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ORGANIZATIONAL SOCIALIZATION TACTICS ON THE EXAMPLE OF
ORGANIZATION X

Bachelor Thesis

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I have written this Research paper/Bachelor Thesis independently. Any ideas or data taken from other authors or other sources have been fully referenced.

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Introduction

This topic has relevance due to the role of socialization as a process of individual formation in both individuals' lives and the lives of entire societies. A socialization process plays two different roles in organizational behaviour.

Firstly, it is important to note that an individual comes to work in an organization with certain personal characteristics reflecting the values and norms he or she learned in his or her previous lifetime. This manifests itself in the work environment. Filstad (2004) stated an unfamiliar workplace and learning new skills may be a challenge for a new employee. Employee mobility is causing the business to face new issues due to its increased mobility. The future enterprise views expertise as its most valuable resource. To better understand newcomers' learning processes and differences in personal traits and capability, organizations must better understand newcomers' learning processes and their differences in personal traits and competency. (Filstad, 2004)

Secondly, the organization itself is an institution of socialization that influences an individual's development. It is worth highlighting the phenomenon of organizational socialization, in which one already internalizes the values and norms of the organization in which one comes to work.

Newcomer adjustment and organizational socialization tactics are important since they affect several workforce outcomes. Socialization strategies have a moderate effect on fit perceptions, job satisfaction, organizational commitment, and intention to quit. Socialization strategies are modestly related to job performance, as well as turnover patterns. (Bauer et al., 2007; Saks, Uggerslev, & Fassina, 2007).

Most organizations provide a process for hiring professionals, allocating roles accurately between them, and ensuring that beginners are put into action quickly to meet their goals. The organizations employ people who have a lot of work experience and results, as well as people who have their own goals and values, which may or may not be the same as ours. The administration is all about teaching the new employee the rules and regulations of the company as well as instilling a sense of the importance of achieving corporate goals.

According to Gruman et al. (2006), an important part of understanding organizational socialization is to examine how firms organize the socialization experiences of newcomers. This paradigm views individuals as passive, reactive actors, which may not fully reflect the complexities of socialization. Alternatively, an interactionist perspective focuses on the interaction between people and organizations. By examining how these two perspectives interact to determine socialization outcomes, the interactionist viewpoint attempts to combine individual and organizational perspectives. (Gruman et al., 2006)

Therefore, the more experienced participants should ensure that the newcomer does not interrupt the current proceedings on the scene, embarrasses or discredits others, or call into question too many of the previously negotiated cultural solutions. To maintain the organization's traditions, new members must be educated to look at the world from their seniors' perspectives. (Van Maanen & Schein, 1979)

The aim of this bachelor thesis is to find out what tactics are used for organizational socialization for example of Company X. This company is a leading provider of refurbished iPhones and is the European leader in the field. Company X wished to maintain its confidentiality and disclose the name of the company and its member's data. For achieving this aim following tasks will be set up in this research:

- To analyze definitions of organizational socialization and distinguish common tactics used in the following research,
- To bring out the main results of previous empirical studies about organizational socialization tactics,
- To present measurement tools for analyzing organizational socialization tactics and conduct an empirical study,
- To find out what organizational socialization tactics are more commonly used for onboarding of newcomers,
- To come up with a conclusion about what tactics of organizational socialization are prevalent.

There are three subchapters in the theoretical analysis section and two subchapters in the empirical analysis section.

Within the first subchapter of the theoretical part, the author analyzes previous authors' views about organizational socialization, and from this research, two important views will be derived. Organizational socialization perceptions are represented.

In the second subchapter of the theoretical part, the author gives an overview of organizational socialization tactics and why following them is so important for newcomers. It analyzes organizational socialization and its dimensions in previous studies, including means and standard deviations.

The third subchapter includes the results of past empirical and theoretical studies in the context of organizational socialization. A key example for a deeper understanding of the author's research will be found in the last two subchapters of the theoretical part.

In the empirical part, the author's presents an evaluation and comparison of different measurement methods and choice of the most appropriate measurement tool for the current research paper. A full analysis of the current research paper is described in subchapters 2.1 and

2.2, along with an explanation of the results and an analysis of what kinds of tactics are used in organizational socialization on the example of Company X.

As a final note, the writer would like to thank Company X for its participation in the research, his family, and supervisor Anne Aidla for their never-ending support throughout all stages of the research.

Keywords: Organizational socialization, organizational socialization tactics, newcomer adjustment, onboarding

1. Theoretical review and analysis of organizational socialization tactics

1.1. Definitions of organizational socialization

The organizational socialization process generally touches on two important themes. First, stage models of organizational socialization describe how workers interact within an organization. An individual becomes an accepted and well-adjusted member of an organization from the naive newcomer. Second, organizational tactics describe how a company can design its operations experiences of socialization are crucial to transforming people into the types of the organization's desired members. (Chao, 2012)

The first main concept of this research is “organizational socialization”. This term has been extensively discussed since the 1970s and continues to be an interesting aspect for sociological experts to this very day. Since this time the term has been defined in different ways (see Table 1). Hence, determining the actual meaning of the concept is entangled. Different interpretations and points of view have been expressed about organizational socialization as a theoretical term. Some authors stated that newcomers often learn and are taught the determined ways of a certain organization (Van Maanen & Schein, 1979; Taormina, 1997). Moreover, as a result of their tendency to take initiative, proactive employees are often viewed as challenging the status quo (Nguyen et al., 2020). Nevertheless, other researchers tend to believe that new employees learn how to become organizational insiders through socialization or onboarding (Feldman, 1981; Bauer & Erdogan, 2011).

Table 1

Organizational Socialization definitions

Author(s)	Year	Definitions
Van Maanen & Schein	1979	“Organizational socialization is a jejune phrase used by social scientists to refer to the process by which one is taught and learns "the ropes" of a particular organizational role.” (p. 3)
Feldman	1981	“Organizational socialization is the process by which employees are transformed from organization outsiders to participating and effective members.” (p. 309)
Taormina	1997	“Organizational socialization is the process, by which a person secures relevant job skills, acquires a functional level of organizational understanding, attains supportive social interactions with coworkers, and generally accepts the established ways of a particular organization.” (p. 29)
Bauer & Erdogan	2011	“Organizational socialization, or onboarding, is a process through which new employees move from being organizational outsiders to becoming organizational insiders.” (p. 51)
Nguyen et al.	2020	"Organizational socialization is a process that strengthens the stability and order of the organization, employees' proactive behaviours are, because of their nature of taking initiative, often seen as challenging status quo." (p.1)

Sources: Compiled by the author based on the sources in the table

J. Van Maanen and E. H. Schein, in 1979, formulated the first definition of organizational socialization in their research. This definition became a major resource for other researchers, who also studied organizational socialization. As a general description, Van Maanen & Schein (1979), stated that organizational socialization entails a newcomer being taught and learning how to perform a particular organizational role. In the author's opinion, organizational socialization is the act of assimilating values, identifying abilities, and determining the necessary behaviour and socio-cultural outlook, which are important for gaining weight and participating in it.

The emphasis was placed by Van Maanen & Schein (1979) on understanding as part of socialization, the new employee develops a cultural perspective considered both normal and unusual issues at work, meaning that: a person who learns about an organizational situation and acts accordingly has developed a set of shared beliefs, principles, and understandings. According to Van Maanen & Schein (1979), the results of an organizational change affect the individual directly, one learns to observe certain events more than others, to adopt a habitual stance toward routine activities, and to form an opinion as to how various activities can be performed while other people observe the behaviour when responding to regular situations.

It is noteworthy to mention other influential researchers who have defined organizational socialization. The term “organizational socialization” was defined by Feldman (1976), however, the precise and understandable definition was given in the research by Feldman (1981). Daniel C. Feldman underlined, that Van Maanen & Schein (1979) were focused on achieving “organizational socialization” goal requires letting go of pre-existing attitudes, values, habits, and emphasizes learning organizational goals and rules. Nevertheless, Feldman (1981) extended the concept, came up with a detailed look at how new members are socialized in an organization, criteria that may influence the attitude and behaviour of newcomers. In different words, it is the process of becoming an insider in the working environment and adapting to a new work role. If we compare both types of research, we will see that Feldman (1981) expanded and deepened the concept and found more factors influencing organizational socialization.

An interesting and yet similar view on organizational socialization was presented by Bauer & Erdogan (2011). Feldman (1981) and Bauer & Erdogan (2011) defined the “organizational socialization” term almost similar, as a process that enables new employees to transition from being organizational outsiders to organizational insiders, however, Bauer & Erdogan (2011) used the "onboarding" term which includes all needed criteria, such as knowledge, skills, and behaviours, to succeed in their new organizations. The phenomenon of employees moving from one company to another means that socialization is just as important to both companies and individuals. Ineffective staff orientation can result in underprepared employees who leave early or prove ineffective on the job, often causing the organization to restart the recruitment and selection process, wasting valuable time and resources. (Bauer & Erdogan, 2011)

As an example, based on James (2020), as part of organizational socialization, people learn, feel, and perform. James (2020) highlighted that the successful socialization process helps newcomers understand an organization, and it also helps promote employee productivity; moreover, it positively influences expectations both within the organization and among newcomers. Another notable example of unsuccessful socializing leads to poor performance and excessive turnover, and it lowers the organization's and newcomers' expectations. (James, 2020)

The term “organizational socialization” is used by Taormina (1997) to define it as newcomers acquiring relevant job skills, gaining organizational knowledge, and forming supportive relationships with coworkers and general acceptance of the organization's ways itself. Nevertheless, the researcher believes that the process of organizational socialization refers to the way newcomers become adept at taking on the responsibilities of organizational membership while changing from outsiders to full members by gaining organizational knowledge and skills (Filstad, 2004).

