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THE SOCIALIZATION OF NEW EMPLOYEES IN STATE GOVERNMENT AGENCIES

A Dissertation APPROVED FOR THE DEPARTMENT OF POLITICAL SCIENCE

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ABSTRACT

Organizational theory consists of various perspectives that seek to explain or predict how individuals and groups behave in varying organizational structures and circumstances (Shafritz and Ott, 1992). Organizational culture consists of such things as shared assumptions, beliefs, values, perceptions, norms, artifacts, and patterns of behavior. To function effectively in an organization, a newcomer must be socialized into the culture. Previous research has shown that socialization has an impact on commitment, general satisfaction, adjustment / ability to cope, tenure / intent to quit, identification, job performance, influence, and role orientation. This research identifies and categorizes the types of tactics being used in state government agencies to socialize new employees and examines the outcomes of the socialization tactics.

Studying socialization of new members in state government organizations allows assessment of the actions that these types of organizations take to make employees part of their organizations. The bulk of current research on socialization has been done in the private sector. Since there are differences in public and private sector organizations and their respective employees, research needs to be conducted to determine the differences in socialization processes between the two sectors. Further, this study allows a greater understanding of the variation in types of socialization across the different types of government agencies. This research also provides practical guidelines for the most effective socialization processes to be applied in the public sector.

Two relationships are examined in this research. First, the relationship between the agency type, the agency size, and the employee type and the type of tactics used by the agency is examined. Second, the relationship between the type of tactics used by the agency and the outcomes of the socialization process is examined. The second relationship partially replicates the research done by Jones (1986) in the private sector.

The most important finding from the analysis of the relationship between the agency type, agency size, and employee type and the type of tactics used to socialize new employees is the disconnect between the types of tactics described by employees and the tactics the officials of the agency described in the interviews. Several possibilities explain this disconnect.

- The questions on the survey may not adequately measure the socialization dimensions when a new employee receives a complex socialization that includes tactics from both ends of the dimension continuum.
- The officials that I interviewed do not actually perform the socialization and the socialization that they described may not describe the tactics used by those that carry out the socialization.
- Those interviewed also may be placing emphasis on one part of the socialization, the part that they are responsible for, and not really thinking about the other things going on to socialize new employees.

Other findings from the analysis of the research's first relationship include:

- Overall, mostly institutional tactics are being used to socialize new employees at state government agencies.
- The main socialization process used by the agencies to socialize new employees is an orientation or intensive training for certain employees that substitutes for an orientation.
- New staff employees are socialized using institutional tactics.
- Management employees are being socialized using more individualized tactics than the new staff employees.

- All agencies indicate that they would like to have employees that play custodial roles.
- The two agencies that regulate personal behavior are the agencies that have no orientation for new employees and instead have intensive training for those employees that are enforcing regulations and no real socialization program for new management.

There are two main findings from the analysis of the relationship between the type of tactics used by the agency and the outcomes of the socialization process. First, all of the analyses done on this relationship indicate a positive relationship between the new employee's motivation to serve the public and commitment to the organization. Thus, this research indicates that in addition to the tactics used to socialize new employees, public service motivation is a significant factor in predicting the outcomes of the socialization process in the public sector.

Second, the analysis of the data from the new employee survey also indicates that the scales developed by Jones to measure the context variables did not replicate when a new employee receives a complex socialization that includes tactics from both ends of the continuum of the scale.

Other findings from the analysis of the research's second relationship include:

- Institutionalized socialization tactics are negatively related to role conflict and role ambiguity and positively related to commitment.
- Investiture and serial methods are among the most important of the socialization tactics in mediating personal adjustments to organizations.

Overall, the classification of Van Mannen and Schein's (1979) dimensions of socialization by Jones (1986), his method to test the relationships between these dimensions, and some of the outcomes of the socialization process hold true for

public employees as long as the population of employees is similar to those of private sector employees surveyed by Jones. When all types of employees are included in the research, the measurements of certain dimensions of socialization and the relationships with the outcome variables of the socialization are not similar between this study and the one by Jones. Further, the distinction between the management employees and the staff employees is confirmed by the information from the interviews with agency officials and from the scales measuring the socialization dimensions on the survey completed by the new employees. These two data sources indicate that new employees at state government agencies are socialized using different tactics depending on the position that they are to occupy in the agency.

CHAPTER 1: SOCIALIZATION OF NEW EMPLOYEES AS A RESEARCH FOCUS

Organizational theory consists of various perspectives that seek to explain or predict how individuals and groups behave in varying organizational structures and circumstances (Shafritz and Ott, 1992). One of the newest organizational theories is organizational culture theory. Organizational culture consists of such things as shared assumptions, beliefs, values, perceptions, norms, artifacts, and patterns of behavior. The organization's culture is the unseen force behind organizational activities that can be seen and observed. An important aspect of organizational culture is the socialization of new members into the culture. Socialization focuses on how individuals learn the assumptions, beliefs, values, behaviors, and norms necessary to function effectively in their new positions (Fisher, 1986; Van Maanen, 1976). Socialization is the primary process by which people adapt to their new jobs.

PROBLEM STATEMENT: THE NEGLECT OF RESEARCH ON THE ROLE OF SOCIALIZATION IN STATE GOVERNMENT AGENCIES

The purpose of this research was to assess the types of tactics being used by state government agencies to socialize their employees into the culture of the agency and to determine the outcomes of the socialization tactics employed by several state agencies in Oklahoma.

THEORETICAL AND PRACTICAL SIGNIFICANCE

Organizational culture is a useful organizational theory perspective to use in the study of organizations, and the socialization process is a significant aspect of organizational culture for both the organization and the individual. Previous research on the socialization process has shown that it impacts several outcome variables that are important to both the organization and the individual. This prior research is incomplete since it does not cover all types of organizations and employees, particularly public sector organizations and management vs. staff employees. Further, study of the socialization of new employees enhances our understanding of this process and the implications for the organization and the employee by adding to theoretical knowledge and by providing practical solutions for organizations.

This research extends the organizational culture theory of employee socialization from the private to the public sector. While some research exists on the tactics employed to socialize new employees in the private sector, almost no work has been done in the public sector. Most of the studies of socialization have examined business school graduates on their first jobs or the socialization that occurs of students in universities. Only three previous studies include socialization in a government organization (Buchanan, 1974a; Adkins, 1995; Dolan, 2002). Previous research also has concentrated on the socialization of employees in management and professional positions, while this study includes staff positions.

My study examines the relationship between the type of agency, the size of the agency and the type of employee and the types of tactics measured by Van

Maanen and Schein's (1979) dimensions of socialization used by state government agencies in Oklahoma to socialize new employees. This allows an understanding of how the differences in the type and the size of the agency and the type of employee impacts the tactics used to socialize new employees.

The research also examines the relationship between the type of tactics used by the agency and the outcomes of the socialization process by partially replicating and expanding the test of Van Maanen and Schein's theory done by Jones (1986). The research extends Jones' study by examining the impact of Van Maanen and Schein's dimensions on outcomes in the public sector. This research also further explores Jones' finding that contradicted the theorized results of Van Maanen and Schein's dimensions and their impact on the role a new employee plays in the organization. My study also examines the relationship between public service motivation and the outcomes of socialization.

This research adds to theoretical knowledge about employee socialization, and also provides a practical assessment of the socialization practices of state government organizations. By understanding the theoretical aspects of the socialization process, state government agencies can alter the types of tactics used to socialize their new employees to control the type of role played by the new employee, increase the commitment of new employees and capitalize on the motivation of state government employees to serve the public.

GAPS IN THE LITERATURE

Previous research of organizational culture socialization identifies several approaches pertinent to this research. These approaches include the stages of socialization, the tactics used to socialize new members into the organization, the content of the socialization programs used, and the role the individual newcomer plays in being socialized into the organizations culture. Reviewing the findings of these approaches identifies several areas needing further research.

One purpose of this research is to identify the types of tactics being used in state government to socialize new employees when they are beginning their career with the organization since very little is known about the socialization process in state government agencies. The literature on socialization provides some indication of types and results of socialization in the public sector. A study by Buchanan (1974a) found that sets of similar organizational experiences such as years of organizational service, job achievement and advancement, and social interaction with peers and superiors explain about two-thirds of commitment variance with the influence potential of particular experiences varying with tenure. Another study that examines the impact of socialization in the public service found that the spending attitudes of senior executives in the federal executive branch are fairly consistent within their department. This result is attributed to organizational socialization (Dolan, 2002). The only other public sector study sampled clinical workers in a state mental health system to determine the role previous work experience played in adjustment to the organization. This research found that previous work experience had little effect on

the adjustment to the new organization (Adkins, 1995). Studying socialization in the public sector is important because, as Herbert Simon argues, organizational identification or " the process whereby the individual substitutes organizational objectives …for his own aims" would depersonalize administrative decision making, ensuring all individuals make decisions that are consistent with the objectives of the public agency (1957, 218). Organization identification can be achieved through the socialization process.

It is useful to examine socialization in government agency cultures because of the differences that make them distinct from private organizations. Business values of efficiency, effectiveness, and economy are geared toward helping make a profit. The value of turning a profit usually is not a value typically found in the public sector. In the book *Creating Public Value* (1995), author Mark Moore discusses the differences between the public and private sectors using a systems model. Moore believes the differences occur in the outputs and the feedback loop of the model with what goes on in the decisionmaking 'black box' being much the same for both businesses and public organizations. Moore envisions the public sector as being distinct from the private sector in that the public sector creates public values as outputs while businesses are more concerned with creating profit. Further, he believes that political pressures are transmitted through the feedback loop to a greater extent in the public sector than in the private sector.

Another scholar concerned with the distinctions between public and private enterprises is David Rosenberg. In "Public Administrative Theory and the Separation

of Powers" (1983), Rosenberg discusses the idea that there are different models of public administration that can be associated with the three branches of American government. The executive branch model values efficiency, effectiveness, and economy. Further, it values a bureaucratic decisionmaking structure that processes routine cases, viewing the individual as an impersonal case. The legislative branch model values representation and political responsiveness. Its decisionmaking structure tends to be more open to public participation and treats people as members of groups in society. Lastly, the judicial branch model values due process and equality. It favors making decisions in an adversarial situation and views people as individuals. By examining only the private sector values of the executive branch model, the other important American values such as representation, political responsiveness, due process, and equality are overlooked, or at least under emphasized.

Debra Stone makes a further argument along this same line. In the *Policy Paradox* (1997), she points out that government policies have aims other than just efficiency, economy, and effectiveness. Government policies also are put into place to provide things such as personal and economic security, and these other values often conflict with the values of efficiency, economy, and effectiveness.

Other scholars believe that private sector organizations place emphasis on customer service and thinking in individualistic terms (Cook, 1998). This practice is in contrast to the commonly held belief that there is something collective about the nature of public organizations-that public organizations are there to serve the general

public good. Further, it is pointed out that some groups in society such as minorities have other values like fairness, justice, representation and participation that they put ahead of efficiency, effectiveness, and economy (Terry, 1998; Kelly, 1998).

Clearly, public organizations are different from private businesses. Public organizations serve other values than just being efficient, effective and economic. Values are central to organizational culture (Ott, 1989, 38). Since there are differences in the basic values of private and public organizations, it can be expected that there are differences in the cultures of public organizations and private organizations. Further, organizational values also influence patterns of organizational behavior that yields organizational artifacts. Artifacts are the physical and social environment of the organization and include the physical space, the written and spoken language, and the overt behavior of the organization members (Schein, 1985). These artifacts also play a role in shaping organizational culture (Ott, 1989, 40). Thus, the differences in values between sectors can affect other important elements of organizational culture.

The public administration literature does not feature any research showing that the socialization tactics differ in public organizations; however, several studies that compared job-related attitudes between public and private employees have indicated differences in outcomes that are impacted by socialization. Bruce Buchanan (1975) found that middle managers in business firms scored higher than managers in public agencies on a job involvement scale that included sense of pride and degree of satisfaction. In a second survey, Buchanan (1974b) found that managers in private

organizations scored higher on satisfaction with work, satisfaction with colleagues, and organizational commitment. Rawls, Ullrich and Nelson (1975) found that the individuals preferring nonprofit sector positions in management differed significantly on certain personality, value, and behavioral dimensions from those preferring profit sector positions. A comparison study by Hal Rainey (1979) showed that private middle managers showed greater interest in innovation and had greater satisfaction with supervision, co-workers, and promotion. Another study by Rainey (1982) found that public managers have a significant positive relationship between their perception of the importance of engaging in meaningful public service and work satisfaction; this same relationship did not exist for private managers. Nalbandian and Edwards (1983) compared the professional values of public administrators, business administrators, social workers, and lawyers and found that there are differences in the values that are held by public and private professionals. When comparing holders of Masters of Public Administration to Masters of Business Administration it was found that the MBAs placed less emphasis on empathy, innovativeness and public interest and greater emphasis on scientism or analytical, rational decisionmaking. Finally, a study in 1991 by Wittmer found that public and private employees were significantly different on preferences for higher pay, helping others, and status with the results indicating that the public service ethic accounted for the difference.

My study examines the outcomes of the socialization process across all levels of employment. The previous socialization studies have concentrated on professional and managerial level employment. Both Feldman (1981) and Schein (1979) suggest

that people in particular occupations tend to share certain values and attitudes and there are patterned similarities in the interests of individuals in the same occupation; thus the socialization process is affected by training for the position and by previous experience in the position. Research done by Miller and Wager (1971) indicates that the length and type of educational training impacts the role orientation of professionals while the organizational socialization of these professionals tended to reinforce the roles formed by their educational experience. A study by Nalbandian and Edwards (1983) also finds differences in the values held by management and clinical professionals in the public sector. When comparing Masters of Public Administration graduates to Masters of Social Work graduates it was found that the Masters of Social Work graduates placed less emphasis on management and planning and greater emphasis on empathy.

My research also fills a gap in the literature by examining the relationship between the type of the agency, the size of the agency and the type of the employee and the type of tactics used to socialize new employees. The literature on socialization suggests that the size of the agency is related to the type of tactics used to socialize new employees. Van Mannen and Schein (1979) indicate the most critical process variable is the degree to which newcomers are socialized individually or collectively. Because of the ease, efficiency, and predictability, most large organizations have moved toward collective approaches. If this is true, then the size of an agency probably also affects whether the socialization process is separated from the workplace. Research by Baker and Feldman (1990) found that the size of the

organization played a role in the types of socialization tactics used. One approach to socialization was used when there were a large number of recruits that do routine tasks while another approach is used when there are few recruits, the organization is small in size, and the tasks are technical or professional. Ashforth, Saks, and Lee (1998) found that large organization size is positively associated with institutional socialization. Using a collective approach would indicate that an organization is using more of an institutional approach to socialization that an individual approach.

Public administration literature also indicates that the type of an agency may play a role in the selection of the types of tactics used to socialize new employees. Lowi's (1985) bureaucratic classification system places agencies into groups based on the type of policy that the agency is charged with administering. This typology indicates that there is normally close supervision of employees in redistributive agencies, suggesting that the socialization tactics used in these agencies may help prepare newcomers to work under this close supervision. Regulatory agencies tend to be rule bound according to Lowi's classification of agencies (1985, 86). Those employees that enforce the rules need to be socialized in a like manner, suggesting that these employees may be socialized using tactics to ensure that new employees enforce the rules uniformly.

During the analysis of the interviews with the staff at the agencies researched it became apparent that new management employees were being socialized using different tactics than new staff at the same agency. Because of this finding the

relationship between the type of employee and the type of tactics used by the agency to conduct the socialization process also was examined.

DISSERTATION ORGANIZATION

The purpose of this dissertation is to address a gap in the literature by assessing the relationship between the type of agency, the size of the agency, the employee type and the socializations tactics used by the agency and to assess the relationship between the types of tactics used and the outcomes of the socialization process at state government agencies. This chapter provides a brief overview of the research on socialization of new employees and explains how this research fills a gap in the literature on the socialization of new employees.

Chapter Two reviews relevant literature on organizational culture and the socialization of new employees with emphasis on the tactics approach, since it is used to study socialization in this research.

Chapter Three describes the research approach and the methods used to study the socialization tactics and introduces six dimensions of socialization used in this research. Further, this chapter describes the agencies that participated in the research and the employees that participated in the new employee survey.

Chapter Four describes the socialization process used at each agency based on the interviews with agency officials. The chapter also summarizes the tactics used at state agencies and the desired outcomes of the socialization process.

Chapter Five analyzes the socialization tactics being used at each agency by socialization dimension, agency type, agency size, and employee type. Further, the interview information on the use of tactics at the agency is compared to the new employee survey data.

Chapter Six analyses the relationship between the tactics used to socialize new employees and the outcomes of the socialization process. This analysis also provides a comparison of this study and the research of Jones that this research partially replicates.

Chapter Seven summarizes the findings of this research, provides suggestions for improving the socialization process at state government agencies, and suggests future research on this topic.

CHAPTER 2: LITERATURE REVIEW

This chapter provides an overview of the literature relevant to the study of organizational socialization. The first section reviews the concept of organizational culture as a way of analyzing the behavior of employees in an organization. The second section provides a more detailed review of the portion of the organizational culture literature that deals specifically with organizational socialization.

ORGANIZATIONAL CULTURE

Organizational culture consists of such things as shared assumptions, beliefs, values, perceptions, norms, artifacts, and patterns of behavior. According to Kilmann and others (1985), organizational culture is a social energy that moves people to act. "Culture is to the organization what personality is to the individual—a hidden, yet unifying theme that provides meaning, direction, and mobilization" (p. ix). An organization's culture is the unseen force that is behind organizational activities that can be seen and observed.

Organizational culture also is a way of looking at and thinking about the behavior of people in organizations. Organizational culture is a framework for understanding what is occurring in organizations. When used in this sense, organizational culture refers to a collection of theories that attempt to explain and predict how organizations and the people in them act in different circumstances. Organizational culture is the newest, and perhaps one of the most controversial, of the organization theory perspectives. The organizational culture perspective represents a countercul-

ture within organization theory with assumptions, theories, and approaches that are very different from those of the dominant structural and systems perspectives (Ott, 1989, 3-4).

Assumptions of Organizational Culture

The organizational culture perspective assumes that many organizational behaviors and decisions are predetermined by the patterns of basic assumptions held by members of the organization. These patterns of assumptions continue to exist and influence behaviors because they have repeatedly led to decisions that usually have worked for the organization. With their repeated use, these assumptions slowly drop out of peoples' consciousness but continue to influence organizational decisions and behaviors—even when the environment around the organization changes. The assumptions become the underlying, unquestioned—but basically forgotten—reasons for "the way we do things here." They are basic, pervasive, and totally accepted as the truth by organization members even when the assumptions are no longer appropriate (Ott, 1989, 2-3).

Consequently, no one thinks about or remembers the assumptions because they are totally accepted as "the truth." A strong organizational culture controls organizational behavior. The personal preferences of organizational members are not restrained by systems of formal rules, authority, or by norms of rational behavior, but are controlled by cultural norms, values, beliefs, and assumptions. In order to understand or predict how people in an organization will behave under different

circumstances, one must know what its patterns of basic assumptions are—its organizational culture (Ott, 1989, 2-3).

Every organizational culture is different for several reasons. First, the basic assumptions differ because what has worked repeatedly for one organization does not work for another organization. Second, an organization's culture is shaped by many factors, including the societal culture in which it resides; technology, markets, and competition; and the personality of its founder(s) or dominant early leaders. Some organizations have strong cultures, whereas others have weak cultures. Some organizational cultures are pervasive, whereas others have many subcultures in different geographic or functional areas. The organizational culture perspective is helpful for understanding and predicting a host of holistic organizational phenomena and behaviors involving fundamental changes, employee commitment and loyalty, leadership effectiveness, leadership succession, creativity and innovation, and organizational survival strategies (Ott, l989, 3).

Organizational culture is a relatively new perspective used to examine organizations. The first comprehensive, theoretically based, integrative writings on organizational culture appeared in 1984 and 1985. Products of these two years include Thomas Sergiovanni and John Corbally's *Leadership and Organization Culture* (1984), Edgar Schein's *Organizational Culture and Leadership* (1985), Vijay Sathe's *Culture and Related Corporate Realities* (1985), and Ralph Kilmann's *Gaining Control of the Corporate Culture* (1985). "Total Quality Management"

(TQM) thrust organizational culture onto the front pages of the management and organizational literature in the 1990s.

THE LITERATURE ON ORGANIZATIONAL SOCIALIZATION

A group of works on socialization exists within the literature on organizational culture. Socialization research examines how a newcomer to an organization or to a specific area of an organization learns the culture (subculture) and becomes accepted as a member of the group or how a current member adapts to changes in the organization's culture.

> "Organizational socialization is concerned with the learning content and process by which an individual adjusts to a specific role in an organization or a process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member" (Louis, 1980, 229-230).

Organizational socialization is the primary process by which people adapt to new jobs and roles. While socialization is most important when an individual first takes a job or takes a different job in the same organization, the socialization process goes on throughout an individual's career. As the needs of the organization change, for example, its employees must adapt to those new needs; that is, they must be resocialized (Gibson and Ivancevich, 2000).

Fisher (1986) and Bauer, Morrison and Callister (1998) have conducted two comprehensive reviews of the field of organizational socialization. The current literature on organizational socialization points out the importance of socialization to the organization and the individual. The literature shows that socialization has an

impact on commitment, general satisfaction, adjustment/ability to cope, tenure/intent to quit, job performance, influence, and role orientation.

Studies using various approaches have linked socialization to commitment (Buchanan, 1974a; Louis, Posner, and Powell, 1983; Siehl and Martin, 1984; Meyer and Allen, 1988; Allen and Meyer, 1990a; Ostroff and Kozlowski, 1992; Fullager, et. al. 1994; Mignerey, Rubin and Gorden, 1995; Saks, 1996; Ashforth and Saks, 1996; Ashforth, Saks, and Lee, 1998; Klein and Weaver, 2000; Chow, 2002; Cooper-Thomas and Anderson, 2002; Taormina, 2004). Commitment can be viewed as

> "…a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth. Methodologically commitment consists of three components: (1) identification—adoption as one's own the goals and values of the organization, (2) involvement—psychological immersion or absorption in the activities of one's work role, and (3) loyalty—a feeling of affection for and attachment to the organization" (Buchanan, 1974a, 533).

Commitment has been linked to turnover with employees that are strongly committed less likely to leave the organization (Allen and Meyer, 1990b, 2-3).

Employee satisfaction with their current work has been shown to relate to decreased turnover and absenteeism (Feldman, 1976a). Studies using various approaches to the study of socialization have linked socialization to general satisfaction (Feldman, 1976a; Feldman, 1976b; Louis, Posner, and Powell, 1983; Zahrly and Tosi 1989; Baker and Feldman, 1990; Ostroff and Kozlowski, 1992; Ashforth and Saks, 1996; Saks, 1996; Ashforth, Saks, and Lee, 1998; Taormina, 1998; and 2004; Chow, 2002; Cooper-Thomas and Anderson, 2002).

Adjustment/ability to cope includes the changes that individuals make to adapt to their new roles and their new identity as organization members who encounter role difficulties and ambiguities on the job. Identification, a measure of how much individuals identify themselves with the organization or their position in the organization is included in the adjustment outcome (Ashforth and Saks, 1996). Also included in the adjustment outcome is a measure of how well newcomers handle the stress and anxiety associated with becoming a member of a new organization (Jones, 1986; Nelson, 1987; Zahrly and Tosi 1989; Allen and Meyer, 1990a; Baker and Feldman, 1990; Nelson and Quick, 1991; Ostroff and Kozlowski, 1992; Ashforth and Saks 1996; Saks, 1996; Davey and Arnold, 2000).

The literature also indicates that organizational socialization has an impact on the new employees' tenure/intent to quit, their job performance, their influence in the organization, and the type of role they assume in the organization. Tenure/intent to quit measures the inclination of individuals to seek other work to replace their current positions and their intention to remain with the organization in the future (Ashforth and Saks, 1996; Saks, 1996; and Ashforth, Saks, and Lee, 1998).

Job performance is a measure of how well newcomers are able to carry out the tasks and responsibilities associated with their positions in the organization (Saks, 1996; Reio and Wiswell, 2000; and Chow, 2002). Influence is the perceived amount of influence that individuals have in the organization and the input they have into how they do their job. It has been shown that the impact of influence leads to an increase in the quality and number of creative suggestions made by employees (Feldman,

1976a). Role orientation is an outcome that describes whether individuals have a custodial role in which they accept the status quo and the substantive requirements of the role or tasked assigned or an innovative role orientation where individuals can decide to change the methods used to perform their jobs or even their mission (Jones, 1986; Allen and Meyer, 1990a; Baker and Feldman, 1990 and 1991; Black, 1992; Mignerey, Rubin and Gorden, 1995; Holder, 1996; King and Sethi, 1998; Anakwe and Greenhaus, 1999; Hsing and Hsieh 2003).

Organizational socialization also has an impact on the expectations that the individual has for the organization. These expectations in newcomers tend to become more similar to those of experienced organization members as the newcomers undergo the socialization process (Thomas and Anderson, 1998). Fogarty and Dirsmith (2001) argue that organizations socialize newcomers as a symbolic response to expectations from outsiders. Socialization symbolizes that the organization is committed to structures and processes as an indication to external constituents that the organization is acting in a rational, stable and predictable manner.

APPROACHES TO THE STUDY OF SOCIALIZATION

Scholars have taken four approaches to socialization research: (1) the stage approach, (2) the content approach, (3) the sense making approach, and (4) the tactics approach. The stage approach examines the stages through which newcomers progress. The content approach examines the content of socialization while the sense making approach examines how new hires make sense of their new environment. The

tactics approach examines the various tactics organizations use to facilitate socialization. (Klein and Weaver, 2000, 47-66).

The Stage Approach

The stage approach emphasizes the stages that new employees go through to become part of the organization. Most scholars agree that there are at least 3 stages in the socialization process: (1) anticipatory socialization, (2) accommodation, and (3) role management. Anticipatory socialization involves all those activities the individual undertakes prior to entering the organization or to taking a different job in the same organization. The primary purpose of these activities is to acquire information about the new organization and/or new job. Accommodation occurs after the individual becomes a member of the organization. During this stage, the individual sees the organization and the job for what they actually are. During the role management stage, conflicts arise between the individual's work and home lives and between the individual's work group and other work groups in the organization. Many authors have developed very similar stage socialization models. See, for example, R. T. Pascale's Model (1985); Feldman's Three Stage Model (1976a); Buchanan's Three-Stage Early Career Model (1974a); Porter, Lawler, and Hackman's Three Stage Entry Model (1975); Schein's Three-Stage Socialization Model (1978); Wanous' Integrative Approach to Stages of Socialization (1980); and Stumph and Hartman's Individual Exploration to Organizational Commitment or Withdrawal (1984).

Research using the stage approach has shown that socialization processes affect the general satisfaction of workers and their feelings of influence in the organization. These impacts are important because general satisfaction has been shown to relate to decreased turnover and absenteeism, and the impact on influence leads to an increase in the quality and number of creative suggestions made by employees (Feldman, 1976a; Feldman, 1976b; and Dubinsky, et al 1986). The stage approach also has been used to develop strategies for use in the classroom to make students more aware of the stages they will pass through when they join a new organization (Larson, 1996). Nelson (1987) also has developed a stage model that measures the outcomes of the socialization process with the level of stress experienced by the newcomer.

There are three relatively distinct views of the changes that occur during the organizational socialization process: (1) socialization as the acquisition of a set of appropriate role behaviors, (2) socialization as the development of work skills and abilities, and (3) socialization as adjustment to the work group's norms and values (Feldman, 1981).

During the accommodation stage there can be socialization failures. Employees can: (1) rebel, and reject all values and norms; (2) accept only the pivotal values and norms that are the absolute necessary beliefs in the organizations but reject all the other norms; and (3) conform, and accept all of the organization's values and norms. Organizational members ascribing to professional values can counteract excessive conformity. Professions have their own set of values and norms that can

somewhat offset the pressures organizations bring on their employees to conform (Schein, 1968, 1979).

Content Approach

The second approach in the socialization literature examines the content or what is actually learned during socialization. Previous studies have identified six dimensions of organizational socialization: performance, people, politics, language, organizational goals/values, and history. A study at a large educational institution showed that attending an orientation impacted socialization on organizational goals/values, history and people, but not on language, performance, or politics (Klein and Weaver, 2000). Research also has shown that socialization content areas can account for significant portions of variance in all four criteria of career effectiveness: (1) performance, (2) attitude, (3) adaptability, and (4) identity. The amount of variance explained is greater than the variance accounted for by organizational tenure (Chao, O'Leary-Kelly, Wolf, Klein, and Gardner, 1994).

When Chao's and associates measure of organizational socialization was used as an outcome measure to examine the effect of mentoring, it was found that informal mentorships resulted in more favorable outcomes than either formal mentorships or non-mentored individuals (Chao, Walz, and Gardner, 1992). Taormina also has developed a measure of the content of organizational socialization that explained a significant amount of variance in commitment and satisfaction (2004). This measure has been used to examine the attitudes of employees toward socialization in several Asian countries, to compare the content of organization socialization in the United

States and Hong Kong, and to compare the relative affects of socialization and demographics. The results have shown that, while there are differences in the attitudes toward socialization across several Asian countries, the content areas tested are applicable in both American and Asian cultures and all of the content areas are significant in predicting satisfaction and commitment (Taormina, 1998, 2000). Further, the correlations between the socialization measures and job satisfaction and commitment were higher than the correlations between the demographic measures and the outcome variables (Taormina, 1999). Research by Dose (1997) finds that the socialization process may be able to transmit organizational values that members of a certain culture agree are important better than values that involve what individuals perceive to be important about their work outcomes and work environment.

Sense Making / Individual Approach

The sense making approach examines the role the individual plays in becoming socialized into an organization. This approach implies that the outcomes of socialization are not the direct results of socialization practices but arise from the complex interplay of factors at many levels of analysis (Jones, 1983). This approach also examines the way an individual handles the change, the contrast, and the surprise that occurs to a newcomer. Change requires a newcomer to adjust to the new situation, new role, new professional identity, and new status. Contrasts are the person-specific differences between the old situations and new ones. Surprise is the difference between an individual's anticipations and subsequent experiences in the new organization, either positive or negative (Louis, 1980). A study by Davey and

Arnold (2000) examined the personal change experienced by newcomers and found that while the changes reported were positive or neutral, the subjects in the study had a hard time being consistent when explaining the changes that had occurred. Further, Griffin, Colella and Goparaju (2000) have proposed a model of how organizational socialization tactics interact and impact the pro-active socialization done by the newcomer.

The part that the individual plays in initiating the socialization process primarily by seeking information also is important. It has been found that newcomers engage in a variety of information-seeking behaviors that differ based on the type of information that is needed, and those behaviors have a significant impact on the socialization process (Morrison, 1991, 1993a, 1993b). It also has been discovered that as newcomers spend time getting information from different sources, they establish or join a social support network which can provide newcomers with the necessary support and foundation for the more proactive strategies, such as observation and experimentation, that lead to task mastery (Ostroff, and Kozlowski, 1992).

Research has shown that the extent to which newcomers are involved in work-related activities impacts the socialization of the individual (Bauer and Green, 1994). In a study with implications for the socialization of new employees, Reio and Wiswell (2000) find that an individual's curiosity directly influences the learning associated with the socialization process and indirectly influences job performance. Research in this area suggests that newcomers develop work behaviors by observing

and modeling the behavior of co-workers (Weiss, 1977). Organizational socialization is affected by the network connections that individuals make with others in the organization, especially when those informal systems are based on information flow (Sherman, Smith, and Mansfield, 1986, 51 – 63).

Teresa Holder (1996) examined the process that new female workers in nontraditional occupations use to seek out information and found a connection between the information seeking behavior and role ambiguity and role conflict. Another study that examined the relationship between the new employees experiences at work and organizational commitment over time found that the confirmation of the pre-entry expectations and the opportunity for self-expression were related to commitment (Meyer and Allen, 1988).

A study that looked at critical incidents reported by new employees in hotel administration found that the incidents most frequently involved issues of support, appreciation, being made to feel welcome, and being made to feel a part of the family or team or lack of support, not being appreciated or welcome, and not being made to feel like part of the team. Further, the incidents that happened on the first day were the most important (Young and Lundberg, 1996). In a study that examined the role previous work experience played in adjustment to the organization, the results indicated that previous work experience had little effect on the adjustment to the new organization (Adkins, 1995).

The Tactics Approach

This study follows the tactics approach to the study of socialization by examining the relationship between agency type and size, employee type and tactics used to socialize employees and by also examining the relationship between the tactics and the outcomes of the socialization process. This approach examines the various tactics organizations use to facilitate socialization. The tactics studied in the literature include: 1) dimensions of socialization, 2) orientation programs, 3) job training, 4) relationships with others in the organization, 5) jobs activities, and 6) types of jobs.

The tactics literature includes a group of research that builds upon the socialization dimensions developed by John Van Maanen in the 1970s. Van Maanen proposed that people acquire the social knowledge and skills necessary to assume a particular position in an organization in different ways because people are different and more importantly because the strategies and techniques of people processing are different. Van Maanen originally proposed seven dimensions of the major strategies of people processing. In 1979, Van Maanen and Edgar Schein refined the seven dimensions into six. They hypothesized that six socialization tactics are significant in influencing newcomers' responses: (1) collective/individual, (2) formal/informal, (3) sequential/random, (4) fixed/variable, (5) serial/disjunctive, and (6) investiture/divestiture. Each of these sets is explained below.

The first two types of tactics vary in terms of the contexts in which organizations provide information to newcomers:

(1) Individual/Collective. The most critical process variable is the degree to which newcomers are socialized individually or collectively. Collective processing leads to group cohesion while individual processing leads to less homogeneous views. Socializing all new organization employees in a centralized orientation session is collective socialization. Allowing new employees to be socialized at their workstation is an example of individual socialization. Because of ease, efficiency, and predictability, most large organizations have moved toward collective approaches.

