written policies concerning (HRM) and top management may even believe it is applicable, but these policies and practices are meaningless until the individual perceives them as something important to his or her organizational comfort"* (Vandenberg et al, 1999:302).

Hyde et al (2013) made a qualitative study that examined employee perspectives of how high performance human resource (HR) practices contribute to their performance. They discuss the lack of knowledge about employee response to HRM and developed a typology, suggesting that different practices have different gains for the individual and the organization.

Bowen & Ostroff developed the theory of strong HRM systems in 2004, which describes the connection between HRM practices as a system, by viewing practices as a combination of process and content which results into a strong organizational climate. They define organizational climate as *"a shared perception of what the organization is like in terms of practices, policies and procedures, routines and rewards, what is important and what behaviours are expected and rewarded"* (Bowen & Ostroff, 2004: 205). A. Katou et al tested in 2014 empirically the theoretical contribution of Bowen & Ostroff. The study concluded that employee reactions are a mediating mechanism in the HRM–organizational performance relationship and that strong HRM systems shape shared employee reactions, with positive impact on performance (A. Katou et al, 2014).

Previous studies on employee responses show that there is an assumption of either/or; that either employees share the same responses (such as the same view on the goal of performance) which is shaped by homogeneousness (of HR-intentions and employee responses), or there is a complete separation between HR-intention and employee responses (such as the heterogeneousness of employee's responses to HR-intentions). The inherent assumption is that the goal should be a harmonization of HR-intentions and employee responses in order to enhance organizational performance, and that differentiated reactions among employees are an obstacle.

This study will adopt an alternative approach to the employee responses to HRM and the assumption of either/or. By conceptualizing employee responses as emotional responses that are tied to the structural conditions and informal systems in the performance-context (enhanced by HRM) shapes and is shaped by emotions, which are dispositions to act/perform in the TSA. Thereby, the employee responses could be differentiated, to be seen as both/simultaneously (instead of either/or). Sometimes the same employee can share the (emotional) responses as intended by HRM and sometimes the same employee does not share them. The rationale behind this is to be found in the conceptualization of emotions and feelings in the emotion-sociological field (see theoretical section).

1.3.2 HRM, EMOTIONS AND PERFORMANCE

Kazlauskaite et al (2012) investigated the concept of empowerment and its role in the HRM-performance linkage. They found that there was a positive effect of employee perceived HRM practices (organisational empowerment) on HR related performance outcomes, and on employee attitudes (psychological empowerment, job satisfaction, affective commitment) (Kazlauskaite et al, 2012).

VigodaGadot & Meisler studied in 2010 the potential link between emotions and performance empirically. The authors tested a model for exploring the relationship between emotional intelligence, organizational politics, and employees' performance in public agencies. The results showed a moderating role of emotional intelligence in the relationship between organizational politics and emotional commitment, as well as between organizational politics and employees' absenteeism (VigodaGadot & Meisler, 2010).

Cronin & Becherer (1999) and Fort & Voltero (2004) found that non-financial rewards like recognition of achievement influences job performance.

Previous studies on the linkage between HRM, emotions and performance show that there are few studies employed to study this linkage. The studies presented show that emotions have a positive/mediating effect on job performance and HR-outcome, which suggests that emotions are a matter subject that needs to be further explored. These previous studies have all applied the methodology of large scale quantitative studies with the focus on a macro-level analysis. This study will continue with the work of exploring the role emotions have in the HRM-performance linkage but from another point of departure; by adopting a qualitative approach and methodology in order to understand the emotional responses on a micro-level concerning individual job performance in the TSA. This study will utilize the arguments of Mueller (1996) and Boselie (2005) concerning the need for micro-level studies regarding the HRM-performance linkage. Thereby this study will focus on the micro-level of performance, which means the individual researcher´s performance in TSA. This study will apply a qualitative study on the micro-level of job performance. This approach is consistent with the arguments of Purcell (1999) and Guest (1999), that a quantitative approach is not an adequate way to study the link between HRM and performance since it does not take qualitative issues and aspects into consideration.

2. BACKGROUND

In this section the performance area of third stream activities,TSA, will be further explained. The setting, the University chosen for the study, will be presented.

2.1 THIRD STREAM ACTIVITIES - TSA

TSA are all those activities conducted by researchers as a way to inform about their research and to spread their research knowledge to society. TSA are part of the concept "science communication". This part of a researcher's performance area is a research field in itself and has been studied by both sociologist and philosophers. The sociologist Mark Elam discusses that the popularization of science has been seen as a threat to the core of the scientific work and, in some respect, lowered the status of the scientist (Elam, 2004). Elam argues that society has transformed to be a knowledge society. Nowadays, the production of scientific knowledge has to "earn" its place within this new society (Elam, 2004). Elam describes this as follows: *"[...] if new scientific knowledge is to secure a place for itself within the "knowledge – base" underlying the knowledge society, it must actively avoid being seen as an isolated laboratory product alone"* (Elam, 2004: 231). This study will make use of Elam´s assumption- that science communication nowadays is a *relational* one and not merely a "one-way" direction of information.

The philosophers Kasperowski and Bragesjö (2011) described the changes of TSA in Swedish society and presented a report that focuses on the introduction, implementation and change of TSA between 1977 and 1997 in Sweden. They conclude that the intention to establish TSA in the law is that knowledge production within universities would be spread to society at large, raise awareness about research findings and make it easier for universities to recruit students (Kasperowski and Bragesjö, 2011). They discuss the term "merit value", which means that researchers receive or do not receive merits (for their career development) for performing in TSA. They conclude that the merit value rating of TSA has varied over time, depending on research disciplines and scientific subject. They discuss that the assumption held that TSA does not give merit value and that researchers are therefore not performing, or are not willing to perform in this task, is wrong (Kasperowski and Bragesjö, 2013). Several studies and investigations show that professors have not received their positions due to the performance in TSA, nor have TSA much impact on expert statements when applying for professorships. However, researchers try to reach out with their research - even though they do not receive any merits for doing so (Kasperowski and Bragesjö, 2013). They argue that the results that TSA has little or no merit value, although there are exceptions, shows a particular point of view on the relationship between the University and its environment; a view that has a too narrow scope when only focusing on the merit values (Kasperowski and Bragesjö, 2013) .

This study will make use of Kasperowski and Bragesjö´s studies and assumptions, that researchers are performing in TSA although this is not providing researchers with merit value regarding their career development and that the focus will be to broaden the scope in the scientific field of science communication - from focusing on merits to a focus on the emotional aspects of researchers´ performance in TSA.

2.2 THE UNIVERSITY - A PUBLIC WORK ORGANIZATION

This study will focus on the setting of a Swedish University and it´s faculty of Social and Political Sciences. The main reason to choose this setting is because social science researchers are one of the most present groups of scientist in the Swedish media (Örum, 2013) (Sundell, 2014).

At the University, three different departments/functions work directly/indirectly regarding performance in TSA. The HR-functions (both located at a central and a local level in the organization) is responsible for administration regarding salaries and time management; the management of researchers´ actual performance is placed at the local department and in the head of department function; and the Communication department (both located at a central and a local level in the organization) takes initiatives to arrange TSA, such as open seminars in different locations.

Researchers as an occupation group use “trust time”, which means that they are free to dispose their working time of 40h/week themselves regarding both when and where to work. They get paid partly from University (for education and research) and partly from research funds that they apply to. However, there is no specific time- or money set aside for TSA alone.

Consequently, this study argues, TSA are placed between two institutions; the public work organization and the academic institution. For the public work organization, which is financed by tax money and regulated by law, TSA is one of three duties that universities need to perform in, education and research are the other two. TSA is therefore not a duty for every individual researcher, but rather for the collective group of researchers working at universities. Information to the public about research knowledge is a democratic service and can be viewed as part of a researcher´s role as a public employee. The academic institution, where the research ideal is free and independent research and the role of the researcher is to be free and independent as well, the use of "trust time" means that it is an individual responsibility if, when, where and how often the researcher performs in TSA. Thereby TSA does not become a work duty as such for the individual researcher in their role and capacity of being a researcher.

3. THEORETICAL FRAMEWORK

In this section, the emotion-sociological approach will be elaborated. In order to understand how emotions are connected to the ability, motivation and opportunity to perform within TSA, three emotion-sociological theories concerning emotions of confidence and action emotional empowerment process and emotional energy within interactional rituals will be presented. One theoretical perspective from the sociological discipline regarding organizational theory, institutional logics, will be discussed as one theoretical lens to view the structural settings and the informal systems that embeds employees within work organizations.

3.1 DEFINITION OF EMOTIONS

According to Peggy Thoits (1989), emotions consist of four components. They are:

a) appraisals of a situational stimulus or context,

b) changes in physiological or bodily sensations,

c) the free or inhibited display of expressive gestures and

d) a cultural label applied to specific constellations of one or more of the first three components (Thoits, 1989: 318). Not all of these components have to be present at the same time to recognize or experiencing an emotion (Thoits, 1989). Emotions are constructed in our cultural context and by our social situation/roles. Feelings are, according to Thoits, the a) and b) of the definition whereas emotions can be all of the above. This definition of emotions will be the point of departure for this study. In this study, feelings of individual researchers will consequently be analyzed as emotions that are on one hand constructed by the socialization and culture of research and on the other hand constructed through participation as a co-worker in the social structure of a workplace.

One common way of conceptualizing emotions sociologically is to view emotions as a motivating force for humans to respond to both each other and situations in specific ways. This means that emotions not only instruct the individual's subjective experiences but also vitalise us to respond to each other and situations we are in and vice-a-versa; people (social structures) and situations (cultural contexts) give cues and inputs that shape our emotions and our subjective experiences. In other words, emotions are a motivating force since they guide us how we should behave towards people, such as our co-workers, and how we should respond to specific situations, such as performing different work tasks. Our emotions are also influenced by our social work structures and work institutions (Turner & Stets, 2005).

For this study, the definition of emotions will include the conceptualization of emotions as produced by circumstances and transformed and experienced as dispositions to act, which means that emotions guide us in our decision of whether to take action (Barbalet, 2002). This study argues that job performance is an action. Emotions connected to the disposition to act, to perform in TSA, therefore need to be empirically investigated and included in the theoretical analysis of individual job performance in TSA.

3.2 SELF-CONFIDENCE AND THE EMPOWERMENT PROCESS

As Barbalet (1998) develops in his theory on self-confidence and action, all actions bring the future into the present. Since future cannot be known on before hand, the actors can not have information available for making calculations for how to act. The future is impossible to know on before hand and therefore action cannot be calculated in terms of consequences or best outcomes. It is rather the feeling of self-confidence that is the necessity for an actor to actually act. Self-confidence is the faith in oneself to be able to act on intentions in the future.

Barbalet defines confidence as "*the feeling which encourages one to go one's own way: confidence is a feeling state of self-projection*" (Barbalet, 1998:86). He argues that self-confidence does not just occur in the mind (and therefore it cannot be seen as a psychological state) but that self-confidence has its foundation in the experiences of social relationships and social interactions. Self-confidence arises when a person has experienced recognition and acceptance in a relationship (such as the co-worker-relationship) or social interactions (such as presentations and meetings with an audience). The more acceptance and recognition one receives in these relationships, the more self-confident will the actor feel, which will lead to a higher capacity to engage in future interactions, and thereby receiving relevant resources. Self-confidence is consequently the root of action. However, these components of self-confidence works the same way for both individual actors and for collective actors, the emotional basis of self-confidence also goes from individual action to collective actions (Barbalet, 1998). Barbalet develops by this theory a concept of understanding the rational actor model of economic and social analysis by locating self-confidence in the actor's gain of acceptance from others (in previous relationships) and the resources that come along with access to such relationships.

Poder (2010) explores the relationship between social interaction and confidence in a framework that shows how confidence is socially generated and how it is essential to empowerment. In this framework, confidence is generated by particular social-interactions that promote recognition and access to relevant resources for action. Empowerment is usually understood as the delegation of authority, the flattening of organizational hierarchy and the effort to encourage employees to work independently and creatively (Poder, 2010). One argument for the empirical separation between formal/structural empowerment and confidence is that employees in hierarchical organisations can act in empowered ways while employees in formally empowered organisations can feel disempowered. Poder criticizes existing theory of empowerment for not explaining how confidence is generated. He theorizes confidence as an emotion generated through social interaction and that empowerment therefore cannot be defined only in structural terms (in terms of amount of authority is delegated to employees) or in only psychological terms (in terms of how much the employees themselves perceive to be in control). Empowerment should, according to Poder, be understood as the ongoing interactional generation of confidence as a key factor for enabling employees to act independently and creatively (Poder, 2010). His main point is that confidence cannot be taken for granted and that empowerment must be understood in the light of a relational understanding. Positive emotions constitute agency and recognition is fundamental to the employee's development of a feeling of empowerment. Organizational empowerment is not about providing values, beliefs or modes of sensemaking but the continuous formation of agency in response to new challenges. Poder also discusses self-efficacy. This means that the active attitude towards one's work is not enough to become an empowered employee. To simply adopting a certain kind of attitude is not the same as experiencing sufficient energy to be able to act independently and creatively (Poder, 2010).

3.3 INTERACTIONAL RITUAL AND EMOTIONAL ENERGY

Collins developed the theory of the social mechanism of interactional rituals (IR). The term IR comes originally from Goffman, who in 1967 described it as a common pattern of everyday life (Collins, 1993). Collins argues that emotional, symbolic and value-oriented behaviour is determined by IR. He discusses the term social solidarity in a group as the primary good in social interaction. IR vary in the amount of solidarity that they generate and to participate in IR also has a degree of costs that can vary. Collins defines IR as interactions that can vary from low to high on four different dimensions; *the physical density of social interaction* (at least two people are in each others presence for an enough period to generate processes of group emotions and mutual awareness of focus on attention); *the boundedness of group interaction* (the boundaries to the outside environment are high and the same people are meeting over and over again); *the focus of attention* (when everyone is focusing on the same thing and each person in the group is aware of the focus of attention from the other group members); *commonality of emotional mood* (is the highest when everyone feels the same kind of "positive" feelings and the lowest when there is no emotional arousal or different kind of emotions among the people in the group) (Collins, 1993: 206).

