The process of planning and implementing an organizational change

A qualitative study of how institutionalized ideas of organizing influence sensemaking and sensegiving

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Abstract

Institutionalized ideas of organizing have a large impact and influence on the sensemaking and the sensegiving processes taking place during a change. However, more research on how this relation actually takes from needs to be conducted. This study explores how this relationship occurs in the context of an empirical case. With sensemaking and sensegiving as the theoretical framework, data has been collected from a company that is going through a change of its operative model. Focus of the study has been on the processes of planning, engaging and communicating during the planning and implementation of the change. Drawing from the findings of the case, where focus has been on how the members in the organization have talked about communication, an analysis has been conducted on how the institutionalized ideas of organizing have influenced the sensemaking and the sensegiving processes. The study also identifies a paradox in the case, namely that the organization is trying to change the present institutionalized ideas of organizing by actions that themselves are influenced by the same institutionalized ideas of organizing. The study contributes by extending the limited knowledge of how institutionalized ideas of organizing influence the processes of sensemaking and sensegiving and thus provide important knowledge to both research and practice.

Keywords
Change Management, Sensemaking, Sensegiving, Institutionalized ideas, Communication

Introduction

In today's society where flexibility and availability becomes more important than ever, everyone needs to constantly adapt, including organizations. Thereby, organizational change becomes inevitable (Todnem By, 2005). However, despite that change is happening all the time, over 70% of all change initiatives fail (Beer & Nohria, 2000), showing that it is important to further study organizational change. In the past decades, change has been treated as the exception rather than the rule. Today however, change is viewed as a natural process (Tsoukas & Chia, 2002). There are two ways of viewing change, either as episodic, or as continuous. When change is viewed as episodic, it is a process that occurs during a specific time, meaning that the change has a starting point and an ending point. However, when change is viewed as continuous, it is happening all the time, meaning that there is no starting point and no ending point. The view of change as episodic dominated the research area for a long time, whereas today it can be argued that it is the other way around. When change is viewed as continuous, the change agent's role becomes one where communication and sensemaking is at focus (Weick & Quinn, 1999). Many have agreed upon that communication plays a crucial part during a change process (Kotter, 1995; Lewis, 1999; Ford & Ford, 1995). Some even argue that it is through communication change is established and preserved (Ford & Ford, 1995). Communication can prepare employees for a change by developing the employees' understanding and commitment to change (Allen, Jimmieson, Bordia & Irmer, 2007). Thus, communication is about informing, enrolling and influencing organizational members and thereby, is connected to sensemaking and sensegiving (Caldwell, 1993). Sensemaking is the process where one tries to make things rational to themselves or others (Weick, 1993), whereas sensegiving is the process when someone is trying to influence the sensemaking process of others (Gioia & Chittipeddi, 1991). Through communication, the organizational managers provide the organizational members with sensegiving whereas the organizational members in turn make sense of the provided information. Using sensemaking when trying to make sense of received communication and information is a natural human process that cannot be stopped (Dunford & Jones, 2000). Furthermore, sensemaking is retrospective meaning that it is built upon past experiences (Weick, 1993; Weick, Sutcliffe & Obstfeld, 2005). When the sensemaking and the sensegiving processes are made, the organizational members will depart from their institutionalized ideas of organizing. Institutionalized ideas of organizing are namely based on the culture and the politics that have been experienced in the organization before (Maitlis & Christianson, 2014; Sandberg & Tsoukas, 2015). Meaning that the organizational members have an idea of the way of working in the organization. Consequently, when a change is to be made, the organizational members' institutionalized ideas of organizing need to change. Thereby, a change can be implemented first when the organizational members have changed their way of working and thus their institutionalized ideas of organizing (Balogun, 2007). In order to create a change, organizational managers can use sensegiving to influence the organizational members' sensemaking process and through that change the institutionalized ideas of organizing. Moreover, that the present institutionalized ideas of organizing influence the sensemaking and the sensegiving processes is agreed upon, but there are few empirical studies showing how the institutionalized ideas of organizing influence and affect the sensegiving and sensemaking and thereby, the change itself (Maitlis & Christianson, 2014;

Sandberg & Tsoukas, 2015). Thus, it is necessary to dig into this deeper (Simoes & Esposito, 2014). In order to study this in depth, an organization that is going through a change of their operative model has been studied. The company has existed for more than 100 years and is one of the biggest companies in Scandinavia. The organization operates in a market that depends on technology and customer relations which in turn means that they need to adapt their products and services to the changing environment in order to survive on the market. Thus, the company becomes an interesting case to study in relation to the phenomenon of change.

Drawing form the introduction, the aim of this study is to highlight how the macro level process of institutionalized ideas of organizing affects the organizational members' micro level process of sensemaking and sensegiving. Further, sensemaking and sensegiving are used as analytical tools to analyze how organizational members talk about communication in a change process. Thereby, this study seeks to extend the limited research on how the macro perspective of institutionalized ideas of organizing affects the micro level processes of sensemaking and sensegiving in a change process. With this objective as point of departure, our research question is: *How do institutionalized ideas of organizing influence the sensemaking and the sensegiving processes when a large organization goes through a change?*

This paper is structured as follows. First, the theoretical framework is presented where we discuss sensemaking and sensegiving and previous research within the area of research. Second, we present the study's methodology. In this section the data collection, the analysis of the data, the study's limitations and possible ethical aspects are described. Third, the empirical data that is found is presented. Fourth, a discussion of the main findings are presented and lastly, the study ends with conclusions and suggestions for future research.

Theoretical framework

Introducing Sensemaking and Sensegiving

Sensemaking is the process when someone tries to make things rational to themselves or others. It is built on vague questions and negotiated agreements that is supposed to minimize confusion, it is about contextual rationality according to Weick (1993). Further, Weick (1993) and Weick et al. (2005) argue that sensemaking is retrospective and it thereby helps us to make other people's actions and actions made by ourselves rational. Moreover, sensemaking helps us materialize meanings and it therefore simplifies the complex environment around us (Weick et al., 2005). In addition, Weick (1993) argues that if the sensemaking process collapse, the organization collapse. This shows why sensemaking is crucial to understand. In sensemaking, Weick (1993) implies that asking the right questions is central, instead of asking "who did this" you seek the answer to "why did this happen" or "what is going on here". You switch focus from the acting to the understanding (Weick, 1993; Weick et al., 2005). Sensemaking is thus a process in which sense is made. Sensegiving, on the other hand, is the "*process of attempting to influence the sensemaking and meaning construction of others toward a preferred redefinition of organizational reality*" (Gioia & Chittipeddi, 1991, p. 442). Sensegiving is a process in which a person tries to give sense to another person. In organizations, it can be argued that storytelling can help managers give sense to the employees. Thereby, managers can

influence the decision-making process (Randall, Resick, DeChurch, & Kozlowski, 2011). Researchers of sensemaking and sensegiving focus on "*how change initiators and change recipients develop shared cognition, perceptions and interpretations of change initiatives*" (Hope 2010;196). When an organization stands in front of a change, this storytelling process plays a crucial role. Through storytelling as sensegiving, the members in an organization are helped to understand the current situation and why a change is needed. It can therefore be argued that it can reduce confusion. When members in an organization experience a change, they will construct their own interpretations, which is the process of sensemaking. Managers in turn, cannot stop this sensemaking process among their employees, but they can influence the members' interpretations through sensegiving according to Dunford and Jones (2000). By looking at the sensemaking and the sensegiving processes in an organization, it enables us to see the interplay between managers and employees during an organizational change according to Gioia and Chittipeddi (1991). Thus, sensemaking is based on small actions, but they can have large consequences (Weick et al., 2005).

The process of sensemaking is further important during an organizational change as it also has a significant role in the creation of schemata or institutionalized ideas of organizing according to Balogun (2007). She argues that schemata and the institutionalized ideas of organizing is the mental map and models individuals have based on their own past experiences. Thus, schemata and institutionalized ideas of organizing help us make sense of a complex world. In a company, the organization's schemata is the members' shared understanding of that organization and in order for the organization to change, it is required that the organizational members' schemata about that organization change. However, for a schemata to change, a process of sensemaking is required. In an organizational change, members of the organization use sensemaking to understand what is happening. Thus, they are using sensemaking in order to create a new schemata of the organization. It therefore becomes important that the organization is aware of the organizational members' individual schemata as well as their sensemaking in order to provide suited sensegiving during a change according to Balogun (2007).

Communication is another important aspect within organizational change and thus plays a crucial role according to Lewis (1999). Argued by Caldwell (1993), communication is about informing, engaging and motivating organizational members and thereby it is connected to sensemaking and sensegiving. Moreover, Maitlis and Christianson (2014) argues that when managers provide their employees with sensegiving the employees can resist it. Therefore, how sensegiving is made becomes important. Through this, communication becomes central in sensemaking and sensegiving (Weick et al., 2005). As employees can resists sensegiving, managers must formulate relevant sensegiving to the receiver and this can be done through communication. Consequently, sensegiving and sensemaking becomes through communication important in an organizational change. Further, Kraft et al. (2018) argues that if managers want to create a change, they need to be aware of their own sensegiving but also their employees' sensemaking and use communication to reach their vision.

In addition to communication, there are several other factors that influence the sensemaking and the sensegiving processes. The environment surrounding the organization can also

influence the organizational members' sensemaking activities according to Zu Waldeck (2007). Organizational change is therefore context dependent and the organizational context such as politics and culture influence the sensemaking and the sensegiving processes (Balogun & Johnson, 2005). Moreover, Sandberg and Tsoukas (2015) means that the existing norms and values in the organization affect the members' behavior. Which is in line with Weick (1995) who argues that the social context is important when one study sensemaking. This is due to that sensemaking is never isolated, and whenever sensemaking is created, context influence the process (Sandberg & Tsoukas, 2015).

