

## Tactics, dimensions, outcomes, context, and stages of organizational socialization

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### Abstract

A person gains the perspectives, abilities, and roles associated with a career that is required to be a member of that profession through professional socialization. Organizational socialization is the person's learning of the knowledge, values, and behaviors necessary to fill a certain role in the organization and the adaptation of the employees to their organizations and roles. This research aims to draw the framework of the field of organizational socialization and to model the organizational socialization process by explaining the concepts of organizational socialization tactics, proactive socialization tactics, organizational socialization dimensions, organizational socialization outputs, contextual factors affecting organizational socialization, and organizational socialization stages. Through a literature review, the current study has exhibited that the success of the organizational socialization process is highly related to and necessary for the realization of the objectives of the enterprises. The study also discusses the tactics, dimensions, outcomes, context, and stages of organizational socialization.

**Keywords:** Organizational socialization; organizational tactics; organizational dimensions; organizational stages.

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## 1. INTRODUCTION

Individuals form organizations to achieve goals that exceed their powers and abilities. On the other hand, organizations take advantage of the different and limited abilities of individuals to realize their goals. Organizations and individuals have mutual expectations from each other: Organizations have resources for employees, and employees have skills and energy for organizations (Aydin, 2007).

To achieve organizational goals and meet employees' expectations, it is of great importance to ensure that employees adapt to their organizations as quickly as possible. The quicker the employee adapts to the organization, the employee will be attached to the organization, the employee's performance will increase, and thus the goals of the organization will be achieved more quickly, and the employee will also be able to meet some of their expectations (Black & Ashford, 1995).

The adaptation of the employee to the organization is organizational socialization. Organizational socialization is defined by Van Maanen and Schein (1979) for the employee as the process of acquiring the necessary social knowledge and skills to acquire an organizational role. When the employee joins a new organization, the organizational socialization process for the employee initiates (Peng et al., 2024). If the socialization process is completed successfully, the employee's commitment, adaptation, and success increase. Failure of the organizational socialization process may lead to the individual leaving the job, and as a result, both the individual and the organization may be harmed (Balci, 2003; Blazer et al., 2023). One-third of employees in the United States (USA) and one-fifth in Europe leave their jobs and move to a new job within the first twelve months of their new job (Cooper-Thomas et al., 2011).

Employees start to learn their professions before working life. When they start working, they must learn to be a member of the organization they work in. Learning the profession is professional socialization while learning to be a member of the organization is organizational socialization. When organizational socialization conflicts with professional socialization, organizational socialization becomes dominant (Hart, 1991). When the organizational socialization process cannot be carried out successfully, the dedication of employees to the job decreases, and therefore an inefficient environment is created. Thus, organizations cannot achieve their goals, and human resource and financial losses increase without efficient organizational socialization.

### 1.1. Purpose of study

This study aims to shed light on the organizational socialization process in a model with its sub-dimensions. In this study, organizational socialization tactics, proactive socialization tactics, organizational socialization dimensions, organizational socialization outcomes, contextual factors affecting organizational socialization, and organizational socialization stages that emerged with the development of the field of organizational socialization and constitute the organizational socialization process will be explained.

## 2. METHODS AND MATERIALS

One of the important aspects of this research is to reveal the organizational socialization process, which is of key importance in achieving the goals of the organization and the work efficiency of the employee, using the literature review method. In addition, by revealing the sub-fields that constitute the organizational socialization process, the conceptual confusion in the field of organizational socialization in the literature may be reduced. After the definition of the concept of organizational socialization is made, the concepts related to organizational socialization and the theories that form the basis of organizational socialization will be explained, and then the sub-fields that constitute the organizational socialization process (socialization tactics, proactive tactics, socialization dimensions, socialization outcomes, contextual factors affecting socialization and socialization stages) will be defined and explained under the title of the conceptual development of the field of organizational socialization.

### **3. RESULTS**

The organizational socialization process: tactics, dimensions, outcomes, context, and stages are examined in the ensuing section.

#### **3.1. Organizational socialization**

Socialization is the process beginning during childhood by which individuals acquire the values, habits, and attitudes of a society, and socialization is the social interaction with others. Socialization, which takes place throughout an individual's life, is a process in which the individual learns and understands the attitudes, values, beliefs, and behaviors of the society in which he lives (Taormina and Bauer, 2000).

Schein (1968), who introduced organizational socialization to the literature, noticed the parallels between the brainwashing process that civilian and military prisoners were exposed to during the Korean War and the brainwashing process that new graduates were exposed to when they started working as new graduates in businesses in the USA. Schein (1968) focused on learning how the attitudes and values of new graduates change during their first years on the job, trying to understand what happens when a person enters an organization and is accepted for membership. Although the changes in the new employees' attitudes and values are called professional socialization by sociologists, Schein named this process as organizational socialization to focus on the environment in which the process takes place.

According to Schein (1968), organizational socialization is the process of being brainwashed and trained, the process of being taught what is important in an organization or some of its subunits. According to Schein (1968), organizational socialization is a process in which the employee learns the organization's value system, norms, and required behavioral patterns. The process of organizational socialization is ubiquitous. The speed and effectiveness of the organizational socialization process determine employee loyalty, commitment, productivity, and turnover. Therefore, the stability and effectiveness of organizations depend on their ability to socialize with their new members.