There is a market for IR that shapes the distribution of individual behavior according to Collins. The reason that individuals participate in some IR and choose not to participate in others is depending on the emotional energy, EE, that the specific IR generates. EE means a feeling of confidence or courage to take initiative and/or action and EE. Collins discusses that confidence is dependent on the level of EE that a person experience in certain interaction rituals (Collins, 1993).

This study argues that the concept of EE (Collins, 1993) and the concept of self-confidence (Barbalet, 1998) are interlinked. According to this study, the concept of EE is one aspect of self-confidence, since both concepts are discussed as being generated of successful participation in social relationships and are described as an outcome of positive self-feelings for the actors participating in social relations.

Collins (1993) discusses how EE can vary in levels and over time in individuals (Collins, 1993). The individual levels of EE can be on the one end the individual experience of low self-feelings (feelings such as apathy and depression), and the opposite experience on the other end with high self-feelings (feelings such as enthusiasm and confidence) and EE varies between the whole scale of these two ends. EE functions as a determent concerning the decision of what action to take among the alternatives of actions and the differentiated behaviours one can choose from (Collins, 1993). Consequently, if individuals participate in a successful IR they will strive for more ritual solidarity that it generates, and are thereby motivated to repeat these IRs. The same is true for the opposite experience: if prior participation in IR has produced little EE, the individual lacks this main resource in order to initiate a high-intensive interaction in the IR again. As an example of this are interactional rituals for researchers performing in media TSA, such as being interviewed in a news article. The EE that the researcher feels during an interview is the determent if the researcher prioritizes and chooses to participate in the same IR (being interviewed by a newspaper) again over the performance of other TSA , such as giving a lecture at a public library. This means that if the researcher has a successful IR with a particular journalist/media company, the researcher will want to seek more of that solidarity created between the researcher and the journalist, through the ritual of being interviewed and is thereby more motivated to repeat this specific IR over other possible actions and IRs regarding TSA.

In the IR- process, two things happens simultaneously: the production of EE and the creation of symbols that represent a group membership (Collins, 1993). Successful IR produces three kinds of output; the feelings of group solidarity; the charge of EE in an individual (that they carry with them for some time forward) and symbolic arousals from collective symbols, such as words and ideas. Collins argues that EE is empirically visible in behaviour such as nonverbal expressions and postures (Collins, 1993). This empirical data (nonverbal expressions and postures such as smiles, laughters, tone of voice, wrinkled eyebrows, red cheeks etc) will be included in the data analysis as a way to determine the intensity of the EE that researchers express in the interviews when discussing different IRs in the third stream activities. However, much of EE that is generated (as motivational arousal) at a medium level is taken for granted in everyday life, which means that we as individuals are not aware of them since they feel normal to us (Collins, 1993). It is a person's “stock” of EE that is the main resource that decides their ability to produce and participate in IR in the future.

The implication for this study is that for the data analysis the EE that feels normal to the researchers will be more difficult to analyze through only the non-verbal expressions and therefore the words that express emotions and feelings will also be included as data of analysis. Regarding the “stock” of EE that a researcher might have after participating over and over again in the same type of TSA (where the EE is a resource from participating in a specific type of high-intensity IR/third stream activity), is connected to the A in the AMO-model, the ability to produce and participate in the same IR/ the same specific TSA in the future. Different individuals have different amounts of EE resources to invest in IRs and have different requirements of how much EE they expect as an output from a specific IR in order for them to invest/participate in the same IR again (Collins, 1993). IR is not just linked to EE but also contains a sphere of material resources. The theory and model of Collins regarding Interaction Ritual and Production of Material Resources is a theoretical development to the economical theory of rational actor/action, since it can predict the motivation of action depending on the emotional resources (EE) available for the actor. The model shows one market with two spheres where the material goods flow into the IR sphere. The IR sphere is the determinator of the valuation of goods in both spheres. However, the material conditions are necessary resources for being able to participating in IRs and individuals invest in IRs by using energy to produce the material needs for participation. Material needs can be such things as time, work and money. For this study, the material needs are the researchers working time, their work structure regarding their three performance areas (education; research and TSA), their work tasks in the TSA and money is “costs” (they do not get paid to perform the job task of TSA). EE is an important resource which makes individuals seek those IRs that can produce the highest-intensity - and thereby they are more willing to invest those material goods needed (Collins, 1993). Vice versa, if the IR is not high-intensity and generates enough EE, the individual will not invest the material goods needed, such as time or money. Although conditions of work IRs produces their own degrees of EE and group solidarity, variations in EE by individuals in the same work group can occur since they value the EE received differently depending on how much of EE resources they need in order to (wanting to) invest in the material sphere (Collins, 1993). This means, for this study, that the analysis will cover the variations of EE that certain TSA produces among the individual employees. The analysis will also cover whether, as the argumentation by Collins states, the EE resources (received from the same particular TSA) makes researchers more inclined to invest in the market sphere, which means to spend their time (outside the ordinary work) and "money" (since this task is not paid for) who has a higher degree of EE compared to those researchers who do not have the same degree of EE resources (received from the same particular TSA).

3.4 INSTITUTIONAL LOGICS AND EMOTIONAL RULES

For the sociological theoretical school regarding organizations studies, an institution is an established system of order which is arranged by certain behavior which is transformed to standardized rules (Jaffee, 2001). Thornton and Ocasio define institutional logics as: "*the socially constructed, historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material subsistence, organize time and space, and provide meaning to their social reality*" (Thornton and Ocasio, 1999: 804). According to this definition, institutional logics provide a link between individual agency and cognition and socially constructed institutional practices and rule structures (Thornton and Ocasio, 2008).

By providing a link between institution and action, the institutional logics concept provides a framework for this study´s analysis to explain the social structures and settings that emotions are tied to, how they shape and are shaped by emotions regarding the performance area of TSA. This is also elaborated on by the theoretical contribution of Flam regarding that institutions organizes emotions, such as hopes and fears and meaningful actions (March & Olsen, 1996). People's feelings are constructed from the exemplary and/or authoritative models within institutions and could be viewed as rules which have their foundation in socially constructed identities and roles (March & Olsen, 1996), such as the work role of being a researcher. These rules becomes institutionalized by proscribe/prescribe certain emotions and the expression of emotions (March & Olsen, 1996). Feelings of love, loyalty and hate, anger and fear are constructed as appropriate rules of emotions/expression of emotions for different identities/roles in particular social situations (March & Olsen, 1996).

For this study, this means that the work role of being a researcher in the specific situation of TSA performance, might prescribe certain emotion rules that are institutionalized through the institutional logics of academia. And the institutional logics of academia might clash, contradict or be combined with the institutional logics of the institutions that the researcher are interacting with when performing in TSA.

4. METHODOLOGY

In this section, the methodological aspects of the study will be presented in order to provide an understanding of the rationale behind the chosen methodology; the process of data collection and analysis; the reliability, objectivity and validity of the study and lastly, the ethical considerations.

4.1 THE RATIONALE BEHIND THE CHOSEN RESEARCH DESIGN

This study has an interpretative approach, which means that the study aims to understand and interpret the event of performance in TSA by discovering the feelings and emotional responses that researchers attribute/connect to their behavior/performance; thereby an appropriate research design to choose is qualitative research. Context, like culture, is emphasized in this approach, (Della Porta & Keating, 2008) which means that in order to understand the motivation that lies behind people's different behaviours, the research must include a perspective on the culture-context since culture is based on shared meanings and values (Della Porta & Keating, 2008). This context/culture focus is one of the approaches in the sociological study of emotions - emotions are placed and tied to contexts, such as culture and society. With the interpretative approach, “soft” methods are suitable (Della Porta & Keating, 2008). This study has a humanistic methodology, which focuses on values, meanings; purposes and the empathic interactions between the researcher and the research object (Della Porta & Keating, 2008). One method that fits with this methodology is qualitative research since it locates the researcher in the world. This mean that the researcher studies people in their natural settings in order to interpret phenomena in terms of the meaning people bring to them (Della Porta & Keating, 2008). The qualitative method studies the individual perceptions, beliefs, attitudes, feelings and views that people give to a certain event, in order to receive a holistic perspective on people/explanations (Hakim, 2009). This method is useful when the researcher aims to carry out an exploratory study, which means to go in depth to understand individuals explanations and/or the explanations that can be found at the social-structure for individual´s explanations/interpretations (Hakim, 2009). This is in line with the purpose of the study, to discover researcher's emotional responses and emotions that are connected to researcher´s performance (their ability, motivation and opportunity to perform) in TSA in the setting of a university.

One of the two main types of qualitative research is to carry out in-depth interviews (Hakim, 2009). This is integrated as one part that constructs the method of grounded theory method (GTM) (Charmaz, 2006). The GTM is an appropriate method to choose for this research design since GTM, as defined by Charmaz : "*consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data [...] We try to learn what occurs in the research settings we join and what our research participant´s lives are like. We study how they explain their statements and actions, and ask what analytical sense we can make of them*." (Charmaz, 2006:2). Since the study has chosen the GTM the chosen research design also integrates an emerging design. The GTM process is constructed as an emerging design by continuously re-examining the data; the coding and a conceptualization of the data. This means that both the theoretical framework and research questions are shaped/re-shaped throughout the GTM-process. GTM starts with data - not with research questions and/or a theoretical framework. This means that the GTM is a method to discover new theories that are *emerging from*, and *grounded in*, the data (Charmaz, 2006).

4.2 THE DATA COLLECTION PROCESS

The GTM starts with data, which means to construct early data from observations; interactions and material collected on the topic (Charmaz, 2006). This study started by collecting primary and secondary data about TSA by collecting and reading documents (such as law; previous research; Annual Reports; employee satisfaction survey; debate articles; books); attending to five TSA of open-seminars and watching TSA of open-lectures; interviewing HRM-staff, research communication-staff and researchers that works at other departments at the university (and who were involved in TSA). This early data gathering was done in order to develop a substantial understanding of the topic and to construct an interview guide with questions that made sense to the participants.

After this early data gathering process, the research problem and the opening research questions were constructed. The data that has been collected in this study are emotions, emotional responses and feelings connected to the ability, motivation and opportunity to perform in TSA. However, this kind of data has not been collected by studying live processes (by observations in the moment of TSA-performance) but has been collected by the process of in-depth interviews, and thereby has been dependent on the participants´ descriptions and expressions of emotions, emotional responses and feelings. The study has interpreted the verbally and non-verbally communicated expressions of emotions made during the interview. A limitation of the interview-method is that research never can discover the live emotions of an event (as it happens) that happens in a non-mediated form.

The type of data collected in this study are what Collins calls EE and is, according to Collins, empirically visible in behaviour such as nonverbal expressions and postures (Collins, 1993). This type of data, such as smiles, laughter, tone of voice, wrinkled eyebrows, red cheeks, tears, body language etc, has been collected via observations and field notes during the setting of an interview. Since, as Collins argues, EE at a medium level are taken for granted, the data collected has also included words/stories that express emotions and feelings. The setting of the interviews has been the researcher's office at the university. The interviews have been recorded and transcribed to process the verbally expressed data. They have been re-listened to compare the observations/field notes of nonverbal expressions of EE and the nonverbal expressions in the recordings (with a focus on expressions such as tone of voice, laughter, tears) in order to make the interpretation of the data conducted in an objective way, which will be further discussed in the analytical process part. Data about the structural- and informal setting of TSA was also conducted from the initial data collection.

The 11 participants in this study have been selected from the Social and Political Science Faculty at a Swedish university. The selection criteria was based on three social stratification categories; gender (6 women/5 men); academic pedigree (4 professors; 6 lectors and 1 post-doc) and amount of experience of performing in TSA. This last stratification category was constructed/selected by the information on the participants´ official web sites and from the snowball sampling technique (Goodman, 1961), which means that the sample grew larger because of recommendations from the study´s participants on the recruitment of other participants they know (their colleagues).

All respondent were contacted (by the researcher) via email. The interviews were on average 75 minutes long and conducted in Swedish during the months of March and April. This allowed enough time for each interview (the field notes, data codes and memo writing) to influence the next coming interview and the research questions, as the GTM process suggests (Charmaz, 2006). Thereby the interviews and the interview guide were semi-structured, which allows both control and spontaneity (Hakim, 2009). The focus in the interviews was to establish report with the respondents and to listen, to observe with sensitivity and to encourage. These are some of the elements that construct the intensive interviewing and the in-depth quality to it (Charmaz, 2006). The interview was constructed to be a semi-constructed conversation, which meant that the researcher learned the questions by heart to avoid an interruption of eye contact with the participants as they spoke. This was also done in order to establish report with the participants and careful considerations were taken (by the researcher) to mimic the participants body language and non-verbal expressions, to adapt the tone of voice to the participant´s, the use of certain expressions (that were common/made by the participants) to be attentive to the participant´s stories, and to ask follow up questions that encourage the participants to continue talking and opening up. This part of the data collection was crucial to the report establishment in order for the participants to provide data about emotions connected to the performance of TSA.

Since Bloch (2012) concluded that the emotion culture of academia is to show affective neutrality (no emotional expressions) when researchers present and discuss their results, this factor was taken into consideration when constructing the interview guide.

Since emotions are seen as something "optional extra" in the study of HRM/organizational studies (Fineman, 2003) this study wants to show that emotions are present in everyday life of work but are taken so much for granted that we do not reflect upon them, or on how we communicate emotions even if we are not talking (non-verbal communication). As the participants started discussing feelings and emotions, they were encouraged to talk more about these elements by nods and other signs of approval from the researcher. The interview guide is presented in the Appendix. Since emotions are something that we normally are not aware of or that we reflect upon in our everyday working life, this study has not told the participants that the analytical intention with the study is to study the emotional dimensions of performing in TSA. If so, the data collection could have been problematic, since the participants could possibly be reluctant to discuss these dimensions and could start to analyse what to say/not to say about these matters and gate-keep their emotional responses during the interview. Thereby the data could have possibly been filtered through an emotion-management of data, which would not account for the participants´ usual behaviour. This matter will also be discussed in the ethical consideration part.