Taormina (1997) emphasize understanding the concept of socialization into the organization from a socio-psychological perspective. The definition can be applied as a process by which a newcomer learns and accepts the established ways of a particular social group or society (Taormina, 1997). Van Maanen (1978) mentioned in his early work and Taormina (1997) followed the idea that prior views of organizational socialization as a person-processing system are balanced with the individual's acceptance of the social context. Essentially, organizational socialization is a process whereby an organization can hire and terminate one or more employees, but the employee can also adapt to the firm's culture or choose not to socialize. Organizational socialization should be a two-way street in which both parties act in mutually beneficial cooperation. (Taormina, 1997)

It is worthwhile to say about the other research of Robert J. Taormina (2009), the author emphasized that employees and organizations should thus be connected in some way, without the link, the relationship may become haphazard, with many conflicts, misunderstandings, and tensions. The more successful an employee is, the more socialization is necessary, and how socialization may contribute to their success, those who are socialized more will gain a sense of belonging to the organization. (Taormina, 2009)

Organizational socialization is positioned by Nguyen et al. (2020) as employees' proactive behaviours are often seen as challenging the status quo due to their nature of taking initiative, as socialization strengthens the stability and order of the organization. Van Maanen & Schein (1979) claim that organizational socialization occurs during the development of inter-organizational relations, where newcomers are taught how to learn and conform to an organization's cultural operations and will perform their duties following the expectations of the organization.

The author concludes by introducing the theoretical frameworks that will be used later in the empirical section. By giving theoretical insights into organizational socialization, the author aims to help readers comprehend it better. After discussing organizational socialization tactics in the following subchapter, the empirical studies will be analyzed accordingly in the ensuing chapters, giving the reader a clear picture of how a socialization tactics study is conducted.

1.2. Organizational socialization tactics

Van Maanen & Schein (1979) mentions the early findings in 1978, that the term “tactics of organizational socialization” refers to how others in the organization organize the experiences of an individual when they transition from one function to another, describes their experiences, another is structured for him by others within the organization.

Different approaches to organizational socialization are also distinguishable based on differences in their dimensions (see Table 2). To gain a deeper understanding of the topic of organizational socialization, it is necessary to review the original work by Van Maanen & Schein (1979). The original concept was developed by Van Maanen & Schein (1979), based on one can be involved in organizational tactics in their socialization from six dimensions, which will be further discussed.

Table 2

Organizational socialization tactics

Van Maanen & Schein (1979)	Feldman (1981)	Taormina (1997)	Bauer & Erdogan (2011)	Nguyen et al. (2020)
Collective and Individual	Anticipatory socialization	Training	Socialization: a. Collective/Individual b. Formal/Informal c. Sequential/Random d. Fixed/Variable e. Serial/Disjunctive f. Investiture/Divestiture	Context (Training)
Formal/ Informal	Accommodation	Understanding	Formal Orientations	Content (Future Prospects)
Sequential/ Random	Role Management	Coworker Support	Recruitment	Social Aspects (Coworker Support)
Fixed/Variable		Future Prospects	Realistic Job Previews	
Serial/Disjunctive			Organizational Insiders	
Investiture/Divestiture				

Source: Compiled by the author based on the sources in the table

Nguyen (2020) and Bauer & Erdogan (2012) in their researches are of one mind with Van Maanen & Schein (1979) organizations behave differently when it comes to socialization influencing their role orientation in six dimensions, each of which has an influence on the newcomers and chose collective and individual tactic and formal training as the core of

organizational socialization (see Table 2).

Organizational socialization tactics can be characterized in six dimensions (Van Maanen & Schein, 1979):

- **Collective and individual:** the degree to which newcomers share common group experiences versus individual ones. These tactics vary in the terms of context. Due to collective tactics, newcomers will be orientated toward custodial roles, where they will passively accept the tasks and roles which are essential to their roles. Individual tactics, on the other hand, provide newcomers with opportunities to differentiate their responses and adopt innovative approaches to their roles.

- **Formal and informal:** unlike formal tactics, informal approaches involve unplanned learning and trial and error while working with experienced employees. The use of formal tactics isolates newcomers from other members of the organization while they learn their responsibilities. By implementing informal tactics, newcomers can get involved in workgroups and learn by doing. Therefore, formal tactics, especially when they are coupled with collective practices, may increase the likelihood that newcomers will accept the definitions of situations proposed by others within the organization. Alternatively, informal and individual tactics offer newcomers much latitude in responding in a differentiated way, giving them great flexibility and innovative responses are likely the results. Formal tactics, for example, involve offering recruits a set of prescribed and customized experiences separately from experienced employees, for instance through an academy or an internship.

- **Sequential and random:** the degree associated with major boundary passages, with basic orientation activities, and, most often, with the initial entry of a recruit into the organization. Recruits are provided with explicit information regarding the sequences of activities or experiences they will have in their organizations. As a result, random and variable practices will increase the level of uncertainty experienced by newcomers because they lack information about the future of the organization.

- **Fixed and variable sequencing:** the degree to which the socialization process has a stated timetable. Fixed, variable, sequential and random tactics are deal with the content of the information, given to the newcomers via socialization. Fixed tactics help them understand the timeframes for completing each stage in these processes. In contrast, variable socialization techniques do not indicate when newcomers will reach a certain stage, and random processes do not reveal the sequence in which they are to be learned. Moreover, whenever the future is uncertain, variable tactics will likely spur innovative responses, especially in organizations where newcomers' ability to handle uncertain situations is an important factor governing their upward mobility. Similarly, fixed socialization tactics may not promote innovative responses,

but rather custodial ones, since individuals won't want to rock the boat if they're clearly shown the path to their future status from the start.

- Serial and disjunctive: the degree to which existing workers help socialize and mentor newcomers. The experienced members of an organization act as role models for recruits in serial processes. However, in disjunctive processes, newcomers must define the circumstances on their own because no one else has filled the role. Consequently, disjunctive processes tend to produce active, innovative role orientations.

- Investiture and divestiture: the use of personal characteristics newcomers bring with them to the organization controversially means to strip away certain personal characteristics. Thus, these two categories reflect social or interpersonal aspects of the socialization process. The interpretations offered by other members of the organization may have a stronger impact on newcomers' perceptions of contexts in the social, interpersonal realm than specific contextual characteristics. Divestiture also leads to custodial reactions since organizations expressly seek such measures to shape immigrants into the shapes desired by the organizations. Investiture, on the other hand, results in new role orientations by reinforcing people's beliefs in their capability. ("Organizational Socialization | Quality Improvement Center for Workforce Development", 2021; Jones, 1986)

Van Maanen & Schein (1979) classified socialization strategies into three types of domains, according to Jones (1986). The first type relates to the context in which newcomers are socialized. The second tactic, sequential, is concerned with the information provided through socialization. The fourth aspect of socialization is reflected by investiture and serial tactics. Moreover, Jones (1986) indicates that each of the domains of socialization tactics (context, content, and social aspects) contributes to reducing uncertainty. Recruits learn the standard responses to collective tactics through shared learning experiences, while formal tactics introduce recruits to their roles and responsibilities, resulting in a more predictable environment. The same applies to content tactics such as sequential and fixed tactics, recruits are informed of the sequence of actions leading to task mastery and may have reduced anxiety and ambiguity about task completion. Finally, social tactics such as serial tactics and those fostering investment provide role models and positive feedback to newcomers. These tactics are likely to assist newcomers in developing the essential abilities for their positions with confidence, so avoiding the need for them to study on their own. (Boudrias, Lapointe & Vandenberghe, 2014)

Feldman (1981) defines individual socialization in an organization as three unique stages of socialization, as well as the various sets of activities that workers engage in at each level. The first stage is "Anticipatory Socialization." The key actions that the individual engages in at this stage are creating job expectations and making career decisions. "Accommodation" is the second

stage of the socialization process. At this point, the individual observes the organization's actual appearance and strives to become an active member of it. The key activities in this stage are learning new tasks, establishing new interpersonal relationships with coworkers, clarifying their positions in the organization, and evaluating their progress in the organization. "Role management" is the third step in the socialization process. At this point, it is necessary to arbitrate conflicts between the individual's work in their group and the work of other groups that may impose demands on them. General contentment, mutual influence, internal work drive, and workplace participation are all possible effects of socializing. ("Search Programmes", 2021)

As maintained by Taormina (1997), "organizational socialization" can be reviewed as four main tactics, and they are parts of the organizational socialization process model:

- Training is the process of acquiring any kind of functional skill or ability that is needed to perform a specific duty. Formal training is defined in this context as any sort of organized (e.g., workshop) program instruction (such as functional job training, remedial training, or retraining) organised by an organization to improve workers' job abilities, including management or executive job skills. Informal training is defined as any unstructured method through which a person obtains or improves job abilities in the workplace.
- Understanding is the power or ability to apply concepts when you have a clear idea of their nature, significance, or explanation. Understanding plays an important role in Feldman (1981)'s model, for example, which is evident from the process variables proposed for each stage. During the first phase, anticipatory socialization about a job is done, as well as understanding the position's duties and organization's goals and environment. Successful conflict management requires an organization to gain insight into the nature of the conflict, and defining one's role is an essential part of the discovery process. Finally, understanding group norms and values are also necessary for the adjustment process, and since norms and values can change, the adjustment process should be ongoing as well.
- Coworker Support should provide emotional, moral, or instrumental support to another employee without financial compensation in an organization where they work to relieve anxiety, fear, and doubt. Support that is both emotional and moral, also considered critically important for coworker relations, tends to be verbal (e.g., encouragement for seeking promotion) although it can also take the form of physical comfort (e.g., hugging, if permitted). Providing material assistance (such as lending equipment) constitutes instrumental social support. Furthermore, social support can be provided by a variety of agents, but coworkers (i.e. peers) appear to be the chief mediator because most social interactions between employees are likely to take place between coworkers.
- As a precursory concept of anticipatory socialization, Feldman's (1981)

understanding of anticipation is one of the dynamics that drive the Future Prospects Domain. While anticipatory socialization is fundamentally linked to the Future Prospects Domain, the former researches differ in that it ends, whereas Future Prospects continues throughout one's career, furthermore, incorporates elements from other training, understanding, and coworker support domains, whereas Future Prospects is a separate domain. (Taormina, 1997)

According to Bauer & Erdogan (2011), the strategy that organizations adapt to employee socialization varies. Some firms choose a more planned and methodical approach to new employee socialization, whilst others use a "sink or swim" approach, in which new workers struggle to understand what is required of them and the existing standards. The researchers were on the same side as Van Maanen & Schein (1979) and used these six socialization tactics in their works as well (see Table 2).