Professional socialization, which can begin with a university education, means a person's learning the skills, knowledge, and perspective necessary to become a member of a profession and the roles related to the profession (Hart, 1991). Organizational socialization is the person's learning the knowledge, values, and behaviors necessary to fill a role in the organization (Hart, 1991; Daresh, 1987). In some cases, the professional socialization perspective and the organizational socialization perspective may conflict with the employee. For example, new graduates may think that the values and norms they acquired regarding their profession at university are not valid in the business life they experience in practice. In these cases where professional socialization and organizational socialization conflict, the values and norms of organizational socialization are more dominant than the values and norms of professional socialization (Hart, 1991).

According to Van Maanen and Schein (1979), organizational socialization is the transfer of organizational culture, knowledge, values, thoughts and actions. Organizational socialization is the process by which an employee acquires the social knowledge and skills necessary to perform an organizational role. Organizational socialization is a teaching and learning process; It teaches new members of the organization to see the world of the organization as old members of the organization see. The organizational socialization process can take many forms for the employee, from trial and error to a formal internship that follows a long period of education and training. Organizational socialization, which is seen in all transitions throughout a person's career, has a problematic structure that is omnipresent and never-ending.

#### **3.2. Concepts related to organizational socialization**

The concept of organizational socialization is closely related to the concepts of professional socialization, small group development, task socialization, and leader succession. While the organizational socialization is the employee's learning the knowledge, values, and behaviors necessary to fill a role within the organization (Hart, 1991; Daresh, 1987), the professional socialization is the

person's learning the skills, knowledge, and perspective necessary to become a member of a profession (Hart, 1991), learning what the profession is (Weindling, 2000) and learning the roles related to the profession (Hart, 1992). Professional socialization and organizational socialization may conflict in some cases. When they conflict, the values and norms of organizational socialization gain importance (Hart, 1991).

In organizations, small group development and organizational socialization processes develop independently of each other. However, both processes overlap temporally and conceptually (Wanous et al., 1984). In group socialization, the employee learns the characteristics of the workgroup and how the work group behaves regarding the rules, goals, and values. In task socialization, the employee learns how to perform his duties and how to interact with his colleagues while performing his duties (Haueter et al., 2003).

Leader succession is the replacement of the leader or key officials in an organization. Leader succession research focuses on the leader individually; the focus is on the leader's actions, beliefs, and their impact on the organizational culture (Hart, 1991). Organizational socialization and leader succession are two closely related concepts (Bengtson et al., 2013). Leader succession and organizational socialization research have their advantages, and the same events and processes are viewed from different perspectives in this research (Hart, 1991; Balci, 2003). To understand leader succession, which is a complex event, it is not enough to focus only on the leader individually; it is also necessary to look at leader succession from social and interaction perspectives. Organizational socialization provides this perspective. Organizational socialization has added interaction dynamics to the phases of leader succession (Hart, 1991).

### **3.3. Theories Underpinning Organizational Socialization**

The concept of organizational socialization is based on theories such as organizational culture, field theory, social learning theory, social systems theory, social interaction theory, social exchange theory, and uncertainty reduction theory. Organizational culture is the pattern of basic assumptions invented, discovered, or developed by the group as the group learns ways to cope with the problems of external harmony and internal integration. This type of learning is also a behavioral, cognitive, and affective process (Schein, 1990). Thanks to constant repetition, existing strategies are accepted as the right way. As solutions to different problems encountered accumulate, culture is formed spontaneously (Schein, 1986). Culture is learned, maintained, and reproduced through socialization when new members enter the group; the purpose of socialization is the transmission of culture (Schein, 1990).

According to Lewin's field theory, behavior is a function of the psychological environment in which the person exists, that is, the person's living space. Individual behavior in organizations is a result of the interdependence of physical, psychological, environmental, and social forces. Entering a new job or organization is like entering a cognitively unstructured space. Thus, individuals create cognitive maps (Allen, 2006).

According to Bandura's (1997) social learning theory, human behavior is the result of the ongoing interactions of cognitive, behavioral, and environmental factors. In this process, the person is neither a powerless object acting only under the influence of his environment, nor a free individual who can do whatever he/she wants. Individuality and environment are factors that affect each other. This continuous and reciprocal interaction distinguishes social learning theory from field theory.

According to Parsons' social systems theory, individuals in social systems decide and act depending on the idea systems or situational conditions they are in to achieve their goals or obtain results. Parsons' social systems theory begins with actions, and continues with interactions; interactions become institutionalized, and thus social systems are formed (Turner, 1988). According to Turner's (1988) social interaction theory, social interaction is the change in the visible movements, invisible thoughts, and physiology of another actor under the influence of one actor. Social interactions occur depending on

motivation and if they are repeated frequently, they become stereotypes and thus stereotyped structures are formed in organizations.

According to social exchange theory, when an individual is beneficial to another person, he expects whom he is beneficial to produce mutual benefits. The concept of social exchange refers to a person's voluntary actions regarding what is expected of others. In social exchange, a person trusts the other party even if he does not know that the other party will do a favor, whereas in economic exchange there is no need to trust the other party (Blau, 1964). According to Berger and Calabrese's (1974) uncertainty reduction theory, when strangers meet, they first try to reduce uncertainties and increase predictability regarding both their own and the other's behavior in their interactions. In the context of organizations, uncertainty reduction theory focuses on reducing uncertainty about employees' roles and organizations (Batistic and Kase, 2015). Employees try to reduce these uncertainties through tactics, socialization programs, and information received from superiors or co-workers (Saks and Ashforth, 1997).