(2) Formal/Informal. Formality is the degree to which the setting in which the socialization process takes place is separated from the work context. The more formal the socialization process the more emphasis is placed on making the recruit a member of the organization while the more informal places the emphasis on playing a specific role. Socializing new employees in a single location at their place of work is a formal type of socialization. Socializing new employees at their workstation is informal socialization.

The next two categorizations of tactics deal with the content of the information given to newcomers via socialization:

(3) Sequential/Random. This is the degree to which the socialization process is a series of discrete and identifiable stages through which a recruit must pass to become an organizational member. A series of socialization training courses in which the new employee has to complete a specific course before they can move on to the next course is a sequential socialization process. If the new recruit is allowed to complete the necessary courses or stages in any order the process is non-sequential.

(4) Fixed/Variable. Fixed socialization has a specified time in which each socialization stage is completed while variable processes have no fixed schedule. Variable processes give management a tool to control others yet can cause confusion since the new employee has no fixed points of reference to judge their progress. Since newcomers progress at different rates variable processes led to a lack of cohesion among group members. Fixed schedules provide reference points for employees to judge their progress. If an organization's socialization program takes one

> week, then this is a fixed schedule. If the socialization program can take from one to three weeks then it is variable socialization.

The last two categorizations of socialization tactics deal with the social or interpersonal aspects in which organizational members may more strongly influence newcomers about the perceptions of the contexts than the objective characteristics of the contexts.

> (5) Serial/Disjunctive. In serial processes, an experienced member of an organization grooms newcomers for similar roles. Continuity and history is maintained. If there is no predecessor or if the training is done by the personnel department for all areas, the process is disjunctive. The recruits are left to their own devices to find their role and this allows for innovation.
>
> (6) Investiture/Divestiture. A divestiture strategy attempts to strip away certain characteristics of a recruit and create new ones. Investiture strategies ratify the characteristics a person brings to the organization. Divestiture strategies are expected to produce similar role results among all newcomers, whereas investiture strategies produce more variable results. If an agency has a socialization program that tries to change a new employees' preconceived notions about a group in society, the agency is using a divestiture strategy. If the socialization attempts to reinforce the beliefs that a person comes to the agency with, then an investiture strategy is being used (Van Maanen and Schein, 1979).

Van Maanen and Schein offered a theoretical explanation of how methods of socialization influence role orientation. Newcomers respond to their roles differently because the socialization tactics used by organizations shape the information newcomers receive. According to their theory, by providing or withholding information in particular ways, organizational incumbents can encourage newcomers to interpret and respond to situations in a predictable manner.

Van Maanen and Schein suggested that different combinations of tactics would result in different role orientations. Collective, formal, sequential, variable, serial, and divestiture tactics produce custodial role orientations in which newcomers accept the status quo and passively accept the substantive requirements of tasks or roles. Individual, informal, random, fixed, disjunctive, and investiture tactics provide newcomers with opportunities to develop differentiated responses and to adopt innovative orientations toward roles in which newcomers may decide to change the methods for performing their roles or even their missions (Van Maanen and Schein, 1979).

A number of works have tested Van Maanen and Schein's theory. These studies have mainly focused on the relationship between the socialization dimensions and role outcomes and commitment in private business. Several studies have also examined the impact of mediating influences while others have used the socialization dimensions on groups other than new employees.

Relationships Between Socialization Dimensions and Role Outcomes. Edgar Schein (1988) contends that organizational leaders need to examine the situation that they are in and socialize their employees to perform their jobs in a way that coincides with the needs of the organization. Baker and Feldman (1991) also discuss the types of tactics that organizations should use depending on the type of corporate strategy and goals and the desired individual response from employees to meet organizational goals. By altering the mix of the socialization tactics used on

newcomers, the organization can produce the types of roles that then can be used to meet corporate goals such as cost reduction, quality improvement, or innovation.

Overall, the research in this area has found that a relatively structured approach to socialization, such as, institutional tactics are associated with custodial orientations, lower role ambiguity and lower role conflict while individual tactics are associated with innovative roles (Jan Zahrly and Henry Tosi 1989; Allen and Meyer, 1990a; Baker and Feldman, 1990; Mignerey, Rubin, and Gorden, 1995; King and Sethi 1998).

Contrary to Van Maanen and Schein's argument, both fixed and investiture tactics, rather than variable and divestiture tactics, are associated with custodial responses and that social dimensions of socialization—investiture and serial processes—are particularly significant in influencing role orientations (Jones, 1986, 273; Allen and Meyer, 1990a). Role orientation is also positively correlated with role conflict and ambiguity. An innovative role results in increasing conflict and ambiguity about the employee's role in the organization (Jones, 1986).

Relationship Between Socialization Dimensions and Commitment. Several studies examine the relationship between Van Maanen and Schein's socialization dimensions and commitment. Most of these studies show that institutionalized socialization is associated with organizational commitment, and organizational identification (Jones 1986; Baker and Feldman, 1990; Mignerey, Rubin, and Gorden, 1995; Ashforth and Saks, 1996) while one study in the field of public accounting

showed that the socialization dimensions were appropriate in the field but were not directly related to commitment (Fogarty, 2000, 13 – 42.).

Relationship Between Other Outcomes. Other studies have used the socialization dimensions to examine relationships with several other types of outcomes. These studies have found relationships between the socialization dimensions and adjustment to the organization, job satisfaction, intention to quit, job involvement, self change, stress symptoms, and work/family conflict (Jan Zahrly and Henry Tosi 1989; Baker and Feldman, 1990; Black and Ashford 1995; Ashforth and Saks, 1996; Fogarty, 2000).

Factors that Mediate the Relationship Between the Socialization Dimensions and the Outcomes. The socialization literature also indicates that there are mediating factors involved in the relationship between the socialization dimensions and the outcomes of this process. Newcomers' levels of self-efficacy mediated the effects of institutionalized tactics on role orientation, anxiety, and stress. (Jones, 1986; Saks, 1993; Saks, 1994). Communication behavior is also a mediating factor. The impact of the newcomer's communication behavior on the outcomes of the socialization show that communication traits, attitudes, and values influence information/feedback–seeking behaviors which then result in lower levels of uncertainty about the new work environment and lower role ambiguity. Those new employees that actively seek information and become critically involved in their role in the organization through an interpersonal exchange with the immediate supervisor are more likely to assume an innovative role (Mignerey, Rubin, and Gorden, 1995).

Cooper-Thomas and Anderson (2002) found that information acquisition mediated the relationship between the socialization tactics and the outcomes of job satisfaction and organizational commitment.

The literature indicates that certain characteristics of the organizations affect the use of the socialization dimensions (Ashforth, Saks, and Lee, 1998). A mechanistic structure, large organization size, and jobs of high motivating potential are positively associated with institutional socialization, which is positively associated with a measure of newcomer adjustment made up of job satisfaction, intention to quit, commitment, and organizational identification.

Socialization in Situations Other Than Work. Two studies use Van Maanen and Schein's socialization dimensions but examine the socialization of persons other than new employees in organizations. In a study that examines the socialization of managers sent to positions in the organization overseas J. Stewart Black (1992) finds that serial and fixed tactics are negatively correlated with role innovation and that collective tactics have a significant positive relationship with role innovation. The second study that examines the socialization into a union found that an informal, individualized socialization process was a strong determinant of the attitude a worker held about the union with this attitude impacting the worker's commitment to the union (Fullagar, et al, 1994).

Other Tactics Approaches. There are additional tactics approach studies that do not use the dimensions of socialization developed by Van Maanen and Schein. This body of research looks instead at the effects of various tactics on socialization.

The tactics studied include: 1) orientation programs, 2) job training, 3) relationships with others in the organization, 4) job activities, and 5) types of jobs. Each is considered next.

Orientation Programs. Several studies have included orientation programs as a tactic used in socialization. These studies indicate that employees attending orientation programs are able to identify organizationally correct morals, are more socialized on organizational goals/values, history, and people, and have higher levels of commitment (Siehl and Martin, 1984; Klein and Weaver, 2000). These studies also indicate that while orientation sessions are one of the most common socialization practices, their impact on outcomes was limited to include learning the language, performance, and politics socialization content dimensions (Louis, Posner, and Powell 1983; Klein and Weaver, 2000).

Job Training. Several studies examined job training as a tactic used in socialization. These studies indicate that job training is one of the most common socialization practices and that newcomers perceive a greater amount of training during socialization as increasingly helpful, and their perceptions of the amount and helpfulness of the training they receive are related to work outcomes including job satisfaction, organizational commitment, intention to quit, ability to cope, reduction in anxiety/psychological symptoms, positive adjustment to the organization and job performance but these impacts tend to be limited (Louis, Posner, and Powell 1983; Nelson and Quick, 1991; Saks 1996; Anakwe and Greenhaus 1999)

Relationships. Two studies examined the impact of different types of relationships in socialization. Increased levels of commitment, job satisfaction, and tenure are associated with relationships involving other new employees, senior coworkers, mentors, supervisors, and daily interaction with peers. Interaction with peers and the relationship with the supervisor are the most important factor in helping newcomers feel effective (Louis, Posner, and Powell, 1983). Anakwe and Greenhaus (1999) found that the relationship with coworkers and experienced colleagues was associated with effective socialization related to task mastery, functioning within the work group, knowledge and acceptance of organization's culture, personal learning, and role clarity.

Job Activities. Studies have also examined the impact of different types of activities in the socialization process. Social/recreational activities, and business trips are correlated with commitment, job satisfaction, tenure intention, decreased psychological symptoms and positive adjustment to the organization (Louis, Posner, and Powell, 1983; Nelson and Quick, 1991).

Types of Jobs. Finally, an organization can standardize jobs by analyzing them and ascribing certain specific ordered steps and procedures on how to best do the job. A study of nurses indicated that there was a positive correlation between job standardization and task mastery, role clarity, acculturation, and social integration (Hsiung and Hsieh, 2003). The tactic of assigning new managers demanding jobs has been shown to lead to better performance and more success than new managers given less demanding initial assignments (Berlew and Hall, 1966). Further, a study of

managers in Asia revealed that perceived organizational support, developmental experience, and person – organization fit are related to career satisfaction, performance, career success, and commitment (Chow, 2002).

CHAPTER 3: RESEARCH APPROACH AND METHODOLOGY

RESEARCH QUESTIONS AND APPROACH

To contribute to the literature on the socialization of new employees four questions must be addressed:

1. What types of socialization tactics are used by state government agencies?
2. Do the tactics differ based on agency type, agency size or employee type?
3. What are the outcomes of the tactics used on new employees at state agencies using different mixes of tactics?
4. What can be done to improve the socialization process at state government agencies?

To answer these questions, I interviewed agency officials and surveyed new employees at several state agencies in Oklahoma. Van Maanen and Schein's (1979) six dimensions of socialization; collective/individual, formal/informal, sequential/random, fixed/variable, serial/disjunctive, and investiture/divestiture guided the interviews and the survey. The results of the interviews and surveys are descriptive and explanatory.

Agencies at the state government level were analyzed because they are responsible for a wide range of governmental functions including education, transportation, social services, public health, public safety, employment and economic development, natural resources, recreation, criminal justice, public corporations, and regulation (Johnson 1992, 53-56). During the 1980s and the 1990s, these responsibilities increased with a movement that sought to shift the cost and authority to govern from the federal to the state and local levels. Increased party competition resulting in divided government and gridlock at the national level also has forced the

states to take a more prominent role in dealing with policy problems, with substantial autonomy reintroduced into some areas of public policy.

THREATS TO VALIDITY

In this type of research, there is a concern about external validity. First, the research was restricted to a narrow sample of Oklahoma state agencies. Only six agencies in the State of Oklahoma participated in the research. Only two of Lowi's (1985) agency types, redistribution and regulatory, participated. No agencies that have a main mission that categorizes them as distributive or constituent participated. Only agencies with approximately 500 to 2000 total employees were included in the research. All of the small state agencies and the largest agencies were excluded.

Since the agencies that participated represent only a few of the agencies in state government, they do not represent the whole population of agencies in Oklahoma. Because of this, the ability to generalize to all agencies in the State of Oklahoma is limited. Testing the results of the research on a more diverse sample of Oklahoma agencies in the future will increase the ability to generalize the results.

Further, since the agencies that participated in the research are part of the state government in a single state they do not represent the whole population of agencies in every state. Because of this, the ability to generalize to agencies in all states is limited. The results of the research can be tested on a more diverse sample in the future to increase the ability to generalize the results.

Another threat to the validity of the research is the low number of survey responses. The overall rate of return was 21.22 percent and the useable survey response rate was 18.91 percent. The survey was a replication of the survey done by Jones (1986) of M.B.A. graduates in the private sector. His response rate was 36 percent. Because the response rate was low in the current study, there is a question of who did not respond and how they differ from those that returned the survey. The survey data show that 67 percent of the respondents had at least a bachelor's degree. Since the survey was sent to all new employees at the selected state agencies it appears that the people hired into positions that require less formal education, such as direct client care of special populations, did not complete and return their surveys. This is further supported by the fact that two of the agencies that work with special populations had the lowest response rates (ODMHSAS 17 percent, OJA 17 percent) while the agency that mainly has professional employees, DEQ, had a response rate of 42 percent.

There also were a low number of surveys returned by new employees in positions that would be classified as management (executive management, facility management, legal, financial, purchasing, research, operations, performance improvement, information systems, information technology, computer support, contracts, public relations). Since the information from the Office of Personnel Management used to select the new employees invited to participate in the survey did not classify them as management or staff there is no way to determine if a lower percentage of management returned a survey as compared to staff. Only 23

management employees returned the survey. This low number of surveys limited the types and usefulness of the statistics when the data were analyzed for this subset of employees.

The research design could also lead to problems with internal validity. While there are several possible internal validity problems, the main internal threat in this study is experimental mortality. Some of the agencies that participated in the study had certain positions in which there is a significant turnover rate among new employees. Because of this, some new employees were not surveyed because they left the agency before the research was conducted. It is possible that there was a material difference between these new employees and the ones that actually participated in the survey.

It should also be noted that the researcher has first hand knowledge of the socialization process in agencies in Oklahoma state government. The researcher has participated in the orientation / socialization program at two state agencies and is currently employed in Oklahoma state government. Because of current employment, anonymity was granted to all subjects to minimize any reluctance to answer on the part of the subjects.

CASE SELECTION

Several criteria were established to select the agencies included in the study. First, only executive branch government agencies were selected for the study. Non-executive branch agencies like the House and Senate staff, the District Attorney's

Council, and the Supreme Court do not represent typical bureaucratic agencies and were excluded. Second, originally, only midsize agencies were selected for inclusion in the research. Agencies from approximately 500 to 1500 employees were classified as midsize. This size of agency was selected based on a review of the personnel hired at agencies in the fall of 2001 indicating that there were enough new hires at these agencies in the past year to be able to statistically analyze the data. Small agencies did not have enough new hires to be able to protect the anonymity of the participants. The largest of the state agencies in Oklahoma were not to be included because this would have reduced the number and types of agencies in the study.

Originally, eight midsize agencies with between 530 and 1400 employees were selected for the study. The size of the agency was based on the total number of employees at the agency. The agencies originally selected were: the Oklahoma Office of Juvenile Affairs, the Oklahoma Employment Security Commission, the Oklahoma Department of Environmental Quality, the Oklahoma Department of Rehabilitation Services, the Oklahoma State Tax Commission, the Oklahoma Department of Public Safety, the Oklahoma Department of Tourism, and the Oklahoma Department of Veterans Affairs.

Several of these agencies were unable or refused to participate in the survey. The Oklahoma State Tax Commission had only two new employees in the previous year. The Oklahoma Department of Tourism was contacted and was willing to participate but was undergoing a downsizing that left the agency with very few new employees; consequently, this agency was not included in the research. The

Oklahoma Department of Rehabilitation Services refused to participate. To replace these agencies, the researcher contacted the Office of Personnel Management (OPM). It was confirmed that the agencies that were smaller in size (based on full time employees) than the ones originally selected did not have sufficient numbers of new employees to participate in the survey and maintain anonymity. These agencies included the Oklahoma Department of Agriculture, the Oklahoma State Department of Education, and the Oklahoma Corporation Commission. Because of this, two larger agencies, the Oklahoma Department of Mental Health and Substance Abuse Services and the Oklahoma Department of Health were selected and the names of new employees were obtained from OPM. The Oklahoma Department of Mental Health and Substance Abuse Services participated in the research. The Oklahoma Department of Health was contacted multiple times about participating but neither the Director of Human Resources nor the Deputy Commissioner for Administrative Services would give a definitive answer to the researcher about participating; therefore, this agency was not included in the study.

The agencies participating in the research ranged from 558 to 1865 employees (Table 3.1).

Table 3.1 Agencies That Participated in the Research by Number of Total Employees

Large Agency	Total Employees
Department of Mental Health and Substance Abuse Services	1865
Large Midsize Agencies	
Department of Public Safety	1497
Veterans Affairs	1477
Office of Juvenile Affairs	1112
Small Midsize Agencies	
Employment Securities Commission	754
Department of Environmental Quality	558

Note: Total Employees from Office of Personnel Management Annual Report 2002, 99–100.

State agencies also can be classified into groups based on the type of policy that the agency is charged with administering. Theodore Lowi (1985) developed a bureaucratic classification system that classifies agencies based on four policy types: distributive, redistributive, regulatory, and constituent. Regulatory agencies are responsible for implementing the control policies of the government, formulating and implementing rules imposing obligations on individuals, and punishing nonconformance. Distributive agencies are almost the opposite of regulatory agencies in mission. While distributive agencies work directly on individuals, the relationship is one of patron and client rather than controller and controlled. These agencies exist to promote the well being of their clientele. Redistributive agencies manipulate the allocation of wealth or rights among groups in society. Constituent agencies concentrate on boundary and jurisdictional issues rather than functional

issues (Newman, 1995, 144-146). No constituent agencies were included in the study.

Using Lowi's bureaucratic classification system, the original agencies selected for the study included agencies of all three of the main types. Due to selection problems, three of the agencies are redistributive agencies while three of the agencies are regulatory agencies (Table 3.2).

Table 3.2 Agencies That Participated in the Research by Agency Type

Agency	Agency Type
Office of Juvenile Affairs	Regulatory
Department of Environmental Quality	Regulatory
Employment Securities Commission	Redistributive
Department of Public Safety	Regulatory
Veterans Affairs	Redistributive
Department of Mental Health and Substance Abuse Services	Redistributive

Descriptions of the Agencies That Participated in the Study

The Oklahoma Office of Juvenile Affairs (OJA) is the state agency responsible for providing professional prevention, education, and treatment services as well as secure facilities for juveniles in order to promote public safety and reduce juvenile delinquency. OJA provides programs and services to juveniles involved in the juvenile justice system. OJA's Department of Juvenile Justice is responsible for serving as the state planning and coordinating agency for statewide juvenile justice and delinquency prevention services; providing court intake, probation, and parole for delinquent children; and engaging in juvenile justice and delinquency prevention

activities relating to the provisions of the Oklahoma Juvenile Code (Office of Juvenile Affairs Website, http://www.oja.state.ok.us/).

The Oklahoma Department of Environmental Quality (DEQ) works to eliminate the effects of unintended consequences of historic development, to prevent new adverse environmental impacts, and to provide input into national decision making.

The Air Quality Division of the department implements the state and federal Clean Air Acts. The Water Quality Division maintains clean water for Oklahoma. The Land Protection Division inspects and permits hazardous waste and solid waste treatment, and restores contaminated land to safe and useful conditions. The Customer Services Division provides support through the State Environmental Laboratory and the Customer Assistance Program. The Environmental Complaints and Local Services Division is responsible for bringing the environmental programs of the DEQ to the local level by providing regulatory inspections as well as technical assistance for all facilities having a DEQ permit and by responding to all citizen complaints regarding environmental pollution. (Department of Environmental Quality Website, http://www.deq.state.ok.us/pdf/DEQvalues04.pdf).

The Oklahoma Employment Security Commission (OESC) strives to provide employment security and, in so doing, promote the economic well being of the State of Oklahoma. The agency's offices provide testing, counseling, and placement services for job seekers; solicit job orders from employers; refer applicants to jobs; provide computerized job banks for job information; and provide special

services for veterans and disabled veterans, including job development, counseling and placement. OESC also collects unemployment insurance taxes from Oklahoma employers to finance payment of unemployment benefits to jobless workers while making rigorous efforts to locate suitable employment opportunities and /or provide reemployment assistance so those individuals receiving unemployment benefits may reenter the workforce as quickly as possible.

The agency is also responsible for collecting, analyzing, and disseminating a wide array of socio-economic data and has the administrative responsibility for providing administrative funds used to respond to changes in the economy, prepare workers to meet the needs of the labor market, provide key labor market information, and help businesses with the resources to remain globally competitive (The Oklahoma Employment Security Commission Website, http://www.oesc.state.ok.us/about-OESC.shtm).

The Oklahoma Department of Public Safety (DPS) is a multi-service safety and law enforcement organization. Both civilian and uniformed employees occupy a wide variety of roles in many geographic locations throughout the state. The department is responsible for policing all state roads and highways as well as lake and river shorelines throughout the state. The DPS is responsible for the licensing of all motor vehicle operators as well as maintaining the active driving record of the approximately 2.3 million driver license holders. The agency also promotes safety on the State's highways through education, enforcement, and engineering projects (Department of Public Safety Website, http://www.dps.state.ok.us/).

The Oklahoma Department of Veterans Affairs (ODVA) provides a range of services to veterans and their dependents including: nursing, domiciliary care, financial assistance in emergencies, education accrediting, and field service counseling in the filing of claims. The agency maintains seven veterans centers statewide where a large number of Oklahoma war veterans are receiving quality specialized care. It is the purpose in all of the centers to provide a comprehensive healthcare facility and a planned activity program geared to the needs of the veteran (Department of Veterans Affairs Website, http://www.odva.state.ok.us/).

The Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) promotes healthy communities and the well being of all Oklahomans by delivering services in the areas of mental health, substance abuse, domestic violence, and sexual assault. ODMHSAS provides services through a statewide network of programs to nearly 100,000 clients annually.

For individuals with mental illness, ODMHSAS supports a continuum of programs from community-based treatment and case management to acute inpatient care. Programs for individuals dependent on alcohol or other drugs range from outpatient counseling to extended residential treatment. Community-based programs for victims of domestic violence or sexual assault provide safe shelter, advocacy, and other services through contracts with more than two-dozen locally operated community programs. The department also actively supports prevention programs to reduce the occurrence of substance abuse, violence, and other harmful behaviors

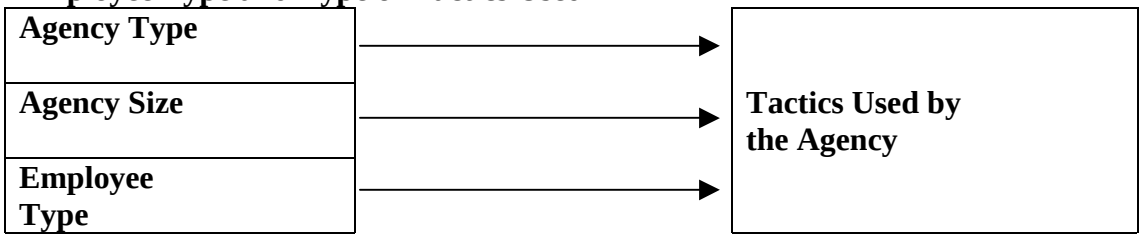
among young people (Oklahoma Department of Mental Health and Substance Abuse Services Website, http://www.odmhsas.org/agencyoverview.htm).

All new employees that had been on the job at least one month in the selected Oklahoma state government agencies were surveyed to determine the tactics used for their socialization and for the outcomes of the socialization. The new employees surveyed had been employed at the agency within the past fifteen months. Employees at all levels of the organization and in all occupational types were included in the surveys.

RELATIONSHIPS EXAMINED IN THIS RESEARCH

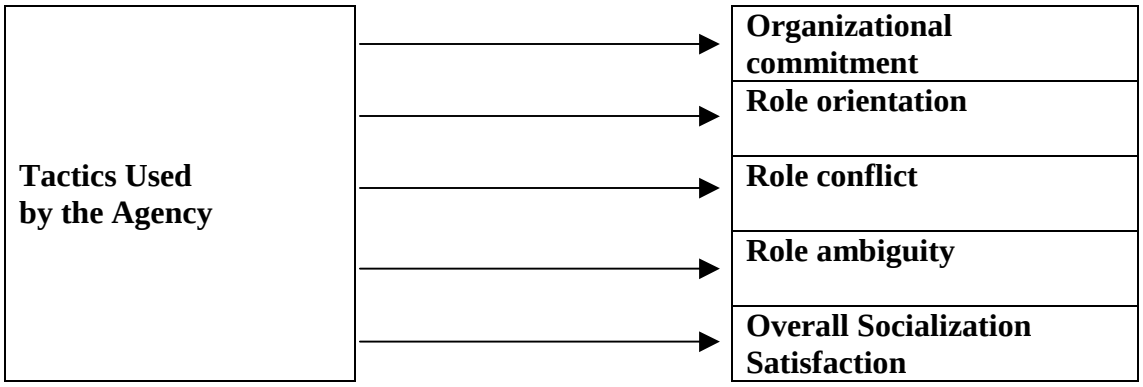
Two relationships are examined in this research. First, the relationship between the agency type, the agency size, and the employee type and the type of tactics used by the agency is examined.

Figure 3.1 Relationship Between Agency Type, Agency Size, and Employee Type and Type of Tactics Used



Second, the relationship between the type of tactics used by the agency and the outcomes of the socialization process is examined.

Figure 3.2 Relationship Between the Type of Tactics Used and the Outcomes of the Socialization Process



This study was guided by previous research of John Van Maanen and Edgar Schein (1979) and modified by Gareth R. Jones (1986). Van Maanen (1978) proposed that people acquire the social knowledge and skills necessary to assume a particular position in an organization. The strategies and techniques of people processing differ from organization to organization. Newcomers respond to their roles in the organization differently based on the socialization tactics used by organizations to shape the information newcomers receive in different ways. By giving information, withholding information, or providing information in particular ways, organizational incumbents can encourage newcomers to interpret and respond to situations in a predictable manner.

According to Van Maanen and Schein, (1979) collective, formal, sequential, variable, serial, and divestiture tactics produce custodial role orientations in which newcomers accept the status quo and passively accept the substantive requirements of tasks or roles. Individual, informal, non-sequential, fixed, disjunctive, and investiture tactics provide newcomers with opportunities to develop differentiated responses and

to adopt innovative orientations toward roles where newcomers may decide to change their methods for performing their roles or even their missions.

Gareth R. Jones modified Van Maanen and Schein's theory in 1986. Jones' research showed that contrary to Van Maanen and Schein's argument, both fixed and investiture tactics, rather than variable and divestiture tactics, are associated with custodial responses.

THE RELATIONSHIP BETWEEN THE AGENCY TYPE, THE AGENCY SIZE, AND THE EMPLOYEE TYPE AND THE TYPE OF TACTICS USED BY THE AGENCY

My research fills a gap in the literature by examining the relationship between the type of the agency, the size of the agency and the type of the employee and the type of tactics used to socialize new employees.

Variables in the First Relationship

Dependent Variables. The dependent variables in the relationship between agency type, agency size, employee type and the type of tactics used by the agency are the six socialization dimensions from Van Maanen and Schein (a detailed discussion of the dimensions of socialization is on pages 46 to 47 in Chapter 2).

Dimensions of Socialization Tactics From Van Maanen and Schein

(1) Collective/Individual
(2) Formal/Informal
(3) Sequential/Random
(4) Fixed/Variable
(5) Serial/Disjunctive
(6) Investiture/Divestiture

Independent Variables. The independent variables in the first relationship are measures of agency type, agency size, and employee type.

(1) Agency Type
(2) Agency Size
(3) Employee Type

(1) The first independent variable classifies the type of agency according to Lowi's (1985) bureaucratic classification system. The agencies included in this study fall into the redistributive or the regulatory classification.

(2) The participating agencies were classified according to the total number of workers employed by the agency. One large, two large midsize and two small midsize agencies participated in the research.

(3) The employees at the agencies were classified into management and staff based on the type of the position that they indicated on the new employee survey.

Hypotheses

The first relationship between the agency type, agency size, employee type and the type of tactics used by the agency to socialize new employees yields five hypotheses. The literature on socialization suggests that the size of the agency is related to the type of tactics used to socialize new employees and that the larger the size of the organization the more likely it is to use institutional socialization tactics (Van Mannen and Schein 1979; Baker and Feldman 1990; and Ashforth, Saks, and Lee 1998).

Hypothesis 1: As the size of the agency increases the scores on the socialization dimensions will move toward the institutional end of the continuum.

The public administration literature also indicates that the type of an agency measured by Lowi's (1985) bureaucratic classification system plays a role in the selection of the types of tactics used to socialize new employees. Lowi's classification system indicates that there is normally close supervision of employees in redistributive agencies. To help prepare newcomers for this, agencies might be expected to socialize employees using their supervisors to perform the socialization of new employees.

> Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.

Regulatory agencies tend to be rule bound according to Lowi's classification of agencies (1985, 86). This indicates that these employees may be socialized using tactics to ensure that new employees enforce the rules uniformly. To accomplish this it would be expected that those employees that enforce the rules are socialized together, in a formal session before they begin to actually perform the work, in a series of identifiable stages that takes a specified period of time, where the new employee learns from an experienced member of agency, and where preconceived notions of how the rules should be enforced are replaced by the agencies policies about enforcing the rules.

> Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.

The socialization literature indicates that there is a relationship between the tactics used to socialize new employees and the type of role that they play in the organization (Van Maanen and Schein, 1979). Since management and staff play different roles in organizations, different tactics may be used to socialize employees in different positions.

> Hypothesis 4: New management employees will be socialized using individualized tactics.
>
> Hypothesis 5: New staff employees will be socialized using institutional tactics.

THE RELATIONSHIP BETWEEN THE TYPE OF TACTICS USED BY THE AGENCY AND THE OUTCOMES OF THE SOCIALIZATION PROCESS

This research fills a gap in the literature by examining the relationship between the type of tactics used to socialize new employees and the outcomes of the socialization process in the public sector. This research fills another gap in the literature by examining this relationship across all levels of employment.

Variables in the Second Relationship

Dependent Variables. The dependent variables in the second relationship between the type of tactics used by the agency and the outcome of the socialization process will be measured in five ways:

(1) Organizational commitment
(2) Role orientation
(3) Role conflict
(4) Role ambiguity
(5) Overall socialization satisfaction

(1) The first outcome measure seeks to determine the level of commitment the new employee has for his or her organization. Commitment is-"a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth. Methodologically commitment consists of three components. These are (a) identification-adoption, as one's own the goals and values of the organization, (b) involvement-psychological immersion or absorption in the activities of one's work role, and (c) loyalty-a feeling of affection for and attachment to the organization" (Buchanan, 1974a, 533).

(2) Role orientation is a measure of whether the individual plays a role in which he or she accepts the status quo and the substantive requirements of the role or tasks assigned or if he or she can decide to change the methods used to perform his or her jobs or even his or her mission (Jones, 1986, 262-279).

(3) Role Conflict is a measure of the congruency – incongruency in the requirement of the role. Incongruency may result in conflict between the person's internal values and the defined role behavior, conflict between resources of the person and the defined role behavior, conflict between several roles for the same person that are incompatible, and conflicting organizational demands (Rizzo et al, 1970, 155).

(4) Role Ambiguity is a measure of the predictability of the outcome or responses to one's behavior and the clarity of behavioral requirements that serve to guide behavior. The behavioral requirements are often inputs from the environment that provide knowledge that the behavior is appropriate (Rizzo et al, 1970, 155-156).

(5) Overall Socialization Satisfaction is a measure of how satisfied the new employee is with their socialization into the culture of their organization.

Independent Variables. The independent variables in the second relationship are seven variables that include the six dimensions of socialization tactics and the public service motivation variable that measure the variation of socialization

tactics and the new employee's motivation to serve the public (a detailed discussion of the dimensions of socialization is available on pages 46 to 47 in Chapter 2).

Dimensions of Socialization Tactics From Van Maanen and Schein

(1) Collective/Individual
(2) Formal/Informal
(3) Sequential/Random
(4) Fixed/Variable
(5) Serial/Disjunctive
(6) Investiture/Divestiture
(7) Public Service Motivation

Hypotheses

The assumptions and the hypotheses of the second phase of the research are taken from the research done by Jones in 1986 since the current research is a partial replication. Van Maanen and Schein (1979) theorized that collective, formal, sequential, variable, serial, and divestiture tactics led to custodial role orientations. While individual, informal, random, fixed, disjunctive, and investiture tactics resulted in innovative role orientations. Jones classified these tactics into two categories: (1) institutionalized and (2) individualized.

Figure 3.3 Jones' Classification of Socialization Tactics

Tactics concerned mainly with:	Institutionalized	Individualized
Context	Collective Formal	Individual Informal
Content	Sequential Fixed [a]	Random Variable
Social Aspects	Serial Investiture [a]	Disjunctive Divestiture

Table based on effects theorized by Jones (1986, 263).
a Indicates reverse of effects hypothesized by Van Maanen and Schein.

Further, Jones reversed the effects of two of Van Maanen and Schein's dimensions. Jones theorized that fixed and investiture tactics would lead to custodial roles and variable and divestiture tactics would lead to innovative roles.

By partially replicating the Jones study, three hypotheses will be tested.

Hypothesis 1: Institutionalized socialization tactics will produce custodial role orientations, and individualized tactics will produce innovative role orientations.