However, as Bauer & Erdogan (2011) stated, it doesn't matter what type of socialization tactics organizations use, having a formal orientation program helps new employees learn about the culture of the company and get to know their coworkers. The orientation program can provide new employees with information about how to succeed in the job and help them feel welcomed. Larger organizations typically have formal orientation programs consisting of lecture recordings, videotapes, and written materials, while smaller organizations may use more unconventional methods.

Another tactic which Bauer & Erdogan (2011) described in their research was the recruiting process. To find the right employee-organization fit, social events and other recruiting functions are vital. Newcomers can learn more about life in the company through recruiting activities. It may be helpful for newcomers to develop reasonable expectations and devise anticipatory coping strategies during the recruiting process.

The next one is realistic job preview, getting employees a realistic perspective of their job and business culture can be another effective organizational method for facilitating new employee socialization. The provision of as much accurate information as possible before employees begin working for a firm appears to be beneficial. A realistic preview of an employee's capabilities can be used to identify people who are misfits for a company and eliminate the need for a rapid replacement. The effects of disappointing new workers may also be avoided if realistic previews are provided. For instance, the employer might convey to a new employee that he or she will have a great deal of independence and be able to make career decisions on his or her own. (Bauer & Erdogan, 2011)

Organizational insiders are also depicted as one of the important tactics according to Bauer & Erdogan (2011). Mentors can offer advice, assist in job training, offer social support, and teach newcomers about the organization. Furthermore, mentors can help workers find

solutions to issues that they feel hesitant to discuss with their supervisors, and they provide a support system to assist new workers in becoming fully integrated into the organization.

Nevertheless, while going through the sources the author of this paper found out that collective and individual, formal and informal, sequential and random, fixed and variable, serial and disjunctive, investiture and divestiture, training, coworker support, understanding, and future prospects are the most important and common factors in Van Maanen & Schein (1979), Feldman (1981), Taormina (1997), Bauer & Erdogan (2011) and Nguyen et al. (2020) works (see Figure 1). Figure 1 indicates exactly the ten crucial tactics which are playing the important role in organizational socialization.

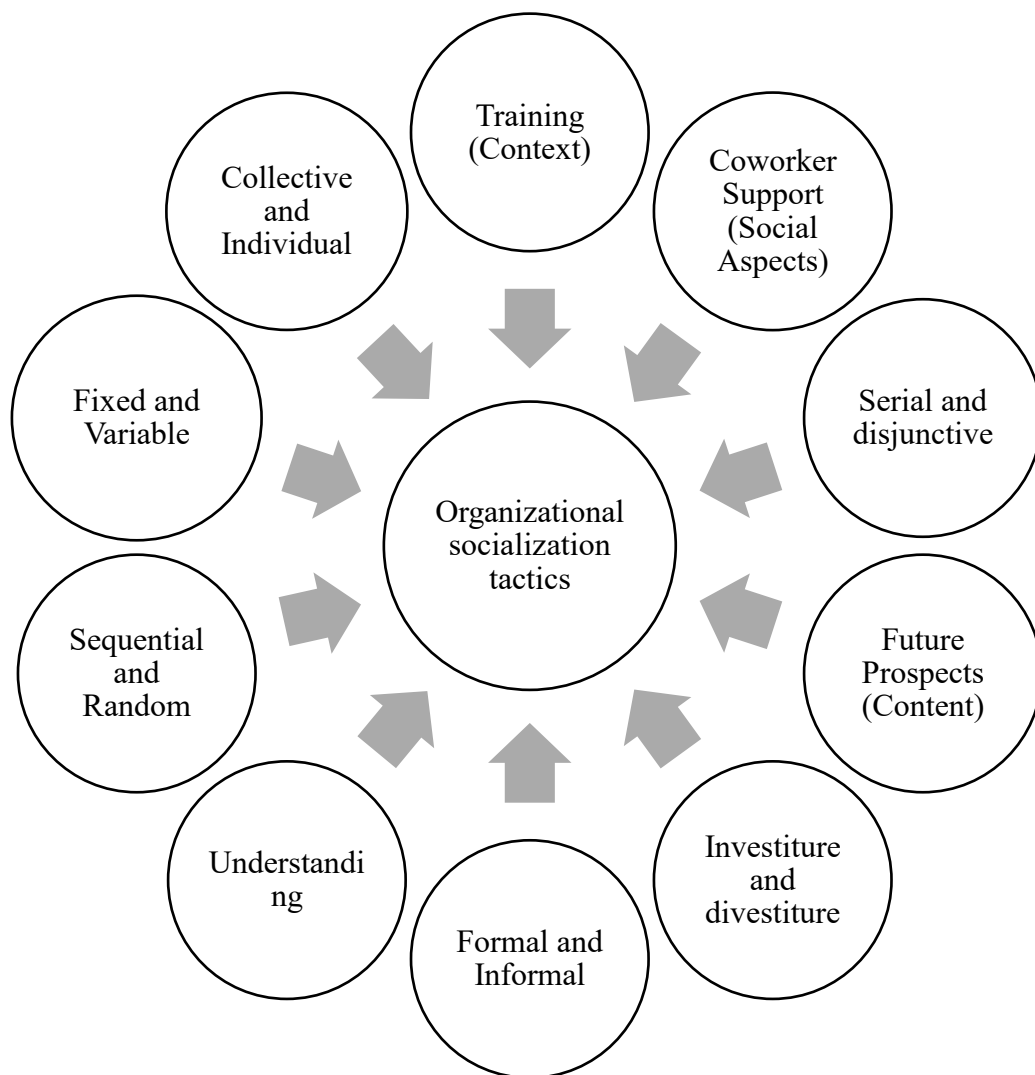


Figure 1. Organizational socialization tactics

Source: Compiled by the author, based on researches of Van Maanen & Schein (1979), Feldman (1981), Taormina (1997), Bauer & Erdogan (2011), and Nguyen et al. (2020)

The author concludes by stating key theoretical frameworks and corresponding empirical frameworks that will be used later in the study. The author has therefore presented the theoretical

insights necessary for understanding organizational socialization and tactics and the dimensions they have, and the next part in the article will analyze empirical studies accordingly to provide readers with a clear understanding of how organizational socialization and tactics are analyzed.

1.3. Previous empirical researches on organizational socialization tactics

The author intends to present a comparison of some of the above-mentioned studies, the methods used, and the results obtained in this chapter so that readers will have a better understanding of organizational socialization tactics. The author of this study has chosen some previous studies from ScienceDirect, Emerald Insight, and EBSCO Discovery to gain a thorough understanding of methods and results of organizational socialization tactics. The author used the "organizational socialization tactics" keyword to perform a more accurate search; additionally, the criterion by which the author selected the articles was based on: the year the research was published in, the country where the research was conducted and what main results each author concluded (see Table 3).

According to a preliminary assessment, the author then chose four articles that were appropriate and valuable for this study due to their focus on organizational socialization tactics. The majority of research is conducted in the USA, Canada, China, and Vietnam. As a way of advancing the research and expanding the author's knowledge on this topic besides working with the vital articles for this research, the author decided to dig up more and found out articles with similar empirical parts and methods to follow. Table 3 is mainly focused on the year when these articles were published, country, methodology and sample, and main results. Questionnaires and surveys were commonly used as research methods.

Table 3

Overview of the empirical literature

Author(s) year/ Researched country	Methodology and sample	Main results
Jones, 1986 Texas, United States	Sample – 127 Method – questionnaire	“The social dimensions of socialization-investiture and serial processes-appear to be particularly significant in influencing role orientations and subsequent adjustments to organizations.” (p. 274)
Chao et al., 1994 Michigan, United States	Sample – 597 Method – questionnaire	“Results were strongest for identity resolution, career involvement, and job satisfaction, indicating that individuals who became better socialized in the organization's goals and values also had more positive changes in these outcomes than individuals who ported less change.” (p. 741)

Author(s) year/ Researched country	Methodology and sample	Main results
Taormina, 2004 Macau, China	Sample – 193 Method – questionnaire	“The OSI appeared to have greater structural integrity than the CAS. The model for the CAS was constructed using all of its thirty-four items in accordance with the prescribed six CAS subscales (i.e. five items for performance proficiency, five items for history, five items for language, six items for politics, seven items for organizational goals and values and six items for people). The model for the OSI was constructed using all of its twenty items in accordance with the prescribed four OSI subscales (i.e. five items each for training, understanding, co-worker support, and future prospects).” (p. 92)
Gruman et al., 2006 Toronto, Canada	Sample- 140 Method- questionnaire	“Newcomer proactive behaviours partially mediated the relationship between their self-efficacy and organizational socialization tactics with a number of proximal and distal socialization outcomes. Furthermore, feedback-seeking and information-seeking moderated the relationship between socialization tactics and several socialization outcomes.” (p. 90)
Boudrias, Lapointe & Vandenberghe, 2014 Quebec, Canada	Sample-935 Method- questionnaire	“The relationship between organizational socialization tactics and newcomer adjustment, we found that (1) role clarity mediated the relationship between socialization tactics and self-rated task performance; and (2) affect-based trust relationships with the supervisor and co-workers mediated the relationship between socialization tactics and affective organizational commitment.” (p. 614)
Nguyen et al., 2020	Sample – 675 Method – questionnaire	“Different organizational socialization tactics, which is, in the context of the North Vietnam, inclined to inutionalized style, exert differential effect on employee proactive behaviors. Among three types of tactics, social tactics were found to be the most powerful predictor for employee practive behavior.” (p.13)

Source: Composed by the author based on sources in the table

According to Chao et al., 1994, the authors used a 5-point Likert scale ranging from strongly disagree to strongly agree to measure the six factors of organizational socialization, such as performance proficiency, politics, language, people, organizational goals and values, and history. Nguyen et al., 2020 analyzed the correlation between organizational socialization tactics and proactive behaviours, work engagement. Content and social tactics were positively correlated with all three proactive behaviours, whereas context tactics were positively correlated

with positive framing, very weakly correlated with relationship building, and unrelated to self-management. All proactive actions and all three organizational socialization tactics factors were shown to be positively correlated with work engagement. The association between organizational socialization tactics and proactive behaviours allowed authors to examine the role of job engagement as a moderator. (Nguyen et al., 2020)