### **3.4. Conceptual Development of Organizational Socialization**

The concept of organizational socialization was introduced to the literature by Schein (1968) and detailed by Van Maanen and Schein (1979). It is possible to divide the field of organizational socialization into sub-fields organizational socialization tactics, proactive socialization tactics, organizational socialization dimensions, organizational socialization outcomes, contextual factors affecting organizational socialization, and organizational socialization stages. Van Maanen and Schein (1979) introduced the concept of organizational socialization tactics to the field of organizational socialization, which expresses the effect of the organization on the employee's adaptation to the organization and his role. Organizational socialization tactics were operationalized and scaled by Jones (1986). Since the 1980s, a new perspective has been brought to organizational socialization with the concept of proactive socialization tactics, especially Louis's (1980) sense-making model and organizational socialization has begun to be viewed from the perspective of the individual. Researchers such as Chao et al., (1994), Haueter et al., (2003), and Taormina (1997) focused on what was learned during the organizational socialization process and defined what was learned as organizational socialization dimensions.

The outcomes of the organizational socialization process have also been one of the most emphasized subfields in organizational socialization research. Organizational socialization outcomes are indicators of the quality of the employee's adaptation to the organization and role and are classified as proximal and distal outcomes (Ashforth et al., 2007). Contextual factors affecting the organizational socialization process are external, organizational, social, and personal factors (Hart, 1991; Hart, 1992; Saks and Ashforth, 1997; Fondas and Wiersema, 1997; Bennett, 2015). In the subfield of organizational socialization stages, the organizational socialization process is viewed in terms of certain experiences and emotions experienced in the process, and periods in which similar experiences and emotions are experienced are defined as stages (Layne et al., 2024; Buchanan, 1974; Feldman, 1976a, 1976b).

#### **3.4.1. Organizational socialization tactics**

When a person enters a new organization or when one's expectations do not match the organization, one encounters real shock or surprise. Socialization tactics provide information that will reduce uncertainty and anxiety during the newcomer's entry into the organization (Jones, 1986). According to Van Maanen and Schein (1979), organizational socialization tactics are the processes applied to the individual by the organization when the individual assumes a new role or a change in his role within the organization. Individuals experience different and diverse experiences and give different answers in the process of passing through the boundaries of their roles, which have different dimensions and components.

Those who have a new role in organizations give the following three different answers during the organizational socialization process (Van Maanen and Schein, 1979): In the custody type answer, the employee first only looks at the content, strategy, and mission components of his role, does not question the status quo, and just accepts it. In the content innovation type of response, there are changes in both

content and strategic basis; the employee may be dissatisfied with the current knowledge base, so he or she makes some changes in both the knowledge base and strategic practices. In the role innovation type of response, there is a change in mission; the employee may try to change the role entirely by changing the mission of the role; this is rebellious, insurgent, or guerrilla-type behavior. All these answers given by individuals during the organizational socialization process are organizational role orientation.

#### *3.4.1.1. Types of organizational socialization tactics*

Based on empirical observations, six groups of organizational socialization tactics are listed:

Collective-individual organizational socialization tactics: Collective organizational socialization tactics are the training that a group receives through common experiences when crossing a boundary regarding a role; the training that a person receives alone are individual organizational socialization tactics. In collective training, the principle of "We are in the same boat" is implemented. In individual processes, socialization becomes less homogeneous, and individual processes are master-apprentice relationships (Van Maanen and Schein, 1979).

Formal-informal organizational socialization tactics: While formal socialization refers to a structured socialization process in which employees are separated from other employees, informal socialization refers to a socialization process in which new employees are not separated from experienced employees and learn through trial and error such as on-the-job learning (Van Maanen and Schein, 1979). While formal tactics produce copies of old roles, informal tactics produce innovation and creativity (Hart, 1991).

Sequential-random organizational socialization tactics: A sequential socialization process exists if the socialization process consists of concrete and identifiable steps for the target role; if the steps in the socialization process are unknown, uncertain and constantly changing, this process is a random socialization process. Sequential socialization occurs in most professional occupations (Van Maanen and Schein, 1979).

Fixed-variable organizational socialization tactics: In the fixed socialization process, there is a timetable for the candidate, and the person experiences the socialization process according to this timetable; in the variable socialization process, the person does not know when and which socialization he will experience (Van Maanen and Schein, 1979). University education and courses can be given as examples of fixed tactics (Hart, 1991).

Serial-disjunctive organizational socialization tactics: In serial tactics, one's footsteps are followed; there is a role model. Innovation and creativity are stifled because there are role models. The employee knows what is expected of him, there is no uncertainty. In disjunctive tactics, one does not follow in someone's footsteps, there is no role model. Innovation and creativity occur because there are no role models. The employee does not know what is expected of him, there is uncertainty (Hart, 1991).

Investiture-divestiture organizational socialization tactics: In the investiture tactic, the person's identity is accepted as it is. In the divestiture tactic, the person's identity is denied. The best example of this tactic is military institutions. In military institutions, people are asked to forget their identities (Hart, 1992). An example of an investiture tactic is when companies hire experienced managers and ask them to use their experience (Ashforth et al., 1997).