Previous Research on sensemaking and sensegiving

The sensemaking literature has been widely elaborated and the empirical research within the area has contributed to this development. However, there are still areas within the field that has been insufficiently elaborated and according to Maitlis and Christianson (2014) one of them is the connection between sensemaking and institutionalized ideas. It is argued that institutionalized ideas, such as culture and politics, is a macro-level process that influences the micro-level process of sensemaking. Even if this relationship has been acknowledged, how this relationship may occur needs more empirical investigation (Maitlis & Christianson, 2014; Sandberg & Tsoukas, 2015). Moreover, the importance of regarding the connection between sensemaking and institutionalized ideas is theoretically emphasized by both Weber and Glynn (2006) and Weick et al. (2005). They discuss the interplay between sensemaking and institutionalized ideas and they invite to an advanced view of the connection by arguing that sensemaking is as much feedstock for institutionalized ideas as institutionalized ideas are feedstock for sensemaking. Thus, the institutionalized context has an important part in the sensemaking process and vice versa.

Although some theoretical research has mentioned the connection between sensemaking and institutionalized ideas, few empirical studies highlight the link (Weber & Glynn, 2006; Maitlis & Christianson, 2014; Sandberg & Tsoukas, 2015; Guiette & Vandenbempt, 2017). Nevertheless, there are some studies that have explored the connection between sensemaking and institutionalized ideas. Schultz and Wehmeier (2010), for example, study how organizations institutionalize corporate social responsibility within organizational communication. The study illustrates the process of institutionalizing corporate social responsibility by developing a micro-meso-macro perspective. At the macro-meso level, neo-institutionalism is used to view the external environment and how it is affecting the institutionalization. At the meso-micro level, on the other hand, sensemaking is used to view what affects the institutionalization. Another study that connects sensemaking with institutionalized ideas is Leung, Zietsma and Peredo's (2013) empirical research on Japanese middle-class housewives. They studied how Japanese housewives managed to change their prescribed institutionalized roles through sensemaking which were actions that in turn changed that institutionalized idea. A third example of how sensemaking and institutionalized ideas have been connected is in Zilber's (2007) empirical research on the Israeli high-tech industry after the dot-com crash in 2000. The study shows how stories are used as instruments of sensemaking in institutional entrepreneurship. Further, in an article of the Mann Gulch fire,

Weick (1993) provides another example of a study that connects institutionalized ideas and sensemaking. The study shows that the small organization of smokejumpers that were sent to fight the Mann Gulch fire had strong institutionalized ideas of what they were. But when the sensemaking and the contextual rationality that maintained the institutionalized ideas started to collapse, so did the organization. However, Weick (1993) argues that one way to prevent the organization to collapse is if the organizational members become bricoleurs meaning that they develop improvisation skills and become creative. Thus, the study shows that sensemaking and structure largely influence organizational activities and thereby the outcomes produced by the organization.

The studies mentioned above connect sensemaking with institutionalized ideas and they clarify that sensemaking has an important role in institutionalized activities and that it can even affect and change the institutionalized ideas themselves. However, Maitlis and Christianson (2014) highlight that the impact that sensemaking has on institutionalized ideas is seldom deliberate, meaning that the effect sensemaking has on institutionalized ideas is often unintentional. Instead, they argue that sensegiving, on the other hand, is an action that deliberately can affect or change institutionalized ideas. Studies on this are also scarce, but there are some examples. Santos and Eisenhardt (2009), for example, conducted a longitudinal study of five organizations that shows how entrepreneurs use sensegiving to shape markets. Navis and Glynn (2010; 2011), on the other hand, has conducted an empirical research on the U.S. satellite radio market in which they show how new market categories get legitimized through processes of sensemaking and sensegiving. The study displays how internal actors, such as producers, use sensegiving in order to explain the new market category to external actors, such as consumers. In turn, the external actors engage in sensemaking in an attempt to comprehend the new market category (Navis & Glynn, 2010).

Since the 1990's, the sensemaking literature has included organizational elements such as culture in research, meaning that the link between culture and sensemaking has been studied for quite some time (Maitlis & Christianson, 2014). However, just like the sensemaking literature has been criticized for its lack of empirical research on the relation between sensemaking and institutionalized ideas, it has also been judged for its neglect of politics (Maitlis & Sonenshein, 2010; Maitlis & Christianson 2014). Sensemaking researchers have answered this criticism with taking politics into account by conducting more empirical research on the subject. Besides from the examples of studies mentioned above that link sensemaking with institutionalized ideas, there are other examples of empirical studies that connects sensemaking and politics more explicitly. For example, Weick (2010) studied the Bhopal disaster where it became evident that sensemaking can be affected by hierarchy and politics and vice versa. In the Bhopal disaster, a manager at the factory ignored the workers' sensemaking of the situation and substituted it with his own sensemaking which in turn led to that the risk and danger was ignored (Weick, 2010). However, according to Tsoukas and Sandberg (2015), only 4 percent of studies look at how politics affect sensemaking, showing that there still is a need for further research on the subject.

As can be noted when examining previous research on sensemaking and sensegiving connected to institutionalized ideas, politics and culture as micro-level processes have been more examined than institutionalized ideas as a macro-level process. Since Weick et al. (2005) observed that the sensemaking literature was lacking consideration of politics, more empirical research on the link between sensemaking and politics has been made. The relation between sensemaking and culture, on the other hand, has been focused on since the 1990's (Maitlis & Christianson, 2014). However, empirical research on the link between sensemaking, sensegiving and institutionalized ideas as a macro-level process containing both politics and culture has not been elaborated further. As can be noted from the discussion above, more empirical research about the connection between sensemaking, sensegiving and institutionalized ideas of organizing (wherein both culture and politics play an important part) is required in order to expand the field.

Methodology

Case setting

This study was performed at a company that was established over 100 years ago and has grown to become one of the biggest companies in Scandinavia. They operate in a market that depends on technology and customer relations which in turn means that they need to adapt their products and services to the changing environment. The company operates in several countries but this study focuses on the Swedish division. During 2017, the company initiated a process of changing their operative model. The change went live on 1 January 2019 and the company has up until then went through the processes of planning, engaging and communicating the change.

Research design and collection of data

In order to answer our research question, we have conducted an exploratory research as the field has few earlier studies. The aim of an exploratory research is to search for patterns and ideas rather than test hypothesis (Collis & Hussey, 2013). Furthermore, this study is an abductive study. When a deductive study starts with a theoretical structure moving on to be tested empirically, an inductive study is characterized by first observation and then conduction of theoretical structure (Collis & Hussey, 2013). An abductive study, on the other hand, is a combination of the deductive and inductive methods. This means that we have departed from theory, and then continued by viewing how it is done in practice. Thereafter, we have gone back to the theory again and drawn conclusions about the collected data with regards to the theory (Järvensivu & Törnroos, 2010). This iterative method, where we go back and forth between theory and empirical data, is according to Bryman and Bell (2014) common in both deductive and inductive studies, wherein both of them contain elements of each other.

Further, to be able to answer our research question, a qualitative case study has be conducted. A qualitative study means that we have examined an object in detail (Silverman, 2013). The company that we have looked at is currently going through a change of their operative model wherein communication is essential and therefore the sensemaking and the sensegiving processes of information becomes a suitable object for us to study. According to Flyvbjerg (2006), a qualitative study will create a greater understanding of the studied phenomena.

Silverman (2013) also means that through a case study one will get a broader understanding and perspective. As we are interested in the planning and the implementation of a change process, several vertical levels of the examined organization have been investigated. First, we have looked at the executive managers. This was due to that they set the agenda and thereby make the decision of why, how and when the change process will take place. Second, we have looked at the top managers' and middle managers' role. They are of interest as they need to make sense of the information given to them from the executive managers to then provide sensegiving to the employees. That further means that they are the linking persons and mediators in the change process (Balogun, 2007). Lastly, the employees have been studied in order to view how they perceive the information that is given to them and then how they themselves make sense of the provided information.

The collection of data has been made through interviews. When we conducted the interviews both of us was present all the time with one exception. This have been of value since one of us was the main interviewer and the other one could take notes and add important questions at the end. It was also beneficial to us since we both could discuss the findings with each other. As Silverman (2013) points out, the number of interviews should be based on the research question. And with regard to our research question and the size of the organization, we have conducted 18 interviews. In order to gain information about how the members in the organization have made sense and provided sensegiving, deep semi-structured interviews have taken place. Semi-structured interviews are chosen as we have focused on a specific theme but the respondent has had the opportunity to answer openly (Bryman & Bell, 2014). In addition, Collis and Hussey (2013) also state that a semi-structured method is of value when someone wants to know more about the logic, the sensemaking and the sensegiving, which is of importance in our study. In order for us to perform semi-structured interviews, we have conducted an interview guide in which we have stated predetermined themes that we have followed during the interviews. The questions in the interviews have differed some depending on what vertical level the respondent has had in the organization, but the predetermined themes have remained the same in all interviews. This method gives the interviewee the opportunity to speak freely around the predetermined themes in the interview guide, but it also allows the interview to roughly stick to the chosen area of study. Collins and Hussey (2013) argue that an interviewee's answers might be influenced by recent events. Therefore, it has been of value to start the interview by discussing and analyzing the environment, which we have done with each participant. Further, we have continued each interview with broad and general questions according to Patel and Davidson's (2011) recommendations. This has given us some background information about the interviewee but it has also been done in order to lighten up the atmosphere. Thereafter, more specific questions have been asked that are aligned with our research area and research question. Open questions have been asked and closed questions have occurred if there has been a need for it. The aim of open questions is to give the respondent time to reflect and think upon the question and their answer, which in turn has led to more comprehensive and thoughtful answers (Collis & Hussey, 2013).

Our goal has been to conduct all interviews face-to-face. This has advantages as it allows us to collect comprehensive data compared to interviews that are not performed face-to-face.

However, since the examined organization's head office is located in another city, interviews have instead been made through video conferences. This method has helped us gather comprehensive data since we still have been able to see and interact with the interviewee through the video. Interviews have also helped us explore data such as opinions, actions, attitudes and sensemaking, which is also why we choose to do interviews (Collis & Hussey, 2013). We have strived to interview each interviewee only one time in order to sample data as time efficient as possible, however, sometimes we have interviewed the same person several times due to that new information emerged. For example, we have had several interviews with our supervisor at the examined organization. Also, sometimes we have had an e-mail conversation with respondents in order to clarify specific information. Further, we have recorded all interviews, according to Silverman's (2013) recommendations. This has helped us both during the interviews as we then have been able to give the respondent our total focus, but also during our analysis of data as we have been able to go through transcriptions and not miss out on any important and relevant information the respondent has given us.