4.3 THE ANALYSIS PROCESS

The data has been analyzed according to the GTM-process which means that the empirical findings and the research questions/the theoretical framework and analysis have continuously been "carved out" in relations to each other and has been re-analysed over and over again - in order for the findings and theoretical contributions to be grounded in the data. This has been done by firstly writing field-notes during an interview; writing down notes directly after the interview; transcribing the interviews and making initial coding (a process of defining what the data are about). The codes in the interview were compared with each other, the interviews were re-listened later on and compared with the field-notes. In this process, one interview led to developments of other questions for the next interview; which then undertook the same process of coding. Later on, codes were compared across interviews in order to generate categories. Categorizing in the GTM-process means to analytically select codes that have a more significance to themes/patterns in several (other) codes and develop them into an analytical concept (Charmaz, 2006). These categories have continuously been compared and re-analysed with each other and compared to the initial gathering of background data. During this process, memo-writing has been an essential part of the analytical process. Memo-writing means to make sense of the data and their relationship with each other, it is a way to analyse the ideas about the codes and emerging categories in whatever way that occurs to the researcher (Charmaz, 2006). This means that memo-writing started early in the research process and continued to the very end.

In order to conduct the analytical process this study adopted the suggestions for the GTM-process of analysis (the relationship between data and theory) provided by Kelle. He argues that the basic problems of empirically grounded theory construction is the difficulty to construct data into concepts, since it can be too long of a time to process and distinguish the overwhelming amount of data. Kelle has developed a heuristic framework to construct empirical content (Kelle, 2005). The framework consists of two heuristic concepts; categories from grand theories and topic oriented categories. The categories developed from the grand theories in the field are emptied of their meaning, for the researcher to be able to generate research questions and heuristic codes from the data. This is done by an abductive research logic; to draw abstract notions from different theoretical traditions to structure the data collected. Kelle recommends to rethink these concepts by asking oneself if the chosen theoretical concepts lead to a neglect/exclusion of certain phenomena, which could mean the risk of not discovering important insights that would have been found with more suitable categories (from grand theories) for the data. By including concepts from grand theories by two different theoretical schools (HRM and emotion-sociology), this study has paid attention to the risk and has provided 1st order categories of: Ability; Motivation; Opportunity; Performance; Self-confidence; Recognition; Acceptance; EE; Group solidarity; Management; value-adding behaviour. The 2nd order categories (based on the background data collection - that also developed the selection criteria) were formed as follows: Gender; Academic pedigree; Years of working at University; Experience of TSA. Thereby, the data has been categorized into these “emptied” concepts and has filled them with the emerging data. At the same time there has been room for the emerging data to be categorized outside the two heuristic concepts. One example of this is the theoretical concept of institutional logics; which emerged from the data and was included as an own category and also included in the theoretical framework.

4.4 RELIABILITY, OBJECTIVITY AND VALIDITY

To have a high reliability means that the study can be replicable and that the results and findings are the same, and concerns the trustworthiness of the study by using the appropriate measurements that are measuring in an exact way (Kvale & Brinkmann, 2009). Since this research design includes a qualitative method, the main weakness of the study is that it cannot make claims of statistical significance and thereby cannot present results that can be generalized; and thereby the study is not replicable. For this study reliability means that the data was collected and analyzed in a systematic way (accordingly to the guidelines by the systematic process of the GTM). Additionally, the researcher has not been partial in the interview situation (such as asking suggestive/rhetorical questions) nor have the personal opinions of the researcher about the research subject/s been reflected in the findings/results (Kvale & Brinkmann, 2009).

In regards to the objectivity of this study, the study turns to Alvesson and Sandberg who discuss that researchers need to be as objective as possible when collecting and interpreting data. One possible way of doing this is to challenge one's own assumption about theoretical positions (Alvesson & Sandberg, 2011). This suggestion was integrated in the study by openly state the theoretical and methodological assumptions that this study is based upon. However, these assumptions are a potential weakness of the study since any assumption inclines a limitation of integrating multiple perspectives. Since this study is a master thesis, the resources of time, money and manpower are limited which means that limitations are necessary to be able to carry out the study.

The question of reality leads into the discussion of validity, meaning to what extent the study´s results correspond to the reality. The emotional responses and emotions connected to the ability, motivation and opportunity are based on the participant´s expressions (in verbal and non-verbal ways) of emotions and feelings, which means that this corresponds to their reality but not every researcher's reality. To have high validity also means to actually measure what the study claims to measure (Esaiasson et al, 2007); this study's methodological approach gives answers to the stated research questions, which in turn fulfill the purpose of the study.

One possible weakness of this study is the interpretation of emotions and feelings by the researcher which might be influenced by misunderstandings and/or the mistranslation of emotions/feelings from Swedish to English. One strategy to avoid this, which means to strengthen the validity of the study, has been to let all the participants have the opportunity to see their quotes and thereby make corrections of any possible misunderstandings or mistranslations of the reality that corresponds with their perceptions/emotions and feelings. This issue will also be addressed in the next coming section of the ethical considerations.

4.5 ETHICAL CONSIDERATIONS

All the participants have participated on a voluntary basis and in consent of the study being recorded and transcribed. However, one ethical challenge has been the participants´ rights to receive correct information about purpose/analytical intention of the study, in order to give consent. This ethical dilemma was solved by the solution of giving the opportunity for all participants to see their quotes (long time before being published), both in Swedish and in English, for the chance to approve; disapprove or change the quotes if they felt that they had been misunderstood and/or misinterpreted in the translation from Swedish to English. Thereby, the participants could see that their quotes focused on the emotional dimension of the interview conversation. No one of the participants have withdrew their participation.

One argument and concern, in favour for this solution of quote-approval-process, was raised from some of the participants regarding the ethical issue of anonymity: the possibility of the quotes containing information that could be decoded by the colleagues as cues for identification, which was a threat to the anonymity that the study wanted to provide. Therefore participants also had the opportunity to give suggestions to/change the quotes. This has been a balance between the integrity of the study and the integrity of the participants, where there have been three cases of adjustments of the quotes in order for the participants to feel comfortable with their statements in regards to being anonymous. One example of such adjustments has been to change specific names of media channels/companies into general terms such as “media” and/or “a media news show”. This study argues that this kind of changes of the quotes has not changed the premises of the data collected or the interpretation data as such, but has provided the participants with a deep respect for their feelings (of concerns and worry) also outside the interview situation.

5. FINDINGS

In this section, the findings of the study will be presented. The findings will be structured according to the research questions and the AMO-model. However, this section will present the research question and the AMO-model from the logic of the findings, which means that firstly the emotions connected to the Motivation to perform are presented. Secondly, the emotions connected to the Ability to perform are presented and lastly, the emotions connected to the Opportunity will be presented.

The two most common TSA that the researchers in this study have been performing in are the interaction with the media, such as social media, blogs, interviews by news magazines, radio- and TV-shows, and of the public sphere such as by giving lectures and participate in seminars/debate panels arranged by practitioners. Therefore there will be a focus of attention on these specific TSA throughout the findings.

5.1 MOTIVATION

According to the AMO-model, motivation means that individuals will do their job because they are interested and incentivized to do so (Boxall & Purcell, 2011). One structural condition regarding incentive for the performance in TSA is the law that states that TSA is a performance area and a duty for the public work organization of the University (The Swedish Higher Education Act, 1992). Another structural condition is that there is no specific time/money (as of the time the interviews were conducted) allotted by the HR/M of the University for the individual performance in TSA. The informal structure regarding the social architecture of the motivation to perform in TSA are the HR/M value adding activities of providing statements about TSA performance in official work documents, such as the Vision of the University.

5.1.1 EMOTIONS RELATING TO DUTY

- FEELINGS OF BURDEN, MISTRUST, ENJOYMENT AND PRIDE

The shared emotional response to the motivation-structural condition of the law among participants is emotions relating to duty. According to respondents, part of their salary is paid by

the taxpayer´s money and thereby they have an obligation to contribute back to society with their knowledge - by performing in TSA. However, emotions relating to duty are constructed by both positive feelings, with individual feelings of enjoyment and pride, and negative feelings with individual feelings of burden and mistrust. Researchers who feel the burden discuss the fact that this is only regarding media TSA. Positive feeling of TSA being fun on the other hand regards TSA of giving lectures to the public as the following quote illustrates:
"*I probably feel that I have an obligation to do it, it feels like it is ... an obligation to give back [to society] and to contribute with one's knowledge. And it is something I think is quite fun to do. The media feels more like a duty.*" /5

The burden of media-related TSA are also feelings of mistrust regarding TSA vs research work, which is a feeling of mistrust regarding colleagues´ performance/non performance in media TSA. This feeling of mistrust is tied to the structural conditions of time and money. If one performs more in media TSA, little time is left for research. Journalists would call and take up too much time from the research, which these participants feel is important and the most meaningful part of their work. That this feeling of burden exists among some of the colleagues is clear to other participants and is both understood and criticized by colleagues:
"*I can imagine that some people [colleagues] may feel that I must defend this [the research time] as much as possible!*" /2

The ones who criticize this feeling of burden have feelings of mistrust against those who never perform in TSA and only in research work. These participants argue that emotions relating to duty do not have to be shared among all colleagues, not every individual researcher needs to perform, but that the more success one has in the academic world, the more one should feel the emotions relating to duty - to contribute with one´s own TSA performances to help the University to fulfill its duty of TSA:
"*And there is also a little bit of being snobbish surrounding this, but if one is a world leading researcher but people [the public] have no idea who you are, has one not done something wrong*

then? Probably, I would say…" /7

Those respondents feeling mistrust to TSA (specifically media TSA) feels that there is a conflict between their colleague´s expectations on them feeling the emotions relating to duty (to contribute to perform in media TSA) and their own feelings of media TSA being a burden, which also leaves these respondents with conflicting feelings regarding their own motivation to perform, which is illustrated in the following quote:

"One accepts [requests to perform in TSA] because of duty. [...] Because it something that I am supposed to do. But it is nothing that I am rewarded for in any way. Well yes, one can get rewarded from the people you meet [the audience/public] or a comment from people [colleagues] in the corridor but career-wise it is not rewarded. [...] It is about how I motivate this for myself, that I prioritize something [TSA] that harms me in terms of research?" /11

However, the respondents who feel that the emotions relating to duty are positive (and not a burden), also share the feeling of mistrust regarding rewards of TSA in terms of career development:

"I think it is fun to perform [in TSA]. It is like having a lunch or something else. I see it as relaxing. [...] It is a fun element to the everyday work [...] It's fun to have varied work tasks and a changing job. [...] If I am in the media and afterwards I have lunch with the journalists. Then I get a lot of input from that and they as well. [...] And then of course I will be a more fun person here, when I come back to the workplace. [...] But it is not promotional for work." /7

The last quote describes the feeling of enjoyment, which is one of the positive feelings regarding emotions relating to duty. But also that there are conflicting feelings of enjoyment and mistrust, as the quote before indicates with the statement "*but it is not promotional for work*". However, the feeling of enjoyment seems to be more emotionally intensive than the feeling of mistrust since media TSA feels "*fun*" and like a "*break*" from the work environment of the University. The feeling of enjoyment has also to do with the feeling of being able to contribute with one´s

knowledge and therefore the duty, as described in the law, is connected to the feeling of enjoyment also in regards to media TSA as this participant explains:
"I think that the third stream activities are fun and I do so for several reasons. [...] I have always liked the media [...] That makes me understand the logic of the media. And that makes me feel that I can contribute with something when the media calls, and if you feel that you can contribute with something then you rather do this [task] [...] For me it is both a duty and a pleasure. This [TSA] is a task that I prioritize with pleasure." /1

When the emotions relating to duty to perform in TSA of media is discussed, there is a difference in the emotional responses between participants. Participants who enjoy the performance in TSA of media also feel pride. This is described with words like "*ego-boost*" and "*vanity*". This feeling of pride is connected to the incentive part of motivation to perform, it is not the only reason to perform in TSA of media, but is one important reason for the performance to feel enjoyable:
"*It's probably a combination of ego and ... [...] It is an ego boost. [...] The ego part could be this pure ego-thing, "all light on me" but it can also indirectly be beneficial [for the research subject]. [...] So I think, in addition to this thing about ego, it's actually a lot of fun. You really get something out of it. One has the opportunity for a scrutiny of oneself, do I know something about this? It is stimulating.... also. [...] But one cannot deny it, if you are in [the media] and are being interviewed that it's quite enjoyable. I can't really say that it's not.*" /10

That the feeling of pride is a reason to perform among those participants who enjoy the performance in media TSA is also clear to their colleagues. Participants who are not, according to themselves, performing as much (or not at all) in media TSA or who do not enjoy it, discuss their colleagues´ feeling of pride and "*ego-boost*":
"*And perhaps that one looks down a little on the ones who are in the media a lot [...] And then one should not underestimate that people [colleagues] perhaps get a bit of an ego-boost of seeing themselves or to hear themselves. I can imagine that could play some part for some people anyway".* /2

The quote illustrates the feelings of conflict that are shared among the participants between what is described by the participants as "*two camps*" among colleagues: the ones that perform "*too much*" and the ones that perform "*not at all*", which are described as "*the media camp*" and "*the research camp*". This means that the feelings of mistrust regarding colleagues´ performances are partly feelings of being critical and mistrusting to media (which will be further developed in the Ability-part) and to colleagues who feel pride when performing in these kinds of TSA, as the quote above describes the feelings towards colleagues with the words "*perhaps one looks down a little on the ones who are in the media a lot".* This finding is coherent with what Bloch found in her study of the emotion culture of academia in Denmark. Her study showed that one is not allowed to take pride in or show emotions of pride in oneself and/or happiness concerning one's own success (Bloch, 2002). The strategy to manage these emotions is to be silent, that "*one must keep pride or joy to oneself, it is unacademic to display emotions*" (Bloch, 2002:123). Even though Bloch´s study took place in a Danish University, the academic raison d'être is universal and could be seen as well in the context of the Swedish University as the previous quote illustrates, that the emotional responses are feelings of mistrust when someone breaks this norm in the emotional culture of Academia.