#### *3.4.1.2. Grouping of organizational socialization tactics*

Organizational Socialization Tactics defined by Van Maanen and Schein (1979) are grouped as institutionalized, individualized and as context, content, and sociality by Jones (1986) (Table 1):



**Table 1**

*Classification of Organizational Socialization Tactics (Jones, 1986)*

CLASSES	INSTITUTIONALIZED	INDIVIDUALIZED
CONTEXT	Collective	Individual
	Formal	Informal
CONTENT	Sequential	Random
	Fixed	Variable
SOCIALITY	Serial	Disjunctive
	Investiture	Divestiture

Jones (1986) divided organizational socialization tactics into two groups: Institutionalized and individualized tactics. Collective, formal, sequential, fixed, serial, and investiture tactics are institutionalized tactics, while individual, informal, random, variable, disjunctive, and divestiture tactics are individualized tactics. Jones also defines collective-individual, formal-informal tactics as context tactics; and sequential-random, fixed-variable tactics as content tactics; he grouped serial-disjunctive and investiture-divestiture tactics as sociality tactics.

Jones (1986) called individual, informal, random, variable, disjunctive, and divestiture tactics individualized socialization tactics because they are expected to create role innovation, while the other six tactics, which are expected to produce passive and custodial role orientation, are institutionalized socialization tactics. It has been observed that institutionalized tactics enable new employees to adapt to the organization more than individualized tactics. The degree of effectiveness of institutionalized tactics also varies. Sociality, content, and context tactics, respectively, are more effective in helping the employee adapt to the organization and the role. The reason sociality tactics have the greatest impact is that social cues are especially important in situations where information is ambiguous and role learning is complex.

Institutionalized tactics ensure the continuation of the status quo; individualized tactics encourage creativity (Ashforth et al., 1997; Du et al., 2020). Context tactics refer to where the organization provides information to newcomers. Content tactics relate to the content of the information. Sociality tactics reflect the social and interpersonal aspects of the socialization process (Jones, 1986).

### **3.4.2. Sense-making and proactive socialization tactics**

While the organizational approach dominated the field of organizational socialization before the 1980s, individual approaches began to be seen in the field of organizational socialization since the 1980s. The individual approach focuses on the employee's qualifications and proactivity in the organizational socialization process (Fang et al., 2011). Proactive socialization is the employee's effort to actively reduce uncertainty by taking initiative in the organization the employee has just joined. The basic method of the new employee in proactive socialization is to seek and acquire information (Saks and Ashforth, 1997). The beginning of research on the individual approach to organizational socialization and proactive perspective began with the concept of sense-making introduced by Louis (1980) with the New Employee Experience Model.

#### **3.4.2.1. Sense-making**

According to Louis's (1980) model, the new employee experiences three types of experiences: The first type of experience is change, which is the objective differences in the basic characteristics between the new employee's new and old work environment, which are not specific to the person, but are outside the person. Change is the newness of the environment. The change may be a change of physical location, salary or title change, role change, status change or working conditions change. The more change there is for the person, the newer there is for the person, and the more things the person will struggle with.

The second type of experience is contrast, which is personal and varies from person to person. Contrast is the way the new employee perceives the new environment he encounters; everyone will

perceive the same environment differently due to individual differences. The third type of experience is surprise, which refers to the differences between a person's expectations and the experiences he encounters in the organization. Surprise involves affective responses. All these experiences, namely surprises, that are below or above expectations, require adaptation.

The new employee's struggle with these three experiences (change, contrast, and surprise) is sense-making. In daily life, our rate of acting with conscious thought is low; we do most of our behavior by our programmed scenarios and we only use our consciousness against those that surprise us. If events or results in daily life do not meet our expectations, our scenarios do not work, and conscious thinking occurs. Sense-making, a thinking process, is about making retrospective explanations used to resolve tense situations by maintaining balance.

Sense-making is a repeating cycle that consists of a series of events over time. A person enters an organization with expectations. When he experiences surprises, he needs to make sense of them. Thus, the person rewrites his cognitive scripts. The meaning varies according to a person's experiences, personal characteristics, cultural assumptions, and interpretive schemes. The process of sense-making occurs in different ways for new employees and former employees. Former employees' expectations are more realistic because they know what to expect. (Louis, 1980).

#### *3.4.2.2. Proactive socialization tactics*

While the new employee is passive in organizational socialization tactics, the new employee is active in proactive behavior display. With proactive behavior, the new employee will try to learn the subjects he is not sure about and will also adjust the learning pace and environment in a way that makes him feel comfortable (Ashforth et al., 2007). It is possible to list proactive socialization tactics as follows:

Seeking information and feedback (sense-making): Entry into the organization requires serious learning, and even if the person is proactive, he still experiences many surprises. These surprises support conscious thinking (sense-making) and the search for information and feedback to think. While information enables people to survive in their new roles and environments, feedback tells them how they are viewed by others. While information reduces uncertainty about appropriate behavior, feedback shows people how to change their behavior to gain rewards (Ashford and Black, 1996).

Information seeking is the employee's attempt to learn the formal or informal structure of the organization he is in and the important policies and processes of the organization. Feedback seeking is the employee's attempt to receive feedback or criticism from superiors regarding his or her performance while doing or after work (Ashford and Black, 1996; Song et al., 2024; Meinderts et al., 2024). Four different strategies are used for information and feedback seeking: Performance feedback seeking, seeking information from technical sources, seeking information from colleagues, and seeking information from superiors (Griffin et al., 2000).

Establishing relationships: People establish informal relationships with people in the organization to reduce uncertainty and obtain social support. Establishing relationships has many dimensions: In the general socialization dimension of establishing relationships, the employee comes together with other people in the workplace for events such as meals, sports activities, parties, and trips. The employee participates in social events held at or organized by the workplace. In the relationship aspect of establishing relationships with superiors, the employee tries to spend time with his superior as much as possible. The employee tries to establish a good relationship with his superior or works hard to get his superior to know him (Ashford and Black, 1996).