Gruman et al. 2006 did the same as Chao et al. 1994, conducted a Likert scale and confirmatory factor analyses were carried out (CFAs) using structural equation modelling (SEMs) to estimate the weight of a single factor model, a correlated three-factor model, and a correlated six-factor model. The authors wanted to find out the correlation between organizational socialization tactics and self-efficacy, newcomer proactive behaviour and socialization outcomes. Socialization tactics were found to predict several newcomer proactive behaviours. While both institutionalized and individualized socialization tactics could be related to newcomer proactivity, the results indicate a relationship for institutionalized socialization tactics. In other words, when newcomers' socialization is regulated and codified, they are more likely to participate in proactive actions. Newcomers are less likely to seek feedback and information, create relationships, and socialize when socializing is more customized. Higher self-efficacy newcomers are more inclined to participate in proactive practices. Regardless of organizational socialization strategies, the results showed that self-efficacy was positively connected to feedback-seeking, information-seeking, general socializing, boss relationship building, and networking. This is a significant finding because it implies that self-efficacy is a significant predictor of newcomer proactivity even when organizational socialization strategies are included. (Gruman et al., 2006)

Boudrias, Lapointe & Vandenberghe, 2014 used a five-point Likert scale (1- strongly disagree and 5- strongly agree). The authors made a research on organizational socialization tactics, affect-based trust relationships, role clarity, affective organizational commitment, self-rated task performance, and control variables. From a practical standpoint, the findings of this study indicate that businesses must take a comprehensive approach to newcomer socialization, including both learning procedures and chances for newcomers to form meaningful relationships with organizational insiders. Organizations may opt to host informal or icebreaker events with newcomers and organizational insiders regularly, spend time in the building of newcomers' internal networks, or launch formal mentorship or coaching programs. Essentially, newcomer training and socialization programs should include the relational basis of newcomer adjustment. (Boudrias, Lapointe & Vandenberghe, 2014)

Jones, 1986 in his research observed socialization tactics and self-efficacy, role orientation with a five-point scale. The author used a questionnaire as a method to collect the

data. In terms of the link between socialization tactics and role orientation, it appears that an inventive role orientation is significantly and negatively associated with each of the institutional socialization approaches. Individualized socialization programs, on the other hand, were related to relatively high levels of role conflict and ambiguity, as well as novel role orientations. This means that performing roles in novel ways is connected with high degrees of role conflict and ambiguity. Either way, newcomers create dissonance by changing their responsibilities. or their behaviours cause others to question their performance. (Jones, 1986)

Taormina, 2004 was analyzing the correlation between organizational socialization, such as training, understanding, coworker support and prospects with job satisfaction, affective commitment, demographics, language. Furthermore, both OSI (organizational socialization inventory) and CAS (content areas of socialization) measures showed high convergent validity, and both measured substantive predictive validity. So, in conclusion, the OSI appears to have greater structural integrity than the CAS. (Taormina, 2004)

Now that some of the theoretical and empirical research has been carried out, the author can begin to measure organizational socialization tactics and conduct empirical research.

2. Organizational Socialization tactics in the Company X

2.1 Methodology of empirical analysis

Before any other part of the analysis, every piece of information was coded numerically. Numbers were assigned to all answers for later statistical processing.

Disclosing which measurement tools were used, who was surveyed, and whether measurement tools were reliable is necessary before presenting analysis conducted. Two measurement tools were used by the author of this paper for analysis of organizational socialization tactics. In particular, Jones (1986) developed the original measurement tool using the fundamental strategies, along with Taormina (2004)'s survey-based measurement tool. This decision was influenced by the fact that both of the above-mentioned measurement techniques are frequently employed in other studies (e.g. Taormina (2004, 2009), Lapointe et al. (2014), Nguyen et al. (2020), Gruman (2006), Bauer et al. (2007), Perrot et al. (2014), Chao et al. (1994)), moreover as the author of this paper stated that these tactics were common in most of the articles used in the paper (e.g. collective and individual, formal and informal, sequential and random, fixed and variable, serial and disjunctive, investiture and divestiture, training, coworker support, understanding, and future prospects). Further, the author used two measuring instruments for Company X to be on the safe side, which ultimately resulted in a more trustworthy image.

According to a survey, there were ten blocks of five statements each (corresponding to the six organizational tactics recommended by Van Maanen & Schein (1979) and the four suggested by Taormina (1997)), and in total there were 50 statements.

After a brief review of the measurement tool, it's time to unravel each block of statements (which are ultimately presented as separate variables) made by Jones (1986) and Taormina (2004).

For more specificity, the author of this paper will describe these two measurement methods. Originally, it was taken in Taormina (2004). Four factors are taken into consideration, such as training, understanding, coworker support, and future prospects. Five statements are used to measure each factor.

For instance, the first block of statements includes training tactics and questions took the form of whether Company X has provided appropriate training, and whether it has been effective. The factor "Training" was evaluated by the following statements " This organization has provided excellent job training for me", "This company offers thorough training to improve employee job skills", "The training in this company has enabled me to do my job very well", "Instructions given by my supervisor have been valuable in helping me do better work", "The type of job training given by this organization is highly effective".

The second block of statement in the list represents understanding tactic, which refers to a person's understanding of the organization's goals and how to get things done within them. The factor "Understanding" consisted next statements: "I know very well how to get things done in this organization", "The goals of this organization have been made very explicit", "I have a good knowledge of the way this organization operates", "This organization's objectives are understood by almost everyone who works here", "I have a full understanding of my duties in this organization".

Furthermore, in the third section of statements, co-workers support tactic refers to those who have assisted a new hire in various ways, helping them to adapt to the organization. The factor "Coworker support" composed of "Other workers have helped me on the job in various ways", "My co-workers are usually willing to offer their assistance or advice", "Most of my co-workers have accepted me as a member of this company", "My co-workers have done a great deal to help me adjust to this organization", "My relationships with other workers in this company are very good".

The last but not least factor is "Future prospects", in regards to opportunities for advancement within the organization, if they are available for nearly everyone, and if any potential exists, in addition, to build a good career in the organization, which is matched with successive statements as "There are many chances for a good career with this organization", "I

am happy with the rewards offered by this organization”, “Opportunities for advancement in this organization are available to almost everyone”, “I can readily anticipate my prospects for promotion in this company”, “I expect that this organization will continue to employ me for many more years”.

To assess whether the variables from Taormina (2004) measurement tool employed in the study were appropriate, it was necessary to conduct a reliability test after acquiring findings. For the benefit of readers, the author reminds them that it is generally accepted that an alpha of 0.6-0.7 indicates acceptable reliability, and 0.8 or greater indicates very good reliability. Nevertheless, values above 0.95 are not necessarily good, since they may be indicative of redundancy. (Ursachi, Horodnic & Zait, 2015) Furthermore, values worth more than 0.6 may be considered reliable when conducted using a measurement tool previously used but with a new language. The test results are presented in Table 4. In Table 4, the author indicates the results of the reliability test based on Taormina (2004) tool. The variables: “training” and “coworker support” are 0.88 and 0.81 respectively, which indicates acceptable reliability. “Understanding” and “future prospects” are 0.69 and 0.79, which is an indication that they have exceeded the reliability test. With quite big values of Cronbach Alpha, indicating the instrument is appropriate for those factors.

Table 4

Results of reliability test based on Taormina (2004)

	Cronbach's Alpha	Number of items
Training	0.88	5
Understanding	0.69	5
Coworker Support	0.81	5
Future Prospects	0.79	5

Source: Author's calculations based on collected database

Now, the author is going to introduce the blocks of statements from Jones (1986) measurement tool.

The fifth block consists of five statements of “collective and individual” tactics, for instance, “In the last six months, I have been extensively involved with other recruits in common, job-related training activities”. The sixth block is about “formal and informal”, the statement which represents the meaning is “I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job-related skills”. The seventh block is related to “sequential and random”, for example, “There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization”. The eighth set of statements is “fixed and variables”, which is performed “I can predict my future career path in this organization by observing other people's experiences”. The ninth block

is “serial and disjunctive” and one of the statements which were used to describe the tactic is “Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization”. Last but not least is “investiture and divestiture”, for instance, “I have been made to feel that my skills and abilities are very important in this organization”. These blocks of statements describe Van Maanen and Schein's (1979) six primary approaches, with each sentence emphasizing the importance of these tactics. The rest of the statements can be found in Appendix B.

The author combined these statements into factors for further analysis, such as “collective and individual”, “formal and informal”, “sequential and random”, “fixed and variables”, “serial and disjunctive”, and “investiture and divestiture”.

The Cronbach value should be over 0.6 at least (Taber, 2017). However, the factors, “collective and individual”, “formal and informal”, “sequential and random”, “fixed and variables”, “serial and disjunctive”, and “investiture and divestiture” did not exceed the reliability test as the scores were below 0.6. For instance, the “formal and informal” value is 0.138 which is very low (see Table 5).

Table 5

Results of reliability test based on Jones (1986)

	Cronbach's Alpha	Number of items
Colective and Individual	0.53	5
Formal and Informal	0.14	5
Sequential and Random	0.66	5
Fixed and Variables	0.45	5
Serial and Disjunctive	0.57	5
Investiture and Divestiture	0.21	5

Source: Author's calculations based on collected database

The fact is that the reliability of the statements was not high enough, and that is why the author decided to do correlations of Jones (1986) statements and found that there was no correlation or even a negative correlation. A more positive correlation coefficient (closer to 1) is interpreted as greater validity or reliability ("What Is the Correlation Coefficient?", 2022). Hence, it is not possible to do the factors and the author analyses the statements instead. (see Appendix C)

In a subsequent question, respondents were provided with statements in which their experiences in Company X should be evaluated, with responses in a form of a 5-point scale (where a score of 1 indicates strong disagreement with a statement, while a score of 5 indicates agreement with that statement). Appendix A contains the survey used by the author. The author

designed a survey with two measurement tools and additional questions to gather information such as age, gender, and education about people who completed the survey, to make it easier to analyze the process. Thus, this resulted in grouping respondents and defining their perceptions of different organizational tactics across different population groups. Answers to those questions were either ticked or written down based on predetermined answers that represented information about respondents and the organizations they belong to.