In order for us to create a relevant interview guide and ask the right questions during interviews, it was of value for us to gain insights in how the change process takes place, since it is context dependent (Collis & Hussey, 2013). According to Collis & Hussey, (2013) relevant data to collect in this phase is time, location, political and economic factors to mention some of them. If this data is not collected, the analysis cannot be made. Therefore, our point of departure during the interview phase was to interview one person who had a key position at the examined company in order to get an overview of the change early in the interview process. Collis & Hussey (2013) further states that it can be hard for master programme students to find participants for their study. Since this study has been dependent upon the company's employees' ability to offer their time, we decided to departure from snowball sampling in order to find as many interviewees as possible. Snowball sampling implies that you departure from one interviewee and ask them whether they can provide with other relevant interviewees (Collis & Hussey, 2013).

Since the company's members are divided into several vertical levels, we have decided to merge some hierarchical levels in our study. This is also done to offer the respondents greater anonymity. Therefore, we have divided the respondents into the following groups. At the executive managers level, we have collected interviews from the Group Executive Management and the Swedish Management team. The ones who answer to the executive managers, in turn, are called top managers. Further, the ones who respond to the top managers are called middle managers. Lastly, the ones who respond to the middle managers without having any manager title are called employees. At the executive manager level and the top manager level we have conducted 10 interviews, at the middle manager level we have conducted 4 interviews and at the employee level we have conducted 4 interviews. Since we have not interviewed the whole company, this study is limited to the data collected through the interviews with the respondents mentioned above. We can therefore have missed out on important information regarding the change process.

Analysis of data

The data we have collected through interviews is extensive and therefore we have transcribed all interviews in detail and thereafter conducted a thematic analysis of the collected data. This has helped us categorize and analyze all relevant data. According to Bryman and Bell (2014), coding is one approach to conduct a thematic data analysis. Therefore, we have conducted a coding process in order to analyze the data we collected through interviews. Most of the interviews were transcribed the same day as the interview took place. If that was not possible, the interview was transcribed within the next two days. That has been of value for us since the interviews in the beginning of the data collection provided us with new information that we could further discuss with the following interviewees. Also, in line with Bryman and Bell's (2014) recommendations, we started with the coding process as soon as we collected data in order to analyze the information as time efficient as possible. When we had conducted three interviews, we decided to divide the material into different time periods. This was done in order to get an overview of the collected material since we study a process that happened over time. We divided the collected data into the following timeline; 2017, spring 2018, summer 2018, fall 2018 and lastly 2019. By dividing the material into a timeline it was easier to identify and understand events that later would be analyzed. Thereby, we got a better understanding of the change. After creating the timeline, we coded the collected material in relation to the time periods.

When coding, the collected data has been categorized into codes which in turn has been named with descriptive terms. During the coding process, we have used different levels of coding that further has divided the codes into more general categories. The first level of coding generated an extensive amount of codes and therefore it was hard to perform a thorough analysis based upon them. Some examples of the codes we found during the first level of coding were *all staff meetings*, *background and aim,* and *communication channels*. The second level of coding started when all the interviews had been conducted. During this phase, the codes from the first level of coding were divided into broader categories which generated more informative themes. These themes were found through a process of comparing and connecting the codes that were created during the first level of coding. The themes we found were *meetings*, *education* and *reflections*. However, it was the third and last level of coding that generated theoretical and analytical themes that have been used to analyze the data (Bryman and Bell, 2014). During the third level of coding we reviewed the themes we had found during the second level of coding and then created more abstract and general themes. We ended up with the themes *planning*, *engaging* and *communicating* that later were used together with the theoretical framework, sensemaking and sensegiving, to perform the final analysis of data. The continuous coding process has been of value as we could see if we needed to gather more information regarding specific aspects of the case. After we had performed the third level of coding, we went back and conducted 4 more interviews whereas we saw the need for more material. These interviews were then coded into the existing codes later on.

Limitations
Using a case study with interviews as method comes with its limitations and risks and we have kept these in mind in order to not end up in pitfalls. In quantitative studies, it is common to evaluate the quality of a study through its reliability and validity. However, when it comes to

qualitative studies, these criteria are not as useful. Instead, Guba and Lincoln (1994) propose two other criteria to assess the quality of a qualitative study, namely authenticity and trustworthiness. Since this study is of a qualitative kind, the quality of the research is assessed through the alternative criteria presented by Guba and Lincoln (1994). To be authentic, a study must give an accurate view of reality (Guba & Lincoln, 1994), and in order for us to create an authentic picture of our case study, we have displayed all views of the chosen subject. This has been fulfilled through interviewing people from different vertical levels of the examined company in order to get different views of the same phenomenon. However, for us to be able to create an authentic study, we got to get access to these people. Therefore, it was crucial that we got all interviews, otherwise the risk was that the study was not going to live up to the authenticity criterion.

When it comes to trustworthiness, it is further divided into four different sub-criteria; credibility, dependability, transferability, and confirmability. In order to conduct a credible study, one must make sure that the study is carried out properly (Guba & Lincoln, 1994). To make our study and the results credible, we have given a detailed presentation of the methods we have used in a methodological chapter. This will make the study transparent and enhance the credibility of its results. Dependability, on the other hand, is similar to reliability and is fulfilled if the results of a study is consistent (Guba & Lincoln, 1994). To make sure that our study will fulfill the criterion of dependability, we have asked our supervisor to help us critically view our choices of data collection and data analysis and he has helped us by guiding us through which methods to use. The limitation with asking our supervisor to help us critically view our choices is that we might have created a personal relation with the supervisor which will affect the collaboration. With regards to generalization, which is also called transferability, several authors argue that it is not possible to generalize the results from one single study (Flyvbjerg, 2007; Bryman & Bell, 2014). It is said that transferring results from one context to another might cause problems (Bryman & Bell, 2014). However, Flyvbjerg (2007) argues that one actually can generalize the results generated from one single case study, as it depends on the case. This study can to some extent be generalized when it comes to organizations or companies that have the same institutionalized ideas of organizing and wants to go through a similar change. However, this generalization can be limited. The risk with arguing that the results will be generalizable is that they end up not being possible to transfer to other contexts, leading to that the results will not be valuable or have an impact in other contexts. Therefore, we highlight that this generalization is highly context dependent. Conformability is a criterion that is fulfilled if the author of a study understand that reaching total objectivity is impossible (Guba & Lincoln, 1994). In this study, fulfilling conformability means that we must be aware of the subjectivity in the data we collect in interviews, but also how we ourselves are subjective in our collection and analysis of data. We have tried to affect the subjectivity in our own analysis by being critical towards our own writing and ask others to read what we have written. However, the problem will still remain when it comes to the respondents and it is hard to affect the subjectivity in their responses.

Ethical aspects

When using interviews as data collection methodology, it is important to be aware of the ethical aspects that accompany such method (Bryman & Bell, 2014). Vetenskapsrådet (n.d.) has introduced 4 different requirements on research; information, consent, confidentiality, and use. The requirement of information implies that the respondents should be informed about the study's aim. The requirement of consent means that the respondents themselves decide whether they want to participate or not. The requirement of confidentiality implies that the information gathered about the participants should be handled confidentially. And lastly, the requirement of use means that the gathered data only is used in the study (Vetenskapsrådet, n.d.). In order to respect the ethical aspects of this study, the requirements mentioned above has been followed. When conducting interviews it is important to have in mind that the respondent might not want to talk ill about the company and therefore might not give honest answers to sensitive questions (Bryman & Bell, 2014). We have therefore informed each interviewee about their rights in accordance with Vetenskapsrådet's requirements (n.d). We have explained to each interviewee that they are anonymous and that they themselves decide whether they want to participate and that they can end the interview whenever they want. We have also tried to ask questions that will make the interviewee feel comfortable in answering the questions truthfully. However, we have had in mind that some questions might still not be answered truthfully due to the loyalty or respect the interviewee has for its employer. Further, with regards to the requirement of confidentiality, when the examined company has given us access to information that is confidential we have only used it to expand our own understanding and not used it in our study or shared it with external actors.

Empirical data

The start of something new

The case company was established over 100 years ago and has during the years grown to become one of the biggest companies in Scandinavia. The company operates in a technology-driven industry characterized by its rapidly changing environment. Further, the market where the company operates is also largely dependent on customer relations. In turn, the technological innovations together with the customer demand require that the company adapts its products and services continuously to the changing environment. However, since the company has over 100 years of history it has consequently a deep-rooted culture affecting all organizational movement. Naturally, the organizational structure and the organizational behavior is still affected by the company's well-established culture and traditional way of working. The organization has been hierarchically structured and titles have radiated authority and therefore been of great importance to organizational members. Due to the hierarchical structure and the respect for authority, several organizational members have explained that they have been careful with expressing their honest thoughts and opinions in fear of losing their job. However, a few years ago, the organization got a new president. According to the organizational members, the new president has tried to create a more open and less hierarchical organization by, for example, introducing new ground values and a whistle blowing function. Nevertheless, despite the attempts to change the ingrained culture, the old ways of working and thinking are so deeply rooted that they still affect organizational activities.

Despite the ingrained hierarchical structure and traditional way of working, the company has undergone one or several reorganizations every year in order to improve its way of working. For the last couple of years, the company has been undergoing a larger organizational transformation with the objective of becoming a prime mover in its industry. As a natural part of this transformation, a change of the operative model was initiated in the early fall of 2017. The aim with the change of the operative model is to increase collaboration within the organization as well as becoming more efficient and decrease costs. The company wants to be able to take advantage of the economies of scale that can be formed when different parts of the organization is collaborating. The aim is also to shorten down the decision-making process by giving the managers at the company more mandate to make their own decisions instead of the decisions having to be made higher up in the hierarchy. All this is based on the theory of "exponential organizations" which the company has departed from in this change. Exponential organization is an idea from Singularity University and explains how companies can grow faster by changing their organizational structure to one where you minimize the input but increase the outcome. The idea of making a change was established in a workshop during a conference with the Swedish Management group. The thoughts of changing the organization were based on that the external environment is constantly changing meaning that in order for the company to survive, it needs to change at the same speed. Before this workshop, the Swedish CEO gave the Swedish Management team a book about exponential organizations and based on that, the Swedish Management team discussed how they could become more mobile and agile on the market. They were introduced to a new way of viewing an organization with a focus on flexibility and collaboration. Based on this, it was discussed how the organization could be divided based on certain categories in order to make the organization more efficient, consequently initial focus was on the structure of the organization.