In the networking dimension of establishing relationships, the employee tries to communicate with employees in different departments of the workplace and get to know as many people as possible in the workplace (Ashford and Black, 1996). Establishing relationships with co-workers, establishing relationships with superiors, and establishing relationships with supervisors are important for successful socialization. These relationships provide benefits to the new member in terms of information, advice, social support, stress reduction, and skill/role behavior training (Griffin et al., 2000).



**Job change negotiation:** Job change negotiation is one of the strategies to resolve uncertainty regarding the new member's job and role. Thus, the new member changes his tasks, behavior, or the tools he/she uses to perform his job. For example, the new member focuses on jobs in which he/she is more successful or that offer him development opportunities (Griffin et al., 2000). Although reducing uncertainty and seeking social support may give people some sense of control, people also change themselves or make changes in their jobs to gain a sense of control. With the desire for control, people make changes in their jobs in line with their skills and abilities. People feel a certain degree of control when negotiating about their work (Ashford and Black, 1996).

**Self-management:** Self-management is the employee's self-management. Self-management (self-monitoring, goal setting, rewarding, and punishing) increases learning and reduces stress and uncertainty (Ashford and Black, 1996). In behavioral self-management, the employee monitors himself, sets goals for himself, sets rewards for himself, imposes punishments for himself, and rehearses for himself (Saks and Ashforth, 1997). In cognitive self-management, the employee sees the situation as an opportunity rather than a threat. The employee sees the situation as a challenge rather than a problem. The employee sees the positive side of everything (Ashford and Black, 1996).

### **3.4.3. Dimensions of organizational socialization**

Dimensions of organizational socialization express everything that the employee needs to learn to be a competent and good member of the organization (Ashforth et al., 2007). Organizational socialization is accepted as learning and internalization (Saks and Ashforth, 1997). Knowing the dimensions of organizational socialization shows human resources managers what content they should provide in the programs during the socialization process of their personnel. Thus, more successful socialization programs can be prepared, and businesses will have a more dedicated workforce (Taormina and Bauer, 2000). Organizational socialization dimensions are explained by Chao et al., (1994) in terms of content, by Haueter et al., (2003) in terms of organization, group, and task, and by Taormina (1997) in terms of both content and process.

Chao et al., (1994) stated that the organizational socialization experienced by employees is multidimensional and the dimensions are independent of each other. Chao et al., (1994) named the things learned during the organizational socialization process as content areas. Organizational socialization is dimensioned as performance competence, politics, language, people, organizational goals/values, and history (Geurkink et al., 2024). In Chao et al.'s (1994) organizational socialization dimensions scale, the performance competence dimension is the degree to which a person learns the tasks and what he/she needs to do in his job and specializes in job knowledge and job skills. The politics dimension is the degree to which a person learns about intra-organizational power structures and formal and informal business relationships.

The language dimension is the degree to which people learn technical language, abbreviations, slang, and jargon in the organization. The people dimension is the degree to which successful and satisfying working relationships are established among organizational members, and learning from the right person is of great importance for the individual. The organizational goals/values dimension is the degree of learning organizational goals and values. The historical dimension is the degree to which one learns the traditions, customs, legends, and rituals that enable one to maintain organizational membership and carry cultural knowledge (Chao et al., 1994).

Haueter et al., (2003) objected to the organizational socialization dimensions proposed by Chao et al., (1994). Haueter et al., (2003) stated that socialization based on organization, group, and task differs from each other, and the organizational socialization dimensions proposed by Chao et al., (1994) can't measure organization, group, and task socialization separately, and organizational socialization has the dimensions of organization socialization, group socialization and task socialization, and thus organizational socialization is three-dimensional. Other researchers have also objected to the dimensions of organizational socialization put forward by Chao et al., (1994). Cooper-Thomas and Anderson (2002) stated that role learning was neglected in Chao et al.'s (1994) scale, while Cooper-Thomas and Anderson,

(2002) stated that in Chao et al. 's (1994) scale, at least three dimensions measure many concepts at once.

Taormina (1997) defined organizational socialization as a multidimensional and continuous process model consisting of four dimensions that develop simultaneously throughout the employee's tenure. These areas are training, understanding of the job and the organization, coworker support, and prospects. Each dimension is a layer of influence and activity. Dimensions work on top of each other and interact.

The training dimension is how well the organization prepares the employee to do a job. The training dimension is the process of transferring the knowledge and skills that the new employee needs to have to fulfill the requirements of his organizational role. The understanding dimension is the employee's learning about the functioning of the organization and how to work in the organization (Balci, 2003).

The coworker support dimension is the emotional, moral, and instrumental support of other employees, in addition to financial support, in alleviating anxiety, fear, and doubt. Emotional and moral support is the most important aspect of friend support. Instrumental support occurs when colleagues provide material support. Coworker support increases over time and then remains constant. The prospects dimension of the scale is the degree of expectation that the employee will advance in the organization. The employee seeks a rewarding environment that supports his career (Taormina, 1997).

#### **3.4.4. Organizational socialization outcomes**

According to Saks and Ashforth (1997, as cited in Ashforth et al., 2007), organizational socialization has two types of outputs: While the primary and immediate output of organizational socialization is the acquisition of knowledge about the work environment, the secondary and distant output is adaptation in organizational socialization. For the employee, first, the proximal outcomes are seen, and then the distal outcomes. According to Saks et al., (2007), proximal outcomes are role conflict, role ambiguity, and perceived fit, while distal outcomes are organizational commitment, job satisfaction, willingness to quit, and role orientation.