Overall, Company X provided 102 responses to the author. A representative of the organization was contacted via phone/e-mail to obtain access to their collective and obtain permission to conduct research. After receiving authorization to conduct research, the author gave the URL and word file for the survey (in case the Internet connection didn't work), which was then distributed anonymously by a representative of the organization. The data collection procedure took 18 days (1.12.2021-17.12.2021). Sometimes workers filled out the survey in the evening after working hours or even on weekends. The workers and the representatives were highly motivated and enthusiastic about filling the questionnaire. All answers based on the questionnaire are compiled in the Excel file, which will be later used to conduct statistical analysis. Throughout the respondents were 48.04% males and 51.96% females in the final sample, while the majority of respondents were between the ages of 21-30 (68.63%). The greatest part of workers has Bachelor's degree (40.2%) and a Master's degree (38.24%). Table 6 provides a full sample representation by groups.

Table 6

Sample representation table

Category	Sub-groups	Number of respondents	Percentage
Gender	Male	49	48.04%
	Female	53	51.96%
Age	20 or below	8	7.84%
	21-30	70	68.63%
	31-40	24	23.53%
	41-50	0	0%
	51 or below	0	0%
Education	Secondary education	19	18.63%
	Bachelor's degree	41	40.2%
	Master's degree	39	38.24%
	Other:	3	2.93%
	Carpentry and stonemasonry trades		
	1/3 Bachelor's degree		
1 Master's degree+2 Bachelor's degree			

Source: Author's findings

A brief synthesis of the steps taken for reaching statistical results will be presented at the end of this subchapter. A summary of returned questionnaires was compiled in Excel, where all answers are included. SPSS software was used for the analysis of answers, which enabled checking for reliability, computing descriptive statistics, and comparing results of statements. To check tendencies in responses and to determine differences and similarities between previous studies and Taormina (2004) and Jones (1986)'s methods, descriptive statistics for organizational socialization tactics were calculated for both tools. In this analysis, the mean, median, standard deviation, minimum, and maximum of variables were the primary indicators.

2.2 Quantitative analysis of organizational socialization tactics in the Company X

To begin with, the author examined descriptive statistics for organizational socialization tactics according to Taormina (2004) to learn about the way survey participants perceive abstract and whole senses of organizational socialization tactics. Table 7 shows the results of descriptive statistics derived from Taormina's (2004) measurement tool for organization socialization tactics.

The 5-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.80, it means strongly disagree. From 1.81 to 2.60, it means to disagree. From 2.61 to 3.40, it means neutral; from 3.41 to 4.20, it means agree; from 4.21 to 5.00, it means strongly agree.

The author of this paper would like to start with the factor "training". As we can see from Table 7, the mean for the "training" factor is 4.00, which tells us that most of the respondents from Company X are "agree" with the statements and the tactic itself. The median in factor "training" is equal to 4.20, it represents the middle value of the dataset and the "centre" of this factor is located at the point 4.20. The value is higher than the average, meaning that most of the respondents consider this factor is important for Company X. The standard deviation of the factor "training" is 0.80, which tells us that there is some dispersion or spread in this score and not everybody agreed how critical this tactic is in the Company X. The minimum is equal to 1.80, which is on the edge with "strongly disagree" and "disagree", means that several employees disagree with this factor. The maximum stated as 5.00, which states for "strongly agree" and most of the rest of respondents take into consideration this tactic.

The second factor is "understanding". The mean score for the "understanding" factor in Table 7 is 4.11, which means that most respondents from Company X agree with the statements. A median value of 4.15 is recorded in the factor "understanding". The value is higher than the average, meaning that most of the respondents consider this factor is important for Company X. However, the standard deviation for this factor is equal to 0.43, which is the lowest among these factors, meaning that there is still some dispersion but almost everybody from the Company X is

in agreement. In the minimum score, 3.00, hence, most people think it is a “neutral” tactic in the organization, and the maximum value is 4.90, who “strongly agreed” with it.

The third factor is “co-worker support”. The mean score for the "co-worker support" factor is 4.41 (highest score in Table 7), which means that most respondents from Company X are in strong agreement with the statements. A median value of 4.60 is established in the factor "co-worker support". The value is close to the highest point, meaning that the vast majority of the respondents review this factor is the most important for Company X. The standard deviation for this factor is equal to 0.60, which tells us that there is some dispersion or spread in this score and not everybody agreed how critical this tactic is in the Company X. The minimum value is 2.20, hence, not many people disagree with the tactic in the organization, and the maximum value is 5.00, who “strongly agreed” with it.

The last but not least is the “future prospect” factor. The mean value is the lowest in this measurement tool, aligned at 3.98, nevertheless, respondents are still “agree” with the statements. The median is the lowest as well, equal to 3.80, the value is so far higher than the average, meaning that the generality of the respondents consider this factor as important for Company X. The standard deviation of the factor “training” is 0.78, which tells us that there is some spread in this score and not everybody agreed how crucial this tactic is in the Company X. The minimum rating of 1.60, which is "strongly disagree", indicates that several employees disagree with this factor. According to the maximum stated as 5.00, which states for "strongly agree," most respondents take into account this tactic.

Table 7

Descriptive statistics of organizational socialization tactics based on Taormina (2004) measurement tool (N=102)

	Mean	Median	Standard deviation	Minimum	Maximum
Training	4.00	4.20	0.80	1.80	5.00
Understanding	4.11	4.15	0.43	3.00	4.90
Co-worker support	4.41	4.60	0.61	2.20	5.00
Future prospects	3.68	3.80	0.78	1.60	5.00

Notes: Answers are scaled from “1” to “5” (where “1” stands for “strongly disagree” and “5” stands for “strongly agree”)

Source: Author’s calculations based on collected databased

When the author of this research paper compares his findings to Taormina (2004) research (see Table 8), there is a notable difference. For instance, the “future prospect” factor’s mean is equal to 4.01 and it is the highest score in Table 8, meaning that almost every respondent is in agreement with the statements and consider this tactic as a critical one. Standard deviation is

the lowest in Taormina (2004) research, which means that there is some spread in this score and not everybody agreed how crucial this tactic is in their organizations. However, this could be the result of the number of participants (in current research N=102, in Taormina (2004) N=193), which could make the huge differences in the results. According to Lee (2013) research, Taormina (2004), organizational socialization training should include long-term and constant coaching. His major result is that successful socialization will assist an organization in developing greater organizational commitment and improved organizational performance. (Lee, 2013)

Table 8

Mean and standard deviations among the variables (N=193)

	Mean	Standard deviation
Training	3.87	1.31
Understanding	3.96	1.43
Co-worker support	3.92	1.28
Future prospects	4.01	1.26

Source: Compiled by the author based on Taormina (2004)

The author believes that during training, understanding, co-worker support the newcomers obtain all necessary skills to perform a specific duty. For instance, any kind of ability or skill required to perform a particular function is acquired through training. It is also important to understand group norms and values as part of the adjustment process, and since norms and values can change, this process should be ongoing. Support to co-workers should address issues of anxiety, fear, and doubt in an organization where co-workers can work without financial compensation. However, the future prospects showed a smaller score than the previous factors. This could mean that an employee's future prospects are not determined by their expectation of having a fulfilling career with their employer.

As part of the Training tactic, trainees master job tasks or acquire job-related skills and abilities. In the model-based inventory, however, the questions regarding training and supervision refer to training and supervision received by the organization. Newcomers who are educated specifically for a given work role, such as teachers or psychologists, may not find the model to be as viable. Nevertheless, even when newcomers arrive at an organization with a degree, they have to learn how to perform their duties within the framework of an organization - a community of culture and rules, whether implicit or explicit. (Sagberg, 2016)

As part of the Understanding tactic, the author assigned units related to how work occurs at work and how it is managed; norms, rules, and routines within an organization; role clarification, development, establishing boundaries, feedback; organizational culture, social climate, and interpersonal conflicts. (Sagberg, 2016)

There was also a substantial amount of text units in Coworker support. A unit in this organizational socialization tactic describes interpersonal relationships and interactions with coworkers, as well as cohesion and support from other members of the organization. When referring to social relations and support, texts were included on cooperation with colleagues, meetings, and teamwork. Building social relationships with colleagues and relating to them well were considered key skills by many participants. (Sagberg, 2016)

According to Sagberg (2016), participants in his study did not seem to place much importance on Future Prospects. There were units in this category that described the participants' views regarding the future of the organization; these are aspects that affected whether the participants expected to stay or leave. Due to uncertainty about whether to stay at his current job or accept another, one participant was unable to be passionate enough about his job. (Sagberg, 2016)

In the case of Jones (1986) measurement tool, the author conducted the results based on statements instead of factors, as it was beforehand in Taormina (2004). Table 9 provides the descriptive statistics of each statement describing collective/individual tactic (mean, median, standard deviation, minimum, and maximum) based on Jones (1986).

The first statement in Table 9 is “21. In the last six months, I have been extensively involved with other recruits in common, job-related training activities”. The mean is equal to 3.52, which means that respondents are still “agree” with the statements. The median is equal to 4.00, meaning that the generality of the respondents considers this statement as an important one. The standard deviation is 1.13, which tells us that there is some dispersion and lack of the degree of the agreement in this score and not everybody agreed how critical this statement is for Company X. The minimum value is 1.00, hence, not many people disagree with the statement in the organization, and the maximum value is 5.00, who “strongly agreed” with it; this tendency of minimum and maximum values are continuing through all the statements based on Jones (1986).

The second statement is “22. Other newcomers have been instrumental in helping me to understand my job requirements”. The mean is equal to 3.36, meaning that not everybody is “agreed” with the statement. The median is equal to 4.00, meaning that the generality of the respondents considers this statement as an important one. The standard deviation is 1.01, which tells us that there is some dispersion not everybody agreed how critical this statement is for Company X.

The statements “23. This organization puts all newcomers through the same set of learning experiences” and “24. There is a sense of "being in the same boat" amongst newcomers in this organization” are not that different values. This provides us with further evidence that in relation to means (3.79 and 3.88 respectively), means that respondents are yet “agree” with the

statements. Standard deviations are 1.13 and 1.03 respectively, which tells us that there is some lack of agreement, and not everybody agreed how critical this statement is for Company X.