> During this workshop, we looked more at the organization and the structural parts, because it was here we saw the needs. We are too slow and need to change in order to not get disrupted. (Interviewee Top Manager 2).

Since the Swedish Management team saw the need for a change, their reactions were positive. The new way of viewing the organization was in line with their thoughts.

> When I first heard of this change, I agreed that it was in line with how I thought that the company should work to become more flexible. (Interviewee Executive Manager 1).

The initial discussions about the change were held in a small group at a high level in the company for about a year. The participants were the Group Executive Management and the Swedish Management team. It was four members from the Group Executive Management who were responsible for the design in the beginning. The Swedish Management team was informed but not involved.

The first design and implementation of the change
As the change proceeded, a small project group of 10 people was assigned by the Swedish Management team and had the task to define and design the different functions needed in the

new organization. The choice of members of the project group was based on each member's individual competence. Each member had been working in the company for several years and were all middle managers. Further, the choice of members was based on that they had no personal interest in the new roles that were created, they would get no personal gain from defining and designing the change.

> We had an important philosophy here, we deliberately chose project members that later would not be able to be assigned any of the roles that were designed by themselves. [...] They only saw the company's bests interest and not their own personal gain. (Interviewee Executive Manager 4).

The project group reported continuously to the Swedish Management team about how the project was going and whether there were decisions to be made. In this project group, the design and the organizational units were discussed and planned. The project group designed the new organization and presented their progress at monthly meetings with the Swedish Management team. However, during May 2018, the company made a change in their Swedish Management team. The company's Swedish CEO resigned leading to that a new Swedish CEO was assigned and at the same time other members of both the Group Executive Management and the Swedish Management team were also exchanged. As a consequence, the project was delayed. It was first in the beginning of the summer that the design and layout of the new operative model were in place and ready to be implemented. However, when the new executive managers were appointed, both internally and externally, they started to change details of the change strategy. Further, some executive managers were assigned also after the implementation of the new operative model had started, meaning that they both could and did influence the model also after the design was set.

During the summer of 2018, the project group started with the implementation of the new operative model. It was now the project really got started, the planning phase was finalized and the implementation phase was entered. At this time, the temporary project leader was one of the members of the Swedish Management team. Just before the summer break, the project group decided to inform the top managers at the organization about the change. They went from having 10 people involved to 50-100 people when the top managers were informed. In retrospect, the Swedish Management team have said that in this process the informed managers would have needed more support and communication, the onboarding went too fast and was held too decentralized. When the top managers were informed they were used to work in a certain way and directly after the discussions with them, they all went in different directions. The consequence of this was that the Group Executive Management and the Swedish Management team needed to redo the onboarding so that all top managers understood the vision and were working in the same direction.

> We should have had a different view of communication and change management in this step. [...] They would have needed more time and support to accomplish their task, and if I look back and say something about what I would do different, it is this process. (Interviewee Executive Manager 4).

During this onboarding process the teams were given material and documents that explained the change. However, when looking back, the Swedish Management team mean that there should have been two to three people who were assigned to describe and discuss the change with the teams face-to-face instead of handing out documents. Through this, the onboarding might have been more clear to the members.

Teaser, rumors and confusion
Just before the summer of 2018, the company gave their employees a teaser of that there was some kind of change happening in the near future. The brief information was given by the company's President just before the summer holidays. The information however, was very vague and did not say much about what was coming ahead. Due to the lack of clear information at this time, rumors and speculations spread across the organization. The company's employees started talking with each other about that something was about to happen, that a new change was planned. Since the company is rather big, it was hard to keep the new change a secret, especially as there was a need to ask and consult with people around the organization about different aspects of the change. When information started to slip out, employees felt confused due to that they did not understand what the change actually meant. During the past years, the company has done several reorganizations and therefore, when indistinct information about the new change slipped out, many employees thought that it was just another reorganization. However, some employees who could see the objective with the change were positive. Therefore, they did not see it as just another reorganization but rather as a positive change of the organization.

> People thought that this was just another reorganization [...] but if you listened very carefully, you understood why the company did it. (Interviewee Employee 1).

Naturally, managers at different vertical levels of the organization were aware of the rumors as they heard their teams talk about it on a daily basis. In order to handle the rumors, some managers gathered their teams in team meetings where they talked about the rumors and the confusion that had arisen. Together with their teams they defined what they knew were facts and then what was just speculations. They argued that it was better to deal with this straight away as speculations did not lead anywhere.

Engaging the members in the organization
Top managers' Workshops
At the beginning of the autumn 2018, the company's top managers were gathered at a special location to participate in a one day workshop which was the first out of three. The workshops were a part of the change process and aimed to increase the knowledge of how to create efficient teams and how to take advantage of collaboration and self-leadership. The workshops extended over six months and were, as mentioned, divided into three different occasions and were part of the implementation of the new operative model.

It is workshops about how to build efficient teams and how you work both as an individual as part of a team and how you function when you work as a team in relation to other teams. (Interviewee Top Manager 2).

The aim with the first workshop was to go through the purpose of the change and create a sense of urgency. During the first part of the workshop change and what impact it has on yourself and your team was discussed. How people react to and meet change was discussed and the concept of self-leadership was introduced. In the self-leadership part, focus was also on neuroleadership. Neuroleadership was introduced as it explains how the human brain acts in a change, that us humans rather stay in our comfort zone and that we are rationally negative to changes. Neuroleadership gives the members knowledge about how to react and act in a changeable world. What also was discussed was the idea of exponential organizations and how it can help the company to become a prime mover. During the second part of the first workshop, focus was on creating a 100 days action plan where the company's mission, structure and culture were discussed in order to set leadership promises that later would be presented to the employees. Within this, the top managers also discussed the playground rules and the guiding principles where collaboration is a cornerstone. In November 2018, the second workshop out of three with the top managers was held. This was also a full day. This time, the workshop focused on collaboration.

We have established an open way where we have decided to trust each other and to be honest to each other, dare to be constructive and dare to take more conflicts without making it personal. So I think that there has been a huge change in how we work now. (Interviewee Executive Manager 3).

Discussions were also held about the values and playground rules that were set during the first workshop. What was agreed upon was that collaborating is difficult and due to the lack of communication between different divisions in the organization. Confusion and misunderstanding becomes common and many of the managers therefore made their own assumptions. As a consequence of this discussion, the participants in the workshop decided that they were going to increase and improve their communication. Afterwards, several participants have confirmed that the communication increased after this meeting.

At the last workshop, held in February 2019, the aim was to have a small recap during two hours. The top managers were supposed to reflect upon what they had done in the last months. One central question that they reflected upon was *"what have you done to realize the leadership promises and how are you progressing with implementing the infrastructure and removing obstacles."* Lastly, they decided five priorities they will have during 2019 to continue their daily work with the change.

Middle managers' Workshop
In December 2018, when the majority of the middle managers had been assigned, a separate meeting was held with them. The meeting was held at the head office face-to-face with all middle managers for three hours. During this meeting exponential organization as the new way of viewing the organization with a focus on flexibility was introduced. Moreover,

collaboration, self-leadership and neuroleadership was discussed. Also, the leadership expectations that had been set during the second workshop with the top managers were discussed.

Self-leadership

As mentioned, during the workshops with both top and middle managers, the concept of self-leadership and neuroleadership was brought up and discussed. The aim with discussing self-leadership and neuroleadership was to emphasize that the business environment in which the company operates is continuously changing and is therefore uncertain, requiring that individuals must be able to find themselves and their role in order to feel secure and confident. Neuroleadership is the knowledge about how our brain works during change whereas self-leadership is about finding trust in oneself and work with one's self-awareness, self-confidence, self-esteem and self-reliance.

> The brain wants to see patterns, it wants to be able to predict what's happening next in order to relate to it and when it doesn't know what's happening, it finds it terribly hard. Then, you need to be confident in yourself in order to not end up in a defense position towards the change. (Interviewee Executive Manager 1).

Before the implementation of the new operative model, the concept of self-leadership and neuroleadership were also introduced to the rest of the organization through both workshops and online-courses. The purpose of wanting organizational members to develop their self-leadership was to make them feel confident when confronting change. Instead of feeling threatened by the change, they would feel secure in themselves and in their role at the organization. Further, the aim with introducing self-leadership was also to make employees think about their personal values and how they can be connected and aligned with the organization's values. These courses, both online and through workshops are one part of the plan of changing the operative model and have therefore been developed during the planning and implementation phase. Managers within the organization have had the mission to communicate to their team that they can sign up for the self-leadership workshops or do the online courses. However, the managers do not have any requirements of checking up that their teams have done them. Information about the self-leadership workshops and courses are also advertised on the intranet, however, some employees think it is hard to find.

> There is a site for self-leadership on the intranet, but if I hadn't known where to look for it, I don't think I would have found it. You can't find it on the homepage or so. (Interviewee Employee 3).

Now, when the new operative model has went live, one of the main focuses is to push the employees and managers to go through these courses as it helps them to better understand the aim of this change. Also, it helps the members in the organization to become more secure in themselves and thereby handle change better both in the company and in their own personal life.

Team building

When the Swedish Management team decided to go through with this change in the early fall, they created a pilot workshop program with the aim to develop teams. Also, the organization wanted to build a more open culture where collaboration is central. The team building program was created as it is thought as a more effective way of educating all organizational members below the top managers than gathering them at a staff meeting. The team building program has been done in the Group Executive Management all the way down to the frontline in the organization. However, the aim is to do this workshop lower down in the hierarchy as mentioned above. In order to be able to develop new teams, the organization educated internal facilitators whom are responsible to lead the team building workshops. The team building program consists of three workshops and extend over one year with four to six months between each workshop. Between these workshops the organization has also created a support for the teams so that they can follow up on the team building commitments. The aim with the support is to make sure that the team works with their focus areas stated during the workshops. This support will send you e-mails each third week with follow-up statements. Up until now, the facilitators have educated 200 teams and thereby educated 2500 members in the organization. With the new operative model new teams have developed, meaning that team building becomes essential. Team building supports the new teams and their managers' to understand the new way of working. It also assists the teams to work as a one unit. During the first out of three workshops, the aim is to discuss the mission, the structure, the culture and what obstacles that might exist. Also, the aim with being a team is discussed. Thereafter, the team define how well the group is working.

