# Chapter 3

## Survey of Literature

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Chapter 3
Survey of Literature

3.1 Concept of Socialization

Survey of literature in the field of socialization deals with the theory of socialization process, socialization tactics, organizational socialization, newcomers adjustments as well as comprehensive socialization outcomes. The suggested literatures also pointed out that how information regarding job role and feed-back seeking enhances the pace of socialization process starting from the time of entering into an organization. In the year 1968, Robert B. Denhardt suggested that beauracartic socialization i.e., (a person entering his first organization or transferring from one organization to another must undergo a socializing process with respect to the new organization) internalizes the central organizational values and is an essential element for organizational maintenance. David M. Rafky in the year 1971 presented a framework of the socialization process, based on the work by Husserl (1950), Mead (1956), Schiitz (1962), Berger and Luckmann (1966). It focuses on the assumptions underlying the median analysis of socialization, and examined selected differences between child and adult socialization. According to Charles L. Mulford, Geraldo. Klonglan, and Richard D. Warren (1972) both socialization and communication are significantly associated with role performance. They further pointed out that communication continues to affect role performance to a significant degree irrespective of the degree of initial socialization experiences. Feldman (1976) suggested certain policies and practices to make socialization programs successful. Later on in 1982 Michael Frese while working on Industrial Psychology developed a valuable relationship between occupational socialization and psychological development. This research emphasized the effect of work on worker’s action outside the work place, cognition, emotions etc. The study also highlighted the effect of work situation on the values of an employee. Another work has been done on the Pygmalion and Galatea effects with a group socialization model and theories of work motivation and interpersonal leadership. John P. Wanous, Arnon E. Reichers and S. D. Malik (1984) suggested that conceptual similarities between organizational socialization and group development, as well as the frequently simultaneous occurrence of these two processes, necessitated an integrative treatment of socialization and group development. They compared the stage models of socialization and group development and identified three processes common to both as one means of...
This integrated research has been conducted jointly by Gilad Chen of Georgia Institute of Technology and Richard J. Klimoski of George Mason University (2003). Karen Kroman Myers1 and Robert D. McPhee (2006) underwent a multilevel investigation to support the concept of group socialization. They examined the effect of group interaction and its influence on individual-level membership variables and group assimilation. Using hierarchical linear modeling, they examined individual and crew-level influence on four assimilation outcomes: involvement, trustworthiness, commitment, and acceptance. At the individual level, acculturation predicted all the four assimilation outcomes. The study also found that one crew-level variable and crew performance were affecting and modifying the influence of tenure, proactivity, involvement, acculturation, and trust on members’ commitment. This study also underscored the utility of multilevel analysis in examining communication at the interpersonal and group levels.

3.2 Measurement of Socialization

Dr Tannenbaum and Dr McLeod (1967) together worked on the measurement of socialization. They suggested that a set of related measures indexing various aspects of cognitive change act as a part of the socialization process. In 1996, Natalie J. Allen and John P. Meyer worked on Affective, Continuance, and Normative Commitment Scales as a measure to assess organizational commitment with a purpose to review and evaluate the body of evidence relevant to construct validity of these measures. Later on again the construct validation approach was taken to develop a primary measure of newcomer socialization that addresses shortcomings with a prior scale.

With this in the background, organizational commitment as a component of job satisfaction has been considered as an indicator of effective and purposeful socialization in this study.

This leads to the broad hypothesis that,

H1: Job Satisfaction as an outcome of organizational socialization is independent of socialization tactics and personality.

3.3 Theories of Socialization

Daniel Charles Feldman, (1976) further worked on the contingency theory of socialization were he identified four variables like general satisfaction, mutual influence, internal work
motivation and job involvement to be influencing socialization as a process. He also worked on socialization programs and concluded that socialization program can affect and influence general satisfaction and feelings of autonomy. In the contrary it is also argued that socialization programs did not affect internal work motivation and job involvement.

3.4 Organizational Socialization

To strengthen the conception of organizational socialization as primarily a learning process a longitudinal study was designed to investigate the relationships between socialization tactics, information acquisition, and attitudinal outcomes associated with successful organizational socialization. Daniel Charles Feldman (1981), presented an integrated model of three distinct views of organizational socialization. They suggested three attitudinal variables- general satisfaction, internal work motivation, job development and three behavioral variables- carrying out role assignments dependently, remaining with the organization; innovations are suggested as criteria for measuring progress in socialization. Gareth R. Jones later on in the year 1983 studied the psychological orientation and the process of organizational socialization. The research established the fact that as soon as the newcomer started getting oriented towards the organization, the individual differences and attribution process moderates the newcomer’s adjustment towards the organization and role outcomes. In the year 1990 another study was done by Natalie J.Allen and John P Meyer, on organizational socialization tactics and suggested that organization should be able to remake newcomers socialization experiences to develop a desired commitment-role orientation profile. Organizational culture has come up as another field of socialization opened up by Charles A. O’reilly III, Jennifer Chatman and David F. Caldwell (1991) with the help of their work which highlighted three current themes in organizational behavior:

(1) A renewed interest in assessing person-situation interactional constructs.
(2) The quantitative assessment of organizational culture, and
(3) The application of "Q-sort," or template-matching, approaches to assessing person-situation interactions. Results suggested that the dimensionality of individual preferences for organizational cultures and the existence of these cultures are interpretable. Not only this person-organization fit predicts job satisfaction and organizational commitment a year after fit was measured and actual turnover after two years. This evidence attests to the importance of understanding the fit between individuals' preferences and organizational cultures. In an extension of research on organizational socialization, the relationship
between previous work experience and the tasks and outcomes of the socialization process was examined using a longitudinal field design by Cheryl. L. Adkins in the year 1995. The importance of measuring socialization variables longitudinally, beginning at organizational entry, was highlighted. Usually research on organizational socialization focuses on the way organizations proceed to socialize newcomer or what the newcomer do to socialize themselves. With the purpose of integrating these two perspectives of socialization again in the year 1996, Alan M. Saks undertook another research to establish the importance of training on newcomers work outcomes during organizational socialization. The results showed that the amount of training received by newcomers was significantly related to job satisfaction, commitment, intention to quit, ability to cope, and several other measures. The study also found that the newcomers anxiety helps to mediate the relationship between training and ability to cope and partially mediate the relation between training with job satisfaction, commitment and intention to quit. These results supported the increasing use of training during socialization and its importance for newcomers and organizations. Many publications argued that managers should be more proactive on the job and proactive behavior is an increasingly important component of job performance. Alan M. Saks and Blake E. Ashforth (1997) investigated the relationship between socialization tactics, newcomers information acquisition and comprehensive socialization outcomes. The results obtained from the study suggested that what newcomers can do to socialize themselves is partly a function of what organizations do to socialize newcomers. With a view to deal with this perception J. Michael Crant (2000) described four constructs related to proactive behavior, i.e. proactive personality, personal initiative, self-efficacy and taking charge. He had also reviewed six research domains that explicitly addressed proactive behaviors like socialization, feedback seeking issue selling, innovation, career management and certain kinds of stress management. In 2000, another research caught our attention, where Robert J. Toarmina and Talya N. Bauer, enriched our knowledge with another aspect of organizational socialization. They made a comparative study of organizational socialization in different cultural settings. They collected data from USA and Hong Kong, (with vast cultural differences) and found that all four domains of socialization play a significant role in predicting satisfaction and commitment. Though there were some differences in the relative strength of socialization measures when the data of each nation was analyzed separately, the overall result supported that the socialization content areas tested are applicable cross cultures. This research proved to be helpful for managing employees of the different cultural set up. In 2006 Helena D,
Cooper-Thomas and Neil Anderson worked on the research prospect of organizational socialization. The aim of their research was threefold: to provide an overview of organizational socialization research; to present a new model of organization socialization focusing on successful outcomes; and finally to draw from both of these to suggest practical steps for both organizations aiming to socialize newcomers, and for newcomers themselves. They finally proposed a new model of organization socialization success, with five organization socialization success indicators. Testable relationships were proposed between these indicators and both five learning domains and five learning sources. They provided a model that managers and newcomers may find useful to successfully negotiate the organizational socialization process.

3.5 Socialization Tactics
Garath R. Jones in 1986 investigated the relationship between the socialization tactics employed by organizations and a series of role and personal outcomes. The study also examined the effects of self-efficacy on role orientation. Consistent with predictions, results suggested that different patterns of socialization lead to different forms of newcomer adjustment to organizations. Specifically, organizational tactics lead to custodial role orientations, and individualized tactics to innovative role orientations. The results also suggested that self-efficacy moderates this learning process and socialization tactics produce a stronger custodial role orientation when newcomers possess low levels of self-efficacy. Blake E. Asforth, Allen M. Saks and Raymond L. Tee in 1997, tried to give solution to the raised questions on dimensionality of the operationalization of the theory suggested by Jones’ 1986 on measurement of socialization tactics. In their analysis they highlighted that Collective, Formal, Sequential, Fixed, and Serial and Investitures were positively interrelated suggesting a structured program of early work experience. The concept of “situated curriculum” a specific form of social order that instructs the socialization of novices within the context of ongoing work activities had been introduced by Silvia Gherardi, Davide Nicolini, and Francesca Odella (1998) to illustrate that learning in the work place should be understood both as a cognitive and a social activity. In their article they discussed the concept of the term, practical problem related to the disclosure of the term, as well as illustrated some of the implications of the term for the study of learning in organization. In the year 2001 Elwood F. Holton III, in his study examined the availability and helpfulness of twenty new employee development tactics and their relationship with seven job attitudes. According to him the most important tactic allows
the new employees to fully utilize their skills and abilities. Amy McMillan-Capehart, of East Carolina University (2004), observed that by implementing individualistic socialization tactics within a collectivistic culture, organizations will benefit from employees' backgrounds and experiences promote team work and a cohesive organization. Zachary P. Hart and Vernon D. Miller in 2005 studied the socialization experiences of 85 newly hired managers over a 4 month period. The result highlighted that partial support for a model proposed a mediating relationship between structured and unstructured socialization contexts, socialization message content and newcomers' adjustment. The study through light on another issue i.e. performance proficiency message content mediated the impact of Fixed and Serial socialization tactics on role ambiguity whereas Investiture tactics were negatively related to new managers' role innovation. Again in the year 2005, Tae-Yeol Kim, Daniel M. Cable and Sang-Pyo Kim, through the examination of the linkage between organizational socialization tactics and person-organization (P-O) fit and the moderating influence of employees' proactivity behaviors. They found that employees' positive framing harmonized with organizational tactics to create higher P-O fit and the employees who proactively develop strong relationships with their supervisors replaces institutional socialization tactics. Alan M.Saks, Krista L.Uggerslev, Neil E.Fassina (2006) further extended the study on socialization tactics and examined the relationship between six socialization tactics and various indicators of newcomers' adjustment. The result of their study revealed that organizational socialization tactics were negatively related to role change and positively related to job satisfaction and organizational commitment. They also said that the social tactics where the strongest predictors of adjustment outcome. Later on in the year 2006 David G Allen, proposed that socialization tactics influence new comer turnover by embedding new comers more extensively into the organization. Further in 2009, N Rao Kowtha on the basis of the emergent interactionist view of organizational socialization investigated the combined effects of organizational socialization tactics, newcomer prior work experience and information-seeking on organizational socialization. The data for this study was collected from 244 graduates of an Asian university using a longitudinal design. Results showed that social and content tactics are the strongest predictors of adjustment outcomes of role clarity, role conflict, role orientation and organizational commitment. Newcomer experience moderates the effects of tactics on the information-seeking facets, and on organizational commitment. Monitoring for information was positively related to
innovative role orientation, and inquiry was found to be negatively related to role clarity and role conflict.