Other outcomes of importance in socialization concern levels of role ambiguity and role conflict, and commitment. These outcomes generally describe newcomers' personal adjustments to organizations.

> Hypothesis 2: Institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment.

It is likely that certain tactics will have more effect than others because information is provided in different ways. Since investiture and serial tactics provide social cues and facilitation that is necessary during the learning process, especially in situations in which role learning is complex or the information is ambiguous, these tactics should have greater effects on newcomers (Jones 1986, 266).

> Hypothesis 3: Investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.

Finally, it is possible that employee commitment to the organizations is affected by the extent to which their jobs provide an opportunity for meaningful public service (Rainey, 1982; Carnevale, 1988). Employees who possess a strong public service motivation will have more commitment to their organizations if their jobs allow them to engage in public service.

> Hypothesis 4: There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

While this research partially replicates the study done by Jones, it differs from that research in several ways. First, this study examines socialization in the public sector, whereas Jones focused his study in the private sector. There are differences

between the public and private sectors as noted in the section on gaps in the literature. Second, Jones selected his respondents from M.B.A. graduates at a major university. These graduates joined organizations in positions similar to their functional specializations such as finance, marketing, and other business positions (Jones 1986, 267-268). This research surveyed new employees from all levels at the selected state agencies. Third, the current study omits several of the variables that Jones included in his study. Jones included a measure of self-efficacy in his study. He found that self-efficacy mediated the effects of socialization on role orientation. Self-efficacy is omitted in the current study since there is no reason to believe that there would be any new findings to alter Jones' results. Jones also included several outcome variables. The current study only examines the outcome variables associated with the role that a new employee plays in the organization (role orientation, role conflict, role ambiguity) and organizational commitment. The role variables were selected for this study since Van Maanen and Schein's theory about the dimensions of socialization is aimed at the role that the new employee plays in the organization. Jones also included several correlated measures of the outcomes of socialization. This study will only include organizational commitment from Jones' group of outcome variables since the literature indicates the socialization process often impacts this variable.

The current study includes two variables that do not appear in the Jones study. The current study includes a variable that measures public service motivation. Rainey (1982) suggests that employees may assess organizational experiences, in part, as to whether or not their jobs allow them to serve others. The public service

motivation variable included in the current study was developed by Carnevale (1988, 151). The current study also includes an overall socialization satisfaction variable that measures how the new employee feels about his or her socialization to the new organization.

The second part of the analysis partially replicated the analysis Jones used in his study (1986). Factor analysis was performed to investigate the relationships between the six socialization tactics to see if they were measuring six separate concepts as theorized by Van Maanen and Schein (1979). A factor analysis also was run on the items composing the role orientation, the role conflict, and the role ambiguity scales to ensure that role orientation was conceptually and empirically independent of role conflict and role ambiguity. Further, the intercorrelations among all of the variables were checked along with the reliabilities of the scales formed by the individual questions on the new employee survey. The intercorrelations are shown in Table 6.17.

To investigate the relationship between the dependent variables and the six independent variables, canonical correlation analysis was performed as done in the Jones study (1986). In addition to the canonical correlation analysis, a series of regressions were performed. A separate regression equation was run for each of the dependent variables on the six independent variables. These regressions were used to discover which tactics have the most impact on the outcomes.

DATA SOURCES AND COLLECTION PROCEDURES

I collected data by interviewing officials and by surveying new employees at state government agencies in Oklahoma. The interviews with agency officials lasted approximately 45 minutes and consisted of questions designed to determine what type of tactics were being used by their agencies to socialize their new employees. The open-ended interview questions are found in Appendix A**.** The survey of new employees was designed to take approximately 15 minutes to complete. The survey partially replicated the survey given by Jones (1986). The cover letter inviting new employees to participate in the research is reproduced in Appendix B. The survey questions grouped by the variables that they measured are listed in Appendix C. The New Employee Survey can be found in Appendix D.

Agency Staff Interviews

To answer the question of what types of socialization tactics are being used by state government agencies, each agency was contacted and an interview was arranged with the official in the agency that would be best able to answer questions about the agency's socialization process. In most cases, the person interviewed was the director of personnel. At the Office of Juvenile Affairs, two members of the training staff that are in charge of training the field staff for the department were interviewed. These employees were not able to answer some of the questions. Because of this, the Director of Personnel was also interviewed. At the Department of Mental Health and Substance Abuse Services, the Director of Human Resource Development was interviewed on the advice of the Department's Director of

Personnel. All of the interviews were conducted face-to-face except for the interview with the Personnel Director at the Department of Veterans Affairs. This interview was conducted through e-mail at the Personnel Director's request.

The interviews were conducted at approximately the same time that the new employees were being surveyed, except for the interview with the Director of Human Resource Development at the Department of Mental Health and Substance Abuse Services, which was conducted several months after the employees were surveyed due to time constraints. The interviews were conducted over a period from May 2003 to January 2004. Before the interviews started, each participant was informed that the interview was voluntary and was asked to sign a consent form. All of the participants in the interviews signed the consent form. The interviews were conducted at the interviewee's agency during normal work hours.

Each interview consisted of seven questions. These questions are found in Appendix A. The questions were open ended and were designed to determine what the agency does to socialize new employees and why they use these tactics to socialize new employees into their organization. One question was used to try to determine what type of role (custodial or innovative) the agency wants their employees to play in the organization. The questions also were used to solicit an opinion from agency officials as to how well they think the organization is doing in socializing new employees.

New Employee Survey

The Oklahoma Office of Personnel Management (OPM) was contacted for help in determining which employees were new to their agencies. OPM staff were able to supply lists of new employees at selected state agencies. Originally, lists of new employees at the Oklahoma Office of Juvenile Affairs, the Oklahoma Employment Security Commission, the Oklahoma Department of Environmental Quality, the Oklahoma Department of Rehabilitation Services, the Oklahoma State Tax Commission, the Oklahoma Department of Public Safety, the Oklahoma Department of Tourism, and the Oklahoma Department of Veterans Affairs were requested. In most cases, OPM supplied the new employees in two classes, classified and unclassified. Classified employees are hired based on merit determined by qualifications and testing and are protected from removal by merit rules. Unclassified employees are hired based on qualifications and are not as protected from removal. For the Department of Veterans Affairs, OPM also supplied new employees hired outside the classification system based on the professional license that they hold and a need to expedite their appointment. OPM also supplied a list of resignations from each agency so that any new employees could be eliminated.

A survey was developed to measure the independent and dependent variables in the study and partially replicates the survey used by Jones (1986). The new employee survey took approximately 15 minutes to complete and all subjects were granted anonymity. A web-based survey was developed to collect the new employee data. New employees were contacted using either an e-mail address supplied by their

agency or through interagency mail. The invitation to participate in the study included the informed consent statement. By completing and submitting the survey the respondent agreed to participate in the research.

The survey was a form created with Microsoft FrontPage placed on an unlinked page on a website owned by the researcher. Since the survey was unlinked to any other pages, only those new employees with the correct Universal Resource Locator (URL) could access the page. The introduction to the survey included an invitation to participate in the research, a statement dealing with anonymity, and contact numbers and addresses for more information about the research (Appendix D) followed by the survey questions. Each question had the range of answers displayed underneath the question with buttons beside each answer. Participants were instructed to answer each question. It was only possible to mark one answer per question.

The survey first asked questions about the professional background of the employees surveyed. The survey questions next measured the six socialization dimensions and the outcome variables of role orientation, role conflict, role ambiguity, and commitment. These variables were measured using the same scales used by Jones (1986). Role orientation was measured on a 5-item Likert-type scale using a 1-7 response format ranging from "strongly disagree" to "strongly agree." A high score on this measure indicates an innovative role orientation in which a new employee attempts to alter the purpose of the role, the procedures for performing the

role, or both. A low score indicates a custodial orientation in which a new employee accepts the prescribed limits of a role.

Scales developed by Rizzo, House, and Lirtzman (1970) were used to measure role conflict and role ambiguity. Jones' modifications of the scale by Porter, Steers, Mowday, and Boulian (1974) were used to measure commitment. Public service motivation and overall socialization satisfaction also were measured on a 5-item Likert-type scale using a 1-7 response format ranging from "strongly disagree" to "strongly agree." A high score on these measures indicates either high level of public service motivation or high socialization satisfaction. The final questions on the survey asked about the demographic characteristics of the respondents. A sample of the new employee survey questions grouped by variable can be found in Appendix C.

Once a new employee had completed the survey, he or she was asked to submit their answers by clicking a button at the bottom of the survey. When the survey was submitted, the new employee was taken to a web page that thanked him or her for participating and restated the anonymity of the survey and the contact information. The answers from the submission were saved as a text file on the website server. The researcher checked the website daily while the survey was being conducted and downloaded the data to his personal computer. After the data were saved and backed-up, it was deleted from the website server.

The data collection was done from April to September 2003. This was done to make sure that the online survey was not over taxed by having too many surveys

submitted at one time. The first agency contacted was the Oklahoma Office of Juvenile Affairs. This agency served as a pilot agency for the study. While working with this agency, it was discovered that the agency employees that worked at the juvenile facilities had no e-mail and no access to the Internet. Thus, paper surveys were prepared and distributed through interagency mail to the identified new employees. The paper surveys were formatted to match the web-based survey in appearance. The paper surveys were returned directly to the researcher through the U.S. Mail to his address at the University of Oklahoma. The answers to the paper surveys were entered into the website server by the researcher.

Of the six agencies studied four, the Oklahoma Employment Security Commission, the Oklahoma Department of Environmental Quality, and the Oklahoma Department of Mental Health and Substance Abuse Services used the web-based survey exclusively. The Oklahoma Office of Juvenile Affairs and the Oklahoma Department of Public Safety used a combination of on-line and paper surveys. The Oklahoma Department of Veterans Affairs used paper surveys exclusively. The Oklahoma Department of Environmental Quality was surveyed next followed by the Oklahoma Employment Security Commission. Research was next conducted on the Oklahoma Department of Mental Health and Substance Abuse Services followed by the Oklahoma Department of Public Safety and the Oklahoma Department of Veterans Affairs.

While working with the agencies, it was discovered that if a classified employee took an appointment as an unclassified employee, they would appear on the

researcher's list even though they may have been a long-term employee at the agency. The researcher worked with the agency's personnel departments to remove these employees from those that received surveys. In some cases, long-term employees received surveys. They either contacted the researcher to determine if they should complete the survey or they completed the survey but indicated that they had worked at the agency more than the specified time period and were not truly new employees. The responses of long-term employees were excluded from the data analysis. Invitations to participate in the survey were extended to four hundred seventy-six new state employees. Two hundred ninety-two employees received an e-mail requesting that they go to the web page where the survey was located. One hundred eighty-four employees were sent a paper copy through the respective agencies interagency mail. One hundred and one respondents completed the survey online or returned a mail questionnaire. Thirty-three paper surveys were returned for a 17.93 percent rate of return. Sixty-Eight e-mail surveys were returned for a return rate of 23.28 percent. The overall rate of return was 21.22 percent. However, eleven surveys were incomplete and not usable, resulting in a useable survey response rate of 18.91 percent.

The largest agency surveyed, the Department of Mental Health and Substance Abuse Services, accounts for 24 percent of the surveys returned. The other five agencies account for the remaining 76 percent in rather equal numbers ranging from 19 percent to 13 percent. Table 3.3 details the surveys by agency.

Table 3.3 Usable Surveys Returned By Agency

Agency	Number of Employees Invited to Participate	Number of Completed Surveys	Percent of Employees Responding	Number of Usable Surveys	Percent of Usable Surveys
Total	476	101	21%	90	19%
Department of Mental Health and Substance Abuse Services	167	28	17%	22	24%
Department of Public Safety	84	18	21%	17	19%
Employment Securities Commission	55	14	26%	14	16%
Department of Environmental Quality	33	14	42%	12	13%
Office of Juvenile Affairs	88	15	17%	13	14%
Department of Veterans Affairs	49	12	25%	12	13%

Demographics of the Survey Respondents

Sixty-two percent of the respondents were employed in staff positions. These positions include customer service, clerical, processing, maintenance, clinical, counselor, social worker, case manager, trainer, and direct client care. The remaining 38 percent occupied managerial positions. The professional positions include research, operations, performance improvement, law enforcement officer, info systems, info technology, computer support, executive management, financial, purchasing, or facility management. Table 3.4 details the surveys by positions.

Table 3.4 Types of Positions

Position	Frequency	Percent
Customer service, clerical, processing, maintenance	22	24.4%
Clinical, counselor, social worker, case manager, trainer, etc.	19	21.1%
Direct client care	15	16.7%
Research, operations, performance improvement	10	11.1%
Law enforcement officer	10	11.1%
Info systems, info technology, computer support	5	5.6%
Executive management	4	4.4%
Financial, purchasing, or facility management	4	4.4%

Note: 1. No respondent fell into the legal, contracts, public relations category.
2. One respondent did not indicate his or her position on the survey.

Most of the respondents had some type of training for the position that they recently had acquired. Seventy two percent of the new employees had some type of college training related to the position that they had taken. Only 13 percent had no previous training for their position (Table 3.5).

Table 3.5 Level of Training in the Position Occupied

Training Level	Frequency	Percent
No training	12	13.3%
Vocational training	13	14.4%
College training	65	72.2%

Most of the respondents were white and non-Hispanic. Compared to data from the State of Oklahoma Office of Personnel Management (2002), this survey under-represents African Americans and Native Americans while over-representing whites. The survey slightly under estimates the number of Hispanics (Tables 3.6 and

3.7). There were almost equal numbers of females and males responding to the survey (Table 3.8). This differs from the state data that shows that 55 percent of state employees are female. Half (52%) of the new employees were between 20 and 40 years of age and almost 80% were less than 50 (Table 3.9). Only one of the respondents did not have at least a high school diploma or GED. Forty percent had a bachelors degree, and 27 percent had a graduate or professional degree (Table 3.10).

Table 3.6 Race of the Respondents

Race	Frequency	Percent	State Percent
African American	2	2%	9.4%
Asian	1	1%	1.3%
Native American	5	6%	7.1%
White	78	89%	80.3%
Other	2	2%	
Missing	2		

Table 3.7 Ethnicity of the Respondents

Race	Frequency	Percent	State Percent
Hispanic	1	1%	2.0%
Non-Hispanic	87	99%	98.0%
Missing	2		

Table 3.8 Sex of the Respondents

Sex	Frequency	Percent	State Percent
Female	43	49%	55.0%
Male	44	51%	45.0%
Missing	3		

Table 3.9 Age of the Respondents

Race	Frequency	Percent
20 to 29	24	29.0%
30 to 39	19	23.0%
40 to 49	22	27.0%
50 to 59	13	16.0%
60 to 69	5	6.0%
Missing	7	

Table 3.10 Education of the Respondents

Position	Frequency	Percent
Less Than High School	1	1.0%
High School / GED	7	8.0%
Some College	13	15.0%
Associate Degree	8	9.0%
Bachelor Degree	35	40.0%
Masters Degree	16	18.0%
Doctorate	6	7.0%
Professional Degree	2	2.0%
Missing	2	

CHAPTER 4: THE TACTICS USED BY STATE GOVERNMENT AGENCIES TO SOCIALIZE NEW EMPLOYEES.

This chapter first describes the socialization process at each agency based on the information from the interviews with agency officials. Next is a summary of what tactics are used at state agencies and what are the most desired results from the socialization process and an examination of why these socialization tactics and outcomes have been selected to socialize new employees. Finally, a detailed description of the agency orientation by agency type, agency size and employee type is discussed.

DESCRIPTION OF THE SOCIALIZATION PROCESS AT EACH AGENCY

The Oklahoma Office of Juvenile Affairs (OJA)

The Oklahoma Office of Juvenile Affairs is the state agency responsible for providing programs and services to juveniles involved in the juvenile justice system. Interviews were conducted with the Director of Human Resources for the agency and trainers of the field staff. The employees of this agency work at state juvenile institutions, county offices (field staff), and the agency's central office.

To socialize new employees to the agency, the department has a new worker academy for the field staff that is held when there are enough employees for a class. All of the resident staff at the institutions receive training/socialization at their institution. There is no socialization program for administrative employees. When new management employees join the organization, they are familiarized with the

organization individually at their duty station. The people that socialize new management employees are either co-workers or their supervisor.

The agency does not really have a main procedure or goal for the tactics used to socialize new employees to the organization. Since the agency was spun-off from the Oklahoma Department of Human Services in 1995, only the most immediate needs were addressed. While there was an orientation for field staff and state office employees in the past, this was discontinued due to budgetary considerations. The agency has a new plan for an orientation for all new employees that has not been put into place because of budget problems.

Due to the work that the agency does with juveniles, there are legal requirements that employees must follow. Because of this, employees must have corrections certification and must go through continual training. The institutional staff must have 40 hours of training before working with juveniles and 80 additional hours of training after the 40 hours is completed. This training is internal to the institution.

The Director of Personnel feels that the agency could do a better job at bringing people into the organization in a way that would build commitment to the organization. The turnover rate at the Department of Juvenile Affairs rate is high, in part because of the problems associated with the juvenile population it serves. For example, if a juvenile makes an allegation against an employee, the employee is taken off the job. Many of these employees attempt to find other employment. On the other hand, many employees that leave the agency say that what they liked best is

working with the kids and that they are only leaving for more money or a job promotion.

The Oklahoma Department of Environmental Quality (DEQ)

The Oklahoma Department of Environmental Quality works to eliminate the effects of unintended consequences of historic development, and to prevent new adverse environmental impacts. I interviewed the Personnel Director about their socialization program.

To socialize new employees to the agency, the department gives a new employee packet to the new employee. The packet gives general information about the agency. Each division within the agency then provides a specific welcome to their area.

In addition to the new employee packet, a one-day orientation training is held approximately every three months. The Agency Director, the Executive Director of Administrative Services, and the Personnel Director make presentations to the new employees. The Public Information Officer also speaks to the new employees about what to say and not to say to the media. Every division sends a representative that talks about the purpose and orientation of their division. New employees also go on tours of the agency's laboratory.

The main goal of the tactics that the agency uses to welcome new employees is to introduce new employees to the different aspects of the agency. The agency would like new employees to know that there are people in the agency that are there to help the new employee, and they would like new employees to know how to find

the right person to ask. The agency also would like the employees to feel that they can come and ask agency officials about work related issues to avoid rumors among the employees.

Due to the work that the agency does, federal guidelines must be followed. However, the agency does look for workers during the hiring process that can think of better ways to do things within the guidelines. Around ninety percent of the jobs at DEQ require a college degree. Ninety percent of the employees are classified employees with a one-year probation period.

The Personnel Director stated that most employees believe that it is good to work for DEQ. The agency has a lot of long-term employees. Usually if an employee stays at the agency for five years, they make a career of working at the agency. Some employees even come back from other jobs. About fifty people or nine percent of the agency's employees leave the agency every year. Of these fifty, about ten retire. Based on exit interviews, about ten people leave the agency each year because they are dissatisfied. The rest usually leave for jobs that pay more money. Overall, the agency's Personnel Director feels that the agency does a good to excellent job of socialization.

The Oklahoma Employment Security Commission (OESC)

The Oklahoma Employment Security Commission strives to provide employment security and, in so doing, promote the economic well being of the State of Oklahoma. The Director of Personnel for the agency was interviewed to find out more about how the agency socializes new employees. The agency, in most cases,

has the new employee go to an orientation for two days at a central location. The orientation covers the new employee's work life, including expectations of the employees such as attendance and being on time. The new employees take a tour of the agency and receive an employee manual with the basic rules, regulations, and rights. All new employees also see a film about drugs. The agency also has computerized training programs available for new employees. If new employees require job training like those at the new unemployment call center, they receive more socialization as a group while all others are socialized individually.

The main goals of the tactics used by the agency to socialize new employees include providing the employee information about rights, and expectations, and opportunities to meet people in the agency so the new employees can put faces with the names of the other employees.

The agency does have positions that require the employee to follow certain fixed procedures but the type of role the agency wants the new employee to play is specific to the job since there is a diverse set of jobs at the agency. To help employees follow the rules, there are manuals with procedures and support from co-workers and supervisors.

The Director of Personnel believes that the orientation for new employees is well received. New employees usually give the orientation 9s and 10s on a 1 to 10 scale on the orientation evaluations. The new employees really like a human resources game that they play at orientation. Through this experience, employees learn about human resources issues. The game is a cross between Trivial Pursuit and

Monopoly with questions about human resources. There are prizes for the employees.

The agency does have some resignations among the employees with a higher rate at a new call center that provides unemployment services over the phone. Overall, the Director of Personnel believes that the agency tries to take care of employees.

The Oklahoma Department of Public Safety (DPS)

The Oklahoma Department of Public Safety is a multi-service safety and law enforcement organization responsible for policing all state roads and highways as well as lake and river shorelines throughout the state. The Director of Personnel was interviewed to find out about the agency's socialization process. Different types of socialization tactics are used by the agency depending on the position that the employee is hired to occupy. About half of the department's employees are highway patrol officers and the other half are civilian employees. The members of the highway patrol attend an academy that is eighteen to twenty weeks long. Driver license examiners also go through an eight week long course to learn their job. Civilian employees are welcomed to the agency by coming into the personnel department to learn about what the department does and to watch films on things like sexual harassment and the agency's policy on substance abuse.

Highway patrol officers and driver license examiners are socialized in a group situation. While the agency tries to bring new civilian employees into the agency in

groups based on job classification, their socialization consists of having their supervisor showing them around according to the Director of Personnel.

The Director of Personnel stated that the main goal of the academy that is attended by the new highway patrol officers is to make them part of the family. Highway patrol officers are dependent on each other and must trust and take care of their partners. This effort also includes their immediate family. The officer's family attends the first day of the academy and there is an effort made to provide a support system for the families. This extensive job training serves as a socialization experience like boot camp in the military.

The highway patrol officers must follow certain statutes of the State of Oklahoma. In addition to learning the statutes, the officers receive training in safety issues, including blood related injuries. While civilians must follow procedures, the requirements for this group of employees are less stringent than for sworn officers. Civilian employees do receive a copy of the merit rules, the policy on sexual harassment, and the discrimination policy.

The agency believes that they do a good job in the socialization of new employees, especially for highway patrol officers. During the last three years, the turnover rate for highway patrol officers has been three to four percent. This turnover rate includes a rather large number of dropouts during the academy. Overall, if a highway patrol officer stays with the agency for one year, they tend to work at the agency until they retire.

The turnover rate is higher for civilians. Most of the civilians that leave the agency do so for positions elsewhere that provide more income. There are a few civilian employees that retire every year, and there are a few that are disgruntled and leave the agency.

The Oklahoma Department of Veterans Affairs (ODVA)

The Oklahoma Department of Veterans Affairs provides a range of services to veterans and their dependents including maintaining seven veterans' centers statewide where a large number of Oklahoma war veterans receive specialized care. The Director of Personnel was interviewed through e-mail about the socialization of new employees at the ODVA. This agency has an orientation for all new employees. Orientation for administrative staff usually takes a full day, while orientation for employees in other departments ranges from two to four additional days. Orientation for new employees in nursing positions is the longest because of the in-service training that must be done before they can be assigned to direct care of residents. Orientation is held at the facility where the new employee works, with the exception of claims' employees that are stationed around the state but do not work at the veterans' centers. These employees come to the agency's headquarters in Oklahoma City for orientation. For employees at veterans' centers, orientation starts the first day at work, generally on a Monday. Other employees that have their training at the headquarters can have their orientation on any day when it can be accommodated.

As part of the orientation, the agency provides new employees with a handbook with information on benefits, policies, and procedures and a video

presentation that covers items such as sexual harassment, workplace violence, and a drug free workplace, among other things. New employees are given a walk through of the facility where they work to introduce them to their fellow employees.

The main goal of the things that the agency does to socialize new employees is to make sure that they have a good understanding of benefits and what is expected of them as employees. The agency does have positions that require the employee to follow certain fixed procedures. The state requires supervisory training along with quarterly training on wellness and safety. Many positions in the agency require a license or certification. Those employees must get their own training. The agency does provide continuing training for many jobs.

The agency feels that their socialization process is working in that the employees are utilizing procedures that are in place indicating that they have read and are aware of the policies of the agency.

The Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS)

The Oklahoma Department of Mental Health and Substance Abuse Services promotes the well being of all Oklahomans by delivering services in the areas of mental health, substance abuse, domestic violence, and sexual assault. The Director of Human Resource Development for the agency was interviewed at the Department of Mental Health and Substance Abuse Services (ODMHSAS). Several Human Resource Development staff also sat in on the interview. To welcome new employees, the agency provides a four-day orientation for all new hires. The first two

days provide an overview of the agency including presentations about the different divisions in the agency, a presentation about benefits and department policies, and a brief overview of goals and the budget. The next two days are 'Creating a Positive Environment' (CAPE) training. This training covers understanding and delivering services to the special populations that the agency serves. CAPE training has been conducted at the agency since 1986. In addition to the orientation CAPE training, all clinical employees must attend CAPE training every six months. On the fifth day of orientation, the people go back to their facilities and do safety training specific to their facility. Everyone, except for the employees at the central administrative office, attends the fifth day of training. Everyone attends the first four days of orientation because the current management feels that the employees need to feel like they are a part of the state agency and not just part of a facility.

When discussing how well the agency does at socializing new employees the Director of Human Resource Development stated that they know new employees are learning what they need to know since their buddy at the agency goes through a checklist with the employee. Upon further questioning it was stated that new clinical staff is paired with a peer or a buddy at their facility. The buddy helps the new employee go through a checklist to make sure they are learning what they need to know. The way this information was presented indicated that agency officials do not view this as a socialization process like the orientation. It clearly is a form of socialization and it presents a more complex picture of the tactics used to socialize this type of employee. It appears that the staff at ODMHSAS facilities receives a

complex socialization that includes a formal, collective orientation and an informal, individual socialization at their workstation. This finding may also indicate that there is a disconnect between what is being described in the interviews and all of the socialization tactics actually being used.

The main goal of the socialization tactics the agency uses to welcome new employees is that everyone gets the same message. The agency leadership wants everyone to be acquainted with everything the agency does, not just what goes on at his or her facility. Further, the agency wants the new employees to know that the main reason that they have jobs is because of the consumers. Everything that the agency does is because of the consumers.

Employees of the agency are not required by any statue to follow certain procedures. The procedures that the employees follow and the training for these procedures is the agency's decision. Training such as CAPE is necessary for national certification and accreditation purposes for the mental health and substance abuse facilities operated by the agency.

The agency feels that they do a good job socializing new employees into the culture of the organization. There is an evaluation at the end of orientation, and for the clinical staff, there is a checklist used at their facility to make sure they have learned everything that they need to know. The new employee's buddy at the facility helps the new employee go through a checklist to make sure they are learning what they need to know. The evaluations show that the agency is doing a good job socializing new employees.

Overall, the agency would like to see new employees getting involved in activities and making friends at work. When they do this, they tend to teach one another about how to care for one another. Doing these things helps the agency retain employees.

SUMMARY OF THE SOCIALIZATION PROCESS AT STATE GOVERNMENT AGENCIES

The interviews indicate that three main processes are used by the agencies when socializing new employees. All of the agencies are using an orientation to socialize most of the new employees. Four agencies are also using written materials and/or videos in their socialization process.

Table 4.1 Types of Tactics Used by the Agencies to Socialize New Employees

	Orientation	**Written Materials**	**Videos**
Department of Juvenile Affairs	**X** Certain Employees		
Department of Environmental Quality	**X**	**X**	
Employment Security Commission	**X**	**X**	**X**
Department of Public Safety	**X** Certain Employees		**X** Civilians
Department of Veterans Affairs	**X**	**X**	**X**
Department of Mental Health and Substance Abuse Services	**X**		

Types of Tactics Used

Orientation. The main tactic used by four agencies to socialize new employees is some type of orientation[1]. Three of the orientations are at a central location. The Department of Mental Health and Substance Abuse Services orientation is five days long for employees at the facilities and four days long for the administrative employees at the central office. The Department of Environmental Quality orientation is one day long for all employees. The Oklahoma Employment Securities Commission orientation is two days long. The Department of Veterans Affairs orientation is held at the facility where the new employee works with the exception of claims employees that come to the headquarters for orientation. The length of the orientation varies from one day for administrative staff to two to four additional days depending on the department and the position that the new employee will occupy. Two additional agencies, DPS and OJA, have a type of socialization orientation through training, but it is limited to certain positions or at certain locations.

ODMHSAS and OESC hold orientation as soon as possible for new employees. The training, which serves as an orientation, for certain classes of employees at the DPS and OJA is done early in the person's career at the agency. DEQ does orientation training every three months. ODVA holds orientation for new employees at the veteran centers on the first day of work. Other employees at the agency attend orientation when it can be accommodated.

[1] A more detailed discussion of agency orientations follows later in this chapter.

Three of the agencies are using orientation training to socialize new employees because they want their employees to feel a part of an agency and not just a part of the specific facility at which they actually work. DPS has a long and intensive socialization program for highway patrol troopers to help them feel like part of the agency.

Why is there a need for an agency overall view? Many of these state agencies are really umbrella organizations that do many diverse but related tasks. ODMHSAS provides mental health, substance abuse, and domestic violence services through state operated facilities and contracted facilities. They also certify providers of these services across the state and provide resources to prevent substance abuse and domestic violence. OESC provides testing, counseling, and placement services for job seekers and employers; collects unemployment insurance taxes from Oklahoma employers to finance payment of unemployment benefits; and collects, analyzes, and disseminates a wide array of socio-economic data. DEQ has a more limited scope of programs and services, but within their main task of improving the environment of the State of Oklahoma there are five separate divisions that cover air quality, water quality, land protection, customer services, and environmental complaints/local services.

Written Material. Three of the agencies give the new employee some type of written material on the agency. DEQ provides a new employee packet. OESC gives the employee a manual with the basics rules, regulations, and rights. ODVA provides written information on the agency to new employees. Giving the new

employees this written material is an attempt to make sure that all of the employees at least have the basic rules that they are to follow as employees.

Videos. OESC and the ODVA also have all new employees view videos on the organization and policies on certain issues while the DPS shows them to the new civilian employees. The videos shown cover such things as drug policies, sexual harassment, and workplace violence. DPS indicated that their videos also cover an overview of the agency.

The videos shown to new employees cover rules and regulations that the employees must follow. The agencies are using these videos to make sure that each employee receives the same message about these important issues so that the agency is legally covered in case of any future problems. These issues of employee behavior have consequences at the workplace and for some actions the agency may be held legally liable.

SUMMARY OF THE INTENDED OUTCOMES OF THE SOCIALIZATION TACTICS USED

The Main Goal of the Socialization Tactics Used

Three main goals of the socialization process emerged from the agency interviews: 1) having the new employee learn about everything the agency does, 2) getting to know other employees, and 3) learning about their rights, benefits and expectations as employees. While the agencies indicated that they want most of their employees to play custodial roles there also is some variance based on the position of the new employee (Table 4.2).

Table 4.2 Main Goals and Intended Role Outcomes

	Goals			Roles	
	Everything The Agency Does	**Know Other Employees**	**Rights, Benefits, and Expectations**	**Custodial**	**Innovative**
Department of Juvenile Affairs				**X** Staff	**X** Management
Department of Environmental Quality	**X**	**X**		**X**	
Employment Security Commission		**X**	**X**	**X**	
Department of Public Safety				**X** Highway Patrol Officers	**X** Civilians
Department of Veterans Affairs			**X**	**X**	
Department of Mental Health and Substance Abuse Services	**X**			**X**	

Two agencies, ODMHSAS and DEQ hold orientation training for all employees because they want every employee to be acquainted with everything the agency does. DEQ and OESC, hold centralized orientations because they want new employees to know other employees in the agency so they can ask for help. OESC and ODVA indicated that it was important that new employees understand their rights and benefits as an employee at the organization and also understand the expectations the agency has for them as employees.

Several other important goals emerged. DPS wants both the highway patrol officers and the civilian employees to feel like they are part of the family at the agency and wants the new employees to be accepted by the other employees. OESC wants to show the employees that the agency cares about them. Finally, OJA stated that they really have no goals for welcoming new employees.

The Type of Role that the Agency Wants Employees to Play

New employees can be socialized to perform their jobs using a custodial role orientation where the newcomer accepts the status quo and passively accepts the substantive requirements of tasks or roles or an innovative orientation toward their role where newcomers may decide to change the methods for performing their roles or even their missions. In most cases, the role that the agencies want new employees to play in their organization appears to be a custodial role since most of the agencies indicated that they want employees to follow the rules. This matter does vary by degree from agency to agency and from position to position in the agency.

OJA, who works with youths, requires employees that have contact with these clients to have either a corrections certification or internal training from the agency so the employees know and follow the rules and regulations supporting a custodial role. The administrative positions at the agency do not receive any introductory training and, while this may be unintended by the agency, they are being steered toward a more innovative role. ODVA indicates that they want their employees to play a certain role in the organization but in some cases they are relying

on outside sources for training, which may result in employees playing more of an innovative role.

At the OESC, the type of role they want the employee to play depends on the job. Employees in some positions need to follow the rules closely while others can be more innovative. At the DPS, the highway patrol officers need to play a role that is custodial in nature while the civilians at the agency are able to play a more innovative role. DEQ wants their employees to follow federal guidelines, but they also look for employees that can think on their feet. They want people that can think of better ways to do things within the guidelines. At the ODMHSAS, the employees at the institutions need to perform their tasks following set rules so the institutions can be accredited by national organizations.

Overall, it appears that the state government agencies surveyed want employees that follow the rules and regulations proscribed for their position. Many of these organizations deal with groups of people in protected classes. ODMHSAS serves the mentally ill, those receiving treatment for substance abuse problems, and victims of domestic violence; OJA deals with youthful offenders; and ODVA serves veterans. Even an agency that does not deal with protected classes, like DEQ, still indicates that their employees must act within certain regulations even though they would like some innovation on the part of employees within the rules.