This discussion about "*pride*" is also one part of the self-confidence as discussed by Barbalet (1998). Pride and self-confidence, according to Barbalet, is distinguished by the object of time - pride is a feeling of the past behaviour and self-confidence is a feeling state about the future actions. The two feelings do overlap since they are positive self-evaluations of capacity, although they describe two different timelines - the past and the future (Barbalet, 1998). In the findings it is clear that pride and other positive feelings of the previous experience in the TSA, relates to the self-confidence of the future, which are the emotional experiences of the performance which is seen in one of the quotes when explaining these pride feelings and how they relate to the respondent's feelings for future action (performance in media TSA): "*And that makes me feel that I can contribute with something when the media calls, and if you feel that you can contribute with something then you rather do this".* The participants who feel the burden of media TSA and mistrust against the media/colleagues performance, could be seen from the theoretical standpoint of Barbalet as signs of low confidence. Barbalet argues that trust and loyalty are particular forms of confidence (Barbalet, 1998). Trust is the confident expectations of intentions of others and loyalty is the confidence that trust between others can be maintained for the future (Barbalet, 1998). The mistrust described by the respondents´ feeling the burden of media TSA and the mistrust towards colleagues, are a mistrust of colleagues´ intentions that perform "*too much*", as only to receiving an "*ego-boost*". And for the other respondents the same is true - they feel a mistrust against those who do "*not at all"* perform since the intention of this action could be seen, from the respondents´ point of view, as a sign of disloyalty - that not all colleagues who are successful in the research work are willing to continuously contributing to the (collective) duty of the University.

However, the loyalty aspects of confidence are also seen in the findings when discussing the emotions relating to duty. For some of the respondents the emotions relating to duty are feelings of *enjoyment.* However, this loyalty and trust aspects are connected to the specific IR of media TSA (not colleagues) and trust/loyalty are described as the confidence components to their interaction with journalists, and as an opposite experience of the University-world. Since all actions, such as the performance in TSA, brings the future into the present and since future cannot be known in advance, the actors cannot have information available for making calculations for how to act. It is rather the feeling of self-confidence that is the necessity for an actor to actually act. And self-confidence has its foundation in, and from, the experiences of social relationships and social interactions (Barbalet, 1998). This can also be seen in these findings, the motivating feelings of the respondents relates back to the interactions with others rather than motivating feelings of career development, and it is the recognition that the respondents feel in the interactions that feels motivating as the following quote has described: "*rewarded from the people you meet (the audience/public) or a comment from people (colleagues) in the corridor but career-wise it is not reward".* That this recognition from others in turn generates self-confidence, which is a feeling state of self-projection for the future actions, becomes even clearer in the next part of the findings.

5.1.2 EMOTION OF DELIGHT

- FEELINGS OF JOY AND SATISFACTION

One motivating emotion shared by the respondents are the emotion of delight they feel when they perform in TSA of giving lectures to public organizations and seminars arranged by practitioners. This kind of performance is connected to feelings of joy because they feel that they become gratified in another way than what is the usual emotional interaction pattern (to them) within the University:

"One feels very appreciated and recognized when one come out to people [public arrangements]. If one is used to here [in the University] to always be questioned, one is received with great seriousness [in the public arrangements] and that one has high trustworthy and a high status."/9

The respondents discuss the fact that people are listening to them with interest; that they want to learn and are showing their appreciation for the knowledge that the researcher presents. The emotion of delight from these TSA, with feelings of joy, is motivating according to the respondents since it brings them new ideas and energy to continuously perform in these TSA:

"It's fun to meet people and to tell them about your research. [...] It's fun to meet other people [than researchers]. [...] People who can have pure spontaneous reactions and reflections that can be very interesting. [...] You receive energy from it. [...] One becomes very psyched." /11

As this quote describes, it is a feeling of joy, "*energy*" and becoming "*psyched*", to meet the practitioner/the public and to hear their ideas and points of view. These ideas/questions are perceived by the researchers as something that they bring back to their work within the University, as the following quote illustrates:

"While to come out [of the University] to meet the public and schools, that I think is pure fun. To meet people who have actually come completely voluntarily, then it means that they actually are interested and it can be so much fun to receive completely different types of questions than I get when I present to researchers. And those kind of questions can give me ideas and new lines of thought. [...] I think it is stimulating and fun to do. And also people usually come up afterwards

and say that they appreciated it and that they felt it was fun and interesting."/5

Some of the researchers also discuss the feelings of satisfaction that they feel when performing in these kinds of TSA, which in this finding means that there are mutual feelings shared in interaction regarding joy and delight; that both the audience gives the researcher appreciation and that the researcher gives the audience appreciation in return, which makes both of them feel the joy of this specific performance. This mutually shared feeling of joy in the interaction is generating satisfaction for the researchers, both on a professional level (they feel good for contributing with their professional knowledge to the audience, who in turn appreciates it) and on a personal level - they feel good for being liked by the audience for the person they are. And this type of mutual emotional responses to each other in the interaction leaves the researchers with an intensive feeling of satisfaction which the following quote is an example of:
"*The almost most fun thing I have ever done was to hold a lecture for [a voluntary organisation] [...] They just sat there like this [open mouth] and listened and I got to talk about how I view [research topic]. They were so hungry [for knowledge] that they were listening to 100%. [...] I do not know why, why is it fun? Because I think of those who were not allowed to go to school. And there were many of those there and then you get to feel as you somehow pay back to them. I almost become a bit touched and nostalgic now. [...] I know that [name of colleague, who also held a lecture at the same organisation] and [name of colleague] was completely pumped with energy when [the colleague] came back. [...] And of course it was just fun, when one can bring joy to others [...] Those kind of motives are present, that you get a kick out of it. When you feel that people likes you and that makes you feel good."*/7

This kind of feeling of satisfaction is also present for a few of the participants in regards to the performances in media TSA, specifically in the interaction between researcher/journalist. The participants who feel this are motivated to perform in the media since they feel that they receive knowledge and questions from the journalists that makes the researchers think and analyse their knowledge in a new way, and thereby this kind of interaction leaves them with feelings of being stimulated in the same way as described regarding the performance in TSA of giving lectures/participate in seminars. The participants feeling the satisfaction of the interaction with journalists discuss how they feel motivated by the fact that this kind of performances are fun and interesting to them, and that they know that some of their colleagues do not feel the same way regarding these performances. The feelings of joy and satisfaction are connected to the feeling of pride from this specific relationship with journalists, which the following quote is an example of: "*And then it can be fun when journalists tells you that "you are my favorite person to interview" or "I follow you on Twitter and I think that you are always so good". And that is of course really fun. But such things really do not happen every day. But it's very nice to hear.*" /10

This finding, that the respondents feel the same way about different TSA performances, can be understood with the theoretical concepts of interactional ritual (IR) and emotional energy (EE) discussed by Collins (1993). The different TSA performances (media/giving lectures) are different kinds of IRs, but the EE that these particular IR generates for the researchers are the same. This means that the EE comes from those IRs that, in line with the arguments of Barbalet (1998), provides the researchers with acceptance and recognition from the specific interactions with public/journalists which in turn generates self-confidence. These high EE intensive TSA performance (IRs) would mean that the generated self-confidence also will make researchers more motivated to actually perform and have the ability to perform in these specific IRs/TSA performances. This theoretical assumption will be further discussed in the findings to follow in the ability-section.

To conclude this section of emotions connected to the motivation to perform, is that the emotions relating to duty and emotion of delight are the emotional responses to the structural conditions and the findings show that the shared emotions and individual feelings are dispositions to act - that the researchers actually *do* perform. These findings are in line with Kasperowski and Bragesjö´s studies and assumptions, that researchers are performing in TSA although structural conditions are not providing them with specific merit values regarding their career development; time or money for the performance in TSA.

In the findings there are no direct emotional responses to the informal setting of official statements and vision about the performance in TSA. However, the emotional responses could be viewed as indirect responses when including Baumeler´s (2010) study on the discourse of the idealized employee who fits in the new flexible workplace (Baumeler, 2010). According to Baumeler, the feeling rules for employees personal characteristics are emotions such as commitment and engagement. The organisational control of employees is done by extensive self-control, leader's vision and shared meanings among employees. This control is said to guarantee motivation from the employees (Baumeler, 2010). Thereby the findings could be seen in the light of this self-control regarding the emotional responses connected to motivation; that official visions and statements are indirectly important to the emotional responses of the participants, but are internalized unconsciously and transformed to extensive self-control, that one feels that one *should and needs* be motivated to perform in the TSA despite the lack of structural conditions of resources (merit values; time and money), which is based on the finding that no one of the participants expressed feelings of not being motivated to perform at all in TSA.

5.2 ABILITY

According to the AMO-model individuals perform when they have the ability to perform - they can do their job because they have the skills and knowledge needed (Boxall & Purcell, 2011).
One structural condition regarding the skills and knowledge for the ability to perform in media TSA is the mass media landscape, which will shortly be described.

The theory of agenda-setting means that the media has the power to decide what information about a topic will be published (McCombs, Shaw & Weaver, 1997). This means that the results/knowledge that a researcher has about a research topic not necessarily is the source of information a newspaper will publish. The gate-keeping theory means that some information is not published, that the mass media filters what information can be news and what information is kept gated from becoming news (Strömbäck, 2009). This means that in the interaction with journalists, the power over what parts of the information (provided by researcher) will be published are controlled by the journalist/media company. The theory about news valuation and media logic means the valuation mass media does when choosing what news will be published. First, the media choose the events that are most relevant to become news; than they decide how to portray these news (Falkheimer, 2001). Media logic means that media will adapt the content in the way that suits them best (Strömbäck, 2009). In order for the media to attract readers they construct the content through the narrative techniques of accentuation; simplification; polarization; concretization; intensifying; personifications and stereotyping (Strömbäck, 2009).

One structural condition regarding the skills and knowledge for the ability to perform in the TSA are presentation/communication techniques when standing in front of an audience. These skills and knowledge are also tacit knowledge that the HR/M are informally enhancing among the researchers by pedagogical training courses (in the performance area of education); offering (non mandatory and non systematic) media training courses; (non mandatory and non systematic) competency development seminars about the TSA of social media. Another informal structure that HR/M provides regarding the social architecture of performing in media TSA are to offer help/support in (rare) cases of threats/other security related issues after performances - in order for the researcher to receive skills and knowledge needed to have the ability to handle this negative aspect of TSA performances.

5.2.1 EMOTION OF POWER
- FEELINGS OF BEING COMFORTABLE AND BEING INSECURE

The emotion of power is what the respondents feel or seek to feel regarding their ability to perform in TSA, that they perform in TSA when they feel that they have power over this performance and that they do not want to perform if they feel insecure about this power. However, the feelings of being comfortable are for some of the respondents only present within TSA of giving lectures and they feel insecure about the performance in media. This feeling of being comfortable is connected to the ability to perform by the informal structure that HR/M provides pedagogical training courses (in the performance area of education) that makes these respondents feel that they have the skills and knowledge needed to perform in TSA of giving lectures to the public/practitioners, since it resembles giving lecture to students, which this quote demonstrates:

"*I think that those [TSA of giving public lectures] are the most fun to do. Perhaps because it is the context that I feel most comfortable in because it is the most similar to the teaching situation. That I feel like I can. I always feel more uncertain maybe in the meeting with some journalists and when one is going to be interviewed, then I always become much more nervous. But in such contexts [public lectures] I do not become nervous, because we are so trained in such things."* /11

This feeling of becoming "*much more nervous"* in the meeting with some journalists leads the respondents who feel insecure in the performance of media TSA to choose different strategies to feel in power again. One of these strategies is to see their quotes from an interview before the article is printed, and that this feeling of power also relates to their specific interaction with the journalist, which the following quote exemplifies:

"If it is someone [journalist] who has interviewed me before then I usually do not ask for it [to see quotes] because then I feel safe enough anyway."/2

Another strategy used by some of the respondents is to write their statements themselves at a blog which was an initiative from the researchers at the faculty and that the HR/M has informally enhanced by placing it at the faculty's official website. This emotion of being insecure with the direct media participation is tied to the structural conditions of the media logic in regards to the narrative techniques of simplification; polarization and personifications (Strömbäck, 2009) since these respondents feels insecure with this power imbalance for their ability to perform, they feel insecure when the media (logic) simplify their research results and/or be portrayed as one pole (of line of thoughts/results) against another one, which means the way media constructs conflicts and produce such conflict-storytelling headlines. Therefore the blog is one way to be visible in the media but without the need to adapt the information to the media logic, which makes these respondents feel comfortable and in power of their performances in media TSA, which this quote explains:

"It [media performance] is associated with a lot of anxiety, which is why I am in my comfort zone. And that is what the blog is a reaction to. [...] There will be no hunting game [from the media] and that is what is a relief! One does not seek to have big negative headlines but rather to inform [the public], and at best enlighten someone." /8

Some of the respondents who feel insecure about the media performances are also those who do not have the experience of this kind of TSA performance, and their feelings of insecurity is tied to the structural conditions of media logic. They see how their colleagues´ performance in media TSA is constructed and feel insecure about their own ability to perform. This feeling is also tied to the informal structure where HR/M does not provide systematic training courses for media TSA performance, which this quote clarifies:
"I would have liked to receive that training and if I would have been in those contexts more [performing in media] such help would provide security." /6

The experience of performing in the media is discussed by the respondents who feels comfortable and in control when they perform in this TSA. They feel secure because they have experience of performing, which leads these researchers to feel comfortable with their ability to perform and that they have the skills and knowledge how to handle the media logic - to feel the power balance between their performance/media logic. This feeling of being comfortable is tied to experience, since they did not feel secure from the very start of their career. The respondents who feel comfortable also point out that some of their colleagues do not feel comfortable because they worry about making a mistake, to not have the power to emotionally handle the structural conditions of media. The respondents with more experience discuss that they understand this, since they have also felt this way, but that they have been able to change feelings from insecurity to feeling comfortable because they as they explain, have continued performing and that they have been able to emotionally respond to those feelings of being insecure as part of a positive feeling of excitement, which the following quote explains:
"In the beginning when I was not so experienced, I could become quite nervous and it could happen that I had a hard time breathing properly, and then my voice started to quiver and it

sounded as though I was very nervous. You do not want to sound as though you are nervous because then you will be put at a disadvantage [...]. The only way to not make any mistakes is to not do anything at all. Particularly amongst the younger ones [of colleagues] that are not so experienced this kind of worry [to make mistakes] exists. [...] Small near death experiences still happens sometimes [...] In live broadcasts, anything can happen and suddenly it happens. And that gives you a particularly feeling of excitement."/1

This study argues that the feelings of imbalance of power that some respondents feel regarding media TSA is relating to the concept of self-confidence. Self-confidence is the self-projections of the future (Barbalet, 1998). The feelings of imbalance of power in media TSA performance could be viewed as self-projection - that the researchers do not feel the power of ability to perform. The feelings of power imbalance, as discussed in the findings, relates to the previous emotional experiences of performances, which generates a self-projection for the future. Thereby the emotional response to the ability (the self-projection for the future performances) of media TSA are to act in ways (discussed as "*strategies*" in the findings) that makes the respondents feel in power again. This imbalance of power also generates the feelings of insecurity that these respondents feel in media TSA performance, which is the "opposite" of self-confidence; the interactions with media have not provided enough recognition, but rather negative feelings, which has not generated the amount of self-confidence to have a positive self-projection for the future actions. Thereby these actions will not be performed to the same extend as by those respondents feeling comfortable - who have generated self-confidence from the media TSA interactions and thereby has a positive self-projection for future performances in media TSA.