3.6 Effect of Self-efficacy on Organizational Socialization

Albert Bandura in the year 1982 addressed the centrality of the self-efficacy mechanism in human agency. According to him self-percepts of efficacy influence thought patterns, actions, and emotional arousal. In causal tests the higher the level of induced self-efficacy, the higher will be the performance accomplishments and the lower will be the emotional arousal. Perceived self-efficacy helps to account for diverse phenomena such as changes in coping behavior produced by different modes of influence, level of physiological stress reactions, self-regulation of refractory behavior, resignation and despondency to failure experiences, self-debilitating effects of proxy control and illusory inefficaciousness, achievement strivings, growth of intrinsic interest, and career pursuits.

The influential role of perceived collective efficacy in social change is also analyzed thoroughly by A. Bandura, as the social conditions conducive to development of collective inefficacy. Later on Cheri Ostrom and Steve W.J Kozlowski (1992) investigated the newcomers information acquisition about organizational contextual domain from different sources to gain knowledge on different aspects of organization. This study will try to find whether self-efficacy act as a variable in the process of socialization to achieve organizational commitment and comprehensive socialization outcomes as it is regarded as a force which influence career pursuits and achievement striving activity of an individual. In 1994 Alan M. Saks started working keeping in mind the purpose to examine the moderating effect of self-efficacy for the relationship between training method and newcomers anxiety and stress reactions. The results of the study indicated that self-efficacy is positively related to anxiety and indirectly related to stress as anxiety and stress are positively related. Further self-efficacy was found to moderate the relationship between training method and anxiety. He further extended his research on self-efficacy by a longitudinal field study in 1995 to examine the moderating and mediating effects of self-efficacy on the relationship between training and the adjustment of newcomers during the Ist year of their employment. The result explained that initial self-efficacy moderates the relationship between training and adjustment. Helena Cooper-Thomas and Neil Anderson, (2005), further investigated that the relationship between socialization tactics, information acquisition and attitudinal outcomes associated with successful organizational
socialization. The results obtained from this research empower the fact that organizational socialization is a learning process. It further depicted that the newcomers can adjust during organizational socialization with a rapid pace.

In another study Jamie A. Grumman, Alan M. Saks and David I. Zweig (.2006), worked on the relationship between organizational socialization tactics, newcomers self-efficacy, proactive behaviors, and comprehensive socialization outcomes. The result of their study indicated that the newcomers self-efficacy and organizational socialization tactics were positively related to newcomer proactive behaviors. The same study also highlighted that the newcomers proactive behaviors partially mediates the relationship between their self-efficacy and organizational socialization tactics with a number of social outcomes. Not only this, the study also developed the view that feedback seeking and information seeking moderates the relationship between socialization tactics and several social outcomes.

The study measures self-efficacy as it is regarded as a force which influences career pursuits and achievement driving activity of an individual.