How Well Do the Agencies Think They are Doing at Socializing New Employees

Most of the agencies believe that they are doing a good job socializing new employees into their organizations. Most are basing this belief on the turnover rate of

the agency and an evaluation of their orientation program. Two of the agencies, the ODMHSAS and the ODVA, stated that they know that the employees have been socialized because they are able to follow the rules and procedures in place at their agency. One agency, OJA, admitted that they could do a better job at bringing people into the organization in a way to build commitment to the organization. The turnover rate at their agency is high. While this may in part be due to the lack of a good socialization program, it also is probably due in part to the problems associated with working with juveniles in a correctional setting. While most exiting employees tell the agency that the thing they like best is working with the kids, there is the problem of the youth making accusations against the agency's employees.

Most of the agencies believe that if a new employee stays at the agency for a year or two they will probably be with the agency for a long time. The agencies also report that most of the employees that leave the agency do so because of financial considerations. Overall, it appears that while the agencies surveyed in this research have similarities in the ways they are socializing new employees into their organizations, some differences are apparent.

DESCRIPTION OF THE ORIENTATION USED TO SOCIALIZE NEW EMPLOYEES AND AGENCY TYPE, AGENCY SIZE, AND EMPLOYEE TYPE

Based on the interview information, the main tactic used by state government agencies to socialize new employees into their organization is an orientation. While most of the agencies are using an orientation to socialize new employees, substantial variation exists among the agencies. Several of the agencies also have some type of

intensive training for certain types of employees. This intensive training also is included in this analysis since it serves as a form of socialization like the socialization that takes place in military boot camp. The timing of the orientation or intensive training also varies among the agencies and will be included in the description.

Interviews with agency officials indicate differences between the socialization experienced by new management employees and staff.

The literature on socialization suggests that the size of the agency is related to the type of tactics used to socialize new employees. Van Maanen and Schein (1979) indicate that because of the ease, efficiency, and predictability, most large organizations have moved toward collective approaches. Research by Baker and Feldman (1990) found that one approach to socialization was used when there were a large number of recruits that do routine tasks while another approach is used when there are few recruits, the organization is small in size, and the tasks are technical or professional. Ashforth, Saks, and Lee (1998) found that large organization size is positively associated with institutional socialization.

Lowi's (1985) bureaucratic classification system places agencies into groups based on the type of policy that the agency is charged with administering. This typology indicates that there is normally close supervision of employees in redistributive agencies. It may be inferred from this that the socialization tactics used in these agencies may help prepare newcomers to work in this situation. Regulatory agencies tend to be rule bound according to Lowi's classification of agencies (1985,

86). This may indicate that those employees are socialized together to ensure that new employees enforce the rules uniformly (Table 4.3).

Table 4.3 Orientation Training by Employee Type and Agency Type

Agency	Orientation for Management	Orientation for Staff	Intensive Training for Certain Employees	Timing of Orientation or Training	Agency Type	Agency Size
Department of Mental Health and Substance Abuse Services	Yes, 4 Days Centralized	Yes, 4 Days Centralized, 1 Day at Facility	Clinical Employees attend continuing education every 6 months	Usually the first day of work	Redistributive	Large Agency
Department of Veterans Affairs	Yes, 1 Day Decentralized	Yes, 3 to 5 Days Decentralized	Yes, Nursing Also Does In Service Training	At Veterans Centers the first day at work; other employees when it can be accommodated	Redistributive	Large Midsize Agency
Employment Securities Commission	Yes, 2 Days Centralized	Yes, 2 Days Centralized	None	As soon as possible	Redistributive	Small Midsize Agency
Department of Public Safety	No	No	Yes, 18 to 20 week Academy for HP Officers; Driver License Examiners 8 week long course	HP Officers and Driver License Examiners attend training before they begin carrying out their duties	Regulatory	Large Midsize Agency
Office of Juvenile Affairs	No	No	Yes, 120 hours for institutional employees	40 hours of training before working with the juveniles	Regulatory	Large Midsize Agency
Department of Environmental Quality	Yes, 1 Day Centralized	Yes, 1 Day Centralized	None	Every 3 months	Regulatory	Small Midsize Agency

Differences in the Orientation Used and Employee Type

While some socialization tactics are used for very specific positions such as highway patrol officers, driver license examiners, and employees that work with certain segments of the public, it seems that often the socialization of management is left more to chance than the socialization of the staff. OJA admits that there is no planned socialization for administrative staff or employees at the central office. Compared to the intensive training received by highway patrol officers and driver license examiners the management at DPS receives little planned socialization. ODMHSAS requires all new employees to attend a four-day orientation. For employees at the institutions operated by the state, there is a fifth day of orientation at their specific facilities. The employees at the central administrative office do not attend a fifth day of socialization. ODVA provides an orientation to administrative personnel, but it is shorter than the orientation received by the workers at the agency. The administrative orientation also is scheduled when it can be accommodated while the employees at the veterans centers start orientation on their first day of work. DEQ and the OESC both socialize their new employees the same way regardless of the position that they will occupy in the organization.

Differences in the Orientation Used and Agency Type

All three of the redistributive agencies conduct an orientation for both staff and management. They all also try to do the orientation as early as possible in the employee's tenure at the agency. Only one of the regulatory agencies, DEQ, has an

orientation for all employees. The other two agencies do have intense training for certain positions, but otherwise all of the other employees have no orientation.

The redistributive agencies may be socializing their employees to play a part in an agency administering a policy that effectively creates winners and losers. Lowi's typology (1985) indicates that there is normally close supervision of employees in redistributive agencies (94). The orientations at this type of agency may help prepare newcomers to work under this close supervision. All of the redistributive agencies hold their orientations as soon as possible for most of their employees to help them learn how to behave in their agency. The OESC provides the same orientation socialization to management employees as it does to its staff.

According to Lowi's classification of agencies, regulatory agencies tend to be rule bound (1985, 86). Those employees that enforce the rules need to be socialized to enforce the rules uniformly. This research found that the enforcers of the regulations at these agencies are receiving socialization while other employees are being left out. At DPS, the highway patrol officers and the drivers license examiners go through a long training before they begin their jobs. At OJA, those employees that work with the youth being held by the agency are required to have three weeks of training which has to be partly completed before they can actually work in their positions in the agency. This intensive training serves as a socialization experience like military boot camp. The DEQ does require all employees to attend only a one day orientation which seems to run counter to the idea that the enforcers of the regulations need to be socialized in a rule bound organization. But the interview with

the personnel director at the agency indicated that ninety percent of the employees at the agency are professionals and require a college degree. It appears that this agency is hiring new employees into the agency that have been socialized into their profession by being graduated by a college into a profession. Thus, the agency is able to treat all employees alike and provide a limited orientation.

Differences in the Orientation Used and Agency Size

In addition to classifying the agencies in the research by agency type, it also is possible to classify them by size. The agencies included in this study are one large agency with more than 1500 total employees, three large midsize agencies with more than 1000 total employees, and two small midsize agencies with less than 1000 total employees.

It appears that the largest and the smallest agencies are conducting an orientation to socialize their employees while two large midsize agencies, OJA and DPS, have intensive training for certain positions instead of an orientation. The largest agency, ODMHSAS, has a four-day orientation for central office administrators and a five-day orientation for staff at the facilities. ODVA, a large midsized agency, also has an orientation for all employees with management attending a one-day orientation and staff attending orientation for three to five days. The two smallest agencies also have an orientation for employees. These orientations are shorter, two days for OESC and one day for DEQ, and they do not differentiate between management and staff. They also differ from the two larger agencies that have an orientation in that they do not necessarily hold their orientation on the first

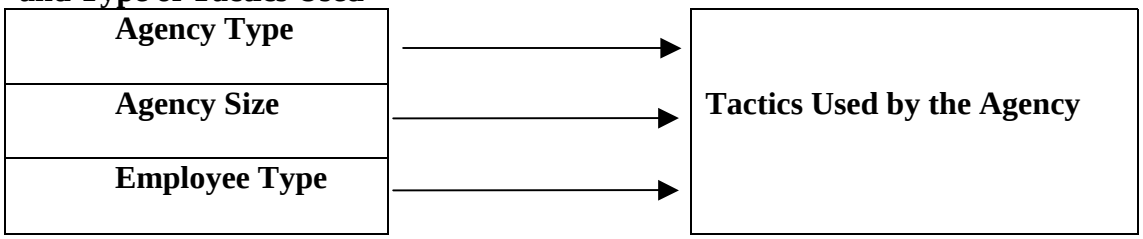
day of work. ODMHSAS and the ODVA have an orientation on the first day of work, at least for staff.

The next chapter will continue to analyze the relationship between the agency type, agency size, and employee type and the socialization tactics at the agencies surveyed by testing the hypotheses for this relationship using the data from the agency interviews and the data from the new employee survey. Chapter 5 also will compare the information from the interviews with agency officials and the data from the new employee survey to see if there are differences between the tactics that the agency intends to use and those actually experienced by the new employees.

CHAPTER 5: ANALYSIS OF THE RELATIONSHIP BETWEEN THE AGENCY TYPE, THE AGENCY SIZE, AND THE EMPLOYEE TYPE AND THE TYPE OF TACTICS USED BY THE AGENCY.

This chapter analyzes the relationships between the agency type, the agency size, and the employee type and the type of socialization tactics used.

Figure 5.1 Relationship Between Agency Type, Agency Size, and Employee Type and Type of Tactics Used



The first section of the chapter tests the hypotheses for these relationships using the data collected from the interviews with agency officials. Next, the chapter uses the new employee survey data to test the hypotheses for this relationship. Finally, the data from the agency interviews and the new employee survey is compared to discover if the socialization tactics agency officials have reported are the same tactics reported by the new employees.

VAN MAANEN AND SCHEIN'S DIMENSIONS OF SOCIALIZATION BY AGENCY TYPE AND AGENCY SIZE

The tactics literature includes studies that build upon the socialization dimensions developed by John Van Maanen (1979). In the 1970s, Van Maanen proposed that people acquire the social knowledge and skills necessary to assume a particular position in an organization in part because the strategies and techniques of people processing are different. Van Maanen originally proposed seven different

dimensions of the major strategies of people processing. In 1979, Van Maanen and Edgar Schein refined the previous dimensions. They hypothesized that six socialization tactics are significant in influencing newcomers' responses: (1) collective/individual, (2) formal/informal, (3) sequential/random, (4) fixed/variable, (5) serial/disjunctive, and (6) investiture/divestiture. Based on the work of Van Maanen, Schein, and Jones, five hypotheses guide the analysis of the relationships between the agency type, agency size, employee type and the type of tactics used by the agency to socialize new employees.

> Hypothesis 1: As the size of the agency increases, the scores on the socialization dimensions will move toward the institutional end of the continuum.
>
> Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.
>
> Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.
>
> Hypothesis 4: New management employees will be socialized using individualized tactics.
>
> Hypothesis 5: New staff employees will be socialized using institutional tactics.

The following section will analyze which end of the continuum the agencies would be closest to on the individual dimensions. Since the ends of the continuums that make up the dimensions are extremes/ideal types, it is unlikely that an agency's socialization tactics will fall completely at one extreme or the other, but based on the

information the researcher gained in the interviews, the agency will be placed in the classifications that best fit the tactics they use to socialize new employees.

Tactics That Vary in Terms of the Contexts in Which Organizations Provide Information to Newcomers

Van Maanen and Schein (1979) state that the most critical process variable is the degree to which newcomers are socialized individually or collectively. Socializing all new organization employees in a centralized orientation session is collective socialization. Collective processing leads to group cohesion while individual processing leads to less homogeneous views. Allowing new employees to be socialized at their workstation is an example of individual socialization (Van Maanen and Schein, 1979).

Formality is the degree to which the setting in which the socialization process takes place is separated from the work context. The more formal the socialization process, the more emphasis is placed on making the recruit a member of the organization while the more informal process places more emphasis on playing a specific role. Socializing new employees in a single location at their place of work is a type of formal socialization. Socializing new employees at their workstations is informal socialization (Van Maanen and Schein, 1979). A summary of the context socialization dimensions by agency type, agency size, and employee type is presented in Table 5.1.

Table 5.1 Context Socialization Dimensions by Agency Type, Agency Size, and Employee Type

Agency	Collective		Individual		Formal		Informal		Agency Type	Agency Size
	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff		
Department of Mental Health and Substance Abuse Services	✓	✓			✓	✓			Redistributive	Large Agency
Department of Veterans Affairs	✓	✓			✓	✓			Redistributive	Large Midsize Agency
Employment Securities Commission	✓	✓			✓	✓			Redistributive	Small Midsize Agency
Department of Public Safety		✓	✓			✓	✓		Regulatory	Large Midsize Agency
Office of Juvenile Affairs		✓	✓			✓	✓		Regulatory	Large Midsize Agency
Department of Environmental Quality	✓	✓			✓	✓			Regulatory	Small Midsize Agency

Context Dimensions by Agency Type. The patterns on the Collective/Individual and Formal/Informal dimensions are identical. The redistributive agencies all are socializing their employees using collective and formal tactics. All of the regulatory agencies are doing collective and formal socialization for their staff either through an orientation program or an extensive training program. One regulatory agency, DEQ, is using these tactics for their managers while DPS and OJA are socializing their managers using individual and informal tactics.

Context Dimensions by Agency Size. When the tactics are analyzed by agency size, the large agency and the small mid-sized agencies are found to be using collective and formal tactics on all of their new employees. The large mid-sized agencies are mixed, with the DPS and OJA using collective and formal tactics on staff but using individual and informal tactics on managers while the ODVA uses collective and formal tactics on all of their employees.

Context Dimensions by Employee Type. The agencies are using collective and formal tactics to socialize most of their new employees. Only the new management employees at DPS and OJA are being socialized using individual and informal tactics. The use of collective and formal socialization tactics by the agencies in the research should be no surprise since Van Maanen and Schein (1979) have indicated most large organizations have moved toward collective/formal approaches because of ease, efficiency, and predictability.

Tactics That Deal with the Content of the Information Given to Newcomers Via Socialization

The Sequential/Random dimension represents the degree to which the socialization process is a series of discrete and identifiable stages through which a recruit must pass to become an organizational member. A series of socialization training courses in which the new employee has to complete a specific course before they can move on to the next course is a sequential socialization process. If the new recruit is allowed to complete the necessary courses in any order, the process is random (Van Maanen and Schein, 1979).

Fixed socialization has a specified time in which each socialization stage is completed while variable processes have no fixed schedule. Variable processes can cause confusion since the new employees have no fixed points of reference to judge their progress through the socialization process. Since newcomers progress at different rates, variable processes lead to a lack of cohesion among group members. If an organization's socialization program takes one week, then this is a fixed schedule. If the socialization program can take from one to three weeks, then it is variable socialization (Van Maanen and Schein, 1979).

For the agencies included in the research, Sequential/Random is defined as the timing of the orientation or training that the newcomer receives. If a new employee receives the orientation or training before they actually start doing the work that they were hired for, it is considered sequential socialization. On the other hand, if a new recruit receives the socialization some time after they begin working at their position or receives no orientation or training, this would be considered random. A summary

of the content socialization dimensions by agency type, agency size, and employee type is presented in Table 5.2.

Table 5.2 Content Socialization Dimensions by Agency Type, Agency Size, and Employee Type

Agency	Sequential		Random		Fixed		Variable		Agency Type	Agency Size
	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff		
Department of Mental Health and Substance Abuse Services	✓	✓					✓	✓	Redistributive	Large Agency
Department of Veterans Affairs		✓	✓				✓	✓	Redistributive	Large Midsize Agency
Employment Securities Commission			✓	✓			✓	✓	Redistributive	Small Midsize Agency
Department of Public Safety		✓	✓			✓	✓		Regulatory	Large Midsize Agency
Office of Juvenile Affairs		✓	✓			✓	✓		Regulatory	Large Midsize Agency
Department of Environmental Quality			✓	✓			✓	✓	Regulatory	Small Midsize Agency

Content Dimensions by Agency Type. There is not a clear pattern when examining the Sequential/Random dimension by agency type. In fact, the three redistributive agencies are all doing something different to socialize their new employees on this dimension. ODMHSAS has socialization orientation for all employees before they begin to actually perform their duties. On the other extreme, the OESC and the DEQ do not have any type of employees attend socialization before they begin to work. At these agencies, the employee can be at work for several months before they actually attend orientation.

The other three agencies, the ODVA, DPS, and OJA, have their staff pass through a series of discrete and identifiable stages to become an organizational member. New management employees go through a random socialization process in no particular order if they actually go through a planned socialization program at all. The training for highway patrol officers and driver license examiners at the DPS and the training for institutional staff at OJA are probably the most sequential socialization since they must do this first to fulfill certain guidelines.

A variable type of socialization where there is no specified time in which each socialization stage is completed is in use with management employees at all of the agencies participating in this research. Four of the agencies also are using a variable tactic for their staff. The regulatory agencies that regulate personal behavior, DPS and OJA, are providing more of a fixed schedule for their staff than those agencies that are redistributive or DEQ that regulates business. Both of these agencies have requirements that most of their staff, highway patrol officers, drivers license

examiners, and those that work with juveniles, must complete a certain type of training in which they are socialized before they actually begin their work.

Context Dimensions by Agency Size. A pattern is apparent when examining the Sequential/Random dimension by size. The large agency is using a sequential type of tactic for all employees. The large mid-sized agencies are using a sequential socialization tactic for staff and a random tactic for management. The small mid-sized agencies are using random tactics for both types of employees. This pattern maybe due to the fact that the larger agencies have more new employees and because of this they feel justified in holding orientation/training more often and are providing it when the new employee starts work at the agency. Again when analyzing the Fixed/Variable tactic by agency size, two of the large mid-sized agencies are found to be the ones using a different type of tactic to socialize their staff.

Content Dimensions by Employee Type. Five of the six agencies are using random tactics to socialize new management employees. Four agencies are using sequential tactics to socialize new staff. All new management and the staff at four agencies are being socialized using variable tactics. Overall, the management employees are being socialized with individualized content socialization dimensions while the staff is being socialized using more institutional tactics at most of the agencies.

Tactics That Deal with the Social or Interpersonal Aspects of the Socialization Tactics

In serial processes, an experienced member of an organization grooms newcomers for similar roles. Continuity and history are maintained. If there is no predecessor or if the training is done by the personnel department for all areas, the process is disjunctive. The recruits are left to their own devices to find their role and this allows for innovation (Van Maanen and Schein, 1979).

A divestiture strategy attempts to strip away certain characteristics of a recruit and create new ones. Investiture strategies ratify the characteristics that a person comes to an organization with. Divestiture strategies are expected to produce similar role results among all newcomers, whereas investiture strategies produce more variable results. If an agency has a socialization program that tries to change a new employees' preconceived notions about a group in society, the agency is using a divestiture strategy. If the socialization attempts to reinforce the beliefs that a person comes to the agency with, then an investiture strategy is being used (Van Maanen and Schein, 1979). A summary of the social or interpersonal socialization dimensions by agency type, agency size, and employee type is presented in Table 5.3.

Table 5.3 Social or Interpersonal Dimensions by Agency Type, Agency Size, and Employee Type

Agency	Serial		Disjunctive		Investiture		Divestiture		Agency Type	Agency Size
	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff	Mgmt	Staff		
Department of Mental Health and Substance Abuse Services		✓	✓				✓	✓	Redistributive	Large Agency
Department of Veterans Affairs		✓	✓		✓	✓			Redistributive	Large Midsize Agency
Employment Securities Commission			✓	✓	✓	✓			Redistributive	Small Midsize Agency
Department of Public Safety		✓	✓		✓			✓	Regulatory	Large Midsize Agency
Office of Juvenile Affairs		✓	✓		✓	✓			Regulatory	Large Midsize Agency
Department of Environmental Quality			✓	✓	✓	✓			Regulatory	Small Midsize Agency

A disjunctive type of socialization in which the personnel department does the training for all of the new management employees is in use at most of the agencies. The staff are being treated differently in that they are, in most cases, being socialized in groups that are specific to their position and, thus, they are being groomed to carry out their job in a way similar to the way it is currently done. At ODMHSAS, this is taken even further toward the end of the serial continuum in that the new clinical staff are paired with a peer or a buddy at their facility to help them learn what they need to know. Only at the OESC and DEQ does it appear that the staff are being socialized using disjunctive tactics. At these agencies, the new staff are attending the orientation with the management and are not necessarily being socialized to perform a job exactly like their predecessors.

A divestiture tactic often is used in a situation where an organization has a group of individuals that they need to function as a unit. The classic example of this is the military where recruits all go through boot camp. One of the agencies in the study does have a situation similar to a military boot camp. DPS holds an academy for new highway patrol troopers that tries to produce similar role results among all newcomers. Since the highway patrol troopers are a large percentage of all DPS employees, the agency is classified as using divestiture tactics on their staff. ODMHSAS also uses a divestiture socialization tactic on new employees. During their Creating A Positive Environment (CAPE) training, there is an attempt by the agency to strip away from new employees preconceived ideas about mental illness and the people that suffer from mental illness.

Since both management and staff of the agency attend the CAPE training, the agency is classified as using divestiture tactics on both types of employees.

Since none of the other agencies attempt to strip away and create certain new characteristics of a recruit, they appear to be ratifying the characteristics that the person comes to the organization with although this may not be an intentional use of this tactic. As such, all of the remaining agencies and the management at Department of Public Safety are classified as using investiture tactics.

Social or Interpersonal Dimensions by Agency Type. There does not seem to be a pattern of whether an agency is using a disjunctive/serial tactic or an investiture/divestiture tactic when classifying the agencies by agency type. All of the agencies regardless of type are socializing new management employees using disjunctive tactics. Two agencies also are using disjunctive tactics for their staff, one agency in each agency type. The agencies using serial tactics on staff also are divided by agency type. Of the agencies using divestiture tactics one is a redistributive agency while the other is a regulatory agency.

Social or Interpersonal Dimensions by Agency Size. There is a pattern to the socialization of staff using serial and disjunctive tactics based on agency size. The two smallest agencies are using disjunctive tactics on their staff while the larger agencies are using serial tactics for their new staff. When classifying the agencies by size, we see that the agencies employing a divestiture tactic on their new employees are the two of the largest agencies in the research.

Social or Interpersonal Dimensions by Employee Type. All of the management employees are being socialized using disjunctive tactics and five of the agencies are using investiture tactics on the same group. Thus, the new management employees are being socialized using one individualized tactic and one institutional tactic. Four of the agencies are using the institutional tactics of serial and investiture to socialize new staff employees while the other new staff are socialized using the individual tactics of disjunctive and divestiture.

Overall Analysis of the Socialization Differences by Agency Type and Agency Size

Both Van Maanen (1979) and Jones (1986) have theorized how methods of socialization influence role orientation. The theory explains that newcomers respond to their organizational roles in different ways because the socialization tactics used by organizations shape the information received by the newcomers in different ways. According to Jones (1986), collective, formal, sequential, fixed, serial, investiture tactics lead to custodial role orientations. This type of socialization can be classified as institutionalized socialization.

Individual, informal, random, variable, disjunctive, and divestiture tactics result in innovative role orientations. This can be classified as individualized socialization. To analyze into which socialization category, institutional or individualized, each agency falls, and to test the five hypotheses stated previously, Table 5.4 summarizes where each agency falls on the six socialization dimensions.

Table 5.4 Socialization Classification by Employee Type, Agency Type, and Agency Size

Agency	**Institutionalized socialization** 1.Collective 2.Formal 3.Sequential 4.Fixed 5.Serial 6.Investiture		**Individualized Socialization** 1.Individual 2.Informal 3.Random 4.Variable 5.Disjunctive 6.Divestiture		Agency Type	Agency Size
	Management	Staff	Management	Staff		
Department of Mental Health and Substance Abuse Services	**1,2,3**	**1,2,3,5**	**4,5,6**	**4,6**	Redistributive	Large Agency
Department of Veterans Affairs	**1,2,6**	**1,2,3,5,6**	**3,4,5**	**4**	Redistributive	Large Midsize Agency
Employment Securities Commission	**1,2,6**	**1,2,6**	**3,4,5**	**3,4,5**	Redistributive	Small Midsize Agency
Department of Public Safety	**6**	**1,2,3,4,5**	**1,2,3,4,5**	**6**	Regulatory	Large Midsize Agency
Office of Juvenile Affairs	**6**	**1,2,3,4,5,6**	**1,2,3,4,5**		Regulatory	Large Midsize Agency
Department of Environmental Quality	**1,2,6**	**1,2,6**	**3,4,5**	**3,4,5**	Regulatory	Small Midsize Agency

HYPOTHSES TESTING OF THE RELATIONSHIP BETWEEN AGENCY TYPE, AGENCY SIZE, EMPLOYEE TYPE AND SOCIALIZATION TACTICS USING THE AGENCY INTERVIEW DATA

> Hypothesis 1: As the size of the agency increases the scores on the socialization dimensions will move toward the institutional end of the continuum.

Using the data from the agency interviews it appears that this hypothesis is partially supported for the staff. The staff at the smaller agencies are being socialized using a mix of institutional and individualized tactics. The staff at the large midsized agencies are being socialized using institutional tactics. More institutional tactics than individual tactics are being used to socialize the staff at the large agency but this agency is using only four institutional tactics and two individual tactics. This is a decrease in the use of institutional tactics.

This hypothesis is not supported for new management employees. Four of the agencies, the small midsized agencies (DEQ, OESC), the large agency (ODMHSAS), and one of the large midsized agencies (ODVA) have an even split of institutional and individual tactics. The other large midsized agencies (DPS, OJA) are using five individualized tactics to socialize their new management employees.

> Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.

This hypothesis is not supported. Both management and staff employees are being socialized using variable tactics according to the agency interview data. The management at two of the agencies (ODVA, OESC) and the staff at one agency (OESC) is being socialized using random tactics. No employees in redistributive

agencies are socialized using individual or informal tactics. Two of the agencies (ODVA, OESC) are using investiture tactics to socialize all of their new employees. Two of the agencies (ODMHSAS, ODVA) are using serial tactics to socialize their new staff employees.

> Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.

This hypothesis is only partially supported. All of the regulatory agencies are using collective and formal tactics to socialize new staff employees. Two agencies (DPS, OJA) are using sequential tactics. One agency (DEQ) is using the variable tactic, one agency (DEQ) is using the disjunctive tactic, and one agency (DPS) is using the divestiture tactic.

> Hypothesis 4: New management employees will be socialized using individualized tactics.

This hypothesis is not supported. None of the agencies are using all of the tactics identified by Jones (1986) as individualized. Two of the agencies (DPS, OJA) are using five of the individual tactics. On the other hand, the remaining four agencies are evenly split, using three individual tactics and three institutional tactics.

> Hypothesis 5: New staff employees will be socialized using institutional tactics.

This hypothesis is partially supported in that four of the agencies are using more institutionalized tactics than individualized tactics. OJA is using all institutional tactics to socialize their staff. Two agencies (DPS, ODVA) are using all five out of

six institutional tactics to socialize their staff. On the other hand two of the agencies (DEQ, OESC) are using an even mix of institutional and individual tactics.

TAXONOMY OF THE DATA FROM THE NEW EMPLOYEE SURVEY ABOUT THE SOCIALIZATION OF NEW EMPLOYEES

While the interview data paints a picture of the socialization process at the agencies included in the research, the literature indicates that using only one source to determine the types of tactics used is a problem that needs attention. This research includes another measure of the tactics used to socialize new employees through their answers on the new employee survey. The survey includes scales to measure the six socialization tactics as theorized by Van Maanen and Schein. The survey partially replicates the survey used by Jones (1986).

The socialization dimensions scales included on the new employee survey are bipolar continuums. High scores on the six socialization tactics are associated with institutionalized tactics (collective, formal, investiture, sequential, serial, and fixed). Low scores on the socialization tactics are associated with individualized tactics (individual, informal, random, variable, disjunctive, and divestiture). Since there are five survey questions for each dimension with answers ranging from one to seven, there is a possible range from 5 to 35 for the overall score on each dimension. To provide an estimate of the two possible socialization dimension being used to socialize the new employees, any score below 19.5 would indicate the use of an individualized socialization tactic while any score above 19.5 indicates the use of

institutionalized tactics. A summary of the scores on the six socialization dimensions by employee type is presented in Table 5.5.

Table 5.5 Average Scores from the New Employee Survey on the Six Socialization Dimensions by Employee Type

Employee Type	Collective/ Individual	Formal/ Informal	Sequential/ Random	Fixed/ Variable	Serial/ Disjunctive	Investiture/ Divestiture	Socialization Type
All Employees N = 90	20.2 5.4 sd Collective	19.3 5.5 sd *Informal*	22.8 6.0 sd Sequential	20.4 6.8 sd Fixed	22.0 4.6 sd Serial	26.0 6.5 sd Investiture	Institutional 5 of 6 Tactics
Staff N = 66	21.0 5.3 sd Collective *	20.2 5.5 sd Formal *	23.2 6.3 sd Sequential	20.8 6.7 sd Fixed	22.2 4.7 sd Serial	26.3 6.5 sd Investiture	Institutional 6 of 6 Tactics
Management N = 23	17.8 5.0 sd *Individual* *****	16.9 5.0 sd *Informal******	21.7 5.5 sd Sequential	19.7 7.1 sd Fixed	21.4 4.2 sd Serial	25.3 6.8 sd Investiture	Institutional 4 of 6 Tactics

Note: Socialization Dimensions greater than 19.5 = institutionalized tactics, less than 19.5 = individualized socialization.
* The difference between staff and management means is statistically significant at P<. 05 levels

When examining all of the new employees survey responses the average scores on the six socialization dimensions generally are very close to the midpoint on the continuum. It appears that, on the whole, the tactics being used on new employees are institutional in 5 out of 6 dimensions. Only the formal/informal tactic falls on the individual side of the continuum and only by .2 of a point.

Table 5.5 also breaks down the average scores on each socialization dimensions between new management employees and new staff. The interviews with agency officials indicated that the staff at the agency are being socialized using different socialization tactics than the management employees at the agencies. When broken down by staff and management, the survey scores still remain close to the midpoint of the continuum. The socialization dimension that is the farthest away

from the midpoint for both staff and management is the investiture/divestiture dimension. All of the new employees have answered the survey questions in a way that indicates that they received a socialization that has more divestiture features than investiture features.

The breakdown between the staff and the management shows that there is almost no difference on the socialization dimension scores. The staff has scores on all of the socialization tactics that fall on the institutional side of the continuum. The management employees appear to have received more of a mixed socialization experience than the staff. Two of the socialization dimensions, the collective/individual and formal/informal, fall on the individualized side of the continuum while the other four fall on the institutional side. There is a statistical difference in the means of the management and staff scores on these two dimensions.

Since the interview information indicated that the agencies are using different mixes of socialization tactics on their new employees, the average scores on the six socialization dimensions for each agency by employee type are summarized in Table 5.6. This table also provides a summary of the socialization classification based on the scores of all six of the socialization dimensions. The table only displays nine of the twelve employee groups from the research since no new management employees from the DPS returned a survey and there were too few management employees from ODVA and OJA to retain anonymity. Further, the averages presented are based on small numbers of employees of each type at each agency.

Table 5.6 Average Scores from the New Employee Survey on the Six Socialization Dimensions by Agency and Employee Type with Socialization Type as a Whole

Agency and Employee Type	Collective/ Individual	Formal/ Informal	Sequential/ Random	Fixed/ Variable	Serial/ Disjunctive	Investiture/ Divestiture	Socialization Type
Agencies Where All Six Dimensions Are of One Type of Socialization							
Department of Veterans Affairs Staff N=11	20.3 4.2 sd Collective	20.4 6.6 sd Formal	23.7 5.4 sd Sequential	22.2 6.8 sd Fixed	22.6 5.8 sd Serial	25.1 7.0 sd Investiture	Institutional
Department of Public Safety Staff N=17	23.9 4.5 sd Collective	22.4 6.0 sd Formal	26.5 6.0 sd Sequential	21.7 7.8 sd Fixed	23.7 4.5 sd Serial	28.7 6.0 sd Investiture	Institutional
Employment Securities Commission Management N=6	15.0 4.2 sd *Individual*	11.3 2.7 sd *Informal*	15.0 4.9 sd *Random*	10.7 4.8 sd Variable	18.2 5.9 sd Disjunctive	19.0 8.4 sd Divestiture	*Individual*
Office of Juvenile Affairs Staff N=11	19.6 5.1 sd Collective	21.6 5.1 sd Formal	24.0 5.1 sd Sequential	21.8 6.0 sd Fixed	23.9 4.0 sd Serial	25.9 7.6 sd Investiture	Institutional
Agencies Where Five of the Six Dimensions Are of One Type of Socialization							
Employment Securities Commission Staff N=8	20.1 6.5 sd Collective	17.1 5.5 sd *Informal*	23.0 6.9 sd Sequential	21.5 6.6 sd Fixed	20.3 5.5 sd Serial	26.8 8.4 sd Investiture	Institutional
Department of Environmental Quality Staff N=3	24.0 6.1 sd Collective	19.7 3.8 sd Formal	23.0 1.0 sd Sequential	21.0 1.7 sd Fixed	19.3 3.1 sd *Disjunctive*	26.0 1.0 sd Investiture	Institutional
Agencies Where Four of the Six Dimensions Are of One Type of Socialization							
Department of Mental Health and Substance Abuse Services Management N=6	19.3 4.1 sd *Individual*	18.8 4.2 sd *Informal*	23.7 3.3 sd Sequential	23.5 4.6 sd Fixed	23.3 3.5 sd Serial	27.8 4.1 sd Investiture	Institutional
Department of Environmental Quality Management N=9	19.0 6.2 sd *Individual*	18.9 4.8 sd *Informal*	25.0 3.5 sd Sequential	22.8 4.9 sd Fixed	22.0 2.8 sd Serial	28.1 4.3 sd Investiture	Institutional
Agencies Where Three of the Six Dimensions Are of One Type of Socialization							
Department of Mental Health and Substance Abuse Services Staff N=16	19.5 5.3 sd ?	18.3 3.6 sd *Informal*	18.6 6.3 sd *Random*	17.9 6.7 sd *Variable*	20.7 3.9 sd Serial	24.9 5.5 sd Investiture	*Individual*

Note: Socialization Dimensions greater than 19.5 = institutionalized tactics, less than 19.5 = individualized socialization.
No Management Employees from the Department of Public Safety returned a survey and too few management employees from ODVA and OJA returned surveys to retain anonymity.