These negative feelings from the interactions and their relation to the power imbalance will be discussed in the next two coming findings. This will be constructed by first discuss the negative emotions that the respondents who perform seldom in the media feel and then on those negative emotions that the respondents who (according to themselves) perform often in the media feel.

5.2.2 EMOTION OF DISLIKE

- FEELINGS OF FRUSTRATION, IRRITATION AND DISAPPOINTMENT

When performing in media TSA and in interactions with journalists the researcher´s ability regards their skills and knowledge to communicate their research to the media. The emotion connected to this ability is for those respondents who state that they are not performing often is dislike, which is shared among those respondents. The emotion of dislike is tied to the structural conditions of the media landscape, such as the gate-keeping theory (see introduction of this part). One feeling of the emotion of dislike is the irritation that the respondents feel when they have explained the information in a problematized way, and the media still choose just to include only some parts of the information they have received, which the following quote states:

"When I have problematized things and have said that "one can see it this way or that way" and then they [journalists] still highlight only those things that fits with the line of arguments of the article [of the journalist]. And that I can get a bit annoyed about! /2

This feeling of irritation, to feel "*annoyed*" is something that is also tied to journalists who call researchers to ask for facts that the respondents feel are a way to use their working time as an alternative for the journalists to take their own time to do research. The respondents feel as they receive a work-overload from the journalists, which this quote is an example of:

"It makes me annoyed "It is not my job to be your alternative to do your research assignment as a journalist." [...] To contribute with deeper understanding, of course I am willing to contribute with that. But I can not take my working time to tell you [the journalist] about basic facts. They can be found on the Internet, just go in and have a look!"

/5

Another part of the shared emotion of dislike is the frustration the respondents feel about the large amount of journalists calling at any hour at any day and continuously, for a comment about a recent news or if the research topic the respondents focus on, is in the news for a period of time. This feeling of frustration is tied to the structural conditions of the agenda-setting media; it is the media that decides what topic is on the agenda and that does not necessarily correspond to the timing of new research results. This is yet another example of the feelings of imbalance in power (as discussed in previous finding); that it is not the time of research results that has the power to construct news - but rather the media's agenda for what topic is considered an important news of the time being. This frustration is also about the fact that journalists want comments with a tight deadline before publishing, which the following quote demonstrates:

"For us it is more like "oh, now there is a new poll out- we need a comment right now because we have a deadline in 50 minutes!" So it is a different kind of media participation for us. [...] It is almost a feeling of being chased because it is so intense. [...] It is a pity that it is so incredibly intense (for a while) and then [...] the interest dies completely."/5

This feeling of frustration regarding the intensity is also shared among the participants who are often performing in media TSA but the frustration is described in other terms, such as what they normally enjoy (the participation in media, see the motivation part) does not feel the same way when the media is "*chasing*" them during those periods of time when there is a specific news, which this quote exemplify:

"*It becomes unreasonable, too much. Eventually it becomes not so enjoyable anymore. But it is very enjoyable.*" /10

The emotion of dislike, among those participants who perform not often/with peaks of intensity, is also partly a feeling of disappointment about the interactions with journalists. The feeling of disappointment of the outcome of the respondents´ performance relates to the structural conditions of media logic, where journalists have an agenda that they construct the information around, which the following quote represent:

I have worked mostly with [media] and you talk for five minutes and say important things. And then they edit it and have a public education approach to it and then it sounds as if I'm giving a lecture at the beginner level course. And then it feels a little sad, that you have figured out something clever to say and then they do not broadcast it. /7

This feeling of disappointment, for some of the respondents, is a strong negative emotional experience that has led these respondents to lose partly their motivation to perform in these TSA, which this quote is an example of:

"Of course if I have written something that has not been interesting enough then... Many years ago I was in touch with [newspaper] because I had an idea about [research subject] and what I would write about this. But they were not too interested. [...] And a few years ago I collaborated with other researchers and then the debate page of [newspaper] said we could write [about this] which we did. But they never replied back to the email. [...] And then of course you lose a bit of the hunger for it."/4

As this quote illustrates "*to lose a bit of the hunger for it*" is interpreted as to lose a part of the motivation to perform in media TSA because of the disappointing feelings of the interactions with media, that makes the respondents feel that they do not have the (right) ability to perform, which in the previous quote is exemplified with words such as *"If I have written something that has not been interesting enough then"; "they were not too interested"*and *"they never replied back"*.

The finding of the shared emotion of dislike could be seen as an example of Fineman´s (2010) arguments regarding emotions being constructed inside an employee as an experience/competence that can individually or together with colleagues lead to better or worse organizational outcome. The feeling of dislike in the interactions with media leads employees to construct these feelings as having less competence within this performance area, which leads to a negative organizational outcome; that some of the respondents are hesitant to perform in these TSA (as discussed in the part of insecurity) and also lose the motivation to perform. This can theoretically be understood with the concepts of interactional ritual (IR) and emotional energy (EE) by Collins (1993). Since the media performances (the IR) has not generated the group solidarity between the researcher/journalists the high intensive EE that such solidarity generates is not emotionally present for these respondents. Thereby, motivational emotions, high intensive EE, to continue to interact in these IR are not present and the IR is not a successful one. This also relates to the concept of self-confidence (Barbalet, 1998), that in the interactions with journalists the feelings of disappointment; frustration and irritation are present - which are the opposite feelings of acceptance and recognition that in turn generates self-confidence. The dislike could be understood as the discrepancy of emotional expectations and emotional experience of the IR of media participation. This means that the self-projection in the past, that directed the future action of performances, had a different anticipation of feelings generated from this IR (such as pride and other positive feelings that generates what the participants calls "*ego-boost*") than the ones they emotionally experienced (disappointment) which in turn shaped the self-projection of the future actions of the performances - that includes the self-projection of feeling the power imbalance regarding their ability to handle the (structural conditions of) media and the individual feelings of frustration and irritation, that is emotionally shared among the respondents as an emotion of dislike.

This emotion of dislike could also be understood when including the theoretical concept of institutional logics and rules for emotions and expression of emotions (March & Olsen, 1996). The prescribed emotion rules, has been stated by Bloch (2012) that within academia one is suppose to hide one's feelings of insecurity and doubt in order to be perceived as a competent person. This, the study argues, goes along with the emotion rule of particular institutional logics in academia, the institutional logics that constitutes the *research employee* as the equivalent to *research work*. This means that the institutional logics of *research work* - to not involve emotions; opinions or individual feelings in the presentation of empirical findings, which are quality criterias regarding the performance of *research work,* is also transformed to the judgment criterias/emotion rules of the *research employee*; that the researcher also should be without emotions; opinions or feelings. This institutional logic of *research work* and it´s prescription of emotion rules to the *research employee* can be interpreted as the researcher should not feel or express feelings of irritation; frustration or disappointment about the (dislike of) performances in media TSA. This discussion regarding an institutional logics of *research work* as the same as the *research employee,* and the emotion rules that goes along with this institutional logics; that the quality of the researcher is seen as the same thing as the quality of the *research work* - unbiased and without emotions, continues in the next part of the findings.

5.2.3 EMOTION OF ANXIETY

-FEELINGS OF UNEASE, PAIN AND SYMPATHY

The emotion of anxiety regards the negative comments and feedback and sometimes threats that researchers receive from the public after a performance in media TSA. The respondents say that this anxiety is difficult to feel and to express to other colleagues and that this type of negative comments after a performance does not happen very often. The anxiety is expressed by individual feelings of unease when being contacted by the public, both via email and telephone, and as "*difficult*" when this type of contact is not a constructive conversation but rather the interactions makes the researcher feel that there is a "*bad*" tone from the public, which the following quote illustrates:

"Sometimes people call and scolds you. I think that is little difficult. They perceive it as that one is biased, both the public and politicians can call. [...] Sometimes you get email that you can feels are bad, there is no good tone [of voice in the emails]. It does not happen often, but happens periodically and that is the backside of it [performing in TSA]."/7

The respondents also discuss the anxiety feelings as pain, that when negative comments regard them as persons that it becomes more difficult to distance one's feelings from the hurtful comments, which is exemplified in this quote:

"*Oh yes, oh yes, oh yes both mocking and negative comments [...] I have pretty good self-esteem so I do not think I took that so very personally... Well ... of course. Even if I say that I have a good self-esteem, I am of course not completely insensitive. Of course when someone writes personal things about you, you can be more hurt by it... If I have sometime been on the TV and they make remarks about "your staring eyes" or comments upon your looks or on those kind of things that are a little harder to defend yourself from, it is not fun [...]"*/1

However, the emotion of anxiety and pain is not as easy for the respondents to discuss as other topics, and the respondents highlight the fact that this part of the performance is not the usual aftermaths, but rather an unusual outcome.

This emotion of anxiety is also tied to the informal structure of HR/M where they have once gathered employees who were threatened, for a conversation how to handle these threats; to increase the employees abilities to handle the consequences of a performance. This kind of support and help is not placed systematically into practice by the HR/M, which leaves the respondents with the individual responsibility to alone deal with the emotions of anxiety and pain connected to the ability to perform in media TSA, which can be very difficult for the researchers as this quote is indicates:

"*Occasionally they can be slightly nasty. Last winter there were a few times I felt that it was a little bit tough, when I had 15-20 emails about how stupid I was, I should go to hell and at least 10 phone calls. [...] But the emails, that was one of the few times when I felt that "this is really too tough"."* /10

This vulnerable situation that some respondents face when feeling anxiety and pain but have to handle it alone, is also brought up by other respondents during the interviews, where they express their feelings of worry and sympathy for the colleagues; that the back side of the performance might lead their colleagues to not have the emotional energy to perform anymore, as this quote portrays:

"But it must become hard for those people I guess and that they might avoid it [to perform], that one might not have the energy to participate because then one has to put up with such reactions afterwards." /2

The informal structure of HR/M offers help/support in (rare) cases of threats only regards outspoken threats and not the other (negative) emotional responses connected to ability to perform. The emotion of anxiety; feelings of unease and pain connected to the ability to perform a job task assigned by the University, is left for the individual researcher to handle. Since the respondents experiencing this anxiety and the colleagues feeling sympathy for colleagues states that: "*they might avoid it , that one might not have the energy to participate"; "I felt that "this is really too tough" and "I do not know how one is affected by it"*, these quotes could be interpreted as the HR/M and the researchers themselves also share (unconsciously) the emotion rules tied to the institutional logics of academia, the *research employee* as being seen as the same as *research work* - since they do not discuss the fact that this is a workplace problem; or that there is a lack of management/leadership to address this working problem for employees. Rather the quotes discuss the problems as individual problems, which this finding has concluded it is not. When performing *research work*, this occurs *inside* Academia with the specific criteria for criticism/feedback on the *research work outcome*, and the same structures are not applied to the performance outcome when the *researcher* is interacting *with* society as an *employee* on the behalf of the University. Therefore this is a workplace problem that the HR/M should be responsible for, but something that both the HR/M and the respondents/colleagues view as an *individual researcher's* emotions of anxiety; unease and pain that are connected to the ability to perform - despite the fact that the individual researcher is not one person, but many (according to the findings) and that in relations to the society it is not an *individual researcher* performing in TSA but rather a *public employee of the University*.

5.3 OPPORTUNITY

According to the AMO-model the opportunity to perform means that the employees´ work structure and environment provides the support and avenues for expression needed for the individual to perform (Boxall & Purcell, 2011). The structural conditions for the work structure that provides support regarding performance in TSA are the employee satisfaction conversations (non mandatory); the staff meetings arranged by the HR/M and the environment; the general work culture climate among the HR/M, individual employees and colleagues. The avenues for expressions are spatial rooms such as coffee-room and the corridors. One example of the informal structure regarding HR/M providing an environment of support are the way HR/M communicate and show their employees attention when they have performed in TSA, by posting this in newsletters and on the website for all employees to see, and to informally show that performance in TSA is important and something the leadership of the University supports.