> At the first workshop we discusses leadership expectations both from the managers on us, but also our expectations on our managers. Also, we discussed the gaps and the irritation within the group and thereby we could see what the group needed to work on during the upcoming year. (Interviewee Middle Manager 2).

After going through the first workshop, many teams argue that they have started to work more closely and collaborate more. Between the first and the second workshop, the teams are doing surveys each month about how they feel and the findings are discussed during the second workshop. The aim with the surveys is to help the facilitators create a deeper conversation and for the middle managers to create an action plan to make the group become one unit. Also, during the second workshop a recap from the first workshop is done. During the third workshop, the past year is discussed, how the team has been working and what knowledge they can draw from the program. The managers who put some effort in these team building workshop have managed to create groups that works more closely and collaborate more. The aim for the organization is to educate and develop all teams. Therefore, the organization was pushing teams to start with this team building workshop directly when the new operative model went live.

Communicating the change

On October 1 2018, the formal announcement of that the company was about to undergo a change process was made. The announcement was made by the company's President during an all staff meeting that was held at the head office and was live streamed to the whole

organization. During this meeting, emphasis was held on that the organization needed a change, that there was a need to become more efficient and to increase the internal collaboration. It was announced that the organization was to undergo a change in the operative model. The change process' blueprint was announced as well as the new organizational structure. Further, new organizational functions and their assigned managers were also announced and presented, however, the managers that were presented were only the ones at the highest level of the organization. The new middle managers, on the other hand, were said to be decided and announced within a few weeks. The leadership promises that the top managers had set during their first workshop were also presented.

Since a large part of the company's employees work at locations and cities far away from the head office, the meeting was also live streamed and thereafter saved on the intranet. Focus on this meeting was on the structure of the new operative model, whereas specific information was omitted. The President made it clear that this change was not fully developed yet and that there was more work to be done before the framework was finished. Since everything was not set, there was some confusion according to the employees and managers. Questions and criticism towards the announcement was expressed from all vertical levels of the organization. Two top managers explain further:

> There was a whole bunch of positive feedback. But there has also been a bunch of questions of why, and that is the reason why I say that we, I do not think that we have done enough in our communication and described why we do this. [...] There was a lot of focus on the organizational structure, not the aim. (Interviewee Executive Manager 1).

> I don't say that it is wrong to talk about organizations and structure [....] We did right, but we waited too long to explain the aims and thoughts behind. (Interviewee Top Manager 2).

After the formal announcement, members at the HR-department and the communication department saw that the connection between the aim and the new structure had been communicated insufficiently and therefore they decided to organize a workshop about exponential organizations as it is the theory the change is based upon. The workshop explained the aim and the thoughts behind the new operative model and was presented to a few departments in the organization. Employees who participated in the workshop got a positive attitude towards the change. However, even if the aim now was clear to some people in the organization, there was according to many others still a lack of information.

During previous reorganizations, the executive managers have communicated to the managers and employees how the change is to be done. This time, however, the Group Executive Management and the Swedish Management team had a different approach and said during the formal announcement that there will be a change but that they will create it along the way. Moreover, the Group Executive Management and the Swedish Management team said that at the next meeting it will be more clear. The middle managers expected that the Group Executive Management and the Swedish Management team would explain more in detail about the change during the next meeting, but according to the middle managers the explanation about the change did not become more clear after the next meeting either, instead they got more

confused due to lack of clarity. Other middle managers expressed that the Group Executive Management and the Swedish Management team explained that some divisions were going to disappear but did not explain what was going to happen with the employees in these divisions. A consequence of this was that many employees asked the middle managers what was going to happen with them and their job, but the middle managers had no answer to this.

> They always referred to your closest manager if you had questions but you notice that your closest manager did not have any information either so they could not answer your questions. (Interviewee Employee 3).

> You feel stupid when your employees ask you questions like, when do we know this and why don't you know it, and then you only shrug your shoulders. (Interviewee Middle Manager 2).

The idea behind announcing the change at such early stage was to create a sense of curiosity that would lead to important questions about the change being asked according to the executive managers. It was expected that the organizational members would be confused and question the change. This questioning of the change would be of value as it could highlight aspects that the Group Executive Management and the Swedish Management team were not aware of or had not had in mind. It is also a way of involving organizational members further down in the hierarchy. Also, organizational members at the departments know their way of working best and therefore, they know what is best for their department. The idea was to capture their feedback and use it to develop the new operative model. However, middle managers and employees have explained that they felt their feedback was filtered as it moved up in the hierarchy, and therefore, the members' original opinions were not presented. Also, as mentioned above, there has historically been a culture where the organizational members have been careful with expressing their opinions leading to that some opinions are not expressed at all. The Group Executive Management have in recent years tried to change this culture, for example as mentioned, a whistleblower function has been established, but the old culture is still present. If negative opinions are being told, the members express their feelings only in close relations. This implies that when a new managers is assigned, a close relation must first be established before members express their feelings. Some members turn to the HR-department with their feedback.

The middle managers have said that they wished for more information and more communication. When the members in the organization felt confused they made their own theories about what was going to happen to them and created their own theories about the aim of the change. The middle managers argue that they had to create their own conclusions about where their team would end up in the organization in order to calm the team. The members also wished that the Group Executive Management and the Swedish Management team would describe a vision, a plan for the future. It would have made it easier to understand the change according to the middle managers.

At different vertical levels of the organization, communication regarding the change varied. The managers at the highest vertical levels, both top and some middle managers, were well informed but the middle managers further down in the organization got the same scarce

information as the employees. Short after the information about the change was given, the Swedish Management team saw that it might have been better to adopt another communication approach to all managers. Instead of giving many of the managers the same information as was given to the employees, it would have been better to explain the change more thoroughly to the managers and through that minimize confusion and decrease own interpretations.

> It might have been easier to create a change if middle managers would have been given more information about the reason why. Instead the middle managers started to create their own stories. (Interviewee Executive Manager 4).

Information about the change was also published on the intranet. Employees mean that if this site has been helpful or not depends. Some middle managers argue that this website was very helpful and that all information was there while others did not use it at all. However, every time new information was published at the webpage, the middle managers wanted it to be more clear. It was also at the webpage that the middle managers were announced. When the middle managers had been announced and started to work, few of them knew their task. Therefore, they started to develop their own mission and planned how the organization would look like. Thus, they rewrote the boxes and the structures. The team members had the opportunity to talk to the middle managers and discuss their division and the structure, but the team members felt like the middle managers did not listen to their ideas and thoughts. This process took some time and when the middle managers explained their plan it was diffuse and as a consequence the team members became confused. The boxes and structure were already planned by the Swedish Management team and the project group during the spring. However, the Swedish Management team could see that the middle managers rewrote the boxes so that they would align with their own interests and not according to the best direction for the company.

What's happening now?

On January 1 2019, the new operative model went live. Many employees at the lower vertical levels in the organization have claimed that the change has passed them by rather quietly and that they have not been affected by it to the degree that they had anticipated.

> We joked when we came back from the Christmas holiday and said, this is the biggest organizational change the company has ever made, and then you come back and everything is exactly the same, there is no change at all. (Interviewee Employee 3).

In the beginning of January, there was still some confusion and many waited for more information. The ongoing communication of the change process and its development has been left to be handled by the Swedish Management team. The content of what has been said by each manager, however, has differed. Further, in March, both employees and managers saw and acknowledged the change, even if they only had been working in the new settings for three months. New divisions and departments have been created, the flexibility and collaboration have increased according to the members in the organization. Now the Group Executive Management and the Swedish Management team are working on storytelling, they are

searching for proof and evidence to demonstrate that the change was right to do. However, this change is still in an early phase.

Discussion

As can be noted from the findings of this study, the 100-year history of the studied company plays an important role in many organizational events. The organizational culture is deeply rooted and affects the behaviors of organizational members. How elements such as the hierarchical structures, the titles and the respect for authority are maintained by the majority of the organizational members illustrate how strong and ingrained the organizational culture is. However, it also highlights what value organizational members put on the company's history and culture. The idea of this culture can therefore be said to have been somewhat institutionalized in the organization. Coupled with this, it can be interpreted that the sensemaking and sensegiving processes that have taken place in the organization during the history of the company have contributed to the institutionalization of the culture. Through sensemaking, which is according to Weick (1993) a way of rationalizing both one's own actions but also others' actions, the organizational members have justified and maintained the old ways of working and behaving. Thus, the members have materialized meanings and simplified the organizational context surrounding them through sensemaking (Weick et al., 2005). Thereof, the history of the company has had a large impact on the organizational members' sensemaking and sensegiving processes and has therefore in turn also affected the ways of working and behaving in the organization. For example, employees have been careful with expressing their opinions, which is a result from the institutionalized processes of sensemaking that in turn is partially a consequence of the sensegiving made by managers.

The company has tried to change the sensemaking processes that are influenced by the present institutionalized ideas of organizing by trying to transform the managers' sensegiving processes. When the company got a new president, he wanted to change the present organizational culture. But since the culture was so established, a change of culture would require an adjustment of the organizational members' sensemaking which has turned out to be more difficult than expected. As stated by Gioia & Chittipeddi (1991), sensegiving is a process where the goal is to influence the sensemaking of others. However, since the executive managers' own sensemaking has been colored by the present institutionalized ideas of organizing, their sensegiving in turn has been affected by the ingrained culture. Thus, both the employees' and the managers' sensemaking has been the same for many years, leading to that also the managers' sensemaking has remained unchanged. This shows why it has been hard to create a change in the mindset of all organizational members.

One of the objectives with the change of the operative model is to increase the collaboration within the company. It is expected from the executive managers that the increased collaboration will lead to a more efficient way of working. However, this desired increased collaboration implicates that the hierarchical structure in the company has to change. To shorten down the decision-making process and give managers more mandate to make their own decisions indirectly means that the present hierarchical structures will have to change. Consequently, this

means that the change of the operative model in itself requires a change of the organizational culture. The old ways of working in accordance with institutionally created structures needs to transform in order for the organization's internal collaboration to increase. Thus, the objective of the new operative model is somewhat contradicting the old culture and in order to meet the objective, the organizational members' institutionalized ideas of organizing, the organization's schemata, will have to change (Balogun, 2007).