Overall, Table 5.6 shows that seven of the nine groups have indicated that their socialization fell closer to the institutional end of the continuum while only two of the groups (OESC management, ODMHSAS staff) indicated more of an individualized socialization. Further, six of the nine groups (ODVA staff, DPS staff, OESC management, OESC staff, OJA staff, DEQ staff) had at least five of the socialization dimensions fall on one of the socialization classifications. In four of these agencies the new employees surveyed answered the questions on all six of the socialization dimensions where they fall on the same end of the continuum. Two groups (ODMHSAS management, DEQ management) indicated that they received four of one type of socialization tactic and two of the other type of tactic with three of the groups having more institutional tactics while one had more individual tactics. The ODMHSAS staff had the collective/individual dimension fall on the midpoint of the continuum while three of the remaining dimensions fell on the individual end of the continuums.

The two groups that received more of an individual socialization were the management at OESC, and the staff at ODMHSAS. These results are surprising since the staff at ODMHSAS attend a five-day orientation but has three of the six dimensions on the individual side of the continuum and the collective/individual dimension falls on the midpoint. This may be explained by the fact that the new clinical staff is paired with a peer or a buddy at their facility that helps the new employee make sure they are learning what they need to know. Thus, the staff at this agency are going through an institutionalized orientation but also are being socialized

in a more individualized manner after they complete the orientation. The new management employees at the OESC who receive the same two-day orientation as the staff at the agency also are indicating that they received more of an individualized socialization while the staff at the agency have indicated that they had an institutionalized socialization. It appears that how the employees at the agency are socialized aside from the orientation was different depending on the position that they occupied at the agency. The differences between the management scores and the staff scores within the agency are examined in Table 5.7.

Table 5.7 Average Scores from the New Employee Survey on the Six Socialization Dimensions Comparing Employee Type by Agency

Agency and Employee Type	Collective/ Individual	Formal/ Informal	Sequential/ Random	Fixed/ Variable	Serial/ Disjunctive	Investiture/ Divestiture	Socialization Type
Employment Securities Commission Management N=6	15.0 4.2 sd *Individual* *	11.3 2.7 sd *Informal* ***	15.0 4.9 sd *Random* ***	10.7 4.8 sd Variable* ***	18.2 5.9 sd Disjunctive	19.0 8.4 sd Divestiture *	*Individual*
Employment Securities Commission Staff N=8	20.1 6.5 sd Collective *	17.1 5.5 sd *Informal* ***	23.0 6.9 sd Sequential ***	21.5 6.6 sd Fixed ****	20.3 5.5 sd Serial	26.8 8.4 sd Investiture *	Institutional
Department of Mental Health and Substance Abuse Services Management N=6	19.3 4.1 sd *Individual*	18.8 4.2 sd *Informal*	23.7 3.3 sd Sequential ***	23.5 4.6 sd Fixed **	23.3 3.5 sd Serial *	27.8 4.1 sd Investiture	Institutional
Department of Mental Health and Substance Abuse Services Staff N=16	19.5 5.3 sd ?	18.3 3.6 sd *Informal*	18.6 6.3 sd *Random* ***	17.9 6.7 sd *Variable* **	20.7 3.9 sd Serial *	24.9 5.5 sd Investiture	*Individual*
Department of Environmental Quality Management N=9	19.0 6.2 sd *Individual*	18.9 4.8 sd *Informal*	25.0 3.5 sd Sequential	22.8 4.9 sd Fixed	22.0 2.8 sd Serial	28.1 4.3 sd Investiture	Institutional
Department of Environmental Quality Staff N=3	24.0 6.1 sd Collective	19.7 3.8 sd Formal	23.0 1.0 sd Sequential	21.0 1.7 sd Fixed	19.3 3.1 sd *Disjunctive*	26.0 1.0 sd Investiture	Institutional

Note: Socialization Dimensions greater than 19.5 = institutionalized tactics, less than 19.5 = individualized socialization.
No Management Employees from the Department of Public Safety returned a survey and too few management employees from ODVA and OJA returned surveys to retain anonymity.
**** The difference between staff and management means is statistically significant at P<. 01 levels.
*** The difference between staff and management means is statistically significant at P<. 05 levels.
** The difference between staff and management means is statistically significant at P<. 10 levels.
* The difference between staff and management means is statistically significant at P<. 20levels.

The management at OESC is being socialized with all individual tactics while the staff reports five of the socialization dimensions are individual. Five of the difference between staff and management means for this agency are statistically significant, with three of those at P<.05 or P<.01. At ODMHSAS the new management employees are socialized with four institutional dimensions. The staff at this agency are socialized with three individual dimensions and one that falls on the midpoint. Three of the difference between means for this agency are statistically significant, with one of those at P<.05. Both the staff and management employees at the DEQ are socialized using institutional tactics. None of the differences between staff and management means for this agency are statistically significant. The new employee survey data also can be examined by agency type and agency size (Table 5.8).

Table 5.8 Socialization Classifications by Employee Type, Agency Type, and Agency Size

Agency	**Employee Type**		**Agency Type**	**Agency Size**
	Staff	**Management**		
Department of Mental Health and Substance Abuse Services	*Individual*	Institutional	Redistributive	Large Agency
Department of Veterans Affairs	Institutional	N/A	Redistributive	Large Midsize Agency
Employment Securities Commission	Institutional	*Individual*	Redistributive	Small Midsize Agency
Department of Public Safety	Institutional	N/A	Regulatory	Large Midsize Agency
Office of Juvenile Affairs	Institutional	N/A	Regulatory	Large Midsize Agency
Department of Environmental Quality	Institutional	Institutional	Regulatory	Small Midsize Agency

There are two patterns evident in the data when it is examined by agency type and agency size. Both the large and small midsize agencies are using institutional tactics and the regulatory agencies are using institutional tactics for all of the measurable cases. Further, it is apparent that most of the new staff employees surveyed report receiving an institutional socialization. Only ODMHSAS staff report an individualized type of socialization.

HYPOTHSES TESTING OF THE RELATIONSHIP BETWEEN AGENCY TYPE, AGENCY SIZE, EMPLOYEE TYPE AND SOCIALIZATION TACTICS USING THE NEW EMPLOYEE SURVEY DATA

There are five hypotheses in this research to analyze for the first relationship between the agency type, agency size, employee type and the type of tactics used by the agency to socialize new employees.

> Hypothesis 1: As the size of the agency increases the scores on the socialization dimensions will move toward the institutional end of the continuum.

Using the data from the new employee survey this hypothesis is not supported for the staff or management. The staff at the large agency (ODMHSAS) is being socialized using individualized tactics while the staff at all of the other agencies are socialized through institutional tactics. The new management employees at the large agency (ODMHSAS) are being socialized using institutional tactics but so are the management at one of the small midsize agencies (DEQ).

> Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.

This hypothesis is not supported. Only the staff at ODMHSAS is being socialized using this mix of socialization tactics. Four of the five groups of employees at redistributive agencies are being socialized using informal, serial and investiture tactics.

> Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.

This hypothesis is not supported by the data from the new employee survey. None of the regulatory agencies are using this mix of tactics to socialize either staff or management employees. All of the regulatory agencies are using sequential tactics to socialize their new employees.

> Hypothesis 4: New management employees will be socialized using individualized tactics.

This hypothesis is not supported. Out of the three agencies with enough management employees responding to the new employee survey only one is using all individual tactics to socialize these employees. The other two agencies are only using two out of the six individual tactics to socialize management employees.

> Hypothesis 5: New staff employees will be socialized using institutional tactics.

This hypothesis is supported. Five of the six agencies (DEQ, DPS, ODVA, OESC, OJA) are using institutional tactics to socialize their new employees. Three agencies (DPS, ODVA, OJA) are using all institutional tactics to socialize their staff.

Two agencies (DEQ, OESC) are using five out of six institutional tactics to socialize their staff. Only ODMHSAS is more using individualized tactics to socialize new staff employees.

COMPARISON OF THE INFORMATION FROM AGENCY OFFICIAL INTERVIEWS ABOUT THE SOCIALIZATION OF NEW EMPLOYEES TO THE DATA FROM THE NEW EMPLOYEE SURVEY

Information about the socialization processes at the state government agencies has been gathered from two sources, interviews with agency officials and surveys completed by the new employees. Both types of information have been analyzed in the proceeding sections. Since there are two sources of information, they can be compared to gain a more complete picture of the socialization process at the agencies. A comparison of the socialization dimensions received by the staff by agency type, and agency size from the two data sources is displayed in Table 5.9.

Table 5.9 Comparison of the Interview Data/New Employee Data for Staff by Agency Type, and Agency Size

	Institutional		Individual		Agency Type	Agency Size
	Interview	Survey	Interview	Survey		
Department of Mental Health and Substance Abuse Services	4 Collective Formal Sequential Serial	2 Serial Investiture	2 Variable Divestiture	3 Informal Random Variable	Redistributive	Large Agency
Department of Veterans Affairs	5 Collective Formal Sequential Serial Investiture	6 Collective Formal Sequential Fixed Serial Investiture	1 Variable	0	Redistributive	Large Midsize Agency
Employment Securities Commission	3 Collective Formal Investiture	5 Collective Sequential Fixed Serial Investiture	3 Random Variable Disjunctive	1 Informal	Redistributive	Small Midsize Agency
Department of Public Safety	5 Collective Formal Sequential Fixed Serial	6 Collective Formal Sequential Fixed Serial Investiture	1 Divestiture	0	Regulatory	Large Midsize Agency
Office of Juvenile Affairs	6 Collective Formal Sequential Fixed Serial Investiture	6 Collective Formal Sequential Fixed Serial Investiture	0	0	Regulatory	Large Midsize Agency
Department of Environmental Quality	3 Collective Formal Investiture	5 Formal Collective Sequential Fixed Investiture	3 Random Variable Disjunctive	1 Disjunctive	Regulatory	Small Midsize Agency

The comparison of the results of the interviews with the results from the surveys for the staff indicates that the classifications based on the interviews match up exactly with the results from the survey data only for OJA. Two of the agencies, ODVA, and DPS, only differ by one of the dimensions.

The other three agencies have quite a few differences between the information gleaned from the interview and the information from the new employee survey. The agency that has the most differences is ODMHSAS. The interview indicated that four of the socialization dimensions would fall into the institutional classification while the other two would fall into the individual classification. The survey data indicates the exact opposite. Only the interview indications of serial and variable dimensions appear in the survey data. As speculated earlier, it appears that while the staff at this agency attends a collective, formal, sequential orientation, they also are receiving a more individualized socialization once they complete this institutionalized socialization.

There also are differences at the OESC. All three of the individual dimensions that were indicated by the interview did not materialize in the survey data. In addition to these changes, the survey data also indicated that the socialization was done informally. It appears that this agency has more of an institutionalized socialization than the mixed socialization indicated in the interview. The picture of the DEQ gleaned from the interview also differs from the results of the survey. The interview at DEQ indicated that the agency had a mixed socialization for their staff. The survey showed more of an institutional socialization for the staff at this agency.

There is no pattern to the differences or similarities between the interview indications and the results of the survey when grouping the agencies by agency type. In both the redistributive agencies and the regulatory agencies, there are agencies with differences and ones with similarities. When looking at the data by agency size, the large midsize agencies are the ones that have similar results from both the interviews and the survey results while the large agency and the small midsize agencies are the ones that have differences between the interviews and the survey. Both of the small midsize agencies have employees reporting more of an institutional socialization than indicated in the interview while the large agency has staff reporting more of an individualized socialization.

It is interesting to note that the two agencies, both large midsize, that have intensive training are two of the agencies that have similar results between the interview information and the survey data. This may be due to the fact that these socialization processes are truly institutional on the bipolar continuum and are easy to describe by the agency officials.

The difference at the large agency may be because it is able to provide a more complex socialization process for their staff. This socialization process has elements of both institutional socialization and individual socialization. The new employees at this agency appear to be judging the individual elements as more important and are reflecting this on the survey. At the other extreme, the two small midsize agencies described a mixed socialization process. It appears that the staff at these agencies are

rating the institutional orientation as more important than it appeared in the interview information.

The results of this comparison indicate that neither the interview nor the survey fully captured a complete picture of the socialization process at some of the agencies in the research. The differences suggest that a more complex socialization process, like the one for staff described in the interview at ODMHSAS, using a mix of both institutional and individual tactics on a single dimension is not totally captured by the survey questions. This finding indicates that caution should be placed when describing the tactics used on new staff employees based solely on the survey data.

A comparison of the socialization dimensions received by the new management employees by agency type and agency size from the two data sources is displayed in Table 5.10.

Table 5.10 Comparison of the Interview Data/New Employee Data for Management by Agency Type, and Agency Size

	Institutional		Individual		Agency Type	Agency Size
	Interview	Survey	Interview	Survey		
Department of Mental Health and Substance Abuse Services	3 Collective Formal Sequential	4 Sequential Fixed Serial Investiture	3 Variable Disjunctive Divestiture	2 Individual Informal	Redistributive	Large Agency
Department of Veterans Affairs	3 Collective Formal Investiture	N / A	3 Random Variable Disjunctive	N / A	Redistributive	Large Midsize Agency
Employment Securities Commission	3 Collective Formal Investiture	0	3 Random Variable Disjunctive	6 Individual Informal Random Variable Disjunctive Divestiture	Redistributive	Small Midsize Agency
Department of Public Safety	1 Investiture	N / A	5 Individual Informal Random Variable Disjunctive	N / A	Regulatory	Large Midsize Agency
Office of Juvenile Affairs	1 Investiture	N / A	5 Individual Informal Random Variable Disjunctive	N / A	Regulatory	Large Midsize Agency
Department of Environmental Quality	3 Collective Formal Investiture	4 Sequential Fixed Serial Investiture	3 Random Variable Disjunctive	2 Individual Informal	Regulatory	Small Midsize Agency

The comparison of the results of the interviews with the results from the surveys for the new management employees indicates that none of the classifications based on the interviews match up exactly with the results from the survey. However, two of the agencies, ODMHSAS, and DEQ, only differ by one of the dimensions between the interview data and the survey data. No comparison is possible for the DPS, ODVA, and OJA since only a few management employees responded to the new employee survey.

OESC had a big difference between the information gleaned from the interview and the information from the new employee survey. The interview indicated that three of the socialization dimensions would fall into the institutional classification while the other three would fall into the individual classification. The survey data indicates that all of the socialization dimensions fall into the individual classification. It appears that while the new management employees at this agency attend an orientation that has institutional characteristics they also are receiving a more individualized socialization once they complete the orientation. There is no pattern to the differences or similarities between the interview indications and the results of the survey when grouping the agencies by agency type or agency size.

Disconnect Between the Tactics Described in the Interviews and the New Employee Survey

The comparison of the type of tactics used to socialize new employees described in the interviews and what is reported by the employees on the new employee survey indicate that there is a disconnect between what the employees are experiencing and the tactics the officials of the agency think are being used to

socialize the new employees. Since the employees actually are experiencing the socialization process, it is likely that how they answer the questions on the new employee survey provides a more accurate description of their socialization.

There are several explanations as to why this disconnect maybe happening. The questions on the survey may not adequately measure the socialization dimensions. If this is the case, the description of the socialization by the agency officials may describe the process better than the survey. This will be explored further in chapter six when the survey data are analyzed.

Another possible reason that this disconnect is happening may be the fact that the officials that I interviewed do not actually perform the socialization. What they intend to happen or what they think is happening and what those that actually are in charge of carrying out the socialization are doing may be different.

Those interviewed also may be placing emphasis on one part of the socialization, the part that they are responsible for, and not really thinking about the other things going on to socialize new employees. An example of this occurred in the interview at ODMHSAS. The interview with the head of Human Resource Development emphasized the formal, collective orientation that this area conducts. It only was mentioned in a passing comment that there also was an informal, individual socialization that occurs after the orientation at the new employee's place of work.

ANALYSIS OF THE HYPOTHESES OF THE FIRST RELATIONSHIP

Table 5.11 Summary of the Hypothesis Testing Of The Relationship Between Agency Type, Agency Size, Employee Type And Socialization Tactics Using The New Employee Survey Data

Hypothesis	Interview Data	Survey Data	Overall Evaluation
Hypothesis 1	Partially Supported - Staff Not Supported – Mgmt.	Not Supported	Not Supported
Hypothesis 2	Not Supported	Not Supported	Not Supported
Hypothesis 3	Partially Supported	Not Supported	Not Supported
Hypothesis 4	Not Supported	Not Supported	Not Supported
Hypothesis 5	Partially Supported	Supported	Partially Supported

Hypothesis 1: As the size of the agency increases the scores on the socialization dimensions will move toward the institutional end of the continuum.
Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.
Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.
Hypothesis 4: New management employees will be socialized using individualized tactics.
Hypothesis 5: New staff employees will be socialized using institutional tactics.

Table 5.11 summarizes the hypotheses testing using the interview data and the survey data. Only hypothesis 5 is supported by both the interview data and the survey data. Most agencies are using institutional tactics to socialize their new staff employees. Hypothesis 1 overall is not supported. Only the interview data indicates that this is partially true for only the staff at the agencies. The survey data does not support this for either staff or management. Hypothesis 3 overall is not supported. While several of these tactics are being used by various agencies according to the

interview data the only sequential tactics are in use at all of the agencies in the survey data. Hypothesis 4 is not supported by either the interview data or the survey data.

Overall, there are differences between the socialization processes described to the researcher by agency officials and what the employees themselves are indicating. This is true for both staff and management. While it is possible that this may indicate that the measures that Jones developed for the socialization dimensions are not accurately measuring where the new employees fall on the six socialization continuums, it also may indicate that there are differences between the tactics that the agencies are trying to use to socialize new employees and what is actually being done to socialize new employees.

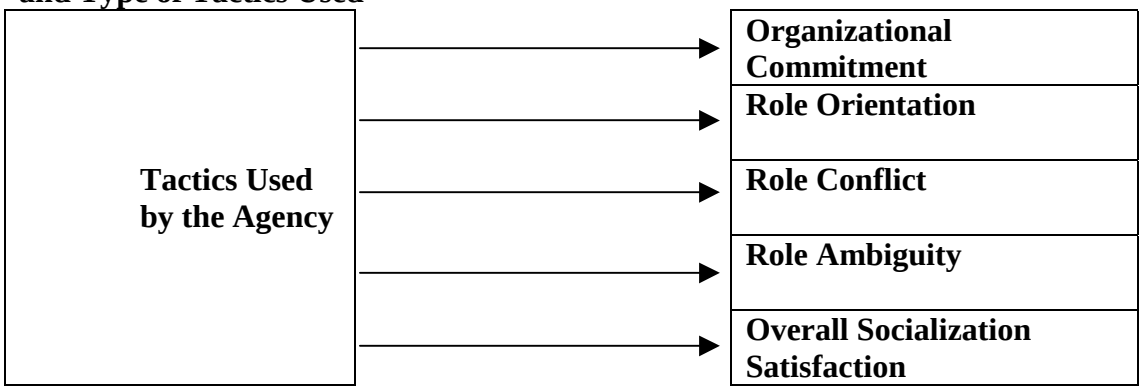
The information collected through the interviews with officers at the agencies indicate that the staff are receiving, as a whole, more of an institutional socialization while the management employees are receiving a mixed socialization experience with several institutional tactics being used along with individual tactics. The survey data has indicated that most of the new staff and management employees have received a socialization that fell closer to the institutional end of the continuum. Finally, the differences between the socialization processes described to the researcher by agency officials and what the employees reported on the new employee survey may indicate that there are differences between the tactics that the agencies are trying to use to socialize new employees and what is actually being done to socialize new employees or that the scales used to measure the socialization dimensions are completely capturing the complete socialization process, especially when this process includes

both institutional and individual elements on one socialization dimension. The next chapter will continue the analysis of the data received from the new employee survey by replicating the analysis done by Jones in his 1986 research.

CHAPTER 6: ANALYSIS OF THE RELATIONSHIP BETWEEN THE TYPE OF TACTICS USED BY THE AGENCY AND THE OUTCOMES OF THE SOCIALIZATION PROCESS

This chapter analyzes the data from the new employee survey, including the relationship between the socialization dimensions and the outcomes of the socialization process by partially replicating the data analysis from the study by Jones (1986) and by running a series of multiple regressions analyzing the relationship between the tactics used and the outcomes.

Figure 6.1 Relationship Between Agency Type, Agency Size, and Employee Type and Type of Tactics Used



However, prior to examining the relationship between the tactics and outcomes, this chapter replicates Jones' study by conducting a factor analysis of the socialization dimensions, by analyzing the scale reliability of the survey data, and by checking the data for the assumptions of canonical correlation analysis and multiple regression.

MEASURES

Survey Questions

The questions used to measure the six dimensions of socialization, commitment, and role orientation on the survey of new employees were taken directly from the study by Jones (1986). Jones developed these questions from the discussion of the dimensions presented in the work by Van Maanen and Schein (1979). High scores on the socialization tactics are associated with institutionalized tactics (collective, formal, investiture, sequential, serial, and fixed). Low scores on the socialization tactics are associated with individualized tactics (individual, informal, random, variable, disjunctive, and divestiture). A high score on commitment is associated with a high level of commitment to the organization. A high score on role orientation is associated with role innovation. A low score on role orientation is associated with a custodial role.

Jones used the scales developed by Rizzo, House, and Lirtzman (1970) to measure role conflict and ambiguity. These scales also were used in the current survey. A high score on role conflict is associated with a high level of role conflict. The opposite is true for role ambiguity where a high score is associated with low levels of role ambiguity.

Two additional scales were used for the current survey. The first provided a measure of the motivation that an employee has to perform a job based on his or her public service motivation. The questions used for this scale are from Carnavale (1988). This scale is used as an independent variable. The second scale measures

how satisfied the new employee is with the socialization to his or her organization. This scale is used as a dependent variable. High scores on these variables are associated with a high level of public service motivation and a high level of overall socialization satisfaction respectively.

Factor Analysis of the Socialization Dimensions

In the 1986 study by Jones, a factor analysis was conducted to investigate the structure of the six dimensions of socialization tactics that had been suggested by Van Maanen and Schein (1979). Jones conducted factor analysis with varimax rotation and presented his results as reproduced here in Table 6.1.

Table 6.1 Rotated Factor Loadings from Factor Analysis for the Socialization Tactic Scales from the Study by Jones (1986)

		Factors			
	Items [1]	**1**	**2**	**3**	**4**
	Investiture / divestiture				
	ID1	.57			
	ID2	.74			
	ID3	.61			
	ID4	.62			
	ID5	.76			
Social Aspects	Serial / disjunctive				
	SD1	.41			
	SD2	.67			
	SD3	.63			
	SD4	.46			
	SD5	.44			
	Sequential / random				
	SR1		.61		
	SR2		.42		
	SR3		.43		
	SR4		.46		
	SR5		.73		
Content	Fixed / variable				
	FV1		.62		
	FV2		.55		
	FV3		.69		.45
	FV4		.56		
	FV5		.55		
	Collective / individual				
	CI1			.75	
	CI2			.45	
	CI3			.57	
	CI4			.62	
	CI5			.67	
Context	Formal / informal				
	FI1			.48	.48
	FI2				
	FI3				.67
	FI4				.53
	FI5			.46	

[1] The questions for each dimension (e.g. ID1 – ID5) can be found in Appendix C.

The factor analysis indicates that Jones' data had four factors. Jones explained that there were three main factors that verified the classification scheme that Jones proposed in his article. Jones argues that the six socialization tactics that are significant in influencing newcomers' responses proposed by Van Maanen and Edgar Schein in 1979 fall into three classifications:

1) The social or interpersonal aspects of the socialization tactics in which other organizational members may more strongly influence newcomers about the perceptions of the contexts than the objective characteristics of the contexts. This classification includes the serial/disjunctive dimension and the investiture/divestiture dimension.
2) The content of the information given to newcomers via socialization. This classification includes the sequential/random dimension and the fixed/variable dimension.
3) The contexts in which organizations provide information to newcomers. This classification includes the individual/collective dimension and the formal/informal dimension.

Jones summarizes his classification in a two by three table that is reproduced here in Figure 6.2.

Figure 6.2 Jones' Classification of Socialization Tactics

Tactics concerned mainly with:	**Institutionalized**	**Individualized**
Context	Collective Formal	Individual Informal
Content	Sequential Fixed [1]	Random Variable
Social Aspects	Serial Investiture [1]	Disjunctive Divestiture

Jones (1986, 263).
[1] Indicates reverse of effects hypothesized by Van Maanen and Schein.

In the factor analysis done by Jones, the first factor deals with the social aspects of socialization. This factor has the most explanatory power. The second factor deals with the content of the information given to newcomers via socialization. The third factor deals with the contexts in which organizations provide information to newcomers. The context classification does decompose in Jones' factor analysis. While all of the collective/individual questions load on the third factor, the formal/informal dimension loads on the third factor and a forth factor. Jones explains

this by stating, "…not all formal socialization programs were collective, nor all informal programs individual" (Jones 268 – 269).

While the factor analysis indicates that Jones' data is made up of three factors, Jones prefers to follow his a priori classification of socialization tactics. The analysis in the study by Jones continues to use the six dimensions as theorized by Van Mannen and Schein. Using the data from the current study, this factor analysis was replicated with the results forced into four factors. The results are presented in Table 6.2.

Table 6.2 Rotated Factor Loadings from Factor Analysis for the Socialization Tactic Scales from the Current Study

		Factors			
	Items	**1**	**2**	**3**	**4**
	Investiture / divestiture				
	ID1		.54	.49	
	ID2			.75	
	ID3			.51	
	ID4			.64	
Social Aspects	ID5			.75	
	Serial / disjunctive				
	SD1		.68		
	SD2		.56		
	SD3	.58		.49	
	SD4	.63		.41	
	SD5	.47		.67	
	Sequential / random				
	SR1		.78		
	SR2	.44	.56		
	SR3		.63		
	SR4	.72			
Content	SR5	.57	.48		
	Fixed / variable				
	FV1		.70		
	FV2		.55		
	FV3	.43	.55		
	FV4	.61			
	FV5		.51		-.41
	Collective / individual				
	CI1	.41			
	CI2		.46		
	CI3	.61			
	CI4	.47			.57
Context	CI5				.73
	Formal / informal				
	FI1	.71		.	
	FI2				
	FI3	.67			
	FI4	.65			
	FI5			-.54	

A comparison of the results from the current study and the Jones study is presented in Table 6.3.

Table 6.3 Summary of the Jones Factor Analysis and the Current Factor Analysis

	Items	Factor	
		Jones Study	**Current Study**
	Investiture / divestiture		
	ID1	1	2/3
	ID2	1	3
	ID3	1	3
	ID4	1	3
	ID5	1	3
Social Aspects	Serial / disjunctive		
	SD1	1	2
	SD2	1	2
	SD3	1	1/3
	SD4	1	1/3
	SD5	1	3/1
	Sequential / random		
	SR1	2	2
	SR2	2	2/1
	SR3	2	2
	SR4	2	1
	SR5	2	1/2
Content	Fixed / variable		
	FV1	2	2
	FV2	2	2
	FV3	2	2/1
	FV4	2	1
	FV5	2	2/4
	Collective / individual		
	CI1	3	1
	CI2	3	2
	CI3	3	1
	CI4	3	4/1
	CI5	3	4
Context	Formal / informal		
	FI1	3 / 4	1
	FI2	---	---
	FI3	4	1
	FI4	4	1
	FI5	3	3

As indicated in the tables, there are differences between the factor analysis in the original study and the current study. The first dimension, investiture/divestiture, loaded on the first factor in Jones' study. In the current study, this socialization dimension mainly loads on the third factor. In factor analysis, the magnitude of descending values of eignvalues is related to the relative importance of each factor (Kim and Mueller, 1976, 77). Thus, the first factor has the most explanatory power.

The second dimension, serial/disjunctive, again loads on the first factor in the Jones study. In the current study, this factor decomposes. The first two questions load on the second factor while the next two load on the first and third factors. The last serial/disjunctive question loads on the third and first factors.

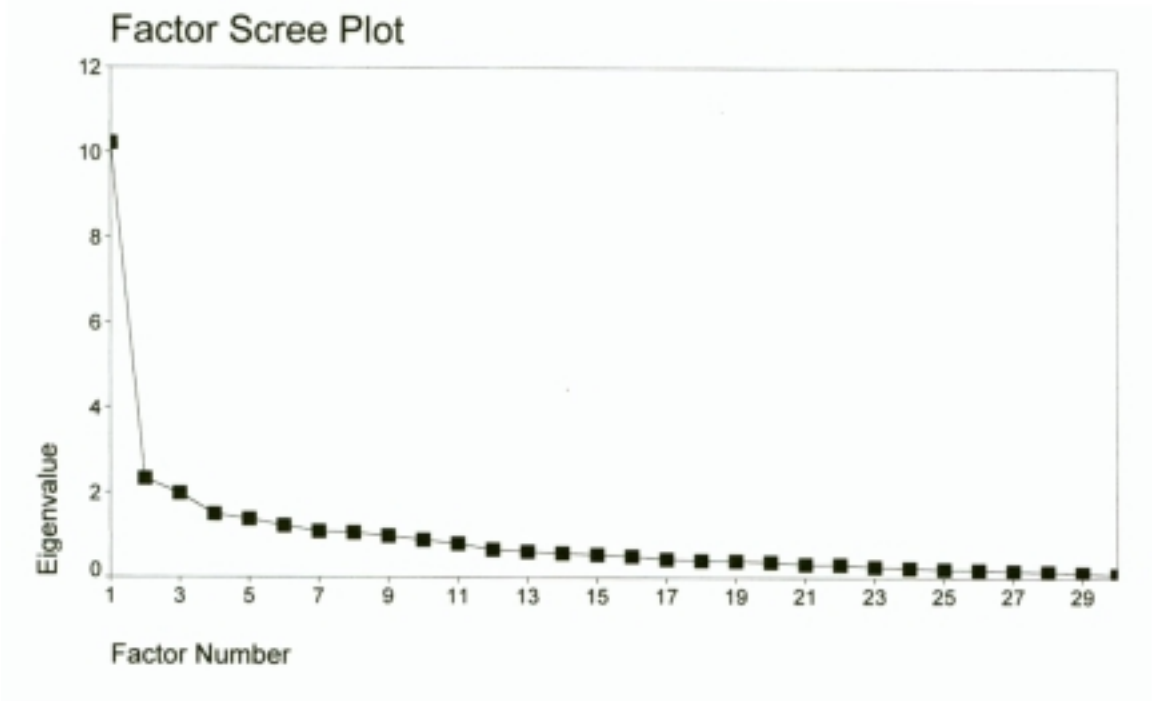
The next two dimensions, sequential/random and fixed/variable, both load on the second factor in Jones' study. In this study, these dimensions load on the second factor in most cases although both dimensions decompose somewhat and also load on the first factor and, in one case, the fourth factor.

In the last two dimensions, collective/individual and formal/informal, Jones' study has collective/individual loading on the third factor while formal/informal decomposes and loads on the third and a forth factor. The second formal/informal question does not load on any factor in Jones' study. In the current study, the first and third collective/individual questions load on factor one while questions four and five load on factor four. Question number two loads on factor two. Three of the formal/informal dimension questions load on factor one while one loads on factor three. The second formal/informal question does not load on any factor like Jones'

study. This factor analysis of the current study does not support the idea that the six dimensions can be classified as clearly as the factor analysis in the Jones study.

The second factor analysis allows the number of factors to be selected on the basis of the Eigenvalues greater than 1. This produces an eight-factor solution. To decide on the number of factors to rotate in a final solution, a scree test was used (Figure 6.3).

Figure 6.3 Scree Plot from the Current Factor Analysis Limited to Eignvalues Greater Than One



To determine the optimal number of factors to rotate, the scree plot is examined to determine the point where a line drawn through the points changes it slope and the eignvalues begin to level off forming a straight line with an almost horizontal slope (Tabachnick and Fidell, 1996, 672-673; Cattell, 1965).

The scree plot in this factor analysis changes slope at both the second and the third factors before flattening out. The eigenvalues are shown in Table 6.4.

Table 6.4 Summary of the Eignvalues in the Eight Factor Solution

Factor	Eigenvalues
1	10.21
2	2.33
3	1.98
4	1.49

Factor	Eigenvalues
5	1.38
6	1.22
7	1.09
8	1.06

While the slope changes after factor two and factor three, the distance between factors three and four is greater than the distance between the second and third factor. The line also flattens out into an almost horizontal slope at the third factor. To further explore this, a factor analysis was conducted where the solution was forced into three factors. The three factor solution is presented in Table 6.5.

Table 6.5 Rotated Factor Loadings from Factor Analysis for the Socialization Tactic Scales Limited to Three Factors

		Factors		
	Items	**1**	**2**	**3**
	Investiture / divestiture			
	ID1	.49		.52
	ID2			.77
	ID3			.53
	ID4			.65
	ID5			.74
Social Aspects	Serial / disjunctive			
	SD1	.67		
	SD2	.57		
	SD3		.52	.48
	SD4		.62	
	SD5		.42	.66
	Sequential / random			
	SR1	.71		
	SR2	.65		
	SR3	.72		
	SR4	.43	.66	
	SR5	.60	.44	
Content	Fixed / variable			
	FV1	.65		
	FV2	.55		
	FV3	.70		
	FV4	.57	.42	
	FV5	.67		
	Collective / random			
	CI1			
	CI2	.46		
	CI3		.62	
	CI4		.63	
	CI5			
Context	Formal / informal			
	FI1		.68	
	FI2			
	FI3	.49	.53	
	FI4		.54	
	FI5			-.54

A summary of the Three-Factor Analysis is presented in Table 6.6.