3.7 Adjustment of Newcomers

Another study by Meryl R. Louis, Barry Z. Posner, and Gary N. Powell in 1983 reported on the mostly commonly available socialization practices to new employees and the extent to which these practices were assumed to be helpful by newcomers in becoming effective organizational members. The results showed that socialization practices are differentially available to newcomers, and perceptions of their helpfulness vary. The helpfulness of various socialization practices as reported by newcomers appears to affect their feelings of subsequent job satisfaction and commitment. In 1985, Cynthia D. Fisher on a longitudinal study focused on the role played by social support on the job from co workers and supervisor in facilitating newcomer adjustment and in mitigating the effects of unmet expectations stress. The study tried to investigate the interrelationship of stress, social support and outcomes at work. The result suggested that the social support act as an important issue in reducing the level of unmet expectations stress and facilitating positive adjustment outcomes among newcomers. In 1987, Debra L. Nelson examines socialization and adjustment processes of newcomers to organizations. A model had been developed which facilitates an examination of the task, role, and interpersonal demands which individuals face in the stages of socialization and an analysis of the interrelationships of these demands and their effects upon individual and organizational outcomes of the
socialization process. Jan Zahrly and Henry Tosi in the year 1989, worked on early work adjustment which was a function of previous work experience, early organizational experiences, and personality differences. They compared formal collective induction into an organization with informal individual induction. The result suggested that the formal collective induction contributed to higher job satisfaction and lower work or family conflict. Not only the study also revealed that self-monitoring, acting as a personality variable, contribute to the prediction of work or family conflict. Again another research was conducted by Helena Cooper-Thomas and Neil Anderson (1991), over three measurements with British Army recruits during their first 8 weeks of training. The key findings of this study proved that information acquisition mediates the relationship between organizational socialization tactics and comprehensive socialization outcomes in terms of newcomer attitude. This research played a vital role to show the rapidity with which newcomers can adjust during organizational socialization. In the same year Jennifer A. Chatman investigated how the fit of an employee with the organization is established and maintained and what are the consequences faced by them. The result showed three possible answers:

(1) Recruits whose values match with that of the organization at the time of entry adjust more quickly.

(2) Those who experience the most vigorous socialization can adjust themselves quickly with the organizations values, than those who did not.

(3) Recruits whose values match closely with the organization feels most satisfied and intended to remain with the organization.

In the journal of Applied Psychology, Talya N Bauer, Morrison and Stephen G Green, (1994), extended the socialization literature by testing the influence of newcomer involvement on socialization, controlling the newcomers perception on entry and allowing for a dynamic view of socialization stages. In a field experiment Marie Waung (1987) tried to assess newcomer adjustment and degree of survival on the job. She selected new hires to entry level service jobs randomly and assigned to either a comparison group or to an experimental group. It was expected that the experimental group would exhibit less turnover and report higher levels of supportiveness, satisfaction, and commitment and less anxiety than the Comparison Group, but in reality the experimental group showed earlier turnover. This result proved that the information provided to this group increased perceptions of negative job information and ultimately resulted in a self selection effect.
Again in the year 1998, Bauer and Green were the first one to work on the influence of newcomer and (an important organizational insider) manager on the socialization process. Janice M. Beyer and David R. Hannah, (2002), worked on how newcomers with work experience adjust to and become assimilated into new jobs and work settings. Their study revealed the fact that the newcomers with diverse experience adjusts better than those with narrow experience. In the year 2004, Jr. Thomas G. Rio and Jamie L. Challahan, examined the influence of affect, curiosity, and socialization-related learning on job performance, with 233 service industry employees from a diverse variety of occupations completing surveys at their places of work. The results highlighted the importance of the complex interplay between affect, curiosity, and learning at the time of successful employee socialization and best possible job performance. Gilad Chen, of Texas A & M University (2005) tested a multilevel model of newcomer adaptation in teams and indicated that the newcomer performance improved over time especially in early socialization. In the next year John C. Carr, Allison W Pearson, Michael J Vest and Scott L Boyar, (2006), together tested whether the relationship between prior occupational experience and retention is mediated by variables like person-job (P-J) fit, value congruence and organizational expectations. Results of the said study indicated that prior occupational relationship is mediated by P-J fit and value congruence. In order to find out primary sources of inconsistency among person – organization fit concept and measurement issues Kelly A. Piasentin and Derek S. Chapman (2006), discussed deferent implications regarding the potential role that individual differences play in fit perceptions. They also proposed a case for the development and adoption of uniform, validated measures of P–O Fit that incorporate the multidimensional nature of fit.

Later on in the same year Jerel E. Slaughter and Michael J.Zickar (2006) studied the effect of socialization-related attitudes and behaviors exhibited by insiders on the development of organizational newcomers. It has been found that insiders’ attitudes towards socialization were predictive of their involvement in socialization activities. In 2007, while working on newcomer adjustment during organizational socialization, Talya N. Bauer, Todd Bodner, Berrin Erdogan and Donald M. Truxillo of Portland State University along with Jennifer S. Tucker of US Army Research Institute, tested a model of antecedents and outcomes of newcomer adjustment using 70 unique samples of newcomers with meta-analytic and path modeling techniques. Specifically, they proposed and tested a model in which adjustment (role clarity, self-efficacy, and social acceptance) mediated the effects of
organizational socialization tactics and information seeking on socialization outcomes (job satisfaction, organizational commitment, job performance, intentions to remain, and turnover). The results generally supported this model. In the same year with the purpose to assess how socialization processes (socialization tactics and proactive behavior) jointly affect socialization content (i.e., what newcomers learn) and adjustment, Blake E. Ashforth, David M. Sluss, and Alan M. Saks worked together in a longitudinal survey. Their study suggested that the way newcomers are socialized has substantive and symbolic value over and above what they actually learn.