According to Takeuchi and Takeuchi (2009), what is learned in the organizational socialization process are proximal outcomes, while commitment, motivation, and turnover are distal outcomes. According to Tang et al., (2014), proximal outcomes are direct indicators of the employee's adaptation quality and are seen at the beginning of the socialization process. Outcomes such as role clarity and career orientation are proximal outcomes. Distal outcomes are the outcomes of organizational socialization and show the person's attitudinal and behavioral reactions to the job. Outcomes such as organizational commitment and employee turnover are distal outcomes.

#### **3.4.5. Contextual factors affecting organizational socialization**

Some contextual factors affect the entire organizational socialization process (Saks and Ashforth, 1997). Contextual factors consisting of external, organizational, social, and personal factors affect the organizational socialization process positively or negatively (Hart, 1991; Hart, 1992; Saks and Ashforth, 1997; Fondas and Wiersema, 1997; Bennett, 2015). Extra-organizational factors are effective in the realization of tactics and dimensions. Because external factors such as national culture and legal legislation concerning the organization form the basic framework for the activities of organizations (Saks and Ashforth, 1997).

Organizational factors are also effective in the realization of tactics and dimensions. Because the organization also has its culture, values, beliefs, and assumptions (Hart, 1991). Organizational structure, organizational strategies, organizational size, demographic diversity of the organization, work pattern, and staff absenteeism are also organizational factors that affect the organizational socialization process (Saks and Ashforth, 1997). Lack of organizational support, failure to present the new work environment realistically, and failure to provide adequate training for the employee to easily adapt to the new social

and business environment will negatively affect the organizational socialization process of the employee (Lueke and Svyantek, 2000).

Another group of contextual factors that are effective in the realization of tactics and dimensions is social factors. Because the new employee joining the organization enters an existing social environment. In this social world that the employee enters, there is an existing culture that the members of the organization have (Hart, 1992). Social support and leadership are important in ensuring the cognitive learning of the employee, and social support is probably the most important source of socialization (Saks and Gruman, 2011).

Personal factors are also effective in the realization of tactics and dimensions. Because the new employee who newly joins the organization brings his career, education, abilities, priorities, characteristics, way of thinking, personal perspective, professional experiences, skepticism, and creativity to the organization (Hart, 1991; Hart, 1992; Fondas and Wiersema, 1997). The employee's belief that he/she can mobilize the resources necessary to control events in his own life (self-efficacy), the employee's attributes the success or failure to his or her effort or luck, fate, or other external factors (locus of control), the time and effort spent by the employee in the organization (psychological investment), the employee's level of relationship with the employees in the organization and the community around the organization (relatedness) are other personal factors that affect the employee's organizational socialization. Because employees with high self-efficacy make strategic changes; employees with an external locus of control try to maintain the status quo; employees who have worked in the organization for many years want to continue in the organization; employees who are highly related to those in the organization do not want to leave the organization (Fondas and Wiersema, 1997).

#### **3.4.6. Stages of organizational socialization**

The organizational socialization process is modeled based on stages by Buchanan (1974); Wanous, (1984), Feldman (1976a, 1976b); Wanous et al., (1984); Myers, (1995); and Hart, (1992). The concept of stage is defined as one of a series of positions or stations one above the other and a period or step in a process, activity, or development.

Buchanan (1974) divided organizational socialization into three stages of the managers. The stages of Buchanan depend on the working time in the organization. Stage 1 is the first year of organizational membership. Stage 2 is between two and four years of organizational membership. Stage 3 is five years and later in organizational membership. Stage 1, which covers the first year, is the basic training and starting stage. This stage is the most important in the management career. In this stage, the employee questions his security, that is, whether he/she will be accepted by the organization. This creates anxiety in him. For this reason, the new employee tries to take an employee as a model from whom he/she will receive help. In this stage, if there is a difference between the new employee's expectations and reality, a reality shock occurs; if the new employee's expectations are met, the employee's commitment increases.

Stage 2, which covers two and four-year periods, is the performance phase. In this stage, there is a search for success instead of a search for security. If the employee feels that he or she makes a real contribution and has an effect the employee will also feel that he or she is personally important. This allows him to connect to the organization. Support from colleagues at this stage also increases commitment (Buchanan, 1974).

Stage 3, which covers five years and above, is the stage of socialization outcomes. In this stage, organizational attitudes pass through the formative phase and reach the maturity phase. The employee had decided about the adequacy of the organization, and the organization had established a place in the person (Buchanan, 1974).

Wanous, (1984) divided organizational socialization into three stages: In the pre-arrival stage, the new employee creates expectations, and the organization determines the details of rewarding and punishing behaviors. In the encounter stage, the employee's expectations are either met or not, and the

organization continues to determine the details of rewarding and punishing behaviors. In the change and acquisition stage, the employee's image changes, the employee establishes new relationships, acquires new values, and acquires new behaviors.

Feldman (1976a; 1976b) stated that the socialization process of hospital employees occurs in three distinct stages. In each stage, specific activities occur and there are personal and organizational possibilities that affect individuals in these stages. The first stage is the getting-in or anticipatory socialization stage. This stage begins before the employee joins the organization because socialization can start before employees enter the organization. In this stage, employees try to get an idea about the organization and the job they are suitable for.

Two indicators occur in this phase: Realism and congruence. If these two indicators are positive in this stage, socialization will occur smoothly in the next two stages. Realism is the degree to which the employee obtains a complete and accurate picture of organizational life. The more realistically the person and the organization introduce themselves to each other, the more suitable the person will be given the job, and the person can receive the type and amount of training he needs (Feldman, 1976a; 1976b).