Table 6.6 Summary of the Current Study Factor Analysis with Three Factors

	Items	Current Study
	Investiture / divestiture	
	ID1	3 / 1
	ID2	3
	ID3	3
	ID4	3
	ID5	3
Social Aspects	Serial / disjunctive	
	SD1	1
	SD2	1
	SD3	2 / 3
	SD4	2
	SD5	3 / 2
	Sequential / random	
	SR1	1
	SR2	1
	SR3	1
	SR4	2 / 1
	SR5	1 / 2
Content	Fixed / variable	
	FV1	1
	FV2	1
	FV3	1
	FV4	1 / 2
	FV5	1
	Collective / individual	
	CI1	--
	CI2	1
	CI3	2
	CI4	2
	CI5	--
Context	Formal / informal	
	FI1	2
	FI2	--
	FI3	2 / 1
	FI4	2
	FI5	3

When comparing this factor analysis to Jones' classification of socialization tactics, it is found that the social aspect classification does not all load on one single factor. The investiture/divestiture dimension does load on a single factor but the serial/disjunctive dimension decomposes and loads on all three factors. The content classification does better in this study. All of the individual questions of both the sequential/random and fixed/variable load on the first factor. Three of the questions in this classification also load on factor two. The context classification has five questions loading on factor two while one loads on factor one and one loads on factor three. Three of the questions do not load on any of the factors.

In the current study, the content classification holds together as suggested by Jones. The other two classifications both decompose. The social aspect classification holds together to some extent in that seven of the ten questions load on factor three. The context classification has five of the ten factors loading on factor two.

The differences in the factor analysis may be related to the differences in the populations that were surveyed in the two studies. In the Jones study, the population sampled is derived from M.B.A. graduates from a major midwestern university that joined business organizations in various business functions (267-268). The population of the current survey is all types of employees in state government agencies. The current employees occupy a diverse range of positions from executive management to direct patient care (refer to Table 3.4 for a breakdown of the types of positions occupied by employees in the current study). The current population also differs in the type of previous training an employee has received related to the

position that he or she now occupy. In the Jones study, all of the respondents had received college training for the positions that they held when completing the survey. In the current study, respondents had training levels ranging from no training to college training related to their current position. In the current study, 27.7 % of the respondents do not have college training for the position that they now hold (refer to Table 3.10 for a breakdown of training levels of the respondents in the current study).

Considering the differences in the populations, the classification system for socialization that is proposed by Jones actually holds up pretty well using the data from the current study.

Factor Analysis of the Role Outcome Variables

Jones also reports that he verified the concept of three separate role outcome variables in his study by using factor analysis. Table 6.7 replicates the factor analysis using the current survey data.

Table 6.7 Rotated Factor Loadings from Factor Analysis for the Socialization Tactic Scales from the study by Jones (1986)

		Factors			
Items		**1**	**2**	**3**	**4**
Role Orientation					
	Question 1		.80		
	Question 2		.71		
	Question 3		.83		
	Question 4			-.61	
	Question 5		.77		
Role Ambiguity					
	Question 1			.65	
	Question 2				-.50
	Question 3			.67	
	Question 4			.83	
	Question 5	-.75			
	Question 6	-.53			
Role Conflict					
	Question 1	.54			
	Question 2				.83
	Question 3	.63			
	Question 4	.59			
	Question 5	.69			
	Question 6	.78			
	Question 7				.71
	Question 8	.55			

While not as clear as the factor analysis of the role outcomes in the Jones study, the factor analysis in the current survey supports the idea that there are three separate role outcome variables. Role orientation loads mainly on factor number two. Role conflict loads mainly on factor one. Role ambiguity decomposes. Three of the ambiguity questions load on factor three including:

Question 1) I feel certain about how much authority I have.
Question 3) I know that I have divided my time properly.
Question 4) I know what my responsibilities are.

Two questions load on factor one:

Question 5) I know exactly what is expected of me.
Question 6) Explanation is clear of what has to be done.

Question 2, “There are clear planned goals and objectives for my job”, loads on the fourth factor.

Scale Reliability of the Socialization Dimensions

To further analyze the relationship between the socialization dimensions and the outcome variables, Jones developed scales from the survey questions. To test the reliabilities of the scales, the average correlation among the items in the scale or the internal consistency was examined. The statistic used to measure the internal consistency is Cronbach’s alpha. The size of the alpha is based on both the numbers of items in the scale and the average correlation among items. The coefficient alpha sets the upper limit of the reliability. If the alpha is low, the items either have very little in common or there are too few questions in the scale. The literature suggests that for a set of items to be a scale, the reliability coefficient should exceed .70 and at least be above .60 at the lowest for basic research (Nunnaly, 1978, 206-227; Scales and Standard Measures; Santos 1999). The alphas from Jones’ study are reported in Table 6.8 along with the alphas for the current study from the scale reliability analysis and whether there is the possibility for improvement with the exclusion of specific questions using the scales from Jones’ study.

Table 6.8 Reliability of the Scales

Socialization Tactics		Jones Study	Current Study Including All Questions	Current Study Revised With Removal of Questions
	Investiture / divestiture	.79	.81	No Improvement Possible
	Serial / disjunctive	.78	.79	No Improvement Possible
	Sequential / random	.78	.78	No Improvement Possible
	Fixed / variable	.79	.81	No Improvement Possible
	Collective / Individual	.84	.55	No Improvement Possible
	Formal / informal	.68	.47	.69
	Public Service Motivation		.62	No Improvement Possible
Outcome Variables				
	Commitment	.71	.91	No Improvement Possible
	Role Orientation	.89	.76	.83
	Role Conflict	.61	.82	No Improvement Possible
	Role Ambiguity	.85	.75	.83
	Overall Socialization Satisfaction		.85	No Improvement Possible

Note: Jones reports alphas in his study but does not specifically indicate that they are Cronbach's alphas.

The results of this comparison indicate that the reliabilities for the scales for the first four socialization dimensions are very similar to the findings in the Jones study. The alphas are very similar and in some cases a little better in the current study. On the last two socialization dimensions, the scales in the current study fall below the level needed for a reliable scale. On the collective/individual scale, the alpha is .55 using all five of the questions from the original study. As indicated in

Table 6.9 the removal of any of the questions will not result in improving the reliability of the scale.

Table 6.9 Item – Total Statistics for Collective/Individual alpha = .55

	Corrected Item-Total Correlation	Alpha if Item Deleted
CI Question 1	.2484	.5346
CI Question 2	.3214	.4833
CI Question 3	.3649	.4608
CI Question 4	.4061	.4266
CI Question 5	.2218	.5372

In light of these results, the scale for the collective/individual socialization dimension will be unusable in the current study.

The scale for the formal/informal dimension in the current study also is unusable when all of the questions are included. In this case, the reliability of the scale can be improved. The formal/informal results are presented in Table 6.10.

Table 6.10 Item – Total Statistics for Formal/Informal alpha = .47

	Corrected Item-Total Correlation	Alpha if Item Deleted
FI Question 1	.4372	.2730
FI Question 2	.0429	.5495
FI Question 3	.4588	.2582
FI Question 4	.3388	.3504
FI Question 5	.0209	.5453

When Questions 2 and Question 5 are removed from the formal/informal dimension the alpha improves to .69. In the factor analysis conducted by Jones, Question 2 did not load on any factor. In a replication of this factor analysis on the current data, Question 2 does not load on any factor, and Question 5 loads on the

wrong factor in the current factor analysis. As Table 6.11 indicates, removing any more of the questions will not improve the reliability of the scale. The revised three-question scale consisting of questions 1, 3, and 4 will be used in this study.

Table 6.11 Item – Total Statistics for Formal/Informal with Questions 2 and 5 Removed. alpha = .69

	Corrected Item-Total Correlation	Alpha if Item Deleted
FI Question 1	.5035	.5999
FI Question 3	.5018	.6021
FI Question 4	.5099	.5916

The Jones study did not include questions for the public service motivation scale that met the minimum requirement of .60 with no improvement possible.

Scale Reliability of the Outcome Scales

Of the outcomes measured by the survey, the role conflict scale is reliable using all of the questions with no improvement possible (alpha = .82). For the commitment scale, the alpha is .91 using all fourteen of the questions from the survey and removing any of the questions will not substantially improve the alpha.

The scales for role orientation and role ambiguity can be improved by removing specific questions. On the role orientation scale, the Cronsbach's alpha is .76 using all five of the questions from the survey. As indicated in Table 6.12, the removal of question four will result in improving the reliability of the scale.

Table 6.12 Item – Total Statistics for Role Orientation alpha = .76

	Corrected Item-Total Correlation	Alpha if Item Deleted
Role Orientation Question 1	.6130	.6917
Role Orientation Question 2	.6256	.6871
Role Orientation Question 3	.6732	.6735
Role Orientation Question 4	.0879	.8321
Role Orientation Question 5	.6700	.6674

When Question four is removed from the role orientation outcome, the alpha improves to .83

On the role ambiguity scale, the alpha is .75 using all six of the questions from the survey. As indicated in Table 6.13 below, the removal of questions one and three will result in improving the reliability of the scale.

Table 6.13 Item – Total Statistics for Role Ambiguity alpha = .75

	Corrected Item-Total Correlation	Alpha if Item Deleted
Role Ambiguity Question 1	.3122	.7690
Role Ambiguity Question 2	.4461	.7328
Role Ambiguity Question 3	.2278	.7751
Role Ambiguity Question 4	.7430	.6656
Role Ambiguity Question 5	.6872	.6606
Role Ambiguity Question 6	.6096	.6843

When Question one and three are removed from the role ambiguity outcome, the alpha improves to .82.

The revised scales for the outcomes of role orientation and role ambiguity will be used in this study. The Jones study did not include questions for the overall socialization satisfaction scale that met the minimum requirement of .60 with an alpha of .85.

Discussion of the Differences in the Scales Between the Jones Study and the Current Study

In an attempt to discover the difference between the current study and the Jones study on the reliability of the scales, the reliability analysis was conducted on a selected portion of the current data. As previously discussed, the current study differs from the one done by Jones (1986, 267-268) in that his population is derived from M.B.A. graduates from a major Midwestern university that joined business organizations in various business functions while the current study includes all types of employees in state government agencies. In the Jones study, all of the respondents had received college training for the positions that they held when completing the survey while in the current study training levels range from no training to college training related to their current position.

When the scale reliability analysis is conducted on only the employees that occupy professional positions (Executive Management, Research, Information Systems, Financial, and Law Officer) for the collective/individual socialization dimension, the alpha increases from .55 to .67 with no chance for improvement (N = 33). When the scale reliability analysis is run on those employees with at least some college training in their position the alpha increases to .66 with no chance for improvement (N = 65).

When the same two populations are used to analyze the formal/informal scale, the alpha also increases. When using the data regarding only the professional employees, the alpha increases from .48 to .71 when using all five questions. This can be increased to .80 when questions two and five are removed from the analysis.

When using only the data for those respondents who have at least some college training for their position, the alpha increases from .47 to .50 for all five questions. When questions two and five are removed the alpha increases to .74.

These results indicate that the people hired for certain positions are affecting the socialization tactics concerned mainly with context of the socialization. Those positions that do not require some college training are answering the questions on these two dimensions in a way that differs from those employees with college training in professional positions causing the scales to break down.

When the scales are tested for reliability on the twenty-five non-college trained employees and the non-professional employees, it is found that neither the collective/individual socialization dimension nor the formal/informal dimension forms a reliable scale. The best alpha that can be achieved on the collective/individual socialization dimension using only the first and second questions is .44. The best alpha that can be achieved on the formal/informal socialization dimension using only the questions one, two, and three is .55.

There are 56 non-professional employees. The best alpha that can be achieved on the collective/individual socialization dimension using all of the questions is .45. The best alpha that can be achieved on the formal/informal socialization dimension using only questions one, three, and four is .60.

These results indicate that there is some difference in both the collective/individual and formal/informal socialization dimensions between those employees that have taken a position that is more professional in nature and requires

some college training. The literature review indicated that there was a theoretical possibility that training in the area in which one joins an organization affects the outcomes of the socialization process.

Both Feldman (1981) and Schein (1979) suggest that people in particular occupations tend to share certain values and attitudes and that there are patterned similarities in the interests of individuals in the same occupation, thus, the socialization process is affected by training for the position and by previous experience in the position. Feldman and Schein's theory is supported by Nalbandian and Edwards (1983) study that found differences in the values held by public sector administrators, public sector social workers, private sector business administrators, and lawyers. Further, the research done by Miller and Wager indicates that the length and type of educational training impacts the role orientation of professionals while the organizational socialization tends to just reinforce the roles formed by the educational experience. This may indicate there also are differences between those employees with educational training for their position and those in positions that do not require educational training (1971, 151 – 163).

It appears from the current study that the interaction of the amount of training a new employee had prior to starting his or her position may affect the socialization process and, thus, the dimensions of socialization. Most of the employees that are hired for positions that require previous training do not receive the variety of socialization given to new employees that are hired to do work that does not require previous training. The complex socialization received by some new employees that

are receiving institutionalized orientation socialization and individualized on the job socialization may result in contradictory answers on the questions that make up the context scales.

Looking at the questions, one could see that, for example, an aide in a state hospital will probably be receiving institutional socialization while in training but also receiving individualized socialization from supervisors and coworkers while performing duties in this position. For example a new employee in this position may agree with collective/individual question number 1 that states, "In the last six months, I have been extensively involved with other new recruits in common, job related training activities". This would indicate an institutional socialization. They also may agree with question number 4 that states, "Most of my training has been carried out apart from other newcomers". This would indicate an individualized socialization. The data to examine this situation is presented in Table 6.14.

Table 6.14 Conflicting answers on the collective/individual scale

		Collective/Individual Question 4	
		Agree / Individual	Disagree / Institutional
Collective/ Individual Question 1	Agree / Institutional	**16**	7
	Disagree / Individual	5	**6**

There are thirty-four respondents that either strongly agreed, agreed, disagreed, or strongly disagreed on both of the previous questions. Twenty-two of the thirty-four answered the question in a conflicting manner. Sixty eight percent of the employees that have conflicting answers on these questions describe their job as clinical (31.8%),

customer service (22.7%), or direct patient care (13.6%). Fifty-five percent of these employees work for ODMHSAS (31.8%) or OESC (22.7%).

On the formal/informal scale, a new employee may agree with question number 2, "During my training for this job, I was normally physically apart from regular organization members," while disagreeing with question number 3 "I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods". One answer indicates institutional socialization while the other answer indicates an individual socialization. The data to examine this situation is presented in Table 6.15.

Table 6.15 Conflicting answers on the formal/informal scale

		Formal/Informal Question 3	
		Agree / Institutional	Disagree / Individual
Formal/ Informal Question 2	Agree / Institutional	29	**11**
	Disagree / Individual	**9**	4

There are fifty-three respondents that either strongly agreed, agreed, disagreed, or strongly disagreed on both of these formal/informal questions. Twenty of these respondents answered the question in a conflicting manner. Forty-five percent of the employees that have conflicting answers on these questions describe their job as clinical (20%), or direct patient care (25%). Thirty percent of these employees work for ODMHSAS.

These respondents are answering the context socialization questions in a conflicting manner (See Appendix C for the context survey questions). On the other hand, those new employees hired for positions where previous training is expected are probably not required to have job training and have received a less complex socialization experience that contains either institutional or individualized socialization elements but not both.

An example of this is new employees at the Department of Environmental Quality. Most of the employees at this agency are professionals with college degrees. They receive the institutional socialization through the agency's orientation. On the answers to the context socialization processes they answer the questions in a consistent manner indicating that they received an institutional socialization.

The results of the comparison of the scales for the outcome variables indicate that the reliabilities for the scales for role orientation and role ambiguity are very similar to the findings in the Jones study. The alphas are a little lower using all of the questions but both of them are greater than .80 after removing questions from the variables. On commitment and role conflict the current study produces scales that have much higher alpha levels. The current study produces a .91 alpha level on the commitment outcome. In the study by Jones, the alpha level was .71. Jones also produces an alpha of .61 on role conflict. The current study has an alpha level of .82 on role conflict.

When the reliability of the commitment scale is run against the survey data broken down by professional/non – professional and college training/no college training, the alpha levels decrease a small amount on the non – professional and no college training datasets to .89. The other two alphas remain at .91-.92. On role conflict, both professional and non – professional alpha levels remain at the .80 -.81 level. When the role conflict scale reliability is calculated for the some college training data set, it falls to .78. Using the data from only the respondents who did not have any college training produces an increase in the alpha level to .88. This suggests that the differences between the populations sampled in the current study and the Jones study is affecting the alpha levels on the role conflict outcome.

A possible explanation of the differences in the alphas on the commitment outcome can be found in the literature. Several studies that compared job-related attitudes between public and private employees have indicated differences in the outcomes that are impacted by socialization. These studies once again only examined management subjects but found differences in sense of pride, degree of satisfaction (Buchanan, 1975), satisfaction with work, satisfaction with colleagues, and organizational commitment (Buchanan, 1974b). Similarly, Rainey (1979) found a greater interest in innovation and greater satisfaction with supervision, co-workers, and promotion.

Data Screening Prior to Further Analysis

Canonical correlation analysis is used in the next step of the data analysis. Outliers have an undue impact in canonical correlation analysis. Assumptions of normality, linearity, and homoscedasticity also are important when conducting canonical correlation analysis. (Tabachnick and Fidell, 1996, 198-199). Because of these potential problems, the scales for investiture/divestiture, serial/disjunctive, sequential/random, fixed/variable, formal/informal, role conflict, role orientation, role ambiguity, commitment, public service motivation, and the overall socialization satisfaction were examined for their distributions and the assumptions of multivariate analysis.[2] The scales for investiture/divestiture, role ambiguity, and public service motivation show significant levels of skewness (alpha .001) (Tabachnick and Fidell, 1996). The public service motivation variable also has a significant amount of kurtosis (alpha .001) (Tabachnick and Fidell, 1996).

Scatterplots and histograms first were examined to help determine if outliers existed in the variables. Standardized z scores were then calculated for the potential outliers. Role ambiguity and public service motivation both have one outlier that is in excess of the standardized score of 3.29 ($p<.001$, two-tailed test). These can be viewed as potential outliers (Tabachnick and Fidell, 1996). Multivariate outliers were examined using Mahlanobis distance. With 11 variables, any case with a Mahalanobis Distance greater than 31.264 is a multivariate outlier. Case number forty-seven has a Mahalanobis Distance of 32.14003 and is a multivariate outlier.

[2] The collective/individual scale is not examined since it is not reliable.

Because of the non-normality on at least one variable, a test of linearity and homoscedasticity was conducted using two variables with the most discrepant distributions. Both the role conflict and the commitment variable are distributed normally. The public service motivation scale is the least normal variable with significant levels of skewness and kurtosis. The biviriate plot of commitment and public service motivation is not a perfect oval but does appear oval and linear. The bivariate plot of role conflict and public service motivation is less of an oval but does appear oval and linear.

The test for multicollinearity involves examining a conditioning index and variance proportions. If multicollineraity exists, there will be a conditioning index greater than 30 and at least two variance proportions greater than .50 for a single root number (Tabachnick and Fidell, 1996). Two roots in the current study have conditioning index's greater than 30, but neither have two variance proportions greater than .50.

Based on the above analysis, the investiture/divestiture, role ambiguity, and public service motivation scales were all transformed. All three of the variables were negatively skewed so they were reflected and then transformed (Tabachnick and Fidell, 1996, 82). The public service motivation variable was transformed using a log transformation. The investiture/divestiture variable and the role ambiguity variable were both transformed using a square root transformation. These transformations left the variables with distributions close to normal and levels of skewness and kurtosis that are not significant. The transformations also reduced the outliers present in the

role ambiguity and public service motivation variables. The transformation did not introduce any outliers into the transformed investiture/divestiture variable. Multivariate outliers were examined using the transformed variables. None of the cases qualify as a multivariate outlier using a Mahlanobis distance greater than 31.264. The test of linearity and homoscedasticity was conducted again using both role conflict and the commitment as the most normal variables and the transformed public service motivation variable. The biviriate plots of commitment and public service motivation and role conflict and public service motivation still do not present a perfect oval shape but they do appear to have an oval shape and do appear to be linear. The test for multicollinearity also was run using the transformed variables. Three roots in the current analysis using the transformed variables have conditioning index's greater than 30 but none have two variance proportions greater than .50.

RESULTS

Intercorrelation Analysis

Jones presents the intercorrelations among all of the variables in his study reproduced in Table 6.16.

Table 6.16 Intercorrelations Among the Variables in the Study by Jones

	X	s.d	Role Orientation	Role Conflict	Role Ambiguity	Commitment	Job Satisfaction	Intention to Quit	Investiture / Divestiture	Serial / Disjunctive	Fixed / Variable	Sequential / Random	Collective / Individual	Formal / Informal	Self-efficacy
Role Orientation	20.2	7.36	(.89)												
Role Conflict	26.6	9.16	.51	(.61)											
Role Ambiguity	19.6	7.30	.43	.50	(.85)										
Commitment	47.9	11.90	-.28	-.61	-.37	(.71)									
Job Satisfaction	5.3	1.41	-.28	-.59	-.43	.79	--								
Intention to Quit	5.2	3.27	.33	.34	.29	-.64	-.56	(.81)							
Investiture / Divestiture	26.6	5.91	-.30	-.51	-.54	.60	.65	-.37	(.79)						
Serial / Disjunctive	24.8	7.03	-.53	-.47	-.59	.49	.53	-.31	.60	(.78)					
Fixed / Variable	20.6	7.30	-.47	-.42	-.53	.30	.42	-.34	.41	.66	(.79)				
Sequential / Random	22.6	7.55	-.52	-.44	-.51	.38	.44	-.38	.32	.70	.80	(.78)			
Collective / Individual	21.3	8.54	-.35	-.07	-.28	.06	.09	-.18	.14	.57	.54	.64	(.84)		
Formal / Informal	18.2	6.40	-.28	-.24	-.27	.16	.19	-.20	.03	.44	.57	.64	.70	(.68)	
Self-efficacy	37.9	7.33	.16	.19	-.09	-.21	-.18	.26	-.03	-.20	-.13	-.17	-.13	-.08	(.71)

Note: N=102; correlation coefficients above .16 are significant at $p < .05$; those above .23, at $p < .01$
Alpha levels are reported on the diagonal in parentheses.
Given the nature of the scaling procedure, a positive correlation between a socialization tactic and any other variable is to be interpreted as the relationship between the institutional end of the continuum and the variable. A negative correlation indicates a relationship with the individualized end. Thus, for interpretative purposes, an active role orientation is positively correlated with divestiture or negatively correlated with investiture.

The table shows a high degree of intercorrelation between five of the six scales. Jones points out that theory suggests that these tactics will be highly correlated. As support of Jones' categorization of the tactics into context, content, and social aspects, it is noted that fixed/variable is highly correlated with sequential/random and collective/individual is highly correlated with formal/informal and investiture/divestiture is highly correlated with serial/disjunctive.

Further, the correlations indicate that an innovative role orientation is significantly and negatively related to each of the institutional methods of socialization. Individualized socialization programs also were associated with relatively high levels of role conflict and role ambiguity. Innovative role orientations also are associated with high levels of role conflict, role ambiguity. Conversely, custodial role orientations are associated with low levels of role ambiguity and role conflict, as expected. Further, the more institutionalized the form of socialization, the greater the level of job satisfaction and commitment and the lower the intention to quit. Table 6.17 presents the correlation analysis of the current study.

Table 6.17 Intercorrelations Among the Current Study Variables

	X	s.d.	Role Orientation	Role Conflict	Role Ambiguity	Commitment	Overall Socialization Satisfaction	Public Service Motivation	Investiture / Divestiture	Serial / Disjunctive	Fixed / Variable	Sequential / Random	Formal / Informal
Role Orientation	13.6	5.20	(.83)										
Role Conflict	27.6	8.90	.46	(.82)									
Role Ambiguity	2.8	.77	-.18	- .62	(.83)								
Commitment	52.0	6.33	-.05	-.21	.27	(.91)							
Overall Socialization Satisfaction	9.8	3.07	-.17	-.50	.70	.45	(.85)						
Public Service Motivation	0.5	.27	-.08	-.26	.37	.52	.39	(.62)					
Investiture / Divestiture	3.0	.99	-.12	-.44	.53	.41	.57	.37	(.81)				
Serial / Disjunctive	22.0	4.57	-.25	-.52	.62	.37	.63	33	.65	(.79)			
Fixed / Variable	20.4	6.84	-.15	-.52	.65	.48	.65	.40	.56	.70	(.81)		
Sequential / Random	22.8	6.04	-.22	-.52	.59	.49	.67	.40	.58	.62	.80	(.78)	
Formal / Informal	11.2	4.32	-.16	-.38	.48	.37	.60	.33	.41	.55	.62	.77	(.69)

Note: Role ambiguity, public service motivation, and investiture / divestiture were reflected when transformed because of their negative skew and must be interpreted in a reverse manner. The results in this table have been changed to reflect the proper orientation for these three variables. A high score on role ambiguity is associated with a low level of role ambiguity.

Alpha levels are reported on the diagonal in parentheses.

The results of the correlation analysis of the current study are very similar to the results from the Jones study. The intercorrelations between the scales of the socialization tactics are highly correlated as expected. When examining the correlations in light of Jones' categorization of the tactics into context, content, and social aspects, it is noted that investiture/divestiture is highly correlated with serial/disjunctive, representing the social aspects of socialization. On the other hand, serial/disjunctive also is highly correlated with fixed/variable. Fixed/variable is highly correlated with sequential/random, representing the content classification. Formal/informal is highly correlated with sequential/random, but, of course, its partner in the context classification has been removed from the current study since it does not form a reliable scale.

As the socialization tactics move toward the institutional classification (increase), then:

- role orientation moves toward a custodial role orientation
- role conflict decreases
- role ambiguity decreases
- commitment increases
- overall socialization satisfaction increases

As the socialization tactics move toward the individualized classification (decrease), then:

- role orientation moves toward an innovative role orientation
- role conflict increases
- role ambiguity increases
- commitment decreases

The correlation analysis also indicates that as public service motivation increases, then:

- role orientation moves toward a custodial role orientation
- role conflict decreases
- role ambiguity decreases
- commitment levels increase

As the overall socialization satisfaction increases, then:

- role orientation moves toward a custodial role orientation
- role conflict decreases
- role ambiguity decreases
- commitment levels increase

Canonical Correlation Analysis

To further investigate the relationship between the socialization tactics and the outcomes, Jones conducted a canonical correlation analysis. Canonical correlation analysis is used to analyze the relationships between two sets of variables to determine if and how the two sets of variables are related to each other. Like multiple regression, canonical correlation analysis combines variables on both sides of the equation to produce a predicted value for each side that has the highest correlation with the value that was predicted on the other side (Tabachnick and Fidell 1996, 195). The data were screened and transformed, and the assumptions are met for canonical correlation analysis. It is recommended that there be approximately 10 cases for every independent variable for canonical correlation analysis (Tabachnick and Fidell,

1996, 82). The current study has 6 independent variables and 90 cases. The results of Jones' canonical correlation analysis are reported in Table 6.18.

Table 6.18 Jones' Canonical Correlation Analysis

Canonical Roots	Eigenvalues	Wilks's Lambda	F	Canonical Correlations	Coefficients of Redundancy
1	2.52	.18	5.27**	.85	.51
2	0.28	.63	1.74**	.47	.64

	Canonical Set I [1]		Canonical Set II [2]	
Variables	Structure Coefficients	Standardized Coefficients	Structure Coefficients	Standardized Coefficients
Dependent Variables				
Role Orientation	-.56	-.19	.67	.92
Role Conflict	-.76	-.08	-.20	-.59
Role Ambiguity	-.77	-.39	.27	.31
Commitment	.78	.25	.34	.37
Job Satisfaction	.86	.44	.28	.11
Intention to Quit	-.51	.11	.05	.16
Independent Variables				
Collective / Individual	.26	-.41	-.77	-.91
Formal / Informal	.33	.18	-.32	.71
Fixed / Variable	.65	-.05	-.50	-.45
Sequential / Random	.69	.43	-.53	-.05
Investiture / Divestiture	.85	.55	.20	.69
Serial / Disjunctive	.82	.38	-.43	-.30

[1] Institutionalized pattern of socialization tactics.
[2] Individualized pattern of socialization tactics.

Jones interprets the results of his canonical correlation by stating that the two significant canonical roots represent the institutional and individualized patterns of socialization in his classification of socialization. He draws this conclusion based on the fact that the structure coefficients for both independent variable canonical functions are almost mirror images of one another with the exception of the

investiture/divestiture variable. The first canonical set in Jones' study represents an institutionalized pattern of socialization tactics. The second canonical set represents an individualized pattern. Jones then interprets the structure coefficients of the dependent variables for the first canonical function. High job satisfaction (.86) and commitment (.78) and low role conflict (-.76) and ambiguity (-.77) load the highest. For the independent variables, investiture (.85), serial (.82), sequential (.69), and fixed (.65) tactics load highest. This indicates that investiture, serial, sequential, and fixed tactics or institutionalized patterns of socialization are related to high job satisfaction, high commitment, low role conflict, and low role ambiguity. In the second canonical function, role orientation (.67) loads high as a dependent variable. Individual (-.77), random (-.53), variable (-.50), and disjunctive (-.43) socialization tactics are the highest loading individual variables. This means that innovative role orientation is the most important outcome of individualized socialization practices while institutionalized tactics will most likely produce custodial role orientations.

Jones supports his hypothesis with the results of the canonical correlation analysis. The second canonical set supports Jones' first hypothesis that institutionalized socialization tactics will produce custodial role orientations and individualized tactics will produce innovative role orientations. The first canonical set supports his second hypothesis that states that institutional tactics will be most significant in mediating personal adjustments to organizations. Both of the canonical sets support the suggestion that institutional and individualized socialization tactics have different effects on personal adjustment to the organization and on role

orientation. In the Jones study, investiture and serial tactics load the highest, followed by fixed and sequential, followed by collective and formal. This supports Jones' third hypothesis that suggests that investiture and serial tactics would be most important in mediating the personal adjustments to the organization. Further, Jones posits that social rather than context types of socialization will have more effect on newcomer's transitions into the organization. The results of the canonical correlation analysis for the current study using the transformed variables are reported in Table 6.19.

Table 6.19 Current Study Canonical Correlation Analysis

Canonical Roots	Eigenvalues	Wilks's Lambda	F	Canonical Correlations	Coefficients of Redundancy
1	2.401	.23	4.66	.84	.71

Variables	Raw Coefficients	Standardized Coefficients
Dependent Variables		
Role Orientation	-.003	-.015
Role Conflict	-.022	-.196
Role Ambiguity	.466	.361
Commitment	.060	.383
Overall Socialization	.113	.346
Independent Variables		
Public Service Motivation	.863	.236
Collective / Individual	---	---
Formal / Informal	.008	.034
Fixed / Variable	.043	.292
Sequential / Random	.046	.281
Investiture / Divestiture	.183	.182
Serial / Disjunctive	.050	.228

Note: Role ambiguity, public service motivation, and investiture / divestiture were reflected when transformed because of their negative skew and must be interpreted in a reverse manner. The results in this table have been changed to reflect the proper orientation for these three variables.

In the current study, only the first canonical function is significant and will be interpreted. The recommended procedure for analyzing the coefficients is to interpret the standardized coefficients (Tabachnick and Fidell, 1996; Walker, 1998:). Jones interpreted the structure coefficients in his study. He cites Cooley and Lohnes (1971)

as the reason that he does not use the standardized coefficients. This work was reviewed by the researcher. Cooley and Lohnes do interpret the structure coefficients in their examples but do not explicitly state that the standardized coefficients cannot be interpreted. In this study, both the structural/raw coefficients and the standardized coefficients will be interpreted. Cooley and Lohnes suggest that as a rule of thumb that small canonical correlations be treated as trivial and not interpreted (1971). In this study, coefficients at or above .20 (rounded) or more will be interpreted.

Analysis using the structure/raw coefficients. In the set of dependent variables, only role ambiguity (.466) loads above .20 (rounded). Of the individual variables, public service motivation (.863), and investiture (.183) load the highest. This indicates that investiture tactics, and high levels of public service motivation, are related to low role ambiguity.

Analysis using the standardized coefficients. Of the dependent variables, commitment (.383), role ambiguity (.361), overall socialization satisfaction (.346), and role conflict (-.196) load the highest. Of the individual variables, fixed (.292), sequential (.281), public service motivation (.236), and serial (.228) load the highest. A further examination reveals that this canonical set represents institutionalized patterns of socialization (formal, fixed, sequential, investiture, and serial). This indicates that fixed tactics, sequential tactics, serial tactics, and high levels of public service motivation, are related to high commitment, low role ambiguity, high overall socialization satisfaction, and low levels of role conflict. This analysis does fit with the results of the study by Jones.

Hypothesis Testing Of The Relationship Between The Socialization Dimensions And The Socialization Outcomes Using The Canonical Correlation Analysis

> Hypothesis 1: Institutionalized socialization tactics will produce custodial role orientations, and individualized tactics will produce innovative role orientations.

Hypothesis 1 is not supported by the current study. Since the structural/raw coefficient is -.003 and the standardized coefficient of role orientation is -.015 in this study, it is too low to be interpreted.