3.8 Relationship between Feedback Seeking, Information Seeking and Socialization

In 1986, Susan J. Ashford of Dartmouth College during his research examined the theory of feedback seeking in organizations and suggested that
(i) Individuals seek feedback,
(a) On important issues as well as new and uncertain situations.
(b) When they fear that they are failing to attain goals.
(ii) Long tenured individuals seek less feedback to appear confident and self assured in response to social pressure.

The field study conducted by Susan J. Ashford and Anne S. Tsui (1991) examined the feedback-seeking behavior of 387 managers as observed by their superiors, subordinates, and peers. Result revealed that
(i) Managers tendency to seek negative feedback increases the accuracy of their understanding about how these feedback sources evaluated their work.
(ii) Seeking negative feedback increases constituents’ opinions of the managers’ overall effectiveness.
(iii) Seeking positive feedback on the other hand decreases constituents’ opinions’ of the managers’ effectiveness.

These three analysis suggested that the importance of instrumental and impression-management concerns in the overall feedback seeking process as well as active feedback seeking acts as a central part of the total process of self-regulation for managerial effectiveness. Donald B. Fedor, Roger B. Rensvold, Susan M. Adams (1992) investigated individual and situational factors cited in previous research as predictors of two feedback seeking behaviors: eliciting (asking directly for feedback) and monitoring (using indirect
techniques, such as observing, to gain additional feedback). They proved that both individual and situational factors were significant predictors of feedback seeking behaviors. In addition, the results also pointed out that higher would be feedback eliciting when performance was rated as low. Cheri Ostroff and Steve W.J Kozlowski (1992) investigated the newcomers information acquisition about organizational contextual domain from different sources. The result revealed that the newcomers rely on different sources to gather information to gain knowledge on different aspects of organization which enhances organizational socialization. In 1993 Elizabeth Wolfe Morrison, in a research provided insight into the organizational newcomer information seeking process. The result showed that newcomer sought technical information primarily by asking others. They on the contrary sought other type of information through observation. The study also established the fact that information seeking was also related to satisfaction, performance and intention to quit the organization. In the same year Dr, Morrison (1993) undertook another study, based on the effect of information seeking on newcomer socialization. The result of the study highlighted the fact that newcomers are proactive information seekers who take an active role in adjusting their new environment. Debra A. Major and Steve W. J. Kozlowski (1997), worked together on information seeking of newcomer. They examined situational and individual influences on the proactive information seeking of newcomer. Task interdependence acts as a link between newcomer and organizational insiders, so it was expected to be positively related to information seeking. It was also further predicted that the relationship between task interdependence and information seeking is moderated by newcomers work related self-efficacy and physical accessibility of organizational insiders. The results of the study supported the newcomer with low self-efficacy exhibits greater information seeking when task interdependence and accessibility were high. Connie R Wanberg and John D Kammeyer-Mueller, (2000), enriched our knowledge through their study on predictors and outcomes of employee proactivity involving information seeking, feedback seeking, relationship building and positive framing in the socialization process. The study revealed that feedback seeking and relationship building are the two most important variables due to their number of relationships with the work-related outcomes. In the same year, further Mary F. Sully de Luque and Steven M. Sommer, with the help of their research showed the impact of culture on feedback seeking. They tried to explore four cultural syndromes, based on past research, to form a cross-cultural model of feedback seeking behavior. They advanced propositions for the study of culture as a moderator to feedback seeking behavior. Dr
Morrison again in 2002 reviewed both the literature on employee feedback seeking behavior and information seeking by organizational newcomers. This review highlighted the various motives that affect the decision of whether or not to seek information. She also reviewed the evidence that information seeking had beneficial outcomes. While reviewing the past researches the author also highlighted an integrated model of antecedents, dynamics, forms and outcomes of employee information seeking. In 2003 Susan J. Ashford, Ruth Blatt, and Don Vande Walle, discussed and organizes the results of two decades of research on feedback-seeking behavior according to three motives: the instrumental motive to achieve a goal, the ego-based motive to protect one’s ego, and the image-based motive to enhance and protect one’s image in an organization with reference to its impact on the frequency of feedback seeking, seeking method (whether by inquiry or monitoring), timing of feedback seeking, choice of the target of feedback seeking, and the topic on which feedback is sought. The role of context in influencing these patterns is also discussed. In an International Review of Applied Psychology it was published that Elizabeth W Morrison, Ya-Ru Chen and Susan R Salgado, (2004) worked on cultural differences in new comers’ feedback seeking taking samples from United States and Hong Kong. In this study individual from the United States reported more newcomer feedback inquiry than individuals from Hong Kong.

This conceptual understanding has been adopted in the study for the purpose of capturing the extent of successful socialization of newcomers.