The last statement in Table 9 is “25. Most of my training has been carried out apart from other newcomers” and it is the reversed statement. The mean equals 3.32 (6-2.68), meaning that this statement is not that crucial for the collective/individual tactic based on Company X and respondents are at a “neutral” point. The median is the lowest as well, equals 3.00, which is slightly above the average. The author can conclude that this statement was carried out as negative, vice versa the newcomers are trained with the regular employees together in Company X.

Table 9

Statements describing collective/individual based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#21	3.52	4.00	1.13	1.00	5.00
#22	3.36	4.00	1.01	1.00	5.00
#23	3.79	4.00	1.13	1.00	5.00
#24	3.88	4.00	1.03	1.00	5.00
#25 (R)	2.68	3.00	1.12	1.00	5.00

Source: Author’s calculations based on collected databased

The first statement in Table 10 is “26. I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job-related skills”. The mean is equal to 3.58, which says that respondents agree with this statement. The median is equal to 4.00, meaning that many of the respondents consider this statement as a significant statement. The standard deviation is 1.11, which tells us that there is some gap in the agreement in this score and not everybody agreed how substantial this statement is for Company X.

The statements “27. During my training for this job I was normally physically apart from regular organizational members” and “28. I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods” have almost identical values, which allow comparing them together. This provides us with further evidence that in relation to means (2.83 and 2.81 respectively), means that respondents are yet “neutral” with these statements. Both medians are 3.00, which indicate that almost all respondents are neutral. Standard deviations are 1.37 and 1.34 respectively, which tells us that there is a big degree of disagreement. The author concludes that these statements were considered not in a positive way among the respondents.

The second statement is “29. Much of my job knowledge has been acquired informally on a trial and error basis”. The author should warn the reader that this statement is presented as the reversed statement. The mean would be equal to 3.39 (6-2.61), which denotes that

respondents are “neutral”. The median is equal to 4.00 (6-2.00), meaning that most people consider this statement as an important one. The standard deviation is 1.23, which tells us that there is some dispersion and not everybody agreed on how critical this statement is for Company X. The minimum value would be 5.00 (6-1), which indicates that many members are not satisfied with this statement.

The last statement in Table 10 is “30. I have been very aware that I am seen as “learning the ropes” in this organization”. The mean is the lowest in this table and equals 3.37, meaning that this statement is valuable for the formal/informal tactic based on Company X. The median equals 3.00, which is slightly above the average. The standard deviation is 1.03, which represents that there is some gap in the agreement and not everybody agreed on how substantial this statement is for Company X.

Table 10

Statements describing formal/informal based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#26	3.58	4.00	1.11	1.00	5.00
#27	2.83	3.00	1.37	1.00	5.00
#28	2.81	3.00	1.34	1.00	5.00
#29 (R)	2.61	2.00	1.21	1.00	5.00
#30	3.37	3.00	1.03	1.00	5.00

Source: Author’s calculations based on collected databased

It is important to highlight that Table 11, which is describing the statements from sequential/random tactic, carries four statements in identical range (“31. There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization”, “32. Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process”, “33. The movement from role to role and function to function to build up experience and a track record is very apparent in this organization” and “35. The steps in the career ladder are specified in this organization”). This seems to confirm the idea that all tasks directed to sequential/random tactics have been very successful for Company X. However, the statement “34. This organization does not put newcomers through an identifiable sequence of learning experiences” is also the reversed statement. The mean would be 2.75 (6-3.25), which shows relatively small values, meaning that there are some doubts concerning this statement, probably Company X tries to build up a suitable sequence of learning experiences for newcomers, which is a good sign.

Table 11

Statements describing sequential/random based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#31	3.78	4.00	0.93	1.00	5.00
#32	3.97	4.00	0.87	2.00	5.00
#33	3.77	4.00	0.98	1.00	5.00
#34 (R)	3.25	3.00	1.15	1.00	5.00
#35	3.45	4.00	1.19	1.00	5.00

Source: Author's calculations based on collected databased

According to Table 12, the author would like to mention two statements, which has the lowest results compared with the others from this table. The statements “39. I have little idea when to expect a new job assignment or training exercise in this organization” and “40. Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels” are reversed in Table 12. The means are equal to 3.17 (6-2.83) and 3.25 (6-2.75) respectively, which confirms that the majority is “neutral” with these statements. The medians are both 3.00, indicating the disagreement among the respondents. The newcomers and employees know when the new assignments and training are held. Company X. Furthermore, Company X provides newcomers with the essential knowledge, ideas, so that they are aware of what will happen in the future through regular organizational channels.

Table 12

Statements describing fixed/variables based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#36	3.25	3.50	1.22	1.00	5.00
#37	3.33	4.00	1.17	1.00	5.00
#38	3.12	3.00	1.21	1.00	5.00
#39 (R)	2.83	3.00	1.26	1.00	5.00
#40 (R)	2.75	3.00	1.25	1.00	5.00

Source: Author's calculations based on collected databased

In the manner of Table 13, three statements from this table have the lowest results when compared to the others, however, they are the reversed statements. The statements “43. I have received little guidance from experienced organizational members as to how I should perform my job”, “44. I have little or no access to people who have previously performed my role in this organization”, “45. I have been generally left alone to discover what my role should be in this

organization” consider to be the neutral ones among the employees. The means equal 2.94 (6-3.06), 2.47 (6-3.53), 2.39 (6-3.61) which confirms that the majority “disagree” or are “neutral” with the statements. The median is 3.00 in statement #43, in statements #44, 45 is 2.00 respectively, indicating the disagreement and neutral position among the respondents. The standard deviation equals 1.40, which means that the disagreement took place. From these facts, the author can conclude that all the members of Company X received guidance from experienced colleagues on how they should perform their job.

Table 13

Statements describing serial/disjunctive based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#41	3.76	4.00	1.00	1.00	5.00
#42	3.68	4.00	1.16	1.00	5.00
#43 (R)	3.06	3.00	1.40	1.00	5.00
#44 (R)	3.53	4.00	1.41	1.00	5.00
#45 (R)	3.61	4.00	1.29	1.00	5.00

Source: Author’s calculations based on collected databased

In Table 14, which is describing the statements from investiture/divestiture, there are three statements in identical interval value (“46. I have been made to feel that my skills and abilities are very important in this organization”, “47. Almost all of my colleagues have been supportive of me personally”). This seems to confirm the idea that all tasks directed to investiture/divestiture tactic have been very successful for Company X. However, the statements “49. My colleagues have gone out of their way to help me adjust to this organization” shows relatively small values, meaning that there are some doubts concerning these statements, probably the members of the Company X did not overcome the newcomers' expectations of the support and help to adjust to this organization but experienced organizational members and newcomers work as one big team. The statements “48. I have received little guidance from experienced organizational members as to how I should perform my job” and “50. I feel that experienced organizational members have held me at a distance until I conform to their expectations ” are reversed. In this case, the mean would be equal to 2.38 and 2.64 respectively, meaning that some of the respondents are in disagreement and some respondents are being neutral. The medians equal 2.00 and 3.00 respectively, showing the disagreement and neutral position among the respondents.

Table 14

Statements describing investiture/divestiture based on Jones (1986) measurement tool

Statements (#)	Mean	Median	Standard deviation	Minimum	Maximum
#46	3.73	4.00	1.15	1.00	5.00
#47	4.12	4.00	0.95	1.00	5.00
#48 (R)	3.62	4.00	1.31	1.00	5.00
#49	3.26	3.00	1.11	1.00	5.00
#50 (R)	3.36	3.00	1.19	1.00	5.00

Source: Author's calculations based on collected databased

Jones (1986) stated that the six techniques of socialization might be classed as content (collective, formal), context (sequential, fixed), and social (serial, investiture). Furthermore, Jones (1986), for example, found that institutionalized strategies were favourably connected to commitment but adversely related to role creativity. Some companies may be interested in a specific amount of person-organization mismatch to obtain desired results such as creative behaviours. As advocated by Jones (1986), socialization tactics should diminish uncertainty, hence reducing ambiguity for newcomers, leading to more favourable attitudes and helping the transition. (Bauer et al., 2007)

As stated by Saks, Uggerslev & Fassina (2007), according to Jones (1986), socialization strategies should diminish uncertainty, which reduces ambiguity for newcomers, leading to more favourable attitudes and helping the transition. Their relative strength findings supported Jones' (1986) thesis that the social or interpersonal parts of socialization are the most crucial for immigrants' adjustment. Although the other tactics were connected to the outcomes, the context tactics were the weakest predictors of the majority of the outcomes, and the content tactics were the weakest predictors of job performance and work perceptions. (Saks, Uggerslev & Fassina, 2007)

Future research might leverage the current study to analyze organizational socialization tactics in different job areas or even in different countries. Future research can collect data from both gender representatives on a global scale (for different countries and businesses) and offer a thorough assessment of how the organization aids newcomers in adapting and accomplishing their goals. It is critical to note that an individual enters an organization with certain personal characteristics that indicate the ideas and norms learned in his or her previous existence. This manifests in the workplace. The organization is a socializing institution that has an influence on an individual's development. A sample technique may be used in future studies as well. (Ashforth, Saks & Lee, 1997)

Concluding results of empirical analysis and this subchapter in particular it seems that according to Taormina (2004) measurements tool members of Company X and experienced coworkers are positively determined to tactics, such as training, understanding and coworker support. And Company X is working in this direction highly professional, the other side of the coin is, however, unfortunately not every member sees himself as a long-term worker in Company X, according to the results for future prospects tactic. From the Jones (1986) measurement tool, the author wants to draw attention to the fact that such tactics as formal/informal and serial/disjunctive were weaker than the other tactics, implemented in Company X. Hence, it could be that newcomers are less involved in workgroups, and less learning by doing, probably working separately from experienced employees would increase the will to learn and work. It could happen when the individual is clearly shown the path to their future status from the start. Moreover, the Company X representatives should encourage existing workers to help socialize and mentor the newcomers.

Conclusion

The author was able to uncover several findings regarding organizational socialization and tactics as a concept through theoretical and empirical analyses. Various definitions, based on different perceptions, were provided as a first step. Van Maanen & Schein (1979) were the first researchers to provide six unchanging tactics, such as collective/individual, formal/informal, fixed/variable, sequential/random, serial/disjunctive and investiture/divestiture, of a concept known as organizational socialization. Therefore, organizational socialization entailed learning how to perform a particular organizational role by imparting knowledge and skills to a new employee. Taormina (1997) defines organizational socialization as new workers acquiring job skills, gaining organizational knowledge, forming supportive relationships with coworkers, and accepting the ways of the organization. According to this researcher, organizational socialization is all about assimilating values, identifying abilities and deciding on the necessary behaviours and attitudes for being integrated into the organization.