> Hypothesis 2: Institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment.

The standardized coefficient results support the currents study's second hypothesis that institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment. This set of outcomes generally describes newcomers' personal adjustments to organizations. The results indicate that institutionalized socialization tactics are positively related to commitment and negatively related to role ambiguity (a high score on role ambiguity signifies lower ambiguity) and role conflict. Thus, institutional tactics lead to high levels of commitment in the new employees and lower role ambiguity and role conflict. The structural/raw coefficient results also partially support this hypothesis since the institutional tactic of investiture is related to low role ambiguity.

> Hypothesis 3: Investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.

The structure/raw coefficients partially support this hypothesis. The investiture tactic is the most important tactic in the current study. This hypothesis is not supported by the results of the canonical correlation analysis using the structural coefficients. The fixed tactic is the most important tactic in the current study followed by the sequential tactic. These tactics are mainly concerned with the content of the socialization. Fixed tactics provide newcomers with a timetable associated with completing each stage of the socialization process. Sequential tactics provide explicit information to new employees about the sequence of activities that they will go through in the organization.

> Hypothesis 4: There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

The results of the standardized coefficients support hypothesis 4. There is a positive relationship between public service motivation and commitment. The results of the structural/raw coefficients do not support hypothesis 4 since the commitment coefficient is too small to interpret (.060).

Multiple Regression Analysis

To further clarify the relationships among socialization tactics and outcomes, a series of standard multiple regression analyses were conducted. As discussed previously, the transformed data is free from outliers, is normally distributed, is linear, and does not have problems with homoscedasticity or multicollinearity. It is further assumed in regression that there be more observations than the number of

independent variables and, as a rule of thumb, the acceptable ratio of cases to independent variables is 10:1 (Gujarati, 1995, 65; Brace, Kemp, and Snelgar, 2003, 208). There are 90 cases and 6 independent variables in this study. The results of the multiple regressions are summarized in Table 6.20. Detailed multiple regression results are available in Appendix E.

Table 6.20 Summary of the Current Study Multiple Regression Analysis

Socialization Tactics	Overall Socialization Satisfaction	Commitment	Role Ambiguity	Role Conflict	Role Orientation
Investiture / Divestiture	.162437	.122184	.109704	-.060966	.131227
Sequential / Random	.180378	.212284	.082997	-.292595	-.321055
Serial / Disjunctive	.192699	-.056747	**.247537***	-.264982	**-.336963***
Fixed / Variable	.141415	.164617	**.308306***	-.128423	.222138
Formal / Informal	.170208	-.035191	-.013454	.105110	.082043
Other Individual Variables					
Public Service Motivation	.078464	**.351684*****	.090002	-.017968	-.007496
R^2	.55802	.38234	.50315	.34969	.09206
F	**17.46532*****	**8.56287*****	**14.00847*****	**7.43857*****	1.40265
N	90	90	90	90	90

Entries are standardized regression coefficients. For role orientation, low scores reflect a custodial role orientation and high scores, an innovative role orientation.
*p <.05 **p <.01 ***p <.001
Note: Role ambiguity, public service motivation, and investiture/divestiture were reflected when transformed because of their negative skew and must be interpreted in a reverse manner. The results in this table have been changed to reflect the proper orientation for these three variables.

In the regression for the dependent variable overall socialization satisfaction, the regression was significantly different from zero, $F(6, 83) = 17.46532$, $p<.001$. None of the independent variables contributed significantly to the prediction of the

amount of overall socialization satisfaction. Overall, 56% of the variability in overall socialization satisfaction was accounted for by the independent variables.

In the regression for the dependent variable commitment, the regression was significantly different from zero, $F(6, 83) = 8.56287$, $p<.001$. Only one of the independent variables contributed significantly to the prediction of the amount of commitment, public service motivation (T=-3.646, Sig T .0005). Overall, 38% of the variability in commitment was accounted for by the independent variables.

In the regression for the dependent variable role ambiguity, the regression was significantly different from zero, $F(6, 83) = 14.00847$, $p<.001$. Two of the independent variables contributed significantly to the prediction of the amount of role ambiguity. The fixed/variable tactic was significant with a T=-2.126, Sig T .0365. The serial/disjunctive tactic was significant with a T=-2.000, Sig T .0487. Overall, 50% of the variability in role ambiguity was accounted for by the independent variables.

In the regression for the dependent variable role conflict, the regression was significantly different from zero, $F(6, 83) = 7.43857$, $p<.001$. None of the independent variables contributed significantly to the prediction of the amount of role conflict. Overall, 35% of the variability in role conflict was accounted for by the independent variables.

In the regression for the dependent variable role orientation, the regression was not significantly different from zero, $F(6, 83) = 1.40265$. Only one of the independent variables contributed significantly to the prediction of the amount of role

orientation, serial/disjunctive (T=-2.014, Sig T .0472). Overall, 9% of the variability in role orientation was accounted for by the independent variables. This replicates the finding in the replication of the Jones study done by Allen and Meyer (1990).

An examination of the residuals from all of the regressions shows a linear pattern around the regression line indicating that the relationship between the variables is linear and that there is no heteroscedasticity present. The variance inflation factors (VIF) were analyzed to check for multicollinearity. No VIF exceeded 10 in any of the regression equations indicating that there is not a problem with multicollinearity (Walker, 1998).

When analyzing the regression results to determine the direction of the relationships between the independent variables and the dependent variables, it is determined that as the public service motivation variable increases, commitment and overall socialization satisfaction increases while role conflict, role ambiguity, and role orientation decrease (increases in role ambiguity is interpreted as lowering ambiguity). The interpretation of the variables as the two classifications of socialization, institutional and individual, with overall socialization satisfaction indicates that as the socialization tactics move closer toward the institutionalized classification, the level of overall socialization satisfaction increases.

The interpretation of the variables as the two classifications of socialization, institutional and individual, is less clear on the remaining dependent variables. As the socialization tactics move closer toward the institutionalized classification, role ambiguity decreases except for the formal/informal dimension where the opposite

relationship is true. As the socialization tactics move closer toward the institutionalized classification, role conflict decreases except for the formal/informal dimension where the opposite relationship is true.

The relationship between the socialization dimensions and the dependent variables of commitment and role orientation is more complex. On the commitment variable, as investiture/divestiture, sequential/random, and fixed/variable move closer toward the institutionalized classification, commitment increases. As serial/disjunctive and formal/informal move toward institutional tactics, commitment decreases. On the role orientation variable, as investiture/divestiture, formal/informal, and fixed/variable move closer toward the institutionalized classification, role orientation increases toward an innovative role. As sequential/random and serial/disjunctive move toward institutional tactics, role orientation moves toward a custodial role.

Hypothesis Testing Of The Relationship Between The Socialization Dimensions And The Socialization Outcomes Using The Multiple Regression Analysis

> Hypothesis 1: Institutionalized socialization tactics will produce custodial role orientations, and individualized tactics will produce innovative role orientations.

The results of the multiple regression analysis do not support hypothesis 1. The regression analysis indicates that three of the socialization dimensions have this relationship while the other two dimensions do not.

> Hypothesis 2: Institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment.

The results of the regression analysis partially support hypothesis 2. The analysis shows that except for one of the tactics that both of the role outcomes move in the expected ways. As discussed above, the commitment variable increases in response to a move toward the institutionalized classification on three of the tactics while it decreases on two of the tactics.

> Hypothesis 3: Investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.

The regression analysis does not fully support hypothesis 3 in that there are other socialization tactics that are more important to the variance in the dependent variables. Serial tactics do appear to have a significant relationship with role orientation and role ambiguity.

> Hypothesis 4: There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

The regression results support hypothesis 4. Further, public service motivation is the only significant independent variable for commitment in the multiple regression analysis.

Table 6.21 summarizes the hypothesis testing using the intercorrelation analysis, the structural/raw canonical correlation coefficients, the standardized canonical correlation coefficients, and the multiple regression analysis.

Table 6.21 Summary of the Hypothesis Testing

Hypothesis	Intercorrelation Analysis	Structural/Raw Canonical Correlation Coefficients	Standardized Canonical Correlation Coefficients	Multiple Regression Analysis	Overall Evaluation
Hypothesis 1	Supported	Not Supported	Not Supported	Not Supported	Not Supported
Hypothesis 2	Supported	Partially Supported	Supported	Partially Supported	Partially Supported
Hypothesis 3	Not Supported	Partially Supported	Not Supported	Partially Supported	Partially Supported
Hypothesis 4	Supported	Not Supported	Supported	Supported	Supported

Hypothesis 1: Institutionalized socialization tactics will produce custodial role orientations, and individualized tactics will produce innovative role orientations.
Hypothesis 2: Institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment.
Hypothesis 3: Investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.
Hypothesis 4: There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

Overall, the intercorrelation analysis, the canonical correlation analyses and the multiple regression analysis at least partially support three of the hypotheses related to the relationship between the socialization tactics and the outcomes. The analysis indicates that there is a positive relationship between opportunities to engage in meaningful public service and organizational commitment, that investiture and serial methods are among the most important socialization tactics, and that institutionalized socialization tactics are negatively related to role conflict and role ambiguity and positively related to commitment. The analysis does not indicate that there is a relationship between the classification of the socialization and the role orientation of the new employee.

OVERALL SUMMARY OF THE FINDINGS FROM THE NEW EMPLOYEE SURVEY

Findings From This Study That Are Different From The Study By Jones

Public Service Motivation. The correlation analysis, the canonical correlation analysis, and the multiple regression analysis all indicate that as the new employee's motivation to serve the public increases their commitment to the organization increases. The study by Jones finds that the types of tactics used to socialize new employees are related to the outcomes of the socialization process in the private sector. My research indicates that, in addition to the tactics used to socialize new employees, public service motivation is a significant factor in predicting the outcomes of the socialization process in the public sector.

This finding supports the findings in the literature on public service motivation. This literature indicates that some individuals possess a public service ethic that attracts them to government employment and drives their performance in government work (Rainey 1982; Frederickson and Hart 1985; Kelman 1987; Perry and Wise 1990; Wamsley et al. 1990; DiIulio 1994; Crewson 1995; Perry 1996; Staats 1998). Employees come to government service with this motivation, which is developed through experiences in childhood, with religion, and professional life (Perry, 1997).

Previous studies have shown that public service motivation has a relationship with job commitment (Rainey 1982; Perry and Wise 1990; Crewson 1995), job satisfaction (Rainey 1982, Perry and Wise 1990; Romzek 1990; DiIulio 1994), whistle blowing (Brewer and Selden, 1998), performance ratings (Naff and Crum

1999; Alonso and Lewis 2001) and achievement (Rainey 1982). Studies have found that public servants, especially at the management level, place higher value on public service (Rainey and Bozeman, 2000, 460) and a lesser value on extrinsic rewards like high income (Volcker 1989, Houston 2000). This research also reinforces the belief of the National Commission on the Public Service that a strong sense of civic duty is a precursor to a strong public service by showing the relationship between public service motivation and commitment (Volcker, 1989, 25).

Table 6.22 presents statistics on the public service motivation scale for all employees and separately for management and staff.

Table 6.22 Statistics for Public Service Motivation

Statistic	All Employees N = 90	Management N = 23	Staff N = 66
Mean	11.44	10.44	11.83
Standard Deviation	2.274	3.057	1.819
Median	12.00	12.00	12.00
Minimum	2.00	2.00	7.00
Maximum	14.00	14.00	14.00

There are two seven point agreement questions that make-up the public service motivation scale: 1) I enjoy working for the government because it gives me the chance to serve the public, 2) Would you say that your job gives you the opportunity to be involved in meaningful public service; that is, do you think what you do gives you a real opportunity to help the citizens of Oklahoma. This results in a possible range of 2 to 14. Any score above 8 would indicate a higher level of public service motivation. All three categories of employees have means that indicate high levels of public service motivation. A difference in means test between the management and

staff means is significant at p<.10. Overall, the means for all of the groups are high, and the staff means are higher than the management but not at a highly significant level.

To further explore the differences on public service motivation the scale was recoded into low, medium, and high levels and used to do a crosstabulation with employee type (Table 6.23).

Table 6.23 Crosstabulation of Recoded Public Service Motivation Scale by Employee Type

	Low	Medium	High	Row Total
Staff		13 20%	53 80%	66 74%
Management	1 4%	9 39%	13 57%	23 26%
Column Total	1 1%	22 25%	66 74%	

Chi-Square = 6.8 **Significance = .03**

Note: The public service motivation scale has a range of 2 to 14. Scores of 2 to 5 were recoded as low. Scores of 6 to 10 were recoded as medium. Scores of 11 to 14 were recoded as high.

The crosstabulation indicates that there is a statistically significant difference between the management and staff employees on the recoded scale. Finally, a multiple regression using only the new staff employees indicates there is still a significant relationship between public service motivation and commitment but a lower level of significance (p <.001 for all employees, p<.05 for staff employees) (Table 6.24).

Table 6.24 Multiple Regression of Commitment Using Only Staff Employees

	Public Service Motivation	Investiture/ Divestiture	Sequential/ Random	Serial/ Disjunctive	Fixed/ Variable	Formal/ Informal
Commitment	**.281835***	.120606	.267122	-.065471	.157698	-.134299
R^2=.29031	**F=.02246****	**N=66**				

Entries are standardized regression coefficients. *p <.05 **p <.01
Note: Public service motivation, and investiture/divestiture were reflected when transformed because of their negative skew and must be interpreted in a reverse manner. The results in this table have been changed to reflect the proper orientation for these three variables.

There are not enough new management employees to run a multiple regression.

These analyses indicate that both the management and staff scores on the public service motivation scale contribute to the relationship with commitment to the organization. Staff may have higher overall scores on public service motivation due to the dedication and motivation that some employees have to work with special populations such as caring for the mentally ill and working with juveniles being held in detention.

Measurement of Context Variables. The analysis of the data from the new employee survey also indicates that there is a problem using the scales developed by Jones to measure the context variables when a new employee receives a complex socialization that includes tactics from both ends of the continuum of the scale. Of the two context dimensions, the formal/informal scale from the current study has its Cronbach's alpha improved by removing two of the scale questions:

> Question 2) During my training for this job, I was normally physically apart from regular organization members.
> Question 5) I have been very aware that I am seen as "learning the ropes" in this organization.

The removal of any of the questions from the collective/individual scale did not improve the alpha level and this dimension was unusable in the current study. Staff employees at ODMHSAS receive a formal, collective orientation and also receive an informal, individual socialization. The scales used by Jones are not replicated in this situation. While this situation occurred with staff in this study it is conceivable that this situation could occur with any type of employee.

The Cronbach's alpha on the commitment variable from the current study (.91) also is quite a bit greater than the Jones study (.71). This difference in the current study appears to be due to the differences in the populations surveyed. When the current population is reduced to mirror the population in Jones' study by either removing the non – professional employees or the employees with no college, the differences are reduced. This indicates that the addition of non-management staff in this study affected the scales in the current study.

Findings From This Study That Confirm The Study By Jones

The analysis of the new employee survey data yields several findings that confirm the findings by Jones. First, considering the differences in the populations, the classification system for socialization that was proposed by Jones in 1986 holds up pretty well using the data from the current study. The comparisons of the factor analysis from both studies have more similarities than differences. The results of the comparison indicate that the reliabilities for the scales for the first four socialization dimensions are similar to the findings in the Jones study.

The results of the correlation analysis of the current study are very similar to the results from the Jones study. As the socialization tactics move toward the institutional classification (increase), role orientation moves toward a custodial role orientation, role conflict decreases, role ambiguity decreases, commitment increases, and overall socialization satisfaction increases. As the socialization tactics move toward the individualized classification (decrease), role orientation moves toward an innovative role orientation, role conflict increases, role ambiguity increases, and commitment decreases. The next chapter summarizes the findings of this research, provides suggestions that could improve the socialization process at state government agencies, and suggests future research on this topic.

CHAPTER 7: DISCUSSION AND CONCLUSIONS

This chapter will summarize the purpose, and the findings of the research. Further, the chapter will provide suggestions that could improve the socialization process at state government agencies. Finally, suggestions for future research on this topic will be made.

PURPOSE OF THE RESESRCH

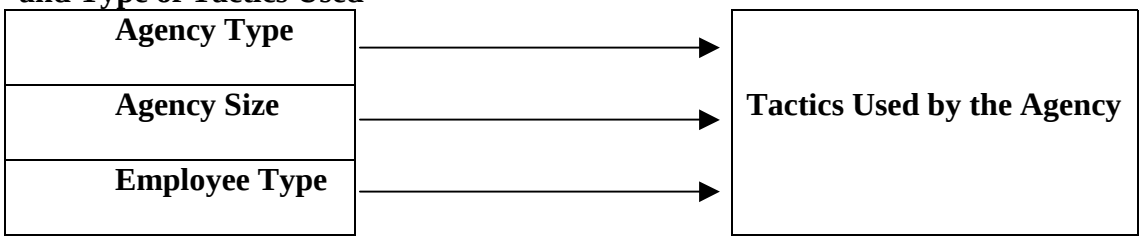
The purpose of this research was to fill a gap in the literature by assessing what tactics are being used by state government agencies to socialize new employees and by assessing the outcomes of the tactics. This research extends the organizational culture theory of employee socialization into the public sector. Further, this research also extends the study of employee socialization to all levels of employment. Previous research has concentrated on the socialization of employees in management and professional positions. In addition to adding to the theoretical knowledge about employee socialization, this study provides a practical assessment of the socialization practices of state government organizations and provides some practical guidelines for the most effective socialization processes to be used by different types of agencies in the public sector.

RELATIONSHIPS EXAMINED IN THIS RESEARCH

Two relationships are examined in this research. First, the relationship between the agency type, the agency size, and the employee type and the type of

tactics used by the agency was examined.

Figure 7.1 Relationship Between Agency Type, Agency Size, and Employee Type and Type of Tactics Used



Second, the relationship between the type of tactics used by the agency and the outcomes of the socialization process was examined.

Figure 7.2 Relationship Between the Type of Tactics Used and the Outcomes of the Socialization Process



The first relationship examined by this research describes the types of tactics used by state government agencies and also explores the differences in tactics used by the function served by the agency and by the size of the agency using Van Maanen and Schein's dimensions of socialization (1979) as a guide. This allows for an understanding of the variation in types of socialization across the different types and sizes of government agencies.

The second relationship in the research partially replicates and expands a test of Van Maanen and Schein's theory done by Jones (1986). This relationship expands Jones' study by examining the impact of Van Maanen and Schein's dimensions on outcomes in the public sector and by extending this examination to new employees other than those in professional or management positions. Jones' finding that contradicted the theorized results of two of Van Maanen and Schein's dimensions in their impact on the role a new employee plays in the organization is also explored.

FINDINGS FROM THE CURRENT RESEARCH

The Relationship Between the Agency Type, Agency Size, and Employee Type and the Type of Tactics Used to Socialize New Employees

The most important finding from the analysis of the relationship between the agency type, agency size, and employee type and the type of tactics used to socialize new employees is the disconnect between the types of tactics described by employees on the new employee survey and the tactics the officials of the agency described in the interviews.

There are several explanations as to why this disconnect maybe happening. The questions on the survey may not adequately measure the socialization dimensions. The analysis of the data from the new employee survey indicates that the scales developed by Jones to measure the context variables cannot be replicated when a new employee receives a complex socialization that includes tactics from both ends of the continuum of the scale. Staff employees at ODMHSAS receive a formal, collective orientation and also receive an informal, individual socialization. While

this situation occurred with staff in this study, it is conceivable that this situation could occur with any type of employee. When this situation occurs, the description of the socialization by the agency officials may describe the process better than the survey.

Another possible reason that this disconnect is happening may be the fact that the officials that I interviewed do not actually perform the socialization. What they intend to happen or what they think is happening and what those who actually are in charge of carrying out the socialization are doing may be different.

Those interviewed also may be placing emphasis on one part of the socialization, the part that they are responsible for, and not really thinking about the other things going on to socialize new employees. An example of this occurred in the interview at ODMHSAS. The interview with the head of Human Resource Development emphasized the formal, collective orientation that this area conducts. It only was mentioned in a passing comment that there also was an informal, individual socialization that occurs after the orientation at the new employee's place of work.

Other findings from the analysis of the research's first relationship are found in the analysis of the hypotheses for this relationship (Table 7.1).

Table 7.1 Summary of the Hypothesis Testing Of The Relationship Between Agency Type, Agency Size, Employee Type And Socialization Tactics Using The New Employee Survey Data

Hypothesis	Interview Data	Survey Data	Overall Evaluation
Hypothesis 1	Partially Supported - Staff Not Supported – Mgmt.	Not Supported	Not Supported
Hypothesis 2	Not Supported	Not Supported	Not Supported
Hypothesis 3	Partially Supported	Not Supported	Not Supported
Hypothesis 4	Not Supported	Not Supported	Not Supported
Hypothesis 5	Partially Supported	Supported	Partially Supported

Hypothesis 1: As the size of the agency increases the scores on the socialization dimensions will move toward the institutional end of the continuum.
Hypothesis 2: Employees in redistributive agencies will be socialized by their superiors through the use of individual, informal, random, variable, serial, and investiture tactics.
Hypothesis 3: Staff in regulatory agencies will be socialized to apply the rules in a uniform manner through the use of collective, formal, sequential, variable, disjunctive, and divestiture tactics.
Hypothesis 4: New management employees will be socialized using individualized tactics.
Hypothesis 5: New staff employees will be socialized using institutional tactics.

The data from the interviews and the new employee survey indicates that only hypothesis 5 is supported.

- New staff employees are socialized using institutional tactics.

The type of agency does not make any difference in the type of socialization that new staff receives. The three agencies that have a mixed type of socialization fall at the extremes of the agency size. The large agency, ODMHSAS, is able to offer a more complex socialization process for their new employees with both institutionalized tactics and individualized tactics. This may be related to the size of the agency. The

smallest agencies, OESC and DEQ, also provide more of a mixed type socialization experience for staff since the socialization process depends on having enough new employees at one time to use institutional tactics.

There are several other important findings in regards to the tactics that are being used by state government agencies to socialize new employees.

- The main socialization process used by the agencies to socialize new employees is an orientation or intensive training for certain employees that substitutes for an orientation.
- Management employees are being socialized using more individualized tactics than the new staff employees.
- All agencies have indicated that they would like to have employees that play custodial roles.
- The two agencies that regulate personal behavior are the agencies that have no orientation for new employees and instead have intensive training for those that are enforcing regulations and no real socialization program for new management.
- Overall, mostly institutional tactics are being used to socialize new employees at state government agencies.

The Relationship Between the Type of Tactics Used by the Agency and the Outcomes of the Socialization Process

The second relationship examines the impact of Van Maanen and Schein's socialization dimensions on the outcome variables of commitment, role orientation, role conflict, role ambiguity, and overall socialization satisfaction. This partially replicates and expands on the work of Jones (1986). There are two main findings from the current research related to this relationship.

First, all of the analyses done on this relationship indicate that as the new employee's motivation to serve the public increases, their commitment to the organization increases. This research indicates that in addition to the tactics used to

socialize new employees, public service motivation is a significant factor in predicting the outcomes of the socialization process in the public sector. Further, it appears that both the management and staff scores on the public service motivation scale contribute to the relationship with commitment to the organization. While staff employees have higher overall scores on this scale, this may be because they are dedicated and motivated to perform some of the tasks expected of public employees such as caring for the mentally ill and working with juveniles being held in detention.

Second, the analysis of the data from the new employee survey also indicate that the scales developed by Jones to measure the context variables are not replicable when a new employee receives a complex socialization that includes tactics from both ends of the continuum of the scale. While this situation occurred with staff employees in this study, it is conceivable that this situation could occur with any type of employee that receives a socialization that includes tactics from both ends of the socialization dimensions.

Other findings from the analysis of the research's second relationship are found in the analysis of the hypotheses for this relationship (Table 7.2).

Table 7.2 Summary of the Hypothesis Testing of the Relationship Between the Type of Tactics Used by the Agency and the Outcomes of the Socialization Process

Hypothesis	Intercorrelation Analysis	Structural/Raw Canonical Correlation Coefficients	Standardized Canonical Correlation Coefficients	Multiple Regression Analysis	Overall Evaluation
Hypothesis 1	Supported	Not Supported	Not Supported	Not Supported	Not Supported
Hypothesis 2	Supported	Partially Supported	Supported	Partially Supported	Partially Supported
Hypothesis 3	Not Supported	Partially Supported	Not Supported	Partially Supported	Partially Supported
Hypothesis 4	Supported	Not Supported	Supported	Supported	Supported

Hypothesis 1: Institutionalized socialization tactics will produce custodial role orientations, and individualized tactics will produce innovative role orientations.
Hypothesis 2: Institutionalized socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment.
Hypothesis 3: Investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal adjustments to organizations.
Hypothesis 4: There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

The intercorrelations analysis, the canonical correlation analysis, and multiple regression analysis indicate that several of the hypothesis are supported by one or more forms of statistical analysis.

- Institutionalized socialization tactics are negatively related to role conflict and role ambiguity and positively related to commitment.
- Investiture and serial methods are among the most important of the socialization tactics in mediating personal adjustments to organizations.
- There is a positive relationship between opportunities to engage in meaningful public service and organizational commitment.

Since role outcome is theorized to be one of the important outcomes of the socialization of new employees, it is interesting that both the canonical correlation

analysis and the multiple regression analysis indicate that the relationship between this variable and the independent variables is not significant. The correlation analysis indicates that role orientation does move toward a custodial role when the socialization dimensions move toward institutionalized tactics and toward an innovative role when the tactics used are more of the individual type. To try to further understand this, a new multiple regression analysis was run separately on both the data for professional positions and for the non-professional positions. The non-professional regression remains non-significant and explains only 12% of the variance in the role orientation variable. The professional regression is significant and explains 34% of the variance in the role orientation variable. This analysis once again indicates that there are differences in this study due to the inclusion of all types of new employees.

COMPARISON TO JONES' RESEARCH

Jones classifies the six socialization dimensions theorized by Van Maanen and Schein (1979) into institutional or individual socialization. Jones' research indicates that the mix of tactics used to socialize new employees affects several outcomes including role orientation, role ambiguity, role conflict, and commitment.

Figure 7.3 Jones' Classification of Socialization Tactics

Tactics concerned mainly with:	**Institutionalized**	**Individualized**
Context	Collective Formal	Individual Informal
Content	Sequential Fixed [a]	Random Variable
Social Aspects	Serial Investiture [a]	Disjunctive Divestiture

Table based on effects theorized by Jones (1986, 263).
a Indicates reverse of effects hypothesized by Van Maanen and Schein.

This study examined the socialization of all new employees at several public agencies. The study by Jones (1986) examined only management employees in the private sector. Considering the differences in the populations, the classification system for socialization that is proposed by Jones is supported using the data from the current study.

The result of the correlation analysis of the current study is very similar to the results from the Jones study. The reliabilities for most of the socialization dimensions are also very similar to the findings in the Jones study. Only on the last two

socialization dimensions, collective/individual and formal/informal, did the scale reliability alpha levels fall below those in the Jones study. This problem seems to be explained by the different populations in the two studies. When the population in the current study is reduced to mirror the population in the Jones study by looking at only the data for the management level employees or those that had a college education, the alpha levels return to levels close to those in the Jones study. This finding also mirrors the finding that agencies are using different tactics to socialize staff and management. Clearly, there is a difference in the way that the staff are answering the questions about the context tactics used to socialize them than the way professional employees answer these questions.

Some of the differences also may be related to previous training. In the Jones study 100% of the respondents had a masters degree; by contrast, only 27% of the respondents in this study had a masters degree. The literature review indicates that there is a theoretical possibility that training in the area in which one joins an organization affects the outcomes of the socialization process. Both Feldman (1981) and Schein (1979) suggest that since people in particular occupations tend to share certain values and attitudes and that there are patterned similarities in the interests of individuals in the same occupation, that the socialization process is affected by training for the position and by previous experience in the position. It appears from the current study that the amount of training may affect the socialization process and, thus, the dimensions of socialization.

The difference in the reliabilities of the commitment and role conflict scales

also appear to be explained by the differences in the population studied. When a subset of the population that is closer to the one in Jones' study is analyzed by using only the data from the respondents in management positions or those with college training, the alpha levels move toward the levels reported by Jones. Further, the differences between private employees and public employees may offer another explanation of the differences in the alphas on the commitment outcome. Several studies from the literature indicate that there may be differences in attitudes between public and private employees (Buchanan, 1975; Buchanan, 1974b; and Rainey, 1979).

The factor analysis for the socialization dimensions and the role outcomes in the current study closely mirrors the one in Jones' study. Jones' results on the canonical correlation analysis suggests that individual tactics most likely produce innovative role orientations and that institutional tactics most likely produce custodial role orientations. This supports hypothesis 1. In the current study, the intercorrelation analysis supports this hypothesis but the canonical correlation coefficients of role orientation and the multiple regression on this dependent variable are not significant.

The results from the Jones study support hypothesis 2 that institutional socialization tactics will be negatively related to role conflict and role ambiguity and positively related to commitment. The current study's results at least partially support this hypothesis.

Hypothesis 3 proposes that investiture and serial methods will be the most important among the six categories of socialization tactics in mediating personal

adjustments to organizations. The canonical correlation from the Jones study supports this hypothesis. The results of the current study do not totally support this. The structural/raw canonical coefficients, and the multiple regression partially support this hypothesis but the standardized canonical correlation coefficients, and the intercorrelation analysis do not support this indicating other socialization tactics are just as or more important.

Jones' study also indicates that, contrary to Van Maanen and Schein's dimensions, fixed and investiture tactics are institutional socialization tactics while variable and divestiture tactics are individual socialization tactics. The results on Jones' study support this change. The results of the correlation analysis of the current study also are consistent with Jones' predictions.

Overall, Jones' analysis is supported by the current research considering the changes in the population. This is an indication that Jones' socialization classifications holds true for public employees as well as private sector employees. The main difference that the study found was that there is a difference between management employees in professional positions with college educations and employees hired as staff.

SUGGESTIONS TO IMPROVE THE SOCIALIZATION PROCESS AT STATE GOVERNMENT AGENCIES AND FUTURE RESEARCH

This research indicates that the classification of Van Mannen and Schein's dimensions of socialization by Jones and his method to test the relationships between these dimensions and some of the outcomes of the socialization process hold true for public employees as long as the population of employees are similar to those private

sector employees surveyed by Jones. When all types of employees are included in the research, the measurement of certain dimensions of socialization and the relationships with the outcome variables of the socialization breakdown. Further, the distinctions between employee positions are strengthened by the interviews with agency officials and the scores on the scales measuring the socialization dimensions that indicate that new employees at state government agencies are socialized using different tactics depending on the position that they occupy in the agency.

Further, this study included a measure of public service motivation. The canonical correlation analysis indicates that high levels of public service motivation are related to high commitment, low role ambiguity, high overall socialization satisfaction, and low levels of role conflict. The multiple regression analysis shows that public service motivation is a significant contributor to employee commitment. This implies that not only do the socialization dimensions play a role in the outcomes of the socialization process, but for public sector employees the opportunity to provide meaningful public service is an important factor in the outcomes especially for commitment to the organization.

Overall, most of the agencies are doing a pretty good job of socializing new employees, especially those that will occupy non-management positions. While this is true, improvement could be made to the socialization process at most agencies.

New employees at state government agencies are going to be socialized into the organizational culture of the agency whether the agency purposely follows a plan to socialize the new employees or not. This research indicates that the agencies are

either providing the same socialization to all employees or have socialization programs for certain groups of employees while having no socialization program for other groups of employees. All of the agencies in the survey say that they want their employees to follow the rules, but the agencies that do not have a socialization program for certain employees are risking having employees that act more as individuals that may not follow the rules. All types of new employees need some type of planned socialization.

On the other hand, it is probably not a good idea to socialize all employee types using the same socialization tactics. Agencies have employees that need to play custodial roles and employees that need to play more innovative roles. By having a planned socialization, agencies can use either institutionalized or individualized tactics to socialize the new employees according to the role they will be playing in their agency.

This research also indicates that the motivation to do meaningful public service is related to the outcome variables in this research, especially commitment. Because of this, it is important that the agencies try to relate the work done by the new employee to the good of the society to increase the commitment that the employee has to their new organization.

Threats to Validity

There are several shortcomings in the research that limit the ability to generalize the findings to other situations. The research was restricted to six agencies in the State of Oklahoma participated in the research. Only two of the four agency

types, redistribution and regulatory, participated. Only agencies with approximately 500 to 2000 total employees were included in the research. Since the agencies that participated represent only a few of the agencies in the State of Oklahoma, they do not represent the whole population of state government agencies in Oklahoma. Because of this, the ability to generalize to all agencies in the State of Oklahoma will be limited, as is the ability generalize to agencies in all states.

Another threat to the validity of the research is the low number of survey responses. Because the response rate was low, it is possible that there was a material difference between those that responded and the ones did not. There also was a low number of surveys returned by new employees in positions that would be classified as management. This low number of management surveys limited the types and usefulness of the statistics when the data were analyzed for just this type of employee.

Future Research

The current study suggests that additional research should be conducted to further assess the differences between the socialization of new employees in different positions. While there have been several studies that indicate that the methods used in this study are appropriate to examine the socialization of new employees that occupy professional positions that require some type of college training, this study indicates that these methods may not be appropriate for those in non-professional positions. More research needs to be done that includes non-professional employees in both the public sector and the private sector. If these studies also show that several of the measures of socialization dimensions and the outcomes of the socialization are

not performing as they do for professional employees, new measures need to be developed.