3.9 Effect of Socialization on Job and Employee Satisfaction

In the year 1981, another area has been developed through the investigation with newcomers, i.e. personal control over work environment. David B. Greenberger in his study discussed the construct personal control over work-related factors and the development of a means for measuring control over work-related factors. Two dimensions of control were found, one measuring the degree of control desired at work and the other measuring the degree of control possessed at work. These dimensions were observed to be very different from the locus of control construct. Analysis of the data indicated that the difference between control desired and control possessed may be an important mediating factor in job satisfaction. Michael A. West, Nigel Nicholson and Anne Rees in the year 1987 studied on the development of individuals and organizations to find satisfaction and personal change being closely related to organizational culture, job characteristics, self-
concept, work motivation and organizational commitment. Stephen G. Green in the year 1991 used a longitudinal design to examine the socialization of professional newcomers at the time of entry into professional doctoral training and at the end of 1 year of training. The result finally suggested that more supportive advisory relationships appear to offset other socialization process and was associated with negative outcome from socialization. Susan J. Ashford and J. Stewart Black (1996), studied various ways through which the newcomer attempt to gain feelings of personal control during organizational entry and examined their longitudinal effects on self reported performance and satisfaction in a sample of organizational newcomers. The result of the study suggested that individuals are engaged in proactive activities during entry. Amy McMillan-Capehart, of East Carolina University (2004), tried to find out ways to take full advantage of the benefits associated with selecting and hiring dissimilar employees, avoiding negative consequences like lower job satisfaction and increased turnover.

### 3.10 Individualized Socialization Outcomes

In 1975 Russell Thornton and Peter M. Nardi from the University of Pennsylvania presented a developmental approach to role acquisition, containing both social and psychological dimensions. It entails four stages in the acquisition of a role, i.e. anticipatory, formal, informal, and personal. Their work suggested that acquisition of role lead to passage through all the four sages.

Role theory concerns one of the most important features of social life, characteristic behavior patterns or role. Much of the role research reflects five perspectives like functional, symbolic interactionist, structural, organizational and cognitive role theory. The purpose of this phase research project by Charles L. Mulford, Gerald E. Klonglan and Richard D. Warren (1972), with a government agency was to test the hypothesis of Amitai Etzioni (1961) involving socialization, communication, and role performance. The data indicated that both socialization and communication are significantly associated with role performance. Communication continues to affect role performance to a significant degree regardless of the degree of initial socialization experience B.J. Biddle (1984) in his research suggested both centrifugal and interactive forces within the role field. The former reflect differing perspective of commitments of scholars, confusions and disagreements over use of role concepts, and the fact that role theory is used to analyze various forms of social system. The latter reflect the shared, basic concerns of the field and
efforts by role theorists to seek a broad version of the field that will accommodate a wide range of interests. After this in 1990, Ralph H. Turner from the department of sociology, university of California, reviewed selected research papers dealing with change in a variety of roles reviewed in order to formulate general principles governing role change. His work revealed sources of impetus to role change and the conditions facilitating and impeding the implementation of change, through the studies of occupational, family, and gender role change. He developed a general model for role change on the basis of evidences reviewed. In the year 1992, John E. Sawyer while reviewing past researches on role ambiguity, framed a structural equation model and investigated that job tenure, need for clarity, and job classification as moderator of role ambiguity. W. Kevin Baker, in 1995 reviewed Allen and Meyer’s 1990 longitudinal study with structural equation modeling to examine the overlooked factors of interactions with job incumbents. The results indicated the presence of two latent factors, role certainty and incumbent interactions. Among these the interaction with incumbents had a strong early impact on organizational commitment of newcomers which gradually diminishes over time. Again in the year 1995 Debra A Major and Steve W.J.Kozlowski, Georgia T Chao and Philip D.Gardner examined the moderating effect of role development on the link between unmet expectations and comprehensive socialization outcomes. During the same year, a study was conducted by Jan A Feij, William T Whitely, Jose M Peiro and Toon W Taris (1995), to investigate the process of career enhancing strategies and job content innovation during the first 18 months of transition from school to work. Further in a longitudinal field study, Blake E. Ashforth and Alan M. Saks (1996) used self-report data provided by business school graduates after four months and ten months on new jobs to assess
(1) The effects of the six socialization tactics from Van Maanen and Schein's (1979) typology on newcomer adjustment and
(2) Refinements of existing measures of the investiture tactic and role innovation.

Results indicate that the tactics, clustered into an organizational (vs. individualized) approach, were negatively related to attempted and actual role innovation, role ambiguity, role conflict, stress symptoms, and intentions to quit and positively related to job satisfaction, organizational commitment, and organizational identification. Sharon K. Parker, Toby D. Wall and Paul R. Jackson in 1997 highlighted another issue i.e. the relationship between role orientation and work orientation which has been overlooked by the past researchers. They suggested that although the implementation of new production
practices can lead to the development of a strategic orientation appropriate to modern
manufacturing, change toward a more flexible role orientation additionally requires the
introduction of autonomous forms of working.

Based on role theory the study uses role conflict, role orientation and role ambiguity as a
measure of individualized socialization outcomes.