5.3.1 EMOTIONS RELATING TO CONFIRMATION

-FEELINGS OF CONTENT, MISTRUST AND REJECTION

The shared emotion connected to the opportunity to perform regarding the work environment for avenues for expressions about the performance in TSA is emotions relating to confirmation. However, these emotions relating to confirmation of one's own performance in TSA are sometimes feelings of content, mistrust and rejection by the colleagues. The feeling of content is expressed among the colleagues when they meet at the coffee-machine or in the corridors. However, this type of acknowledgement from the colleagues on one's performance is described by the respondents as polite comments and does not feel sincere to the respondents. They explain that the feeling of content that they experience comes from close colleagues that they trust, that makes them feel as their performance being confirmed, which this quote is an example of:

"*And then I got a text message "it's fantastic what you are saying now," that a colleague wrote. That is of course really fun [to hear]! Then perhaps there were ten other [colleagues] who thought it was going to hell, but at least they did not write to tell me that. [...] You can get a little exposed [by colleagues]. [...] But there is no one that is saying it directly. There is no such negative feedback. What one receives is either silence or positive [feedback]. [...] The silence is no problem. You have your confidants that you can ask in a more straight forward fashion way and who will give you feedback, but it is up to you to ask for it!"* /10

This quote also points out that there is a feeling of mistrust in the work environment in regards to the non confirmation that exists among colleagues which in this quote is described by the sentences: "*ten other [colleagues] who thought it was going to hell, but at least they did not write"; "you can get a little exposed [by colleagues]* and *"there is no one that is saying it directly. What one receives is either silence or positive [feedback]"* This mistrust is also illustrated by the words that "*you have your confidants"* which could be interpreted that since there is a mistrust among colleagues to express their opinions about TSA performance openly to each other, the respondents feel as though they need close *confidents* if they want to receive feedback. Also this feedback among confidents is not part of the work environment as an open avenue for expressions as "*it is up to you to ask for it*". This feeling of mistrust is tied to the formal structure of the work environment, that there are no structured avenues for expression and feedback on performance.

The feelings of mistrust and insecurity are also connected to the feelings of mistrust as described in the motivation part, regarding the performances in media TSA, which in this finding is tied to the formal setting of the work environment. The ones who perform a lot in media TSA feel rejected and punished by colleagues for doing so, whereas the ones who do not perform at all in media TSA do not to feel this rejection from colleagues according to the respondents, which this quote exemplifies:
Those who do not contribute at all are probably breaking a norm but they are not risking anything for doing so." /3

However, this finding is in line with the feelings of mistrust in the motivation part, where the ones who perform "*too much*" and the ones that "*not at all*" performs are described as "*the media camp*" and "*the research camp*", which for this finding means the feelings of mistrust regarding colleagues performances are partly feelings of mistrusting colleagues who performs "*too much*" in media TSA. In line with this interpretation of the findings is that the respondents who feel rejected by their colleagues are the respondents who often performs in media TSA, which this quote states:
"If one is too visible then it is negative. Then it will be almost like "oh well, are you in [performing in media TSA] just to be seen?" "Is it important to you to just be seen and to be in the media? You might want to spend a little more time on your research instead" Something like that. [...]. It is seen as something negative among colleagues. Like, "Well, apparently you have said that this is the most important thing" and then you just feel, oh, so tired. [...] It is not a direct criticism, it's more subtle than that. It is made in a playful way, but with a sting. And it is also made in an indirect way, that people are talking more behind your back than direct to one's

face. So for me it is like this during the peaks [of media TSA performance)] because then this stands out and then one becomes criticized for it, but then when the peak is over it is calm [amongst colleagues] again. And if something then shows up [request from media] it's only positively again."/5

This feeling of rejection that respondents feel, in the way the colleagues expresses (negative) statements about the researcher rather than the performance made, is exemplified in this quote with the sentences "*you might want to spend a little more time on your research instead* ", "*It is seen as something negative among colleagues"* and "*It is not a direct criticism, it's more subtle than that. It is made in a playful way, but with a sting."*

The emotions relating to confirmation and the feelings of content; mistrust and rejection has been shown in this finding to be the emotional responses connected to the participants´ opportunity to perform regarding the *lack* of support and avenues of expression in the work environment regarding the *performance of TSA*. This is in a clear breach regarding the other performance area of research, where a clear work environment and setting for avenues of expressions is constructed, such as structured research seminars and criterias for critic, provided by the HR/M regarding the *performance of research work*. The emotional responses regarding the structural conditions of the work structure that the HR/M provides for the TSA performance will be presented in the next finding.

5.3.2 EMOTIONS RELATING TO APPRECIATION

-FEELINGS OF ENCOURAGEMENT AND FRUSTRATION

The shared emotion among the participants of the opportunity to perform in TSA, and the emotional response to the work structure (the formal structures and informal settings as described in the beginning) are emotions relating to appreciation. The respondents discuss that they feel that both the Head manager and the Univeristy appreciate and encourage their performance in TSA, as this quote clarify:

"It feels like it is noticed and encouraged from here."/6

Some respondents however feel frustrated that although they feel the encouragement from the HR/M to take their working time to prepare before a performance, they are not provided any time/money from HR/M in the structural conditions to perform in TSA, which the following quotes illustrates:

"The head of the department appreciates it and all managers too and that it is totally acceptable and then you feel that you have the right to do so and to take your time to study prior to [performing in TSA]. [...] And then you have the employers who are proud that you are doing it but you do not get paid for it. Well, but I did not do this, that and this instead [in order to perform in TSA] but they [the managers] do not of course think about that." /7

There is also an emotional responses of frustration to HR/M´s informal ways of encouraging the performance in the TSA but not placing specific money/time into the (motivational-) structural conditions, which this quote reveal:

The only thing that one perhaps could hope for is that in the future [...] That X% of your work will be dedicated to this ... if it´s really so very important! /8

The respondents discuss how this feeling of encouragement is important but that the lack of these structural conditions also affects the motivation to perform; that encouragement from the HR/M are positive feelings for the opportunity to perform (the informal ways that HR/M is encouraging this) but that these positive feelings of are not enough for providing motivational feelings to perform, as the quote below describes:

"*The head of department states that it is important and it is good. It is encouraged by the top management. [...] If it is not supposed to be in this manner, that one is somehow interested and one gets a bit of an ego-boost, then it is partly like this that there must actually be economical incentives in place. Encouragement only helps a little bit.*" /10

This findings of the emotions connected to the opportunity to perform in regards to the work structure of TSA performance show that the respondents´ emotional response to the structural and informal structure of the work structure are the shared emotions relating to appreciation, but that the respondents also feel encouraged and frustrated - at the same time. The feeling of frustration is tied to both the opportunity to perform and the motivation to perform since this would make their colleagues and themselves feel more interested and incentivised to perform as described with the words "*there must actually be economical incentives in place"*.

To conclude the findings of emotions connected to the opportunity to perform has shown that the colleagues´ feedback/comments of performance are important to how the researchers feel about their performance. The *lack* of formal ways to openly discuss the performance of TSA makes the *research employee* to be the target scope of negative feedback from colleagues, rather than the actual *performance outcome*. However, this is the matter for researchers performing in media TSA and is seen by colleagues to perform "*too much*". In sharp contrast to this, the work structure, the leadership of HR/M, encourages the performances of media TSA and accepts all amount of performances (according to the respondents feelings about the HR/M). This leaves the research employee in an emotional space of contradicting emotional norms; the HR/M encourages and appreciates performance in media TSA and the colleagues do too but only to a certain, although not outspoken, limit and might leave the employee with a feeling of rejection for performing, rather than feeling that their performance outcome is (constructively) criticized. These emotional contradictions are connected to the opportunities to perform.

Another emotional aspect of the opportunities to perform is the closeness to the emotions connected to motivation to perform (as described in the motivation-part). Since there is a lack of money/time to perform the respondents do not know how to motivate for themselves that they are spending their working time/research money on the performance of TSA - as this quote from the motivation-part clarifies:

"One accepts [requests to participate in TSA] because of duty. [...] Because it something that I am supposed to do. But it is nothing that I am rewarded for in any way. Well yes, one can get rewarded from the people you meet [the audience/public] or a comment from people

[colleagues] in the corridor but career-wise it is not rewarded. [...] It is about how I motivate this for myself, that I prioritize something [the TSA] that harms me in terms of research?" /11

The quote indicates that the opportunity to perform and the motivation to perform are emotionally connected: "*But it is nothing that I am rewarded for in any way. Well yes, one can get rewarded from the people you meet or a comment from people in the corridor but career-wise it is not rewarded."*

As the structural conditions of rewards of time and money is lacking, the emotional rewards from interactions in the work environment and work structure are important for the motivation to perform in TSA.

5.4 SUMMARY OF FINDINGS

There is a common result across the findings - the difference in shared emotions and individual feelings among respondents regarding the performance in media TSA. In the motivation-part this can be seen in the differences between the respondents who feel the emotions relating to duty of media TSA performance as either a feeling of burden or feeling of enjoyment; that there are differences of feelings of mistrust between research work and TSA for those respondents who also have feelings of mistrust to the media and the colleagues who performs "*too much*" in this specific TSA compared to those respondents who feel pride when performing in these TSA. In the ability-part this difference was seen in the findings of the respondents feeling comfortable with media TSA performance and those who feels insecure and an imbalance of power, which was further elaborated on in the findings that some respondents shared the emotion of dislike when performing in media TSA. Whereas other respondents, who perform often in media TSA, share the emotion of anxiety (occasionally) regarding the aftermath of the performance. In the opportunity-part this difference regarding performance in media TSA was seen in the emotional response among colleagues in the work environment. The respondents who perform a lot in media TSA shared emotions of rejection (by colleagues) for doing so, whereas the ones who do not perform at all in TSA are not risking to feel this emotion according to the respondents. Also, the findings regarding the work environment and the work structure discovered that there are contradicting emotional norms between the encouragement from HR/M and the emotional work environment regarding what is the emotional norm to strive regarding the performances in media TSA.

In order to understand the difference in emotions connected to the motivation, ability and opportunity to perform in this specific TSA, the differences in the emotional responses to the structural conditions and the informal settings of the performance; and understand why some of the respondents perform in media TSA and some do not/feels hesitant to do so, the theoretical framework will be applied to this common result across the findings and be elaborated on in the discussion.

6. DISCUSSION

In this section, the discussion will be presented by applying the theoretical framework to the common result across the findings in order to understand the theoretical and analytical dimensions of individual job performance in media TSA.

The discussion will describe how the differences in media TSA performance is an *emotional process* including shared emotional responses and individual feelings which are tied to the cultural context of structural and informal settings; and how this *emotional process* can be theoretically explained with the theory of interactional ritual and emotional energy. In order to understand the emotional process of media TSA performance more clearly, the findings of emotions connected to motivation, ability and opportunity (and how they relate to each other) will be further discussed in this section.

The emotional process of performance - interactional ritual and emotional energy

The differences in media TSA performance could be seen as an *emotional process* from the theoretical concept of interactional ritual and emotional energy. The reason that individuals participate in some interactional rituals and not in others is depending on the emotional energy that specific interactional rituals generate (Collins, 1993). The respondents feeling positive feelings, high emotional energy, in the interactional rituals with media are also feeling motivated to continue performing in these interactional rituals. Whereas the opposite is true for the respondents who feel negative feelings, a low level of emotional energy in the interactional rituals of media performance, they are not as motivated as their colleagues to (continuously) perform in these TSA. This could also, possibly, explain the feelings of mistrust among the colleagues; that the respondents who experiences low levels of emotional energy in the media interactional rituals cannot emotionally resonate with colleagues who experience high levels of emotional energy and their emotional expressions of pride about media TSA performances (as described in the motivation-part). The motivation feelings, high emotional energy is connected to the feeling of confidence and/or courage to take action (Collins, 1993). This is also seen in the findings regarding the respondents who experience high emotional energy in TSA of public lectures/practitioner´s seminars, where the respondents prefer to perform in these TSA since they feel the high intensive emotional energy of joy. This means that all respondents share high intensive emotional energy (motivational feelings/emotions) but that the specific interactional rituals that they receive the high levels of emotional energy from are different.

According to Collins individuals participating in successful interactional rituals will be wanting to have more of that group solidarity that it generates, and thereby they are motivated to repeat these interactional rituals. The concepts of interactional rituals and emotional energy are thereby explaining the emotional process of the AMO-model regarding the differences of amount of performance in media TSA.

The emotional process of performance - Motivation as self-confidence

The differences in media TSA performance could be discussed from the theoretical concept of self-confidence by Barbalet (1998). The respondents who discuss that they have motivational feelings of enjoyment and pride regarding media TSA performances are connecting these feelings to the mutual satisfaction of the interactions with journalists. The important difference between these respondents and the ones who feel that these performances are a burden, are the feelings of the recognition and acceptance from the journalists, which in the findings are discussed regarding the mutual satisfaction that exists between the researchers and the journalists. The other respondents feel the same acceptance and recognition, but gain this self-confidence from those interactions with the audience of public and practitioners lectures. The process of generating self-confidence, which in turn makes them wanting to continue these performances, are the same kind of processes; and thereby they also perform in TSA, despite it not being promotional from a career point of view, since it is *emotionally rewarding* to perform in TSA. The emotional rewards boost respondents to feel a capacity and engagement for future interactions. Which is evident in the findings about how the respondents feel about accepting a request to perform in TSA, it is based on their previous experiences (and if the respondents gained self-confidence in these TSA) that is the determent for the decision of future action of TSA performance. One example of this is the respondent in the ability-part discuss the previous emotional experience of media not keeping in touch, not publishing his/her statements and not being interested - that made her/him loose the "*hunger for it*" which was interpreted as loosing the motivation to perform. This is an example of how not gaining acceptance and recognition from the interaction with journalists could affect self-confidence, which in turn affects future activities in the present. This example shows how the emotional process of motivation is related to the emotional process of ability. This statement is important in order to understand the differences in performance of media TSA, since it is also about *whom* one sees as important to get the recognition and acceptance from in order to produce self-confidence.

This discussion point is even clearer when the self-confidence aspect is related to the emotions connected to the opportunity to perform. This means, as argued by this study, that the opportunity to perform (see opportunity in this section) is about what kind of institutional logics the respondent *emotionally* resonates with. This means that the emotions connected to the opportunity to perform relates back to the motivation to perform, since depending on the institutional logics that the respondents emotionally connects to they emotionally experience the situation they are in differently - the interaction with other actor´s institutional logics. This means, as Fineman argues, that also the organization of University is an emotional arena, where feelings shape events and events shape feelings (Fineman, 2003). The institutional logics the respondents emotionally resonate with shape the event of (media) TSA performance, and in turn the event of the emotional experience of media TSA performance (if the respondent has gained acceptance and recognition from journalists) shape the feelings of high/low self-confidence. This also affects the emotions connected to opportunity, how the respondents emotionally resonate with other institutional logics of actors from other institutions. This means that respondents with self-confidence generated from media performances also value and find this particular acceptance and recognition from those actors (the journalists) important. And the opposite is also true, that for those researchers who have not gained self-confidence from the media also do not find this recognition and acceptance from journalists important, but rather from the audience in the TSA of giving lectures.

