Chapter 1
Introduction

Socialization is one of the more central concepts in contemporary behavioral science theory and research. The dominant concern has been with the socialization of the child into his cultural environment, but this has been extended to include "adult socialization," conceptualized as a continuous process throughout the lifetime of the individual. As part of its growing importance as an organizing principle, the concept has been further broadened to include a wider variety of phenomena—e.g., socialization into professional and/or occupational roles, adjusting into various formal social organizations, and adoption of less formal roles. Although socialization pertains most directly to training, it is also affected by the expectations held by recruits. Well socialized organizational members are more likely to be committed to the organization, with their willingness and ability to act effectively for its betterment, and less likely to initiate a departure. However, socialization helps in the communication of technical information to new staff members so that they can easily adjust themselves to the new environment. In light of learning from other socialization settings, the most intended outcomes of socialization to the workplace looked very similar to learning, adjustment, and culture acquisition (Louis, 1990). Combining with other tactics affecting the entry process of newcomers, socialization was thought of as a process to enhance job satisfaction, organizational commitment, and tenure (Wanous, 1980). One of the largest expected outcomes of employing socialization tactics was to reduce the tremendous costs linked with “premature turnover” that hampers proper organizational development (Wanous, 1980).

Socialization is actually a process by which an individual becomes a functioning member of a group, following its standards, confirming to its modes, observing its traditions and adjusting oneself to the social situations. It is an adaptive process that takes place as new employees attempt to learn and inculcate values and norms that are part of the organizational culture. Socialization has been examined from a variety of theoretical perspectives, including role taking (Graen, Orris, & Johnson, 1973), the effects of met and unmet expectations (Kotter, 1973; Wanous, 1980), socialization practices and policies in which organizations engage (Van Maanen & Schein, 1979), and stages of the socialization process (Katz, 1980; Schein, 1971). Research on socialization has focused primarily on situational factors such as group norms, job characteristics, socialization strategies, and
first-year job challenge. Etzioni (1961) while working on socialization concluded that two processes, socialization and communication, act as a modifier which helps to modify the initial commitment and behavior of lower participants in normative organizations. Three concepts that are logically related by Etzioni can be summarized as lower participant's initial commitment, later commitment, and his effectiveness (role performance) in the organization.

Organizational socialization refers to the process by which newcomers make the transition from being organizational outsiders to being insiders.

Organizational socialization involves learning on the part of the individual who is adjusting to a changed role within the organization. It helps the newcomers to learn their roles, organizational norms and expectations in order to become effective members of the organization. Individualized socialization, on the other hand is the process by which individuals acquire the knowledge, language, social skills and value to confirm to the norms and roles required for integration into a group or community. It is a combination of both self-imposed (because the individual wants to confirm) and externally imposed rules and the expectations of the others. Socialization helps in developing job satisfaction by reflecting the extent to which employees find gratification or fulfillment in their work.

Many formal and informal socialization strategies have been found to influence new adjustment and comprehensive socialization outcomes (Fisher, 1986; Louis, Posner & Powell, 1983). One of the best developed theoretical models of socialization is Van Maanen and Schein’s (1979) typology of socialization tactics. They proposed six tactics that organizations can use to structure the socialization experiences of newcomers. They argued that socialization tactics influence the role orientation that newcomers ultimately adopt. The managers can employ these proposed six socialization tactics to structure the socialization experience which ultimately influence the role orientation of the newcomers. Jones (1986) and other researchers have demonstrated that Van Maanen and Schein’s (1979) socialization tactics relate not only the role orientation of the employees, but also role ambiguity, role conflict, organizational commitment, job satisfaction of the newcomers and their intentions to quit.

The organizational and institutionalized socialization tactics available in theory and practice offer different dimensions to effective socialization. The ones that have received
academic focus and therefore selected for this study for organizational socialization are Collective, Formal, Sequential, Fixed, Serial, Investiture, and on the other end as individualized socialization are Individual, Informal, Random, Variable, Disjunctive and Divestiture. These tactics, individually and jointly, are often used by organizations to facilitate the adjustment of newcomers.