Figure 1 highlights and gives an overview of the reciprocal sensemaking and sensegiving processes that occur during a change. The executive managers give sense to the top managers directly which is illustrated by the light blue arrow between the executive managers and the top managers. The executive managers' sensegiving also indirect influences the middle managers' and the employees' sensemaking processes, which is illustrated by the grey and white arrows. Moreover, the top managers give sense to the middle managers directly which is illustrated by the light blue arrow between the top managers and the middle managers. The top managers' sensegiving also indirect influences the employees' sensemaking, which is illustrated with the grey and white arrow. Lastly, the middle managers give sense to the employees, shown by the light blue arrow between the middle managers and the employees. When the employees make sense of the provided sensegiving from the middle managers (the light blue arrow) they indirect, by their feedback, also affect the executive managers' and the top managers' sensemaking and sensegiving processes (the grey and white arrows). Thus, reciprocal sensegiving and sensemaking processes are created. These processes are in turn continuously and highly affected by the institutionalized ideas of organizing that exist in the organization, shown by the dark blue arrows. The following discussion provides an elaborated illustration of how this process takes place in the change of the operative model in the case company.
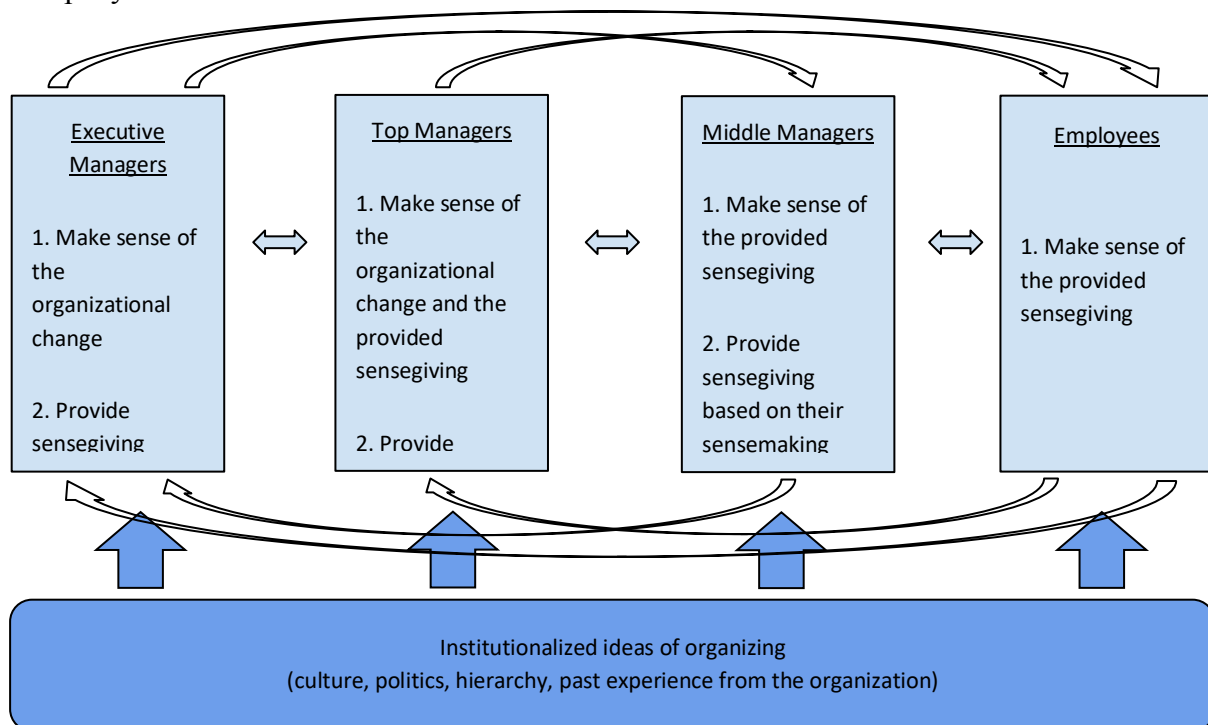

Figure 1: The reciprocal sensemaking and sensegiving processes and the influence of institutionalized ideas of organizing.

The planning process

Executive managers' sensemaking and sensegiving

When the company started the process of changing their operative model, the institutionalized ideas of organizing once again nuanced the organizational activities. The initial discussions about the change were held in a small group at a high vertical level of the organization, only the executive managers were involved at this stage. This way of organizing at the start of a change display how the hierarchical structures have affected the ways of working in the organization. Only the executive managers were invited to the discussions indicating that the change started as a top-down process. This means that only the executive managers had the chance to make sense at the beginning of the change. One example of this was how only the executive managers were given the book about exponential organizations. This gave them the chance to do their own sensemaking of the theory and how it could be used to create a new operative model. Together, the Swedish Management team discussed how they could, based on the idea of exponential organizations, change the company's way of working. As Dunford and Jones (2000) mention, when members in an organization go through a change, they will construct their own interpretations through the process of sensemaking. Through their sensemaking of the idea of exponential organizations, the executive managers could create their own interpretation of how they thought that the new operative model should look like. This in turn led to that it was only the executive managers' sensemaking that got the chance to influence the initial ideas of the change. With the lack of external thoughts in this phase, the initial creation of the new operative model was therefore only influenced by the executive managers' sensemaking. This have in turn affected the sensegiving that the executive managers have made to the company's employees. Through storytelling and sensegiving, the executive managers have realized their sensemaking of the idea of exponential organizations to the employees.

As organizational members will construct their own interpretations and sensemaking of an organizational change (Dunford & Jones, 2000), the Swedish Management team used sensegiving to influence the created project group. During the monthly meetings, the Swedish Management team could influence the project group's sensemaking of the change through their sensegiving and thereby influence the directions of the new operative model. As the idea of the new operative model differed from the usual way of working in the organization, the sensegiving made by the Swedish Management team could also be said to have affected the project group's institutionalized ideas of organizing. However, the sensegiving that the Swedish Management team provided the organizational members with was in turn influenced by their institutionalized ideas of organizing. Thus, the sensegiving made by the Swedish Management team influenced both the project group's sensemaking of the new operative model but also the group's institutionalized ideas of organizing in itself. However, executive managers cannot control organizational members' sensemaking, they can only try to influence sensemaking through sensegiving according to Dunford & Jones (2000). Meaning that the project group did their own sensemaking of the given information. This means that the project group in turn also affected the new operative model through their sensemaking. Consequently, a reciprocal sensegiving and sensemaking process was created during these meetings as both

the Swedish Management team and the project group engaged in sensemaking and sensegiving processes during the communication between them. Further, the project group designed the structure and the units of the new operative model with help from the Swedish Management team. The design was supposed to create a new, less hierarchical, way of working in the organization, which in turn is a way to change the institutionalized ideas of organizing. However, as they started to design the new operative model, it can be argued that they departed from the present institutionalized ideas as they continued to focus on titles and hierarchical structures. This could be connected to that they were trying to change the present institutionalized ideas or organizing by actions that in fact were built upon the same present institutionalized ideas of organizing.

Moreover, when some of the executive managers later were exchanged, the reciprocal sensemaking and sensegiving process got affected. Since Balogun (2007) argues that an organization's schemata is built upon the members' shared understanding of that organization, it can be interpreted that new members of an organization will not at first be aware of the organization's schemata. Since some of the new executive managers were externally employed, they might have had different institutionalized ideas of organizing that influenced their sensemaking of the new operative model and in turn also their sensegiving. Thus, the new members' ideas and sensemaking of the change may have influenced the project group's sensemaking. Consequently, during the design and structure of the new operative model, the processes of sensemaking and sensegiving were influenced by both the executive managers, the project group and the new executive managers. As a result, during the start of the project, the structure of the new operative model was built on the sensemaking and sensegiving made by many different organizational actors. However, these actors were mainly from the highest vertical level of the organization.

Executive managers' sensegiving and top managers' sensemaking
As the planning of the change continued, further implications on the sensemaking and sensegiving processes occurred. The sensemaking process is based on small actions which can have large consequences according to Weick et al. (2005). This can been seen in the onboarding phase. The managers' role in this is to engage in sensegiving in order to influence the newcomers' interpretations (Dunford & Jones, 2000). However, the executive managers who were responsible of providing sensegiving to this large group made their sensegiving by handing out documents and material and not explaining it further. In turn, onboarding members made their own sense of the provided information without guidance from the executive managers. As the sensegiving was insufficient, the onboarding members made sense of the given information based on their institutionalized ideas of organizing. Historically, when the company has gone through a change, it has not had as large impact as this change aims to, leading to that the onboarding members' sensemaking made them go back to work as normal. This led to that everyone went in different directions and they did not cooperate. Thus, the sensegiving during this phase was not sufficient enough to create a shared understanding of the change. Consequently, the insufficient sensegiving led to that the executive managers needed to redo the whole onboarding process as it required more time and people needed more support. By adjusting the sensegiving to the receiver (Kraft et al., 2018), through using humans instead

of documents to present the change as suggested by one executive manager, they could have made the sensegiving more clear and in turn influenced the result in a more preferable way. Moreover, Balogun (2007) argues that in this type of organizational change, the organizational members' common understanding of the organization, the organization's schemata, the institutionalized ideas of organizing needs to change. And in order for a schemata to change, a process of sensemaking is required. However, when the onboarding members were introduced to the new operative model during the first onboarding phase, it can be argued that they were not affected by the sensegiving as they instead went back to work as normal. This implies that their sensemaking of the executive managers' sensegiving had not affected or changed their schemata of the organization which in turn led to that they continued to work as usual. Showing how important sensegiving is in order to change the institutionalized ideas of organizing.

The discussion above illustrates the sensemaking and the sensegiving processes made by the executive managers and the top managers during the planning process of this change. It also shows how the institutionalized ideas of organizing continuously influence these processes and is thus a demonstration of the reciprocal processes of sensemaking and sensegiving between executive managers and top managers illustrated in Figure 1.