Two eminent researchers Ruth C King and Vikram Sethi (1998) worked together and
examined the impact socialization practices on the nature of this role adjustment with
respect to information systems professionals. The result suggested that socialization
practices affect professional role adjustment. Specifically, organizational socialization
tactics lead to a custodial role orientation and individualized socialization tactics produce
an innovative role orientation. In addition, organizational tactics are shown to reduce role
ambiguity and role conflict in new employees In the year 2000, Sharon K Parker, in an
article, showed that FRO (flexible role orientation) and RBSE (role breath self-efficacy)
though factorially distinct from outcomes, are commonly used in organizational research,
The study also highlighted that proactive motivation and traditional outcome variables are
expected to have different relationships with different predictor variables. This research
opened up a new research area of organizational socialization i.e. proactive motivation. In
the same year, Andrea E C Griffin, along with Adrienna Colella and Srikanth Goparaju of
Texas A & M University took the charge to establish the interactionist perspective by
presenting a model and propositions of how organization socialization tactics impact on
and interact with newcomer pro-active socialization tactics to influence socialization
outcomes. Elizabeth W Morrison, from New York University, (2002), investigated the
influence of social relationships on socialization. By coordinating comprehensive
socialization outcomes with social network the study throws light on the role of
relationships in new comer learning and assimilation. Jill A. Haueter, Therese Hoff
Macan, and Jeol Winter (2003) with the help of Newcomer Socialization Questionnaire
(NSQ) conducted a study to measure degree of socialization of employed student and
organizational newcomer. The NSQ measured three dimensions or domains of newcomer
socialization: the organization, the group and the job/ task. In addition, both factual
knowledge and knowledge of expected role behaviors are assessed within each domain.
Thus, the NSQ provides a useful measurement tool for researchers and practitioners
interested in examining direct outcomes of being socialized. Studies of Maria Jesu’s
Bravo$, Jose’ Maria Peiro$w, Isabel Rodriguez$ and William T. Whitel, (2003) have shown that while entry into an organization the new comers experiences uncertainty and stress. The study tests a structural equation model, including, first, the effects over time of initial institutional socialization tactics and, second, the association between social relations at the workplace on newcomers role stress and career-enhancing strategies, two years. The most important conclusion developed from this work can be summarized as follows:

(i) Organizational socialization tactics had a significant association with newcomers relations with both their superiors and co-workers, and a significant negative association with their role conflict.

(ii) Newcomers relations with superiors had a negative relationship with their role ambiguity, and a positive relationship with two kinds of career enhancing strategies that they use to aid in their adaptation to their work situation.

(iii) The relations of newcomers with co-workers were positively related to role conflict and negatively related to role ambiguity. Co-worker relations were also positively related to immediate career-enhancing strategies.

(iv) Role conflict was positively related to immediate and negatively related to intermediate career enhancing strategies, while role ambiguity was negatively related to intermediate career-enhancing strategies.

During the same year (2006), with the help of a field study, Howard J Klein, Jinyan Fan, and Kristopher J Preacher(2006), examined the effect of early socialization experiences on new employees mastery and comprehensive socialization outcomes. It has been found that the indicators of early socialization experiences were associated with greater role clarity, job satisfaction and organizational commitment.

This vast literature on individualized socialization has prompted this study to include individualized socialization in conjunction with organizational socialization as a variable in the operationalization of socialization measures. Thus the hypothesis which has been tested later in the study with empirical data is

H2: Individualized socialization is independent of socialization tactics and personality traits of newcomers.
3.11 Organizational Socialization Outcomes - Job Satisfaction

It is widely acknowledged that the socialization process is intended to help a newcomer learn the organization's policies and practices. Four content domains are included in socialization: job-related tasks, work roles, group processes, and organizational attributes (Ostroff & Kozlowski, 1993). In addition to the appointed trainers in that process, the newcomer will learn from supervisors, peers, and other sources within the organization. Most of the organizational socialization research has focused on three primary outcomes, namely, job satisfaction (Feldman, 1976; Katz, 1978; Louis, Powell, & Posner, 1983); commitment to the organization (Buchanan, 1974; Steers, 1977); and tenure or longevity in the organization (Katz, 1980; Wanous, 1980).

The interactionist approach in person–organization fit, as proposed by Chatman (1991) and other examined how new lawyers make sense of their socialization and use their mentors as sources of support through that crucial period of their careers, and considered how both shared work values and mentoring opportunity leads to job satisfaction.

Further many researchers viewed successful socialization in terms of job satisfaction and commitment. New employees are less committed to the organization (Stevens, Beyer, & Trice, 1978) and experience lower satisfaction (Stumpf & Rabinowitz, 1981). Consistent relationships have been found between greater job satisfaction and the propensity to remain with an organization (Porters & Steers, 1973) and increases in commitment have been shown to be correlated with decreases in turnover (Mowday, Steers, & Porter, 1979).

As mentioned earlier in this chapter job satisfaction has been considered as the primary indicator of successful organizational socialization. This construct has been developed based on the literature discussed above. However, it should also be mentioned that organizational socialization is not considered in isolation. The overall process of socialization is composed of as per literature developed here, into organizational socialization and individualized socialization. Therefore in addition to the hypothesis developed earlier in the chapter we propose

H3: Comprehensive socialization is independent of socialization tactics and personality traits of newcomers.
3.12 Recent Developments

In 2000, Blake E. Ashforth and Alan M. Saks worked together to assess a model of personal control in organizational settings with the help of longitudinal field data. The result of the study suggested two distinct views to perceived personal control.

(1) Proactive orientation where control begets control: self-efficacy was positively associated with control, both variables were positively associated with problem-focused reactance, control and reactance were both negatively related to helplessness, and helplessness was negatively related to work adjustment.