In addition, the personality indicating variables like self-efficacy and self-mentoring also influences the ability of employees to adjust with the organizational environment. Self-efficacy refers to the stable cognition or trait that individuals hold with them reflecting the expectation that they possess and the ability to perform a task successfully in a variety of situations. Similarly self-mentoring focuses on the capacity of the individual to judge every aspect of the job as well as to change their work procedure using their innovative skills suitable to achieve success over the organizational demand placed on them.

In this study we propose to explore how organizational and institutionalized socialization develops the satisfaction level of the newcomers and help them to achieve successful socialization. We further seek to find the relationship between socialization tactics and adjustment of newcomers. More specifically, we tried to examine how the tactics jointly affect the work adjustment of recent engineering and management graduates after four and twelve weeks in their new jobs. Consistent with earlier research, this study includes indicators of personality and general individual profile of new employees with heterogeneous qualifications on the comprehensive socialization outcomes.

The relationship between personality traits and socialization tactics with that of organizational as well as individualized socialization outcomes leads the researchers to draw the following hypothesis for the study. Job satisfaction is a powerful indicator of successful organizational socialization. Hypothesis thus generated are

H1: Job Satisfaction as a result of effective organizational socialization is independent of socialization tactics and personality.

Similarly individualized socialization encourages new comers to develop unique approaches to their roles by predicting their performance. This phenomenon leads to draw the following hypothesis:
H2: Individualized socialization is independent of socialization tactics and personality traits of newcomers.

The comprehensive process of socialization is composed of organizational socialization and individualized socialization to achieve the desired organizational goal. Thus in addition to the previous hypothesis, we draw the final hypothesis as

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

In order to operationalize this study it is imperative that the hypotheses be tested on empirical data. The premise of the study has been set on the fact that socialization may be affected by personality and tactics used, and in addition may vary between professions. Therefore the study has selected recent management and engineering graduates as its field area.

The data collected for the study comprises a statistically random heterogeneous sample of 222 freshers, spread over 15 engineering colleges and 12 management institutions. Respondents are interviewed through structured questionnaires, generated for the study, culled from published literature. The study was canvassed on three waves

1) to respondents during final semester of the course, who have received job offers,
2) after 4 weeks on the new job,
3) after 12 weeks on the new job.

The findings of the data form the crux of this thesis. In the section that follow we have developed a conceptual framework to establish the primary issues relating to socialization, which has been further elaborated to include the stages of socialization, drivers to accelerate the speed of socialization process and both the organizational and individualized outcomes which influences the satisfaction level of the new employees. Thereafter, section three contains extensive survey of literature which has led to the research gap and development of the research issue in the fourth section. Since the issues deals with the comprehensive socialization outcomes of new employees considering the personality and the nature of socialization tactics applied by the organization, a primary field survey of respondents has been felt necessary. Chapter four also gives the detail research methodology and explains the sample design. Chapter five delineates the data
reduction process which has developed the main parameters reflecting the personality, socialization tactics, comprehensive socialization outcomes as well as organizational and individualized outcomes. Thereafter the main analysis is given in chapter six, which details the linear regression to assess the impact of personality and socialization tactics on comprehensive socialization outcomes and separately organizational and individualized outcomes. In order to extend the study further, in chapter seven we consider the sub set of engineering and management graduates, and estimated the impact of personality and socialization tactics on their comprehensive and organizational socialization outcomes separately. Chapter eight contains the variations in comprehensive socialization outcomes considering different levels of personality of the respondents. In chapter nine we submit the summary and conclusion and of course the limitations of the study. In the final chapter of the research the findings help to generate the managerial implications which may help in the improvement of the organizational policy necessary to encourage the new employees to become an active organizational member to achieve the desired organizational objectives.