The Engaging process
Top managers' sensemaking and sensegiving
All top managers got involved in the change through customized workshops that took place during three occasions. During these workshops the top managers got the chance to know more about the new operative model and thereof got the opportunity to make sense of it. However, as context influence the sensemaking process (Sandberg & Tsoukas, 2015), it can be interpreted that the top managers' sensemaking was affected by the environment surrounding them. In this case, the context was controlled by those who organized the workshops meaning that the managers' sensemaking of the new operative model was somewhat formed by what they learned during the workshops. Thus, by arranging the workshops and choosing their content, the organizers could have guided and to some degree monitored the top managers' sensemaking of the change. Besides by being influenced by the sensegiving made by the organizers, the top managers can also be interpreted as being influenced by each other's sensemaking and sensegiving. Thus, they created a shared understanding of the new operative model which can equate to that they started to change their mental maps. Consequently, the top managers' shared institutionalized ideas of organizing, the organization's schemata, started to change which is essential if the organization is going to change according to Balogun (2007).

During the first workshop, the top managers got to learn about neuroleadership and how people react to change. By understanding that us humans are naturally negative to changes could make the managers comprehend why their employees might react negatively to the change. This could later be used by the top managers in their sensegiving processes as they would be prepared for the employees' reactions. During a change, managers must be aware of the sensemaking process made by their employees. If they acknowledge this, they can in turn shape their communication so that they achieve their objectives (Kraft et al., 2018). Thus, by getting

to know more about neuroleadership, the top managers got the opportunity to later frame their sensegiving so that the employees reactions would be in the managers' favor. Also, the leadership promises that were formulated would give the employees an idea of what they could expect from their top managers, meaning that how the employees made sense of the leadership promises, the sensegiving, affected the employees' interpretation of the change. During the second workshop, focus was put on communication and collaboration. Since there historically had existed institutionalized ideas of how disagreements often arise from collaboration, the top managers' sensemaking was based on these. In order to increase their communication and thereof their collaboration, the top managers had to change their institutionalized ideas of organizing, their schemata, through sensemaking (Balogun, 2007). Thus, the organizer provided the top managers with sensegiving in terms of an eye opener about that they have to change their institutionalized ideas of organizing in order to reach the objectives with the new operative model. At the last workshop out of three, the top managers entered a sensemaking process in which they made their own actions rational to themselves and others (Weick, 1993). However, as sensemaking is context dependent and also affected by the social context (Weick, 1995), the sensemaking made by the top managers was once again influenced by the environment that the workshop formed. Thus, they once again got the opportunity to align their shared institutionalized ideas of organizing and reflect upon how they could continue to work in order to change them.

Top managers' sensegiving and middle managers sensemaking
Moving further down in the organization, different sensegiving and information was provided. The middle managers had no influence in designing the new operative model, so in order to involve them they were provided with a workshop. However, this workshop lasted only three hours as compared to the full days the top managers got. This difference in attention and information given to the two different groups of managers could also have had an impact on their sensemaking of the change. Since the middle managers were not given as thorough information, their sensemaking of the change could have differed from the sensemaking made by the top managers. As Gioia and Chittipeddi (1991) argues that sensegiving is aimed to influence the sensemaking of others, it can interpreted that the more comprehensive the sensegiving is, the greater impact will it have on the receivers' sensemaking. As the middle managers got less information, the probability that they made sense based on their institutionalized ideas of organizing was higher. This is shown by how they continued to work as usual. Furthermore, what also was discussed during the workshop was the leadership promises that the top managers had decided. This means that the top managers' sensemaking here became sensegiving of how the new operative model would look like. So, the middle managers had to make sense of the top managers sensemaking.

Executive managers' sensegiving and middle managers' and employees' sensemaking
In order for the company to change the institutionalized culture, they have focused a lot on self-leadership and teambuilding. Through this, the company has provided their members with sensegiving in order for the members to make sense of the new operative model and change their way of working. This is in line with Maitlis and Christianson (2014), and Santos and Eisenhardt (2009), who states that sensegiving actions can affect and change the

institutionalized ideas of organizing that members in an organization have. By making the members more open to change and provide them with self-awareness, the institutionalized ideas of organizing themselves will change into becoming more open minded in regards to change. Moreover, the politics and the culture in the organization will change along with its members. But in order for the organizational culture and politics to change, the common understanding about the organization made by its members needs to change. Balogun (2007) means that the mental understanding, the institutionalized ideas of organizing, must change and thereby, each members' schemata must change. Only after that, the organization can create a new culture. The self-leadership courses are a tool that will help the organization change the individuals' schemata and institutionalized ideas of organizing. The courses are also aimed to make the members more comfortable with improvisation which is needed in a change. Weick (1993) argues that the members who can act as bricoleurs and are creative with the information and tools they have in front of them can prevent the organization from collapsing. Here, through the self-leadership courses, the members are provided with sensegiving of how they can act based on the information they are given in a change process. This in turn has the aim of helping the members make sense of situations that can be uncomfortable for them, for example, in this change of the operative model where the aim with the change was interpreted as unclear at the beginning. With the new change, managers lower down in the hierarchy have received more mandate. Just as sensemaking can affect and change institutionalized ideas of organizing, sensemaking can also be affected by institutionalized ideas of organizing such as the hierarchy and the politics in the organization according to Weick (2010). Since the old culture still can be found in the company, the managers who have obtained more mandate have made sense of their new mandate in regards to the old hierarchy and the institutionalized ideas they have about organizing.

Executive managers' sensegiving and middle managers' and employees' sensemaking
The team building courses is another tool the company uses to make the organizational members engaged and involved in the new operative model. At the team building courses, a facilitator provides the members with sensegiving and coaches the team to work as one unit. These facilitators have been provided with sensegiving of the new operative model through education in order for them to change their own institutionalized ideas of organizing. Sensegiving is also provided in between the workshops through emails in order for the teams to remember what they discussed during the workshop. Through the communication that appears both during and in between the workshops, the members get more involved and engaged in the new operative model. However, as it is argued that employees can resist sensegiving, the facilitators must be aware of that they need to frame their sensegiving to the receiver (Kraft et al., 2018). This means that for the facilitators to provide optimal sensegiving, they would have to customize it for every team which can be problematic in such large organization.

Balogun (2007) means that if an organization's culture is going to change, so must also the members' institutionalized ideas of organizing. The team building courses are a tool that aims to change the culture in the organization and thus the members' mental understanding of the organization and hence the organization's schemata. However, the organizational members'

actions are influenced by the institutionalized ideas they have about organizing. Thus, stated by one middle manager, they are not used to collaborate in the way the new operative model implicates since they have an institutionalized idea of that the organizing is hierarchical and therefore collaboration is unusual. Nevertheless, through the team building courses, the organizational members get to know more about the new operative model and can therefore make another sense of how they are supposed to work more collaboratively in the new model. Consequently, the team building courses create a process of sensemaking that in turn will contribute to the change of the organization's schemata and therefore the organizing culture.

The discussion above illustrates the sensemaking and sensegiving processes made by the executive managers, the middle managers and the employees during the engaging process of this change. It also displays the influence the institutionalized ideas of organizing have on these processes and is thus illustrating the reciprocal processes of sensemaking and sensegiving between executive managers, middle managers and employees shown by Figure 1.

The Communicating Process

Employees' sensemaking

Although sensegiving is meant to reduce confusion (Dunford & Jones, 2000), the sensegiving made with the teaser was vague and instead created confusion according to the employees. The organizational members' way of handling this confusion was to create and spread rumors. The rumors that occurred were based on the present institutionalized ideas of how a change usually was made in the organization. The organizational members were used to a "hard" approach (e.g. layoffs) and therefore their sensemaking and actions (e.g. some left the company) got influenced by this. Thus, the employees' schemata and the institutionalized ideas of organizing were based on their past experiences (Balogun, 2007), which influenced how they made sense of these rumors and how they reacted to them. For example, the employees were used to that the company went through reorganizations every now and then leading to that they thought that also this change was just another reorganization. The consequence of this was that it affected the employees' ways of working. That the sensemaking actually affected the organizational activities is shown by how some managers had to gather their teams in order to handle the rumors. Seemingly, the rumors had an impact on the employees' work. However, the sensegiving that the managers tried to make during these team meetings was once again quite vague as these managers did not possess more information than the rest of the team. This means that the sensegiving made during these meetings were more directed to create a sense of safety among employees rather than making sensegiving about the actual change.

Executive managers' sensegiving and top managers', middle managers' and employees' sensemaking

Lewis (1999) argues that communication plays an important role in the process of organizational change and it is also central in the processes of sensegiving and sensemaking according to Weick et al. (2005). However, what distinguishes the first formal announcement given to the company's members was the lack of clear information. The idea with giving vague information at such early stage of the change, was to create curiosity that would lead to

questions being asked. It can therefore be interpreted that the executive managers wished to start the organizational members' sensemaking processes. And even though the lack of information did lead to the employees' sensemaking being initiated, their interpretations of the change was left to be created by themselves. Thus, the aim with sensegiving is to influence the organizational members' interpretations of a situation and thereof their sensemaking (Dunford & Jones, 2000). But in this case, the vague sensegiving provided by the executive managers led to that the employees' sensemaking processes was left without any guidance. Consequently, the executive managers needed to provide more sensegiving.

Maitlis and Christianson (2014) mention that employees can resist the communication and therefore the sensegiving that their managers give them. In this case, the employees had the opportunity to completely ignore the announcement by not attending the all-staff meeting neither in reality nor online. This in turn means that those employees that either missed the meeting or decided to ignore it, did not receive the sensegiving that the executive managers and the top managers gave during the meeting. This also implies that the employees' sensemaking of the new change in turn would not be affected by the executive or top managers' sensegiving to the same degree that it could have been if they had attended the meeting. Also, the sensemaking made by employees that attended the all-staff meeting in reality could have made another sensemaking than the employees that attended the meeting online. Thus, sensemaking is not an isolated process but is rather context dependent according to Sandberg and Tsoukas (2015), meaning that the context in which the announcement was heard could have had an impact on the sensemaking that employees made. However, some employees that did attend the meeting in reality experienced that the information was vague and that it only made them more confused. Thus, the sensegiving made during the meeting was unclear and may not have influenced the participants' sensemaking process in a desirable way, regardless if they participated in reality or online.