More research also needs to be done on socialization in the public sector. First, more state agency officials need to be interviewed to determine the socialization tactics used to socialize new employees. This should be expanded to include government agencies in other states. Once this is done, the comparisons across agency type and agency size could be reevaluated. Comparisons could also be made among the states based on several variables including population, region, and political culture (Elazar, 1972) when officials in several states have been interviewed. It would also be possible to compare the same functional agency types across several states. In addition to determining the types of socialization tactics used in the public sector, their relationship with the outcomes of the socialization need to be assessed at more state agencies and across several states. The new employee survey needs to be administered to additional new employees to increase the number of responses. Further, the new employee survey should be extended to measure the outcomes at several intervals to measure the relationship between the socialization tactics, public service motivation and the outcomes across time.

While it was beyond the scope of this study, it is recognized that the interactions between all of the tactics described in the literature need to be investigated in future research. Of particular importance is the need to understand how organizational socialization tactics interact and impact the pro-active socialization done by the newcomer.

This researcher also recommends that web-based new employee surveys be used in future research, especially where the target group is management or professional level employees that are more likely to have e-mail and Internet access.

This study extended the research on the socialization of new employees to the public sector and to staff employees, and is more applicable to the wider public service audience. Employees at Oklahoma state government agencies have a high level of motivation to serve the public through their organizations. The findings of this study and future research can be used to help public organizations welcome new employees in ways that are beneficial to both the employee and the organization.

APPENDIX A – INTERVIEW QUESTIONS FOR STATE AGENCY OFFICIALS

1. What do you do to welcome/acclimate new employees to your organization?

2. When new employees join your organization, and do you try to familiarize them with the organization as a group through some sort of orientation or do you do this individually by perhaps having an experienced member of the organization show them?

3. What is the main goal of the things that you do to welcome new employees to your agency?

4. Does your agency have positions that require the employee to follow certain fixed procedures? Are there legal requirements that require that you provide certain training to new employees?

5. How successful is you agency in helping new employees become organizational members? What evidence do you have of that success? (orientation evaluations, turnover rates….)

6. Since the state has been having a budget shortfall, I need to add a note in my report about how this may have affected the results of my survey. How has your agency been affected by budget cutbacks? Have there been any reductions in force? Have there been any furloughs?

7. Overall, do you have any other comments about how you welcome new employees to your agency?

APPENDIX B – E-MAIL COVER LETTER SENT TO NEW EMPLOYEES

Dear new state government employee:
I am a graduate student in the Department of Political Science at the University of Oklahoma-Norman Campus. I am working on my doctoral dissertation under the direction of Professor Tom James. I invite you to participate in my research study being conducted under the auspices of the University of Oklahoma-Norman Campus and entitled, The Socialization of New Employees in State Government Agencies.
You have been sent this invitation because the Office of Personnel Management and your agency have indicated that you have taken a position at your agency within the past year. This project seeks to determine the best way for an agency to help new employees become fully integrated members of their agency. Your participation will involve completing a web-based survey and should only take about 15 minutes of your time. Your employer provided the address to which this communication was sent. You must be 18 years of age or older to participate in this research project.
To complete the survey please point your web browser to http://66.216.24.149/Survey.htm
This questionnaire is anonymous and no information other than your answers to the questions will be recorded. The data will only be reported in aggregate or summary form along with the responses of others who completed the survey. Your agency will not have access to the individual answers that you provide. As with all Internet communication, we cannot guarantee confidentiality from hackers. The data will be secured by downloading at least once every day from the website. Only the researcher has access to the website and only the researcher will be able to view the data.
Your involvement in the study is voluntary and you may choose not to participate or to stop at any time without any penalty. There is no anticipated risk to you as a participant in this study. However, the findings from this project will provide information on how organizations can improve the introduction of new employees and possibly benefit future employees and the overall operation of the organizations.
If you have any questions about this research project, please feel free to call me or Dr. Tom James at (405) 325-6622 or e-mail at tjames@ou.edu. Questions about your rights as a research participant or concerns about the project should be directed to the University of Oklahoma-Norman Campus Institutional Review Board at (405) 325-4757 or irb@ou.edu.

By submitting the web-based survey you will be agreeing to participate in the above described project.

Thanks for your consideration!
Sincerely,
Ray Bottger
PhD Candidate, Dept of Political Science
University of Oklahoma
(405) 522-3909
E-mail Address: Ray.E.Bottger-1@ou.edu

APPENDIX C – QUESTIONS FROM THE SURVEY GROUPED BY SCALE

Unless otherwise noted, responses are measured on 7-point scales ranging from "strongly disagree" to "strongly agree." (R) indicates reverse scoring.

DEPENDENT VARIABLES

Organizational Commitment:
1 I talk up this organization to my friends as a great organization to work for.
2 I am proud to tell others that I am a part of this organization.
3 I could just as well be working for a different organization as long as the type of work was similar. (R)
4 I am extremely glad I chose this organization to work for over others I was considering.
5 For me, this is the best of all possible organizations for which to work.
6 I feel a sense of pride in working for this organization.
7 The most important things that happen to me involve my work.
8 I live, eat, and breathe my job.
9 I would be quite willing to spend the rest of my career with this organization.
10 I feel very little loyalty to this organization. (R)
11 I would accept almost any type of job assignment in order to keep working for this organization.
12 It would take very little change in my present circumstances to cause me to leave this organization. (R)
13 There is not much to be gained by sticking with this organization indefinitely. (R)
14 Deciding to work for this organization was a definite mistake on my part. (R)
(Jones, 1986)

Role orientation:
1 I have made an attempt to redefine my role and change what I am required to do.
2 While I am satisfied with my overall job responsibilities, I have altered the procedures for doing by job.
3 I have changed the mission or purpose of my role.
4 The procedures for performing my job are generally appropriate in my view. (R)
5 I have tried to change the procedures for doing my job and to institute new work goals.
(Jones, 1986)

Role Ambiguity:
1 I feel certain about how much authority I have.
2 Clear planned goals and objectives for my job.
3 I know that I have divided my time properly.
4 I know what my responsibilities are.
5 I know exactly what is expected of me.
6 Explanation is clear of what has to be done.
(Rizzo et al, 1970)

Role Conflict:
1 I have to do things that should be done differently.
2 I receive an assignment without the manpower to complete it.
3 I have to buck a rule or policy in order to carryout an assignment.
4 I work with two or more groups that operate quite differently.
5 I receive incompatible requests from two or more people.
6 I do things that are apt to be accepted by one person and not accepted by others.
7 I receive an assignment without adequate resources and materials to execute it.
8 I work on unnecessary things.
(Rizzo et al, 1970)

Overall Socialization Satisfaction
1 I am satisfied with the amount of information that I received to help me understand my new organization and my role in the organization.
2 Overall, I am satisfied with the way my new organization handled my introduction to the agency and my job.

INDEPENDENT VARIABLES

Scales Measuring Socialization Tactics
Collective versus Individual:
1 In the last six months, I have been extensively involved with other new recruits in common, job related training activities.
2 Other newcomers have been instrumental in helping me to understand my job requirements.
3 This organization puts all newcomers through the same set of learning experiences.
4 Most of my training has been carried out apart from other newcomers. (R)
5 There is a sense of "being in the same boat" amongst newcomers in this organization.
(Jones, 1986)

Formal versus Informal:
1 I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills.
2 During my training for this job, I was normally physically apart from regular organization members.
3 I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods.
4 Much of my job knowledge has been acquired informally on a trial and error basis. (R)
5 I have been very aware that I am seen as "learning the ropes" in this organization.
(Jones, 1986)

Investiture versus Divestiture:
1 I have been made to feel that my skills and abilities are very important in this organization.
2 Almost all of my colleagues have been supportive of me personally.
3 I have had to change my attitudes and values to be accepted in this organization. (R)
4 My colleagues have gone out of their way to help me adjust to this organization.
5 I feel that experienced organizational members have held me at a distance until I conform to their expectations. (R)
(Jones, 1986)

Sequential versus Random:
1 There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization.
2 Each stage of the training process has and will, expand and build upon the job knowledge gained during the preceding stages of the process.
3 The movement from role to role and function to function to build up experience and a track record is very apparent in this organization.
4 This organization does not put newcomers through an identifiable sequence of learning experiences. (R)
5 The steps in the career ladder are clearly specified in this organization.
(Jones, 1986)

Serial versus Disjunctive:
1 Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization.
2 I am gaining a clear understanding of my role in this organization from observing my senior colleagues.
3 I have received little guidance from experienced organizational members as to how I should perform my job. (R)
4 I have little or no access to people who have previously performed my role in this organization. (R)

5 I have been generally left alone to discover what my role should be in this organization. (R)
(Jones, 1986)

Fixed versus Variable:
1 I can predict my future career path in this organization by observing other people's experiences.
2 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.
3 The way in which my progress through this organization will follow a fixed timetable of events has been clearly communicated to me.
4 I have little idea when to expect a new job assignment or training exercises in this organization. (R)
5 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)
(Jones, 1986)

Public Service Variable:
1 I enjoy working for the government because it gives me the chance to serve the public.
2 Would you say that your job gives you the opportunity to be involved in meaningful public service; that is, do you think what you do gives you a real opportunity to help the citizens of Oklahoma?

APPENDIX D – NEW EMPLOYEE SURVEY AND THANK YOU PAGE

Introduction of the Web Based Survey

Dear new state government employee:

I am a graduate student in the Department of Political Science at the University of Oklahoma-Norman Campus. I am working on my doctoral dissertation under the direction of Professor Tom James. I invite you to participate in my research study being conducted under the auspices of the University of Oklahoma-Norman Campus and entitled, The Socialization of New Employees in State Government Agencies.

You have been sent this invitation because the Office of Personnel Management and your agency have indicated that you have taken a position at your agency within the past year. This project seeks to determine the best way for an agency to help new employees become fully integrated members of their agency. Your participation will involve completing a web-based survey and should only take about 15 minutes of your time. Your employer provided the address to which this communication was sent. You must be 18 years of age or older to participate in this research project.

This questionnaire is anonymous and no information other than your answers to the questions will be recorded. The data will only be reported in aggregate or summary form along with the responses of others who completed the survey. Your agency will not have access to the individual answers that you provide. As with all Internet communication, we cannot guarantee confidentiality from hackers. The data will be secured by downloading at least once every day from the website. Only the researcher has access to the website and only the researcher will be able to view the data.

Your involvement in the study is voluntary and you may choose not to participate or to stop at any time without any penalty. There is no anticipated risk to you as a participant in this study. However, the findings from this project will provide information on how organizations can improve the introduction of new employees and possibly benefit future employees and the overall operation of the organizations.

If you have any questions about this research project, please feel free to call me or Dr. Tom James at (405) 325-6622 or e-mail at tjames@ou.edu. Questions about your rights as a research participant or concerns about the project should be directed to the University of Oklahoma-Norman Campus Institutional Review Board at (405) 325-4757 or irb@ou.edu.

By submitting the web-based survey you will be agreeing to participate in the above described project.

Thanks for your consideration!

Sincerely,

Ray Bottger
PhD Candidate, Dept of Political Science
University of Oklahoma
405 - 522 - 3909
E-mail Address: Ray.E.Bottger-1@ou.edu

(Note: This page is best viewed with Microsoft Internet Explorer. If you are using Netscape some of the questions maybe disjointed but the survey still will function correctly)

Introduction of the Paper Survey

Dear new state government employee:

I am a graduate student in the Department of Political Science at the University of Oklahoma-Norman Campus. I am working on my doctoral dissertation under the direction of Professor Tom James. I invite you to participate in my research study being conducted under the auspices of the University of Oklahoma-Norman Campus and entitled, The Socialization of New Employees in State Government Agencies.

You have been sent this invitation because the Office of Personnel Management and your agency have indicated that you have taken a position at your agency within the past year. This project seeks to determine the best way for an agency to help new employees become fully integrated members of their agency. Your participation will involve completing the attached survey and should only take about 15 minutes of your time. Your employer provided the address to which this communication was sent. You must be 18 years of age or older to participate in this research project.

This questionnaire is anonymous and no information other than your answers to the questions will be recorded. The data will only be reported in aggregate or summary form along with the responses of others who completed the survey. Your agency will not have access to the individual answers that you provide. Only the researcher will be able to view the data.

Your involvement in the study is voluntary and you may choose not to participate or to stop at any time without any penalty. There is no anticipated risk to you as a participant in this study. However, the findings from this project will provide information on how organizations can improve the introduction of new employees and possibly benefit future employees and the overall operation of the organizations.

If you have any questions about this research project, please feel free to call me or Dr. Tom James at (405) 325-6622 or e-mail at tjames@ou.edu. Questions about your rights as a research participant or concerns about the project should be directed to the University of Oklahoma-Norman Campus Institutional Review Board at (405) 325-4757 or irb@ou.edu.

By returning the survey you will be agreeing to participate in the above described project.
Please return the survey to the researcher in the self addressed stamped envelope provided.

Thanks for your consideration!

Sincerely,
Ray Bottger
PhD Candidate, Dept of Political Science
University of Oklahoma
405 - 522 - 3909
E-mail Address: Ray.E.Bottger-1@ou.edu

Please answer the following questions so I can know a little about your work.
Please give only one answer for each question.

What type of work do you do?
- **O** Executive management
- **O** Customer service, clerical, processing, maintenance
- **O** Direct Client Care
- **O** Law Enforcement Officer
- **O** Research, operations, performance improvement
- **O** Info systems, info technology, computer support
- **O** Clinical, counselor, social worker, case manager, trainer, etc.
- **O** Legal, contracts, public relations
- **O** Financial, purchasing, or facility management

Where do you work?
- **O** Employment Securities Commission
- **O** Department of Public Safety
- **O** Office of Juvenile Affairs
- **O** Department of Environmental Quality
- **O** Veterans Affairs
- **O** Department of Mental Health and Substance Abuse Services

How many months have you worked at this agency?

_____

What type of professional training do you already have in the type of work you are currently doing?
- **O** No professional training
- **O** Vocational education
- **O** College education

On the following questions please indicate whether you strongly disagree, disagree, partially disagree, neutral, partially agree, agree, or strongly agree to the following statements. Please give only one answer for each question.

1) I talk up this organization to my friends as a great organization to work for.
- **O** Strongly Disagree
- **O** Disagree
- **O** Partially Disagree
- **O** Neutral
- **O** Partially Agree
- **O** Agree
- **O** Strongly Agree

2) I am proud to tell others that I am a part of this organization.
- **O** Strongly Disagree
- **O** Disagree
- **O** Partially Disagree
- **O** Neutral
- **O** Partially Agree
- **O** Agree
- **O** Strongly Agree

3) In the last six months, I have been extensively involved with other new recruits in common, job related training activities.
- **O** Strongly Disagree
- **O** Disagree
- **O** Partially Disagree
- **O** Neutral
- **O** Partially Agree
- **O** Agree
- **O** Strongly Agree

4) I have been through a set of training experiences which are specifically designed to give newcomers a thorough knowledge of job related skills.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

5) I have been made to feel that my skills and abilities are very important in this organization.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

6) There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

7) Experienced organizational members see advising or training newcomers as one of their main job responsibilities in this organization.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

8) I can predict my future career path in this organization by observing other people's experiences.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

9) I enjoy working for the government because it gives me the chance to serve the public.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

10) I am extremely glad I chose this organization to work for over others I was considering.

O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

11) For me, this is the best of all possible organizations for which to work.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
12) Other newcomers have been instrumental in helping me to understand my job requirements.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
13) During my training for this job, I was normally physically apart from regular organization members.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
14) Almost all of my colleagues have been supportive of me personally.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
15) Each stage of the training process has and will expand and build upon the job knowledge gained during the preceding stages of the process.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
16) I am gaining a clear understanding of my role in this organization from observing my senior colleagues.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
17) 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.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

18) Would you say that your job gives you the opportunity to be involved in meaningful public service; that is, do you think what you do gives you a real opportunity to help the citizens of Oklahoma?
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
19) I feel a sense of pride in working for this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
20) The most important things that happen to me involve my work.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
21) I could just as well be working for a different organization as long as the type of work was similar.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
22) I feel very little loyalty to this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
23) Most of my training has been carried out apart from other newcomers.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
24) Much of my job knowledge has been acquired informally on a trial and error basis.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
25) This organization does not put newcomers through an identifiable sequence of learning experiences.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

26) I have received little guidance from experienced organizational members as to how I should perform my job.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
27) I have little idea when to expect a new job assignment or training exercises in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
28) I have had to change my attitudes and values to be accepted in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
29) I have little or no access to people who have previously performed my role in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
30) Most of my knowledge of what may happen to me in the future comes informally, through the grapevine, rather than through regular organizational channels.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
31) It would take very little change in my present circumstances to cause me to leave this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
32) There is not much to be gained by sticking with this organization indefinitely.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
33) Deciding to work for this organization was a definite mistake on my part.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

34) I feel that experienced organizational members have held me at a distance until I conform to their expectations.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
35) I have been generally left alone to discover what my role should be in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
36) I live, eat, and breathe my job.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
37) I would be quite willing to spend the rest of my career with this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
38) This organization puts all newcomers through the same set of learning experiences.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
39) I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
40) The movement from role to role and function to function to build up experience and a track record is very apparent in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

41) The way in which my progress through this organization will follow a fixed timetable of events has been clearly communicated to me.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
42) There is a sense of "being in the same boat" amongst newcomers in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
43) I have been very aware that I am seen as "learning the ropes" in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
44) My colleagues have gone out of their way to help me adjust to this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
45) The steps in the career ladder are clearly specified in this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
46) I would accept almost any type of job assignment in order to keep working for this organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
47) I have made an attempt to redefine my role and change what I am required to do.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
48) I feel certain about how much authority I have.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

49) I have to do things that should be done differently.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
50) While I am satisfied with my overall job responsibilities, I have altered the procedures for doing by job.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
51) There are clear planned goals and objectives for my job.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
52) I receive an assignment without the manpower to complete it.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
53) I have changed the mission or purpose of my role.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
54) I know that I have divided my time properly.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
55) I have to buck a rule or policy in order to carryout an assignment.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
56) The procedures for performing my job are generally appropriate in my view.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

57) I know what my responsibilities are.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
58) I work with two or more groups that operate quite differently.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
59) I work on unnecessary things.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
60) I have tried to change the procedures for doing my job and to institute new work goals.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
61) I know exactly what is expected of me.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
62) I receive incompatible requests from two or more people.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
63) Explanation is clear of what has to be done.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree
64) I do things that are apt to be accepted by one person and not accepted by others.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

65) I receive an assignment without adequate resources and materials to execute it.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

66) I am satisfied with the amount of information that I received to help me understand my new organization and my role in the organization.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

67) Overall, I am satisfied with the way my new organization handled my introduction to the agency and my job.
O Strongly Disagree
O Disagree
O Partially Disagree
O Neutral
O Partially Agree
O Agree
O Strongly Agree

Please answer the following questions so I can know a little about you.

Which best describes your race?
O African American
O Asian
O Multiracial
O Native American
O White
O Other

Are you Hispanic?
O Yes
O No

What is your age ?

_____

What is you sex?
O Female
O Male

What is your highest level of education?
O Less than high school grad
O High school grad, GED
O Some college
O Associate's Degree
O Bachelor's Degree
O Master's Degree
O Doctorate
O Professional Degree

Thank you very much for taking the time to participate in my survey.

Thank You Page from the Web Based Survey

Thank you for participating in my survey.

Remember that the data will only be reported in aggregate or summary form along with the responses of others who completed the survey. Your agency will not have access to the individual answers that you provide. Only the researcher has access to the website and only the researcher will be able to view the data.

The findings from this project will provide information on how organizations can improve the introduction of new employees and possibly benefit future employees and the overall operation of the organizations.

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Thanks again for your participation!

Sincerely,

Ray Bottger
PhD Candidate, Dept of Political Science
University of Oklahoma
405 - 522 - 3909
E-mail Address: Ray.E.Bottger-1@ou.edu

APPENDIX E – DETAILED MULTIPLE REGRESSION RESULTS

Dependent Variable Commitment

Multiple R .61833
R Square .38234
Adjusted R Square .33769
Standard Error 5.15497

Analysis of Variance

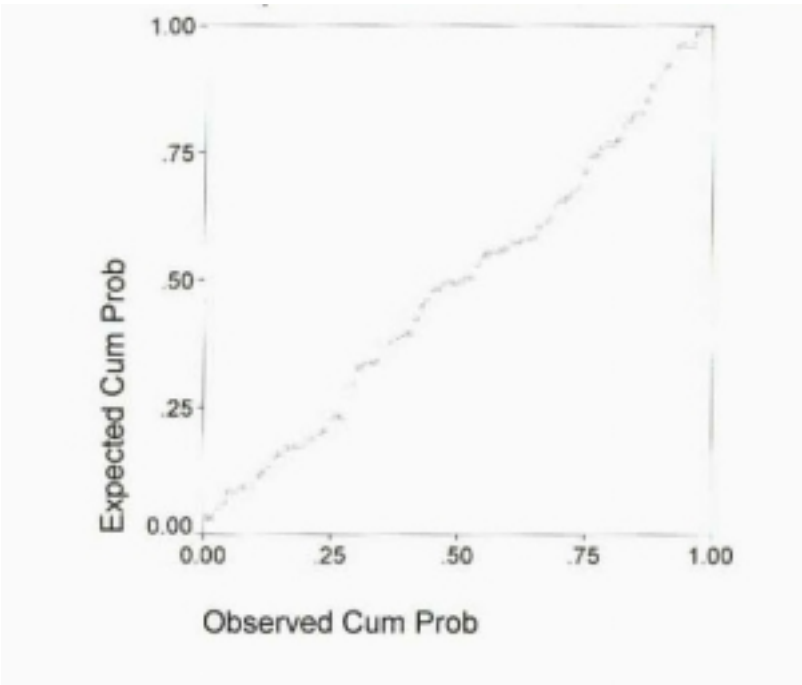
	DF	Sum of Squares	Mean Square
Regression	6	1365.28296	227.54716
Residual	83	2205.61704	26.57370

F 8.56287 Significant of F =.0000

Variables in the Equation

Variable	B	SE B	Beta	VIF	T	Sig T
Investiture vs. Divestiture	-.781715	.781349	-.122184	2.004	-1.000	.3200
Sequential vs. Random	.222484	.194256	.212284	4.616	1.145	.2554
Serial vs. Disjunctive	-.078608	.191134	-.056747	2.558	-.411	.6819
Fixed vs. Variable	.152551	.149843	.164617	3.513	1.018	.3116
Formal vs. Informal	-.051576	.205119	-.035191	2.632	-.251	.8021
Public Service Motivation	-8.162655	2.238607	-.351684	1.250	-3.646	.0005
Constant	52.257863	5.923687			8.822	.0000

Multiple Regression Residuals for Commitment



Dependent Variable Role Orientation

Multiple R	.30342
R Square	.09206
Adjusted R Square	.02643
Standard Error	5.12663

Analysis of Variance

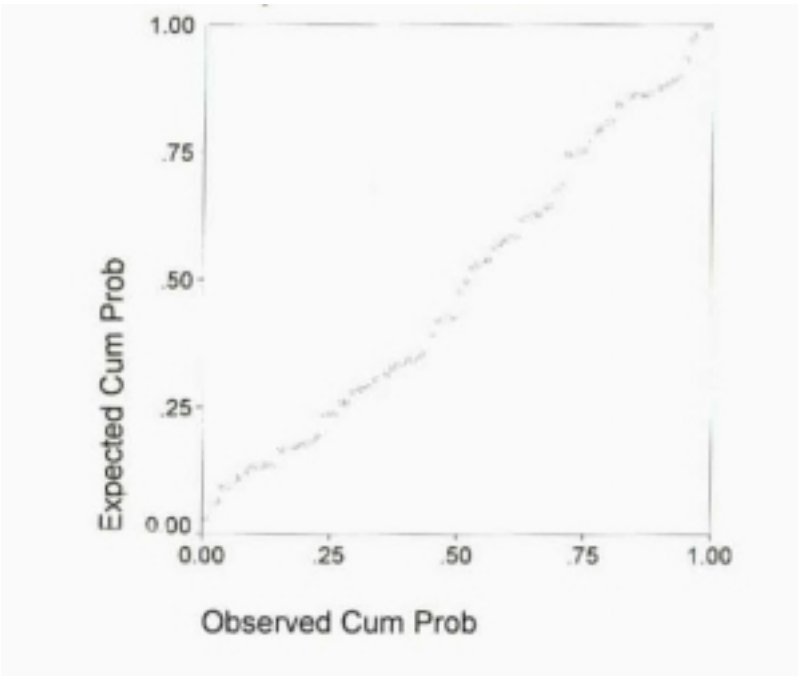
	DF	Sum of Squares	Mean Square
Regression	6	221.19005	36.86501
Residual	83	2181.43217	26.28232

F 1.40265 Significants of F =.2234

Variables in the Equation

Variable	B	SE B	Beta	VIF	T	Sig T
Investiture vs. Divestiture	-.688668	.777054	-.131227	2.004	-.886	.3780
Sequential vs. Random	-.276003	.193188	-.321055	4.616	-1.429	.1568
Serial vs. Disjunctive	-.382881	.190083	-.336963	2.558	-2.014	.0472
Fixed vs. Variable	.168857	.149019	.222138	3.513	1.133	.2604
Formal vs. Informal	.098631	.203991	.082043	2.632	.484	.6300
Public Service Motivation	.142717	2.226300	.007496	1.250	.064	.9490
Constant	25.791247	5.891121			4.378	.0000

Multiple Regression Residuals for Role Orientation



Dependent Variable Role Conflict

Multiple R	.59135
R Square	.34969
Adjusted R Square	.30268
Standard Error	7.42491

Analysis of Variance

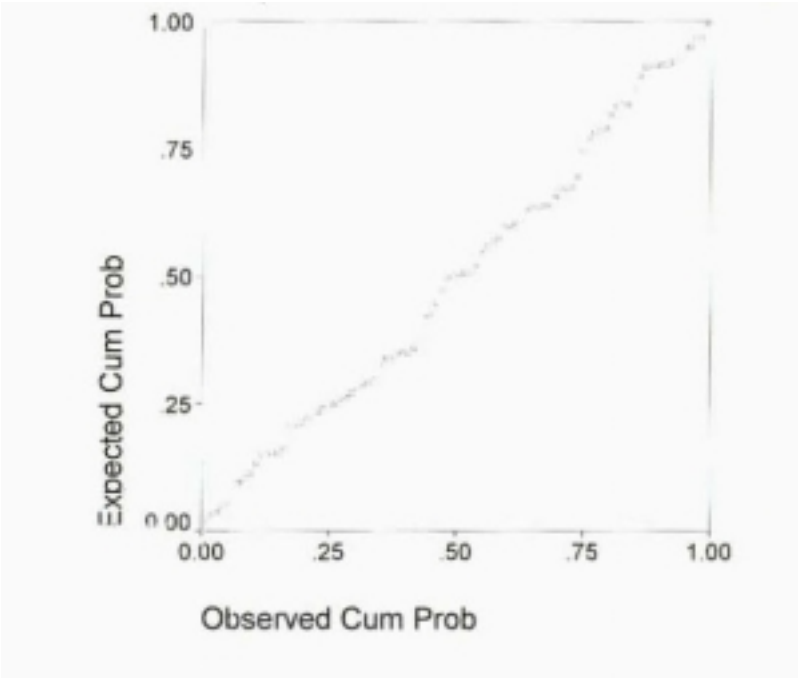
	DF	Sum of Squares	Mean Square
Regression	6	2460.49537	410.08256
Residual	83	4575.72685	55.12924

F 7.43857 Significants of F =.0000

Variables in the Equation

Variable	B	SE B	Beta	VIF	T	Sig T
Investiture vs. Divestiture	.547528	1.125409	.060966	2.004	.487	.6279
Sequential vs. Random	-.430456	.279795	-.292595	4.616	-1.538	.1277
Serial vs. Disjunctive	-.515259	.275298	-.264982	2.558	-1.872	.0648
Fixed vs. Variable	-.167057	.215825	-.128423	3.513	-.774	.4411
Formal vs. Informal	.216244	.295441	.105110	2.632	.732	.4663
Public Service Motivation	.585405	3.224354	-.017968	1.250	.182	.8564
Constant	47.756476	8.532123			5.597	.0000

Multiple Regression Residuals for Role Conflict



Dependent Variable Role Ambiguity

Multiple R	.70933
R Square	.50315
Adjusted R Square	.46723
Standard Error	.56526

Analysis of Variance

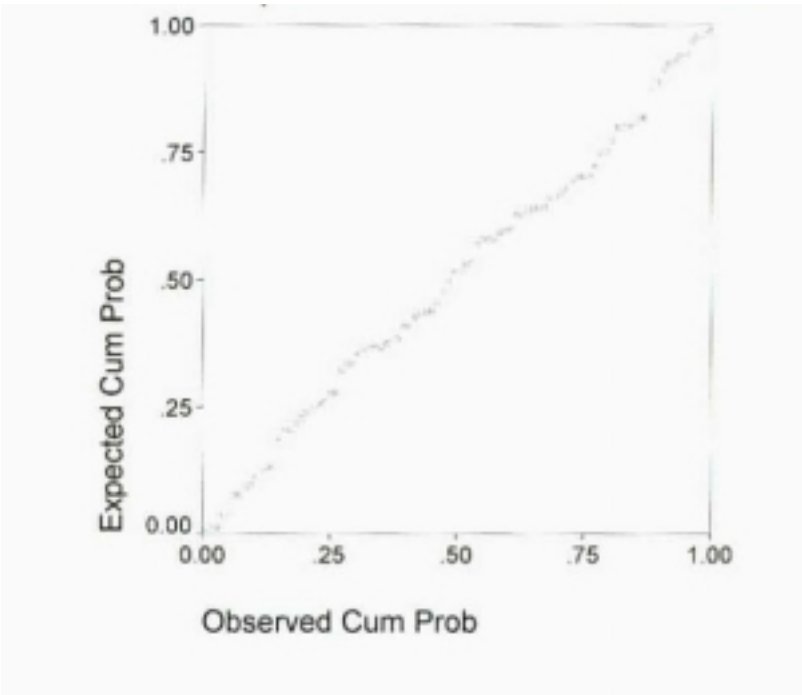
	DF	Sum of Squares	Mean Square
Regression	6	26.85547	4.47591
Residual	83	26.51971	.31951

F = 14.00847 Significant of F = .0000

Variables in the Equation

Variable	B	SE B	Beta	VIF	T	Sig T
Investiture vs. Divestiture	.085810	.085677	.109704	2.004	1.002	.3195
Sequential vs. Random	-.010635	.021301	-.082997	4.616	-.499	.6189
Serial vs. Disjunctive	-.041923	.020958	-.247537	2.558	-2.000	.0487
Fixed vs. Variable	-.034930	.016431	-.308306	3.513	-2.126	.0365
Formal vs. Informal	.002411	.022492	-.013454	2.632	-.107	.9149
Public Service Motivation	.255394	.245469	.090002	1.250	1.040	.3012
Constant	4.284640	.649548			6.596	.0000

Multiple Regression Residuals for Role Ambiguity



Dependent Variable Overall Socialization Satisfaction

Multiple R	.74701
R Square	.55802
Adjusted R Square	.52607
Standard Error	2.11188

Analysis of Variance

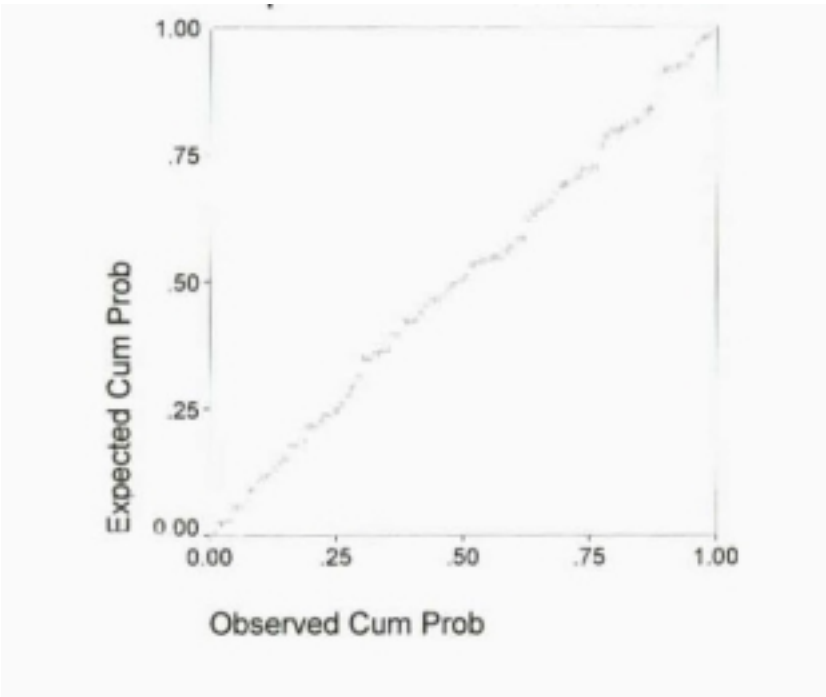
	DF	Sum of Squares	Mean Square
Regression	6	467.37393	77.89565
Residual	83	370.18163	4.46002

F = 17.46532 Significant of F = .0000

Variables in the Equation

Variable	B	SE B	Beta	VIF	T	Sig T
Investiture vs. Divestiture	-.503312	.320101	-.162437	2.004	-1.572	.1197
Sequential vs. Random	.091555	.079582	.180378	4.616	1.150	.2533
Serial vs. Disjunctive	.129278	.078303	.192699	2.558	1.651	.1025
Fixed vs. Variable	.063468	.061387	.141415	3.513	1.034	.3042
Formal vs. Informal	.120814	.084033	.170208	2.632	1.438	.1543
Public Service Motivation	-.881994	.917107	-.078464	1.250	-.962	.3390
Constant	4.126569	2.426803			1.700	.0928

Multiple Regression Residuals for Overall Socialization Satisfaction



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