Since the institutional logics of the respondents and the HR/M are different (see opportunity section) this means that for the respondents the HR/M´s recognition and acceptance is not as important as interaction with audiences. And even clearer this conclusion becomes when discussing the negative emotional aspects of the ability to perform in media TSA; despite the very negative feelings of the public's comments the respondents do not stop perform.

These findings can be understood with the theoretical concept of emotional energy - that despite the negative feelings from the negative comments from the public this does not completely drain the high-intensive “stock” of emotional energy these respondents feel from the interactional rituals of media performances. Thereby this is one conclusion; for the respondents feeling motivated to perform in media TSA this interactional ritual is separated emotionally, that the emotional energy process is distanced, from the aftermath of the performance - such as negative comments from the public and from colleagues in the work environment. This emotional process, to separate the outcome of the performance from the actual performance as two different interactional rituals is not the same for the respondents who feel hesitant to perform in media TSA. They emotionally resonate this performance in the institutional logics of prescribed emotions of academia - to be judged by the same criteria as *research work* performance. Thereby the recognition and acceptance from the public and colleagues becomes more important than from journalists. Whereas the ones performing in media TSA emotionally relate their performance to being a *public employee professional*, which means that the HR/M´s view on the performance is somewhat important, but not from colleagues to the same extent but that the journalists are important, since it is the interactions with journalists that generates “ego-boost”/self-confidence to motivate the action of performing.

This also explains why the respondents who feel this way are performing in the interactional ritual of media TSA over and over again. The emotions of motivation thereby also influence the emotions of ability to perform in the TSA, since the more the respondents participate in the media TSA, the more emotional experience (group solidarity) they receive from these performances, which also could explain the differences in the emotions of feeling comfortable or insecure about the ability to perform. The emotional process of the ability to perform will be further discussed in the coming part.

The emotional process of performance - Ability as emotional empowerment

The differences in media TSA performance regarding the ability to perform could be seen from the theoretical concept of emotional empowerment as discussed by Poder, that the confidence generated from social interactions (as described in the previous part) gives access to relevant resources, and thereby confidence is essential to empowerment (Poder, 2010). In the findings of emotions connected to the ability to perform these relevant emotional resources that are produced from the interactions of TSA performances can be seen as the "stock" of emotional energy as described by Collins (1993). In the findings the differences of emotional resources is seen among the different respondents, one example is the feeling of being insecure about media TSA performance due to feelings of dislike; irritation; frustration and disappointment about the media logic, which means that these respondents are not provided with enough emotional energy and confidence in these interactions; to be able to have a "stock" of emotional energy resources to take from when needing the (emotional) ability to handle and manage the emotional drain of negative aspects of performing in media TSA. And the opposite is true for those respondents who generate a lot of self-confidence from the interactions in media TSA performances; they have a large "stock" of (described in the findings as pride and enjoyment) to use as relevant emotional resources to take from. Thereby they are empowered to continuously performing despite the negative emotional energy drain. This high amount of emotional energy, to have the emotional ability to perform, is also expressed in a positive ability to feel empowered; they are not worried, as their colleagues, to make mistakes in their media performances which generates agency to have an empowered emotional response to new challenges by acting independently and creatively (Poder, 2010). However, this discussion point is also true for some of the respondents who do not have the same stock of emotional energy in the interactional ritual of media TSA performance, they have an emotional energy stock to deal with the emotional drain of media logic to act emotionally empowered by developing a blog and indirectly performing in media TSA, without having to have the (emotional) ability to understand and accept the media logic. This also means that the emotional ability relates to the emotions connected to the opportunity to perform since the fear to have to have the emotional ability to handle the negative emotional aspects of the performance outcome is found in the work environment - the emotional opportunity to perform. The respondents who have a high stock of emotional energy and are emotionally empowered regarding media TSA also have the emotional energy to not be emotionally as affected by colleagues´ indirect criticisms nor by the contradicting emotional norms between the work environment and the work setting. These contradicting emotional norms (of what is appreciated and encouraged regarding TSA performances) as has been explained as relating to the institutional logics and emotional rules that the different actors within the work setting/environment holds. Thereby the emotional ability also affects the emotional opportunity to perform, which will be further discussed in the next part.

The emotional process of performance - Opportunity as institutional logics and emotion rules

The differences in media TSA performance could be seen from the theoretical concept of institutional logics and emotion rules (March & Olsen, 1996), that different institutional logics either clash or can be combined with the individual researcher. The institutional logic in the setting of the study regards the way actors in the different institutions act, which means the different institutional logics of presenting information to an audience. The institutional logic of the media are in many regards the total opposite of the institutional logics of academia; the media logic is to construct and present information through the narrative techniques of accentuation; simplification; polarization; concretization; intensifying; personifications and stereotyping (Strömbäck, 2009). As in contrast to the institutional logic of academia where empirical findings should be unbiased; problematized; analytical- and theoretically abstracted. The differences in the emotional responses regarding the respondents´ feelings of the work environment and work structure, could further be interpreted that the work environment of colleagues are embedded in the institutional logics and emotion rules of academia (as described by Bloch´s study on the emotion culture in academia) whereas the work structure of HR/M are embedded in yet another institutional logic; the logic of the *public work organization,* which means that researchers are viewed as a *public service employees* (from the HR/M). In this institutional logic the employees that are, in line with the NPM structure, "marketing" the specific workplace are to be encouraged. To make a mistake in media performance is not seen as serious as if the democratic service to the public, the ethos and raison d´être for public organizations, would not occur at all-which in this setting would mean that the *public service employee* would not at all serve the public with research knowledge via TSA job performance. For the respondents in this study that perform in media TSA according to the academic institution logics in the interactions/relations with journalists, that perform their work from the media institutional logics, this interaction and performance outcome could mean that there is a clash, that the researcher feels that their performance, according to their logics, is represented in the media in an unfair/wrong way - which the findings suggest. However, the findings that these respondents do not feel insecure performing in TSA of giving public lectures even strengthens this argument, since this is similar to, and can be combined with, the institutional logic of academia in regards to education to students. Furthermore the emotions of burden also relates to the shared emotion of dislike regarding the ability to perform in the media - which individual feelings of irritation; frustration and disappointment suggests as well. However, for the respondents who do not share these emotions and feelings, but rather shares the motivating feelings of enjoyment of the media TSA performance, which also relates to the ability feelings of being comfortable in these type of performances, suggests that these respondents feel that the institutional logics between the two different institutions (media and academia) can emotionally be combined. Thereby the success of interactional rituals regarding the performance in media TSA, could be seen as successful in terms of the ritual solidarity that is generated by the combination of the two different institutional logics of media/academia and the emotional interactions between the actors (researcher/journalist). The respondents who can combine these two logics have personal relationships with the journalists, as described by the recognition that respondents receive directly from journalists and that they feel safe with journalists they have been interviewed by before.

In the findings the theoretical concept of institutional logics and rules for emotions and expression of emotions (March & Olsen, 1996) was used to interpret the findings as based on emotional rules of the *research employee* as “judged” by the same criteria as used for the *research work performance*. This interpretation of such an emotion rule was related to the institutional logics of academia. In the logics of academia, to make a mistake in the *research* *performance* means that the performance loses the criteria of credibility and trustworthiness. As seen in the findings, the respondents who feel insecure regarding their ability to perform in media TSA, relate this imbalance of power back to the fact that the performance outcome (how the journalists edited information) is not what they performed (the information they gave) - which can be interpreted as a clash of the two different institutional logics of media/academia. This also relates to their motivation, that they feel that media TSA performance is a burden. These de-motivating feelings of burden are connected to the ability- findings of feeling insecurity and to the work environment. This is interpreted as a fear to be perceived and judged by colleagues/oneself to have made a mistake in the media TSA performance. This fear of making mistakes in the media TSA performance is connected to the emotion rule of the *research employee* as "judged" (on their TSA performance) by the same criteria the *research work performance*. Thereby making a mistake in media TSA performance means that the *research employee* loses credibility and trustworthiness as an employee/person. This interpretation is further strengthened when the findings of the work environment where the respondents who feel rejected by colleagues for their performances, are receiving indirect critic about their credibility and trustworthiness rather than about the *actual* performance.

The different institutional logics among colleagues and HR/M also affects the emotional process regarding emotions connected to motivation, since the respondents that can combine the institutional logics of media and research employee receive enough high emotional energy to be emotionally empowered to have the ability to perform in the interactional rituals of media TSA, that they are willing to invest in the market sphere (see IR & EE in theoretical framework). In this particular case this means to invest the money and time that it costs for the respondents´ work time from research and/or spare time in order to continue to generate the self-confidence in interactional rituals of media performance. The opposite is true for their colleagues, they experience not a high level of emotional energy in the interactional rituals of media TSA performance, and thereby they do not have, to the same extent, the emotional resources to have the emotional ability to act emotionally empowered. However, they have the emotional opportunity to do so in regards to the TSA performance of public lectures because it emotionally resonates with the institutional logic of research performance, since this is the kind of performance that also takes place *inside* the workplace of the University and *inside* the institution of academia.

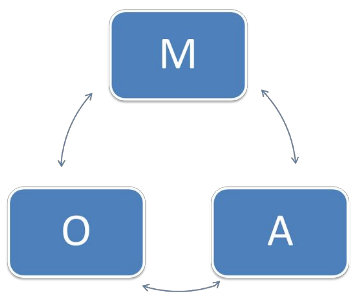
This means that the institutional logic and the emotional rules that the respondents emotionally relate themselves to (in the emotional process of opportunity) also affects the emotional process of motivation - *who* they find important to receive recognition and acceptance from in order to generate their self-confidence to act - to perform in the TSA.

Summary of discussion - the AMO-model revised

This discussion shows that the emotions and emotional responses of the motivation; ability and opportunity are interlinked and connected to each other in an *emotional performance process* in the following way; the emotions of motivation to perform in media TSA depends on the self-confidence the researcher generates from these interactions with media which in turn affects the ability to perform, since the self-confidence generates the emotional empowerment to take actions to perform and/or handle the negative emotional aspects of such performance. The relevant resource to have the ability to perform means the stock of emotional energy that is generated from previous experience of this motivation-ability processes in the specific interactional ritual of media TSA performance. If the “stock” of emotional energy is not high enough as in relation to the amount of emotional energy that the negative emotional drain of the performance outcome requires this will in turn affect the motivation, as an experience of feeling de-motivated to perform in these TSA. This in turn affects the emotions connected to the opportunity to perform, since depending on the institutional logic that emotionally resonates with the employee; and if this logic can be combined or clashes with the institutional logics that the actor holds that the respondents have an interaction with when performing; if this clashing or combination of institutional logics are supported by the work environment and/or the work setting (HR/M) will decide whether the respondents are willing to invest their time and money in the market sphere depending on their emotional institutional logics that decides *whom* the respondents find important to receive recognition and acceptance from in order to for them to generate self-confidence (the motivation) that gives them sufficient emotional energy and emotional resources to be emotionally empowered (the ability) to perform in TSA.

Thereby the AMO-model, in the context of this study and setting of the performance of media TSA, shows that the AMO-model, Performance = f (A,M,O), is an *emotional performance process*, which explains why some employees perform and not others; why some perform more than others and why the employees prefer one of the job tasks performances of TSA over another one. Thereby the AMO-model in this setting and by this study is revised and is constructed as follows:

Model 1. Emotional performance process



This way to revise the model by opening up the three boxes in the AMO-model, is an alternative way to conceptualize the model as a circle *emotional performance process* - constructed by social emotions and individual feelings of motivation; ability and opportunity and as emotional responses tied to the culture context of structural conditions and HR/M´s informal enhancement of value adding to organizational behaviour (as in this setting means to perform in media TSA), which also is one of the contributions of this study. Other contributions of this study will be further presented in the next part.

7. CONCLUSIONS

In this section the conclusions of the study will be elaborated on regarding the implications for HR/M-practitioners in the study, HRM-practitioners in general and for the scientific community. Lastly, the limitations of the study will be discussed and based on those limitations the suggestions for further research will be presented.

One conclusion is that social emotions, such as self-confidence, are important and connected to the motivation, ability and opportunity to performance in media TSA for the public employee of researchers. The social emotions are connected to the structural conditions and informal settings of this performance. Emotions connected to the A,M,O of performance, such as self-confidence, and the emotional responses tied to the structural conditions and informal settings are interlinked and presented in this study as a circle *emotional performance process*. Within this emotional performance process the individual employee feels both emotionally rewarded and emotionally drained. The difference between the employee's performance has been discussed as depending on the "stock" of emotional energy, and self-confidence, generated from the interactions with media. One part of the performance is to receive emotional energy, feeling emotional rewarded, and one part of the performance is to deal with the emotional strains, to feel emotionally drained. One conclusion is that the amount of "stock" of emotional energy that the employees have from their emotional experience of performances in media TSA is important in order to understand why some employees continue to perform despite the emotional drain that the performance to some extent includes. Others find other strategies to avoid the emotional drain by adapting their performance accordingly to the way they receive the most emotional rewards, and yet others try to avoid the performance in media TSA.