The organizational members have created schemata, the institutionalized ideas of organizing, based on their experiences of how changes usually are made in the organization according to Balogun (2007). When the executive managers announced that there was a change going to happen, most organizational members thought that it was just another reorganization. It can therefore be interpreted that the employees' schemata and institutionalized ideas of organizing influenced their sensemaking and in turn response to the announcement of the change. Even though it was said in the announcement that this change would differ from previous reorganizations, the employees' institutionalized ideas of organizing had a bigger impact on their reactions than the sensegiving made by the executive managers. An example of this is that in all communication towards the organizational members regarding the change, it was highlighted that all feedback is welcome. Moreover, one of the thoughts behind announcing the change at an early stage was, according to the executive managers, that it would lead to more involvement lower down in the hierarchy. However, due to the ingrained hierarchical culture, many employees explained that they still did not dare to express their opinions. The employees who did share their opinions and feedback felt that their comments got filtered before it was expressed to the managers on a higher level. Thus, the organizational members

schemata and their institutionalized ideas of how feedback and opinions used to be handled affected the feedback process.

Executive managers' sensegiving and middle managers' sensemaking
A consequence of the vague and incomprehensive communication during the first formal announcement was that the middle managers, who had the task to further communicate the change to their teams, could not answer their employees' questions. This led to that the middle managers had to build their sensemaking on the scarce information they were given. In turn, the sensegiving made by middle managers to employees was almost more influenced by the middle managers' sensemaking of the executive managers' sensegiving than on the executive managers' sensegiving itself. Sensegiving is meant to create a shared understanding of a change according to Hope (2010), however, in this company there are many teams with different middle managers, meaning that there was not one shared understanding of the change but rather many several understandings.

Kraft et al. (2018) argues that managers must formulate their sensegiving so it becomes relevant to the receiver, and here the executive managers noticed that their sensegiving was not sufficient. Short after the first formal announcement, the Swedish Management team reflected upon that it might have been better to provide more clear sensegiving to all managers, which in turn could have minimized confusion. More specifically, it could have helped the middle managers to make sense in a more desirable way and not based on their institutionalized ideas of organizing. Thereby, the executive managers went through a process of sensemaking of how their communicated sensegiving had been received and based on that they reflected upon how they could improve it in the future. This example demonstrates how important sensegiving is and the existing reciprocal sensemaking and sensegiving process that is illustrated in figure 1.

When information about the change was published on the intranet, the information was mostly about who had been appointed a manager position. For example, the middle managers were announced on the intranet. This continued focus on titles and hierarchy in this change show that the present institutionalized ideas of organizing is remained. However, in order for an organization to change, it is required that the organizational members' schemata about that organization also change (Balogun, 2007). By concentrating the information of the change on the intranet on announcing new managers, the organization gives the organizational members an indication of that the hierarchy still is important in the new operative model. That the present institutionalized ideas of organizing exist is also shown by how the middle managers acted when they were announced. They used the authority of their titles and ignored their team members' ideas. This could be a consequence of the insufficient sensegiving that the middle managers had been provided with previously. This also indicates how important sensegiving is during a change process.

Change is a process that takes time and includes changing behaviors and thoughts and hence the members' schemata (Balogun, 2007). This means that the organizational members who did not experience a change have not yet changed their institutionalized ideas of organizing and the understanding of the organization. The executive managers' and the top managers' task

now is to continue to provide their members with sensegiving in order to change the organizational schemata and the institutionalized ideas into new ways of working, a new way of organizing. What can be found from the collected data is that the members in the organization that have experienced the change have started to work in a different way meaning that they have changed their schemata and the institutionalized ideas of organizing. However, this change is still in an early phase and the outcome is yet unknown.

Connected to figure 1, the discussion above shows how the institutionalized ideas of organizing continuously influence the sensemaking and the sensegiving processes. It also illustrates the sensemaking and the sensegiving processes made by the executive managers, the top managers, the middle managers and the employees during the communicating process of this change.

Final discussion

The discussion above displays the reciprocal sensemaking and sensegiving processes and the continuous influence institutionalized ideas of organizing have in these processes depicted in Figure 1. Previous research has highlighted the connections between sensemaking, sensegiving and institutionalized ideas of organizing through empirical studies of e.g. disasters, roles, culture and markets. However, what this study contributes with is a perspective that combines the insights from previous studies and thus evolve the research area of sensemaking and sensegiving.

Many studies have illustrated the sensemaking process through empirical studies of disasters. In Weick's (1993; 2010) studies of the Mann Gulch Fire and the Bhopal disaster, for example, chaos broke out and thus created fast and spontaneous sensemaking processes. However, the case in our study took place under more controlled circumstances and could therefore elicit more gradual sensemaking processes. The findings from our study therefore call attention to sensemaking under more controlled environments than the classic studies of sensemaking in disasters. In other studies where the connection between institutionalized ideas of organizing and sensemaking has been explored, perspectives on macro and micro levels have been used. Schultz and Wehmeier (2010), for example, used a macro-meso perspective together with neo-institutionalism and a meso-micro perspective together with sensemaking when they viewed the process of institutionalization. However, in this study we have integrated the two perspectives by looking at how the macro level process of institutionalized ideas of organizing influence the micro level process of sensemaking. Thus, we have provided an overall perspective by combining the macro and micro level processes. Moreover, many studies that link sensemaking with institutionalized ideas of organizing highlight the influence sensemaking has on institutionalized ideas of organizing and thus disregard the impact institutionalized ideas of organizing can have on sensemaking. Leung, Zietsma and Peredo (2013), for example, studied Japanese housewives and showed how sensemaking can affect institutionalized ideas of organizing and thus illustrated what impact sensemaking can have during a change. However, with regards to Weber and Glynn (2006) and Weick et al. (2005), who highlighted the significance of showing that also institutionalized ideas of organizing can have an impact on sensemaking, our study is an illustration of how institutionalized ideas of

organizing influence the processes of sensemaking and sensegiving. Thus, we complement Leung, Zietsma and Peredo's (2013) study by illustrating the opposite perspective of the connection between sensemaking and institutionalized ideas of organizing where institutionalized ideas of organizing influence sensemaking. Leung, Zietsma and Peredo (2013) also provided an important perspective of that it is possible to change institutionalized ideas of organizing through sensemaking but that the process is dependent upon the involved actors. Changing institutionalized ideas of organizing requires a collective transformation of the sensemaking processes. With regards to our study, this insight is important since a change of institutionalized ideas of organizing is essential in order for the case company to implement the new operative model. Consequently, by combining the results from Leung, Zietsma and Peredo's (2013) study with the results from our study, it becomes evident that when an organization is going to change, an alignment of the organizational members sensemaking is required in order to change the institutionalized ideas of organizing and thus the organization itself. Lastly, some studies of sensemaking and sensegiving related to institutionalized ideas of organizing highlight how sensegiving is used in contexts of change. Santos and Eisenhardt (2009) and Navis and Glynn (2010; 2011), for example, illustrated in their studies how sensegiving is used to create new markets and how sensegiving is used to legitimized new markets. In our case, however, the case company instead uses sensegiving to create a change in an organization. Thus, the similarity between Santos and Eisenhardt's (2009) and Navis and Glynn's (2010; 2011) studies and ours is that sensegiving is used to implement a change. However, what differs our case from the ones Santos and Eisenhardt (2009) and Navis and Glynn (2010; 2011) present is that our case company uses sensegiving that is based on institutionalized ideas of organizing that the organization in fact aims to change, leading to a paradox.

The paradox that takes form in this case is created through contradicting actions. The case company aims to change the operative model and the ways of working in the company. This in turn requires that the institutionalized ideas of organizing that exists within the company needs to change. However, the executive managers are trying to change the present institutionalized ideas of organizing by actions that themselves are influenced by the same institutionalized ideas of organizing. Throughout the planning and the implementation of the change, the institutionalized ideas of organizing have continuously influenced the processes of sensemaking and sensegiving. How the design of the operative model was monitored by the executive managers, how it was announced to the organization with a focus on titles and newly assigned managers, and how the organizational members have reacted to the change by continuing to work as usual illustrate the impact the institutionalized ideas of organizing have had. Further, the influence the institutionalized ideas of organizing have had on the planning and the implementation of the change has in turn has led to that the organizational members have made sense of the new operative model in line with the present institutionalized ideas of organizing, thus leading to a paradox and a slow implementation of the change.

Conclusion

Previous authors have stated that the institutionalized ideas of organizing are influencing the sensemaking and the sensegiving processes, however, few empirical studies have highlighted how this relation occurs and the implications it might have (Weick, 1993; Weber & Glynn, 2006; Navis & Glynn, 2010; Navis & Glynn, 2011; Maitlis & Christianson, 2014; Sandberg & Tsoukas, 2015). Therefore, we have shown how institutionalized ideas of organizing influence the reciprocal sensemaking and sensegiving processes when an organization goes through a change. When combining the findings of our study and the findings from previous research, an interesting perspective of the sensemaking and sensegiving processes arise. Departing from the model depicted in Figure 1, where institutionalized ideas of organizing have a notable influence on the reciprocal processes of sensemaking and sensegiving, it becomes evident that in an organizational change it is essential that the institutionalized ideas of organizing also are changed. However, if the sensemaking and sensegiving is built upon the same institutionalized ideas of organizing that the organization aims to change, then a paradox arise and the change may not be implemented as planned or desired.

This paper contributes to the sensemaking literature by providing an empirical case showing how institutionalized ideas of organizing are influencing the sensemaking and the sensegiving processes and what implications it can have during a change process. The influence institutionalized ideas of organizing have on sensegiving is crucial since it in turn influences the sensemaking. This understanding can have managerial implications as it can affect a change process. Consequently, how this reciprocal process is taking place and how it can create a paradox can have an impact on the outcome of the change in terms of time and resources. This demonstrates the importance of the findings of our study and the implications institutionalized ideas of organizing can have on a change process. Also, this knowledge is important as companies must increase the pace of transformation in order to survive in a competitive environment. More knowledge and empirical cases about how this macro-level process of institutionalized ideas of organizing affects the sensemaking and the sensegiving processes is valuable as it in the end affects the organizing.

Acknowledgements

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