Congruence is the degree to which the organization's resources and the employee's needs mutually satisfy each other. The qualifications of the employees must be suitable for the job, and the organization must provide jobs that suit the needs and priorities of the employees. If the work motivation of the employees is high, employees are ensured to stay in the organization for the long term. If the fit between job conditions and personal needs is low, job dissatisfaction will probably occur (Feldman, 1976a; Feldman, 1976b).

The second stage is the breaking-in or accommodation stage. In this stage, the employee enters the organization, sees what the organization is, and becomes a participating member of the organization. In this stage, the new employee establishes interpersonal relationships in the organization, learns new things about his job, refines his role, determines the priorities related to his role, and evaluates his progress within the organization and the quality of his job by looking at other organizational members (Feldman, 1976a; 1976b).

There are four important indicators in this phase, which indicate that socialization will occur smoothly in this stage and the next: Acceptance, competence, role definition, and congruence of evaluation. The acceptance indicator is the degree to which the employee is accepted by organizational members. The competence indicator is the degree to which the employee sees himself as a complete business stakeholder and the degree to which the person has fully learned his job. Role definition indicator is the determination of which tasks the employee will perform in his job, his priorities and time distribution through a joint evaluation, and the refinement of the role; if the employee knows exactly what to do and when the employee's job satisfaction increases. The indicator of congruence of the evaluation is that the employee and the employer reach a common evaluation regarding job evaluations (Feldman, 1976a; Feldman, 1976b).

The third stage is the setting-in or role management stage. At this stage, the employee reaches some temporary solutions in adapting to the organization. The employee needs to resolve two types of conflicts at this stage: Conflicts between work life and home life and conflicts between the employee's work group and other work groups in the organization. This stage has two indicators: The resolution of conflicts between work and home life and the resolution of demands (such as job description) that create conflict in the work environment (Feldman, 1976a; Feldman, 1976b).

Schein (1978, cited in Wanous, 1984) divided organizational socialization into three stages: In the entry stage, the employee seeks complete information; a climate is formed between the employee and the organization; both the employee and the organization have false expectations about the other party; it turns out that misinformation is the basis of job choices. In the socialization stage, the employee accepts the organizational reality and struggles with resistance to change; harmony occurs between the organizational climate and the employee's personal needs; the employee's performance is evaluated by

the organization; the employee struggles with both too much uncertainty and too much rigid structure. In the mutual acceptance phase, signs of organizational acceptance are seen; the employee's acceptance is also seen; the employee's commitment to the organization and the job is also seen.

According to Joblin's (1987, cited in Myers, 1995) organizational socialization model, organizational socialization occurs in three stages: In the first stage, which is anticipatory socialization, the employee prepares to be a part of the organization. In the assimilation stage, the employee encounters organizational realities and decides whether to accept them or not. At the exit stage, the person leaves the organization for reasons such as job change, organizational change, or retirement.

Wanous, (1984) divided organizational socialization into four stages: In the first phase, which is the stage of confronting and accepting organizational reality, the employee's expectations are either met or not met; conflicts occur between personal values and the organizational climate; the employee discovers rewarded and punished behaviors. In the second phase, which is the stage of achieving role clarity, the employee begins to perform his duties, defines interpersonal relationships, struggles with resistance to change, tries to adapt to the organization's performance evaluations, and struggles with rigid structure and uncertainty. In the third phase, which is the stage of locating oneself in the organizational context, the employee learns behaviors appropriate to the demands of the organization, resolves conflicts between his outside and on-the-job interests; job difficulties enable him to connect to work; the employee creates new interpersonal relationships, new values, and a changed image. In the fourth phase, which is the stage of detecting signposts of successful socialization, company dependability, and loyalty are formed; the employee reaches a high general satisfaction; a mutual acceptance occurs between the employee and the organization, and the employee's involvement in the job and internal motivation increases.

Hart, (1992) organizational socialization stages model consists of three stages: Encounter, adjustment, and stabilization. These phases are interconnected and show continuity. The first stage of socialization, the encounter and arrival stage, requires a lot of learning; the person tries to make sense of and combat stress. In the second stage, the adjustment phase, the person adapts to his role, the people he interacts with, and the culture of the organization; this stage is the stage in which organizational socialization occurs most. In the third stage, the stabilization stage, both stabilization and preparation are seen; in this stage, the focus is on balanced business structures and business relationships and the person begins to prepare for the new transition. This stage is the stage where the employee changes organization.