This study has shown that performance is not only a matter of knowing how to perform. It is also a matter of how the employee feels about performing, and their emotional experience of the performance plays a role for future performances. This means that the "feel-how" of the "know-how" for the public employees´ performances would be appropriate for the HR/M-practitioners at the University to take into consideration. HR/M-practitioners could be more aware of how the informal settings and the structural conditions of TSA performance constructs an emotional context that shapes the researchers emotional response, and in turn is shaped by these emotional responses. TSA is one of the University´s democratic services and duties to society at large. If HR/M at the University wants to enhance the value-adding to organizational behaviour, more performances in TSA, HR/M could be aware of the emotional responses among the employees and more systematically support the employees performing this work task. HR/M could take necessary actions needed to construct TSA performance to both be, and feel to be, as a work task within the public work organization sphere. As for now, this responsibility to perform is left to be decided individually by the researchers and is often confused with their sphere of research work and being an independent researcher. Thereby, the emotional tensions and strains are also left to be handled by the researcher alone. If HR/M wants their employees to perform in TSA, to have interactions with society, the HR/M could take responsibility for the emotional consequences and emotional rewards of TSA *emotional performance process* - in order to provide agency for their employees.

This conclusion could also imply for HRM-practitioners in other public work organizations to be aware of the emotional conditions that they provide or lack to provide when wanting to enhance performance of their employees in work tasks that relates to interactions with society. To be aware and understand the public employee's “feel-how” of the “know-how” of job performance.

In this study the conventional HRM understanding of enhancing performance by the application of the AMO-model, has been approached by an alternative assumption; that the boxes in the AMO-model could be opened up for scrutiny, to be understood as qualitative processes. The conceptualization of M,A,O as a circle *emotional performance process* is another conclusion of the study and a contribution to the scientific community of HRM. When studying the link between HRM and performance in the HRM-scientific field, social emotions and emotional conditions of performance could be a hidden infrastructure in the AMO-model.

7.1 LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study has several limitations, which has been discussed in the methodology section. Other limitations are that not all of those structural conditions of interactions with society, nor all of the informal settings enhanced by HR/M regarding the performance in third stream activities (TSA) could be covered in this study due to limited resources (time; money and manpower). Thus, in turn this could possibly mean that not all emotions tied to these social and cultural-context have been discovered. This provides arguments for future research. One example is to study the emotion-sociological aspects of performances in TSA by including more participants from different departments, universities and countries. Another example is to conduct a qualitative study on a micro-level in other public work organizations settings that performs in job tasks that includes interaction with other institutions, in order to evaluate if the model can be applied to other settings than one Swedish university. Such future research could possibly lead to new insights and theoretical developments regarding this study's scientific problem - how to link HRM and performance?

8. APPENDIX

8.1 APPENDIX A - INTERVIEW GUIDE

The interview is conducted as one part of the Master Thesis in the HRM and Labour Relations Master programme at the department of Sociology and Work science of Gothenburg University. The study will be conducted with the focus of a work science perspective and the topic is about the performance in TSA, and I would like to understand how you as a researcher perceive how it is to perform in TSA and what experiences you have from performing in TSA.

I will record this interview only for the sake of my memory, and this recording will be deleted afterwards and not used in any other context/for any other purposes than for this thesis.
This interview is fully anonymous, I will not include your name in the presentations. I write in English and therefore the interview will be translated. You will have the opportunity to read through the possible quotes that I will include from this interview, and approve or make comments if you think that I have understood something wrong/ not the way you have meant, or if you think that what you have said in Swedish somehow is misinterpreted in the English version. The quotes will be structured to first present the Swedish version and then the English version will be presented below.

Theme 1 - Background questions:

1. For how long have you been working at the University?
2. For how long have you been working as (academic pedigree)?
3. What are TSA?
4. What is the purpose of TSA?
5. What kind of TSA have you been performing in?

Theme 2 - Individual/Colleagues Performance in the TSA:

1. What kind of TSA do you prefer to perform in?
    - Why do you prefer these TSA? / do not prefer the other TSA?
2. Would you say that TSA are important?

- If yes, why so?
- If no, why so?

3. What are the driving forces behind the performance in TSA in your opinion?
   - For colleagues?
   - For you?
4. How does one manage the job task of TSA in regards to the work tasks of research and education?
   - Time management?
   - When/Where/How to perform in TSA?
   - You?
   - Colleagues?
5. What kind of TSA do you prefer to perform in?
   - Why do you prefer these TSA? / do not prefer the other TSA?
6. What are the ways to know if one has succeeded in the performance of TSA?
   - To have failed?
7. What kind of experiences do you have of succeeding in the performance of TSA?
   - Experiences of failing?
   - Examples?
   - Feelings?
   - Strategies to cope/deal with the situation?
   - Examples of others/colleagues succeeding/failing?
   - What do you make of those examples?

Theme 3- Structural conditions in regards to performance in TSA:

1. What kind of merit values are there in the performance of TSA?

   - What is your take on these merits/ that there is no merit values?

2. What kind of (other) incentives to perform in TSA is provided

   - by University?

   - by faculty?

- by department?

3. What kind of rewards are there for performing in TSA?

- from University?
- from faculty?
- from department?

4. What kind of support/help is there to in the organization for you to perform in TSA?

- Who offers that support/help?
- What kind of support/help have you yourself experiences from?
- What kind of support/help would you prefer/wish for?

5. Where would you say that the conversation about the performance in TSA takes place in the organization?

- University central level? From the principal?
- The Faculty?
- Managers/head of department/ staff meetings/annual review meetings?
- HR-department?
- Communication-department?
- Corridor/lunch room?
- Close colleagues/research group?

Theme 4 -Work place culture of TSA performance:

1. How would you describe the work place culture regarding TSA here at the department?

- Do you/your colleagues talk about TSA?
- Why/Why not?
- Where/When/How?/With whom?

2. Is there any feedback giving on a performance in TSA?

- Examples of negative/positive feedback?
- From you?
- By you?

- Amongst colleagues?

Theme 5 - Closing questions:

1. What do you think, in five years from now, that the development of TSA are at?
2. What development would you like to see/would you wish for, for the future?
   - Why?
3. Are there anything else that you would like to conclude or add to the interview?
4. Are there anything that you feel I have forgotten to ask about the performance in TSA?

9. REFERENCES

A. Katou, Anastasia, S. Budhwar, Pawan & Patel Charmi (2014). Content vs. process in the HRM performance relationship: an empirical examination. Human Resource Management, 53 (4), 527–544

Alvesson, M. & Sandberg J. (2011) generating research questions through problematization. Academy of Management Review, 36(2), 247271

Appelbaum, E., Bailey, T., Berg, P., & Kalleberg, A. (2000). Manufacturing Advantage: Why High Performance Work Systems Pay Off, Ithaca, NY: ILR Press.

Barbalet, Jack (1998) *Emotion, Social Theory, and Social Structure - A Macrosociological Approach*, Cambridge: Cambridge University Press.

Barbalet, Jack (ed) (2002) *Emotions and Sociology*, Oxford: Blackwell

Baumeler, Carmen (2010) Organizational Regimes of Emotional Conduct (pp.272-292). *In* Sieben, B. and Wettergren, Å. (eds) (2010). *Emotionalizing Organizations and Organizing Emotions*, Hampshire: Palgrave MacMillan.

Bloch, Charlotte (2012) Passion and paranoia : emotions and the culture of emotion in academia. Farnham, Surrey; Burlington, VT: Ashgate

Boselie, Paul, Dietz, G., & Boon, C (2005) Commonalities and contradictions in HRM and performance research, *Human Resource Management Journal,* 15 (3), 67-94.

Boselie, Paul & Paauwe, Jaap (2005) HRM and performance: what next?, *Human Resource Management Journal*, 15 (4), 68-83

Bowen, David & Ostroff, Cheri (2004) Understanding HRM Firm Performance Linkages: The Role of the "Strength" of the HRM. The Academy of Management Review, 29 (2), 203221.

Boxall, Peter & Purcell, John (2011) *Strategy and Human Resource Management*, New York: Palgrave MacMillan

Charmaz, K. (2006) Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis. London: Sage

Collins, Randall (1993) Emotional Energy as the Common Denominator of Rational Action. *Rationality and Society*, 5, 203-230.

Cronin, S. N., & Becherer, D. (1999). Recognition of staff nurse job performance and

achievements: Staff and manager perceptions. Journal of Nursing Administration, 29(1), 26–31.
Della Porta, Donatella & and Keating, Michael (eds) (2008). Approaches and Methodologies in the Social Sciences. A Pluralist Perspective, Cambridge: Cambridge University Press.
Dyer, L., & Reeves, T. (1995). Human resource strategies and firm performance: What do we know, where do we need to go? International Journal of Human Resource Management, 6, 656–670.
Elam, Mark (2004) Contemporary Science Communication as a World of Political Invention. *Science as Culture* 13
Esaiasson, Peter, Gilljam, Mikael, Oscarsson, Henrik & Wängnerud, Lena (2007) Metodpraktikan – konsten att studera samhälle, individ och marknad, Norstedts Juridik AB, Stockholm
Falkheimer, Jesper (2001). Medier och kommunikation – en introduktion. Studentlitteratur, Lund.
Fineman, Stephen (2003) *Understanding Emotions at Work*, London: SAGE.
Fort, A. L., & Voltero, L. (2004). Factors affecting the performance of maternal health care providers in Armenia. Human Resources Health, 2(1), 8.
Goodman Leo (1961) A Snowball Sampling. Annals of Mathematical Statistics.32:148–170
Guest, D. (1997). Human resource management and performance: a review and research agenda. International Journal of Human Resource Management. 8, 3, 263-76.
Guest, D. (1999). Human resource management: the workers verdict. Human Resource Management Journal, 9, 3, 5-25.
Hakim, C. (2009). Research Design: Successful designs for social and economic research. Sage Publications, Inc.
Harney, B., & Jordan, C. (2008). Unlocking the black box: line managers and HRM performance in a call centre context. International Journal of productivity and performance management, 57(4), 275-296.
Hyde, Paula, Sparrow, Paul, Boaden, Ruth & Harris, Claire (2013). High performance HRM: NHS employee perspectives. Journal of Health Organization and Management, 27(3). 296311.
Jaffee, D. (2001). Organization Theory. Tension and Change. Boston: McGraw-Hill.

Janssens, Maddy & Steyaert, Chris (2009) HRM and Performance: A Plea for Reflexivity in HRM Studies. *Journal of Management Studies,* 46:1

Kasperowski, Dick & Bragesjö, Fredrik (2011). Bilda och samverka: om införandet, implementering och förändringen av universitetets tredje uppgift 1977-1997. Institutionen för filosofi, lingvistik och vetenskapsteori vid Göteborgs universitet.

Kasperowski, Dick & Bragesjö, Fredrik (2013). Den tredje uppgiften som hot eller demokratisk vitalitet. [Online]. Available: http://debatt.rj.se/2013/06/11/den-tredje-uppgiften-som-hot-eller-demokratisk-vitalitet/

Kazlauskaite, Ruta, Buciuniene, Ilona & Turauskas Linas (2012), Organisational and psychological empowerment in the HRM performance linkage. Employee Relations 34 (2), 138-158

Kelle, Udo (2005) Emergence vs. Forcing of Empirical Data? A Crucial Problem of Grounded Theory Reconsidered. Forum: Qualitative Social Research Sozialforschung 6(2), 27

Kvale, Steinar & Brinkmann, Svend (2009) Den kvalitativa forskningsintervjun, Studentlitteratur AB, Lund

March, James & Olsen, P. Johan (1996). Institutional Perspectives on Political Institutions. Governance 9(3), 247-264.

McCombs, Maxwell E. & Shaw, Donald L (1972) The Agenda-Setting Function of Mass Media. The Public Opinion Quarterly 36(2), 176-187.

Mueller, F. (1996). Human resources as strategic assets: an evolutionary resource-based theory. Journal of Management Studies, 33, 6, 757-85.

Paauwe, Jaap (2009). HRM and Performance: Achievements, Methodological Issues and Prospects. *Journal of Management Studies 46* (1), 129-142.

Poder, Poul (2010), Empowerment as Interactions that Generate Self-Confidence - An Emotion-Sociological Analysis of Organizational Empowerment (pp.106-125). *In* Sieben, B. and Wettergren, Å. (eds) (2010). *Emotionalizing Organizations and Organizing Emotions*, Hampshire: Palgrave MacMillan

Purcell, J. (1999). Best practice and best fit: chimera or cul-de-sac?. Human Resource Management Journal, 9, 3, 26-41.

Sieben, B. and Wettergren, Å. (eds) (2010). *Emotionalizing Organizations and Organizing Emotions*, Hampshire: Palgrave MacMillan

Strömbäck, Jesper (2009). Makt, medier och samhälle: en introduktion till politisk kommunikation. SNS förlag.

Sundell, Anders (2014) Sveriges mest inflytelserika statsvetare i media, forskning och politik. [Online]. Available: https://politologerna.wordpress.com/2014/02/23/sveriges-mest-inflytelserika-statsvetare-i-media-akademin-och-policy/

The Swedish Higher Education Act, Swedish Code of Statutes (SFS) No. 1992:1434

Thoits Peggy A. (1989) The Sociology of Emotions. *Annual Review of Sociology*, 15317-342

Thornton, Patricia, and William Ocasio (1999) Institutional Logics and the Historical Contingency of Power in Organizations: Executive Succession in the Higher Education Publishing Industry, 1958–1990. American Journal of Sociology 105 (3): 801–843.

Thornton, Patricia H. & William Ocasio (2008): Institutional Logics. In: R. Greenwood, C. Oliver, S. K. Andersen & R. Suddaby (eds.): Handbook of Organizational Institutionalism. Thousand Oaks, CA: Sage, 99-129.

Turner, Jonathan H. & Stets, Jan E (2005) *The Sociology of Emotions*. New York: Cambridge University Press.

Vandenberg, R.J., Richardson, H.A. and Eastman, L.J. (1999). The impact of high involvement work processes on organizational effectiveness. Group and Organisation Management, 24:3, 300-339.

VigodaGadot, Eran & Meisler, Galit (2010). Emotions in Management and the Management of Emotions: The Impact of Emotional Intelligence and Organizational Politics on Public Sector Employees. Public Administration Review, January/February, 7286.

Wright, P. M., McCormick, B., Sherman, W. and McMahan, G. (1999). The role of human resource practices in petro-chemical refinery performance. International Journal of Human Resource Management, 10, 4, 551-71.

Örum, Oscar (2013) Statsvetarens (förändrade) roll i svensk dagspress. Institutionen för journalistik, medier och kommunikation vid Göteborg universitet.