Organizational socialization consists of ten key tactics despite different interpretations:

- Training
- Understanding
- Coworker support
- Future prospects
- Collective/individual
- Formal/informal
- Fixed/variables

- Serial/disjunctive
- Sequential/random
- Investiture/divestiture

The author has discovered that the concept of organizational socialization is linked with the tactics of organizational socialization during the stage of theoretical research. Furthermore, the author believes that these ten tactics are the most important for organizations to use to achieve their goals and gain the support of their employees.

A newcomer acquires all necessary skills to perform a specific duty during training, understanding, and co-worker support, according to the author. Training is necessary to acquire the abilities and skills needed to perform any particular function. In addition, it is important to understand the norms and values of the group as part of the adjustment process. Further, since values and norms can change, this process should be ongoing. In a company where coworkers can labour without financial pay, coworker support should address concerns of worry, fear, and mistrust. The future prospects, on the other hand, received a lower score than the prior elements. This might imply that an employee's future chances aren't driven by their anticipation of a rewarding career with their employer.

The author of this study has chosen some previous studies from ScienceDirect, Emerald Insight, and EBSCO Discovery to gain a thorough understanding of methods and results of organizational socialization tactics. The majority of research is conducted in the USA, Canada, China, and Vietnam. As a way of advancing the research and expanding the author's knowledge on this topic besides working with the vital articles for this research, the author decided to dig up more and found out articles with similar empirical parts and methods to follow.

As a result of implementing the necessary theoretical insight, the author introduces a sample of 102 participants of company X, who voluntarily agreed to take part in the study. After receiving authorization to conduct research, the author gave the URL and word file for the survey (in case the Internet connection didn't work), which was then distributed anonymously by a representative of the organization. The data collection procedure took 17 days (1.12.2021-17.12.2021). The authors sampled experienced workers as well as newcomers from diverse backgrounds with varying education levels and ages. Throughout the respondents were 48.04% males and 51.96% females in the final sample, while the majority of respondents were between the ages of 21-30 (68.63%). The greatest part of workers has Bachelor's degree (40.2%) and a Master's degree (38.24%). The questionnaire was combined with Taormina (2004, 1986) and Jones (1986) measurement tool, using a 5-point Likert scale ("1"- "strongly disagree" and "5"- "strongly agree"). According to a survey, there were ten blocks of five statements each

(corresponding to the six organizational tactics recommended by Van Maanen & Schein (1979) and the four suggested by Taormina (1997)), and in total there were 50 statements.

After acquiring the results of the study, the author first conducted a reliability test for each of the variables used in the research from Taormina's (2004) measurement tool. All the variables passed this test.

Afterwards, the author presented the descriptive statistics for the Taormina (2004) measurement tool. The results were very positive, however, the future prospects tactic was weaker than the other tactics, such as training, understanding and coworker support. This finding should signal Company X that an employee's anticipation of having a rewarding career inside his or her employing company is very low.

The author did the reliability test based on Jones (1986) and the results were too low, hence, this measurement tool could not be tested for reliability based on factors. An analysis of the correlation between the statements revealed in this case that some of them had low or even negative correlations.

Subsequently, the author presented the descriptive statistics by statements, conducted six different tables, five statements from each tactic in one table and analyzed each one by one. Regarding the first block of statements the respondents were more in agreement with the statements, however, few people kept a neutral side. In the second block of statements respondents were more in the neutral phase. Newbies may be less active in workgroups and learn less by doing; nevertheless, working apart from experienced employees would likely improve the desire to learn and work. This may occur if the individual is presented the way to their future position from the outset. Furthermore, Company X reps should urge current employees to assist interact and guide the newcomers. The third and fourth blocks of statements indicated good results and it seems that Company X has been successful in sequential/random and fixed/variables tactics. The fifth block of statements concerning serial/disjunctive tactics was more or less problematic for Company X. This block has weak results as people are in doubt and choose "neutral" responses more often. In the sixth block statement, the respondents were more in agreement with the statements, however, few people kept a neutral side.

Future studies might use the current study to evaluate organizational socialization strategies in various job domains or even other nations. Future studies can gather information from both gender representatives on a worldwide scale (for different nations and firms) and provide a comprehensive summary of how the organization assists newcomers in adjusting and achieving their goals. It is vital to remember that an individual enters an organization having specific personal qualities that represent the beliefs and conventions learnt in his or her prior

existence. This presents itself in the workplace. The organization is a socializing institution that impacts an individual's growth. Future research might make use of a sample approach as well.

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Appendices

APPENDIX A

Questionnaire on the studies of Jones (1986) and Taormina (2004)

I am a bachelor student at the University of Tartu, and I am conducting this survey to determine what tactics are used for organizational socialization in your company. I would really appreciate your view on this topic. The survey will take just 10 mins of your time. As a process of individual formation, socialization plays a role in both societal and individual formation in the lives of individuals and in the lives of entire societies. Successful socialization is of interest of all organization members and I would like to help with that. Private information will not be shared with anyone or disclosed.

Training:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
This organization has provided excellent job training for me.					
This company offers thorough training to improve employee job skills					
The training in this company has enabled me to do my job very well					
Instructions given by my supervisor have been valuable in helping me do better work					
The type of job training given by this organization is highly effective					

Understanding:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
I know very well how to get things done in this organization					
The goals of this organization have been made very explicit					
I have a good knowledge of the way this organization operates					
This organization's objectives are understood by almost everyone who works here					

I have a full understanding of my duties in this organization					
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Co-worker Support:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
Other workers have helped me on the job in various ways					
My co-workers are usually willing to offer their assistance or advice					
Most of my co-workers have accepted me as a member of this company					
My co-workers have done a great deal to help me adjust to this organization					
My relationships with other workers in this company are very good					

Future Prospects:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
There are many chances for a good career with this organization					
I am happy with the rewards offered by this organization					
Opportunities for advancement in this organization are available to almost everyone					
I can readily anticipate my prospects for promotion in this company					
I expect that this organization will continue to employ me for many more years					

Socialization Tactics

Collective and Individual:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
In the last six months, I have been extensively involved with other new					

recruits in common, job related training activities					
Other newcomers have been instrumental in helping me to understand my job requirements					
This organization puts all newcomers through the same set of learning experiences					
There is a sense of "being in the same boat" amongst newcomers in this organization					
Most of my trainings has been carried out apart from other newcomers					

Formal and Informal:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills					
During my training for this job I was normally physically apart from regular organizational members					
I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods					
Much of my job knowledge has been acquired informally on a trial and error basis					
I have been very aware that I am seen as "learning the ropes" in this organization					

Sequential and Random:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization					
Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process					

The movement from role to role and function to function to build up experience and a track record is very apparent in this organization					
This organization does not put newcomers through an identifiable sequence of learning experiences					
The steps in the career ladder are clearly specified in this organization					

Fixed and Variables:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
I can predict my future career path in this organization by observing other people's experiences					
I have a good knowledge of the time it will take me to go through the various stages of the training process in this organization					
The way in which my progress through is organization will follow a fixed timetable of events has been clearly communicated to me					
I have little idea when to expect a new job assignment or training exercise in this organization					
Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels					

Serial and disjunctive:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization					
I am gaining a clear understanding of my role in this organization from observing my senior colleagues					
I have received little guidance from experienced organizational members as to how I should perform my job					

I have little or no access to people who have previously performed my role in this organization					
I have been generally left alone to discover what my role should be in this organization					

Investiture and divestiture:

Questions/Answers	1- strongly disagree	2- rather disagree	3- neither agree nor disagree	4- rather agree	5- strongly agree
I have been made to feel that my skills and abilities are very important in this organization					
Almost all of my colleagues have been supportive of me personally					
I have had to change my attitudes and values to be accepted in this organization					
My colleagues have gone out of their way to help me adjust to this organization					
I feel that experienced organizational members have held me at a distance until I conform to their expectations					

Gender:

- Male
- Female

Age:

- 20 or below
- 21-30
- 31-40
- 41-50
- 51 or above

Education:

- Secondary education
- Bachelor's degree
- Master's degree o
- Other (please specify)

APPENDIX B

Factors and statements for the Jones (1986) mesearment tool

Factors	Statements
Colective and Individual	21.“In the last six months, I have been extensively involved with other new recruits in common, job related training activities”, 22.“Other newcomers have been instrumental in helping me to understand my job requirements”, 23.“This organization puts all newcomers through the same set of learning experiences”, 24.“There is a sense of "being in the same boat" amongst newcomers in this organization”, 25.“Most of my trainings has been carried out apart from other newcomers”
Formal and Informal	26.“I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills”, 27.“During my training for this job I was normally physically apart from regular organizational members”, 28.“I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods”, 29.“Much of my job knowledge has been acquired informally on a trial and error basis”, 30.“I have been very aware that I am seen as “learning the ropes” in this organization”
Sequential and Random	31.“There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization”, 32.“Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceeding stages of the process”, 33.“The movement from role to role and function to function to build up experience and a track record is very apparent in this organization”, 34.“This organization does not put newcomers through an identifiable sequence of learning experiences”, 35.“The steps in the career ladder are clearly specified in this organization”
Fixed and Variables	36.“I can predict my future career path in this organization by observing other people's experiences”, 37.“I have a good knowledge of the time it will take me to go through the various stages of the training process in this organization”, 38.“The way in which my progress through is organization will follow a

fixed timetable of events has been clearly communicated to me”, 39. “I have little idea when to expect a new job assignment or training exercise in this organization”, 40. “Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels”

Serial and Disjunctive

41. “Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization”, 42. “I am gaining a clear understanding of my role in this organization from observing my senior colleagues”, 43. “I have received little guidance from experienced organizational members as to how I should perform my job”, 44. “I have little or no access to people who have previously performed my role in this organization”, 45. “I have been generally left alone to discover what my role should be in this organization”