(2) Reactive orientation where unmet expectations prompt a sense of futility and withdrawal: control was negatively associated with unmet expectations, and unmet expectations were positively associated with helplessness and negatively associated with work adjustment.

In the same year, John P. Wanous and Arnon E. Reichers developed a framework for the design and study of new employee orientation programs. They used three methods (a) stress theory/coping methods, (b) attitude theory/change methods, (c) RJP theory/methods. The framework for designing new employee orientation is called "ROPES," an acronym for Realistic orientation Programs for new Employee Stress. This research opened up a new area for future research on newcomer orientation. Other than personal control, Mentoring and Storytelling within the organization has been found to act as a vital force to increase the pace of organizational socialization. It is obvious that knowledge about organization, particularly knowledge with rich tacit dimensions, is transferred informally through processes of socialization and internalization. In 2001, Walter Swap, Dorothy Leonard, Mimi Shields and Lisa Abrams focuses on two transfer mechanisms—mentoring and storytelling—that can leverage the knowledge of an organization, particularly its tacit knowledge, to build core capabilities. They had undergone relevant research in learning and cognitive psychology to clarify the conditions under which mentoring and storytelling can be most effective as carriers of knowledge. Barbara D Eldredge (1995) evaluated the model of career enhancing strategies and content innovation of Feij, Whitely, Peiro and Taris (1995) in the light of related organizational entry research. Although many researchers have examined the impact of organizational tenure on newcomer socialization dynamics, few have explored whether relative tenure influences perceptions and behaviors inside organizations. Based on this view Keith Rollag (2004), in his study introduced the concept of relative tenure and showed with the help of sociometric survey of 200
employees across four organizations that an individual’s relative position in his or her firm’s tenure distribution explains a significantly greater percentage of variance in newcomer status, social network position, and information-providing behavior than does absolute measures of tenure. The results suggested that the organizational growth and turnover may have a bigger impact on newcomer socialization dynamics. Thomas W. H. Ng and Daniel C. Feldman, (2006) worked on organizational embeddedness and occupational embeddedness across career stages. It also highlights the role played by individuals’ career stages in the embedding process. Michael Frese, Harry Garst, and Doris Fay (2007) used the frameworks of reciprocal determinism and occupational socialization to study the effects of work characteristics (consisting of control and complexity of work) on personal initiative (PI)—mediated by control orientation (a 2nd-order factor consisting of control aspiration, perceived opportunity for control, and self-efficacy) and the reciprocal effects of PI on changes in work characteristics. As predicted, by the authors PI functioned as partial mediator, changing work characteristics in the long term (reciprocal effect) and unexpectedly they found that, there exist a 2nd reciprocal effect of an additional lagged partial mediation of control orientation on later work characteristics. Markku Jokisaari, Jari-Erik Nurmi (2009) used a four–wave longitudinal research design and a latent growth modeling approach to prepare a model for change in newcomers perceived supervisor support and comprehensive socialization outcomes. Further they examined the role of perceived supervisor support in comprehensive socialization outcomes. The results showed that, on average, newcomers perceived supervisor support declined during the period 6–21 months after organizational entry and the steeper the decline in perceived supervisor support, the greater the rate of decrease in role clarity and job satisfaction, and the slower the increase in salary over time. Recently in 2011, Alan M. Saks and Jamie A. Gruman had introduced a very unique concept; organizational socialization and its relation with positive organizational behavior. The purpose of this study was to advocate a shift in research and practice on organizational socialization towards one based on positive organizational behavior (POB). Firstly, they demonstrated how the prevailing perspectives of organizational socialization are based on a cognitive-learning process that emphasizes information and knowledge acquisition and then reviewed the literature on POB and psychological capital and argued that socialization processes should be designed to develop the psychological capital of newcomers. They offered a new approach to organizational socialization called
Socialization resources theory (SRT) and highlighted four broad socialization resources that can be used to develop newcomers self-efficacy, hope, optimism, and resilience.

### 3.13 Research Gap

As may be understood from the literature discussed here most studies on impact assessment of socialization have dealt with organizational and institutionalized socialization, on a small or large set of individuals in the same profession. This study has introduced a heterogeneous variety in the sample structure. We have tried to combine Engineering graduates and MBA’s (not with prior BE/B.Tech degrees) who enter first level jobs of an organization and are exposed to the same level in the same job and their perceptions are noted in the same longitudinal study. These sample respondents though different in profession are exposed to the same tactics of socialization that are taken up by the employer. One of the most commonly studied feature of individual personality that may bring variation in comprehensive socialization outcomes is role performance and self-efficacy. Other studies on personality refer to group attitude and role of mentors. This research has combined self-efficacy, self-mentoring and attitude towards group as important variable in the persona of the sample respondents to have influenced socialization outcomes. Considering socialization from the organizational perspective literature mostly deals with organizational commitment and work motivation as an outcome of socialization. We have extended this study further to consider job satisfaction as the tangible measure of organizational socialization outcomes.

As is evident in recently developed academic constructs like socialization, studies on Indian samples are scanty; more so in West Bengal. Enriching the conceptual framework with the inputs from this survey of literature, we have preceeded to frame the research issue in the next chapter.