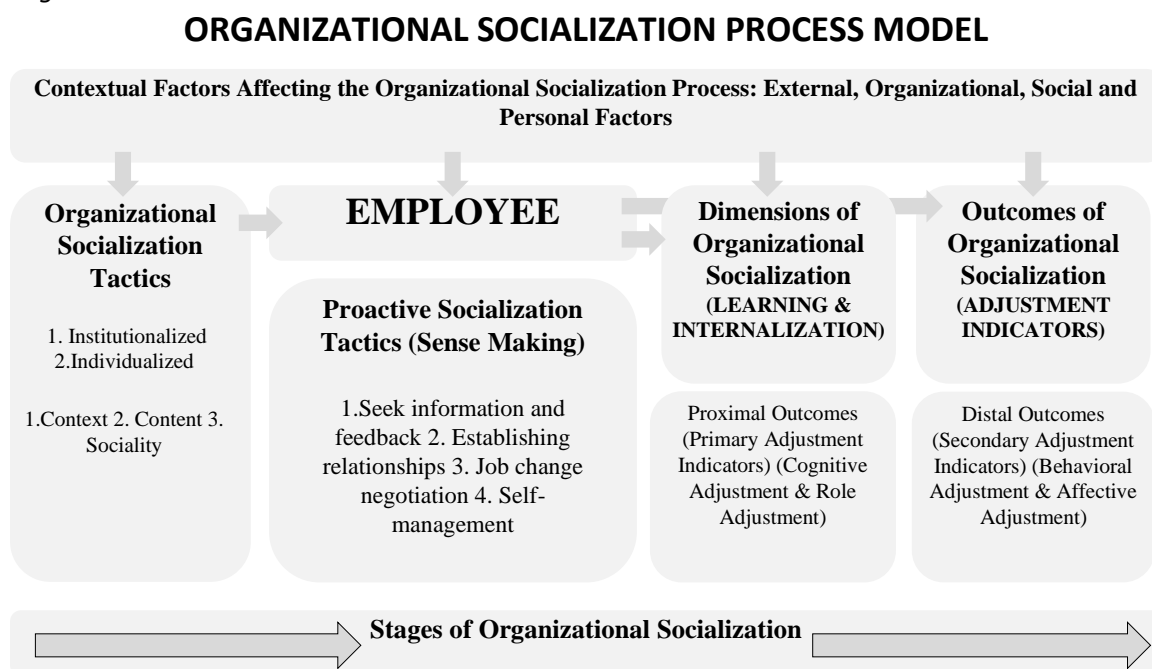
### **3. RESULTS**

The concept of organizational socialization entered the literature with Schein (1968); organizational socialization was explained with organizational socialization tactics by Van Maanen and Schein (1979) and Jones (1986); with proactive socialization tactics in the sense-making model of Louis (1980); with organizational socialization dimensions by Chao et al., (1994), Hauter et al., (2003) and Taormina (1997); with organizational socialization outcomes by Ashforth, Sluss and Saks (2007); with organizational, social and personal factors by Hart (1991); and with organizational socialization stages by Buchanan (1974); Feldman (1976a, 1976b). The model below combines these perspectives of researchers on the organizational socialization process in a single model (Figure 1).

Socialization tactics, proactive tactics, socialization dimensions, socialization outcomes, contextual factors affecting socialization, and socialization stages, which are the sub-fields that make up the organizational socialization process are given together in the model.



**Figure 1**  
*Organizational Socialization Process Model*



According to the model, external, organizational, social, and personal factors affect the organizational socialization process positively or negatively at all stages of the organizational socialization process, which can be defined as the adaptation of the employee to his organization and role. Examples of these contextual factors affecting the organizational socialization process can be given such as legislation, organizational climate, size of the organization, structure of the organization, organizational support, and support of supervisors and colleagues.

During the organizational socialization process, the organization actively strives for the adaptation of the employee to the organization and its role. These efforts are institutionalized or individualized organizational socialization tactics. An organization uses organizational socialization tactics appropriate to its structure and purpose. Whether the organization uses institutionalized or individualized organizational socialization tactics, it should not be overlooked that the order of effectiveness of these tactics is sociality, content, and context tactics.

The employee does not remain passive against this effort of the organization. The employee also actively tries to make sense of the new environment and the surprises he encounters during the organizational socialization process. For this purpose, the employee tries to seek information and feedback from technical sources, colleagues, and superiors and makes inquiries and observations. Additionally, the employee tries to establish social relationships and network with co-workers and supervisors. In some cases, employees change their jobs to suit their skills and abilities. One of the proactive tactics that employees use is self-management. In self-management, employees attempt to evaluate themselves or try to see the positive side of everything in their work.

In the organizational socialization process, a person experiences a learning and internalization process that works with both organizational socialization tactics and proactive socialization tactics. The employee tries to learn everything he needs to learn to be a competent and good member of the organization in terms of the organization, social group, and job he is in. All these learnings are dimensions of organizational socialization.

#### 4. CONCLUSION

Organizational socialization outcomes show the impact of the organizational socialization process on the employee and the success of the organizational socialization process. Organizational socialization



outcomes show the extent to which the employee adapts to his organization and role. Organizational socialization outcomes are two groups: Proximal outcomes are the employee's learning level, cognitive adjustment, and role adjustment. These outcomes are primary indicators. The close-up success of the organizational socialization process can be seen by looking at the primary outcomes and whether the employee has learned his role and how he plays his role. Distal outcomes consist of behavioral adjustment indicators such as job performance, job absenteeism, an effort to search for a new job, and affective adjustment indicators such as job satisfaction, job stress, work motivation, organizational commitment, and organizational integration. Secondary adjustment indicators are not immediately visible like proximal outcomes. Secondary adjustment indicators, which are distal outcomes, can only be seen after proximal outcomes begin to become evident.

This entire organizational socialization process can be explained based on stages according to similar experiences and similar emotions felt: Starting the employee's adjustment process actually before working in the organization, trying the employee to make sense of an environment full of surprises and unknowns starting to work and the efforts of the organization to integrate the employee into the organization and to adapt the employee to his role can be explained by different names and stages. The above organizational socialization process model proposed in this study aims to reveal the organizational socialization process. In the above model, the naming of sub-fields is made with the most comprehensive concepts expressing the sub-field.

To ensure the productivity of their employees and thus to achieve organizational goals, both the institutions in the public sector and the companies in the private sector should look at the organizational socialization process as a whole in light of the organizational socialization model explained above.

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