Investiture and Divestiture

46. “I have been made to feel that my skills and abilities are very important in this organization”, 47. “Almost all of my colleagues have been supportive of me personally”, 48. “I have had to change my attitudes and values to be accepted in this organization”, 49. “My colleagues have gone out of their way to help me adjust to this organization”, 50. “I feel that experienced organizational members have held me at a distance until I conform to their expectations”

Source: Compiled by the author based on Jones (1986)

APPENDIX C

Correlations between statements based on Jones (1986)

Variables	21	22	23	24	25 (R)
21. In the last six months, I have been extensively involved with other new recruits in common, job related training activities	-				
22. Other newcomers have been instrumental in helping me to understand my job requirements	,551**	-			
23. This organization puts all newcomers through the same set of learning experiences	,321**	,359**	-		
24. There is a sense of "being in the same boat" amongst newcomers in this organization	,285**	,431**	,500**	-	
25 Most of my trainings has been carried out apart from other newcomers (R)	-,298**	-,152	-,080	,096	-

Variables	26	27	28	29(R)	30
26. I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills	-				
27. During my training for this job I was normally physically apart from regular organizational members	-,005	-			
28. I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods	-,034	,370**	-		
29. Much of my job knowledge has been acquired informally on a trial and error basis (R)	,168	-,244*	-,130	-	
30. I have been very aware that I am seen as "learning the ropes" in this organization	,200*	,145	,092	-,241*	-

Variables	31	32	33	34(R)	35
31. There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization	-				
32. Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process	,484**	-			
33. The movement from role to role and function to function to build up experience and a track record is very apparent in this organization	,575**	,573**	-		
34. This organization does not put newcomers through an identifiable sequence of learning experiences (R)	,077	,144	,005	-	
35. The steps in the career ladder are clearly specified in this organization	,432**	,469**	,426**	,143	-
Variables	36	37	38	39(R)	40(R)
36. I can predict my future career path in this organization by observing other people's experiences	-				
37. I have a good knowledge of the time it will take me to go through the various stages of the training process in this organization	,440**	-			
38. The way in which my progress through is organization will follow a fixed timetable of events has been clearly communicated to me	,452**	,513**	-		
39. I have little idea when to expect a new job assignment or training exercise in this organization (R)	-,110	-,066	-,174	-	
40. Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels (R)	-,044	-,101	-,140	,490**	-

Variables	41	42	43(R)	44(R)	45(R)
41. Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization	-				
42. I am gaining a clear understanding of my role in this organization from observing my senior colleagues	,205*	-			
43. I have received little guidance from experienced organizational members as to how I should perform my job (R)	,204*	-,046	-		
44. I have little or no access to people who have previously performed my role in this organization (R)	,167	,143	,230*	-	
45. I have been generally left alone to discover what my role should be in this organization (R)	,022	,216*	,252*	,485**	-
Variables	46	47	48(R)	49	50(R)
46. I have been made to feel that my skills and abilities are very important in this organization	-				
47. Almost all of my colleagues have been supportive of me personally	,367**	-			
48. I have had to change my attitudes and values to be accepted in this organization (R)	,082	,100	-		
49. My colleagues have gone out of their way to help me adjust to this organization	-,052	,238*	-,401**	-	
50. I feel that experienced organizational members have held me at a distance until I conform to their expectations (R)	-,037	,361**	,426**	-,150	-

*. Correlation is significant at the 0,05 level (2-tailed)

** . Correlation is significant at the 0,01 level (2-tailed)

Source: Author's calculations based on collected database

Resümee**ORGANISATSIOONI SOTSIALISEERUMISE TAKTIKAD ORGANISATSIOONI X
NÄITEL**

Antud teema on aktuaalne tänu sotsialiseerumise kui indiviidi kujunemisprotsessi rollile nii üksikisikute kui ka tervete ühiskondade elus. Sotsialiseerimisprotsess mängib organisatsiooni käitumises kahte erinevat rolli. Esiteks on oluline märkida, et individ tuleb ettevõtte tööle teatud isikuomadustega, mis peegeldavad väärtusi ja norme, mida ta oli varasemelt õppinud oma elus. Need omadused väljenduvad töökeskkonnas. Teiseks, on organisatsioon ise sotsialiseerumise institutsioon, mis mõjutab indiviidi arengut. Eraldi tasub esile tuua organisatsiooni sotsialiseerumise nähtust, mille puhul võetakse omaks selle organisatsiooni, kuhu tööle tullakse väärtused ja normid.

Uustulnukate kohanemine ja organisatsiooni sotsialiseerimise taktika on olulised, kuna need mõjutavad mitmeid tööjõu tulemusi. Sotsialiseerimisstrateegiatel on mõõdukas mõju sobivuse tajumisele, tööga rahulolule, organisatsioonilisele pühendumusele ja kavatsusele töölt lahkuda.

Enamus organisatsioonides on tööprotsess läbimõeldud: professionaalide töölevõtmine ja nende palkamine, rollide täpne jaotus töötajate vahel ning tagatakse algajate eesmärkide saavutamist tänu nende kiire tegutsemisele. Organisatsioonides töötavad inimesed, kellel on palju töökogemust ja -tulemust. Samuti, leidub ka selliseid isikuid, kellel on oma eesmärgid ja väärtused, mis võivad, aga ei pruugi olla samad, mis ettevõtetel. Juhtkonna eesmärk on õpetada uuele töötajale ettevõtte reegleid ja eeskirju ning sisendada tunnet ettevõtte eesmärkide saavutamise tähtsusest.

Käesoleva bakalaureusetöö eesmärk on välja selgitada, milliseid taktikaid kasutatakse organisatsiooni sotsialiseerimisel ettevõtte X näitel. See ettevõtte on juhtiv uuendatud iPhone'ide pakkuja ja Euroopa liider selles valdkonnas. Ettevõtte X soovis jääda konfedentsiaalseks ja seega ei avalikustata ettevõtte nime. Käesoleva töö eesmärgi saavutamiseks püstitatakse käesolevas uuringus järgmised uurimis ülesanded:

- Analüüsida organisatsiooni sotsialiseerumise definitsioone ja eristada varasemates uuringutes kasutatavaid levinud taktikaid,
- tuua välja organisatsiooni sotsialiseerumistaktikate varasemate empiiriliste uuringute peamised tulemused,
- Esitada mõõdikud organisatsiooni sotsialiseerumistaktikate analüüsimiseks ja viia läbi empiiriline uuring,
- Välja selgitada, milliseid sotsialiseerumistaktikaid kasutatakse kõige sagedamini uute tulijate kohanemiseks,

- Jõuda järeldusele, millised organisatsiooni sotsialiseerimise taktikad on levinud ettevõtte X näitel.

Autoril õnnestus teoreetiliste ja empiiriliste analüüside kaudu teha mitmeid järeldusi organisatsiooni sotsialiseerumise taktika kui kontseptsiooni kohta. Esimese sammuna esitati definitsioone, mis põhinesid erinevatel arusaamadatel. Van Maanen & Schein (1979) olid esimesed teadlased, kes pakkusid välja kuus muutumatut taktikat: kollektiivne/individuaalne, formaalne/mitteametlik, fikseeritud/muutuva, järjestikune/juhuslik, järjekindel/disjunktiivne ja investeerimine/loovutamine, mida nimetatakse organisatsiooni sotsialiseerumiseks.

Autor on avastanud, et organisatsiooni sotsialiseerumise mõiste on teoreetilise uurimistöö etapis seotud organisatsiooni sotsialiseerumise taktikaga. Lisaks, usub autor, et need kümme taktikat on organisatsioonide jaoks kõige olulisemad eesmärkide saavutamiseks ja töötajate toetuse saamiseks. Pärast teoreetilise ülevaate andmist tutvustab autor valimit ettevõtte X 102 osalejast, kes vabatahtlikult nõustusid uuringus osalema. Pärast loa saamist uurimistöö jätkamiseks saatis autor küsitluse URL-i ja Wordi failis (juhul kui Interneti-ühendus ei tööta), mille organisatsiooni esindaja levitas seejärel anonüümselt. Andmete kogumise protseduur kestis 18 päeva (1.12.2021-17.12.2021). Autor valis nii kogenuid töötajaid kui ka erineva taustaga algajaid koos erineva haridustaseme ja vanusega. Lõplikus valimis oli vastajatest 48,04% mehi ja 51,96% naisi, samas kui suurem osa nendest inimestest oli vanuses 21-30 (68,63%). Enamus töötajatest omab bakalaureusekraadi (40,2%) ja magistrikraadi (38,24%). Küsimustikus kasutati Taormina (2004, 1986) ja Jonesi (1986) mõõdikut, kasutades 5-punktilist Likerti skaalat ("1" – "ei nõustu üldse" ja "5" – "täiesti nõus"). Küsimustikus kasutati Taormina (2004) ja Jonesi (1986) mõõdikut, kasutades 5-punktilist Likerti skaalat ("1" – "ei nõustu üldse" ja "5" – "täiesti nõus"). Taormina (2004) mõõdikus on 4 faktorit, millest iga faktor koosneb viiest väitest. Jones (1986) mõõdikul on aga 6 faktorit, millest iga faktor koosneb viiest väitest. Kokku on ankeedis 50 väidet.

Tulevased uuringud võivad kasutada praegust uuringut organisatsiooni sotsialiseerumisstrateegiate hindamiseks erinevates töövaldkondades või isegi teistes riikides. Tulevased uuringud võivad koguda teavet mõlema soo esindajatelt kogu maailmas (erinevate riikide ja ettevõtete kohta) ja anda põhjaliku kokkuvõtte sellest, kuidas organisatsioon aitab uustulnukatel oma eesmärgi kohandada ja saavutada. Oluline on meeles pidada, et üksikisik astub organisatsiooni sisse, millel on spetsiifilised isikuomadused, mis toovad esile tema varasemaslt õpitud uskumusi ja tavasid. See ilmneb töökohal. Organisatsioon on sotsialiseeriv institutsioon, mis mõjutab inimese kasvu. Tulevased uuringud võivad kasutada ka näidismeetodit.

Märksõnad: Organisatsiooni sotsialiseerimine, organisatsiooni sotsialiseerimise taktika, uustulnuka kohanemine, sisseelamine

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13/01/2022