

2020

Organizational Socialization and the Factors of Fit and Their Effects on Retention

Shimale Robinson
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Walden University

College of Management and Technology

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Walden University

2020

Abstract

Organizational Socialization and the Factors of Fit and Their Effects on Retention

by

Shimale Robinson

MBA, University of Wisconsin-Milwaukee, 2006

BS, Carroll University, 1998

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2020

Abstract

African American unemployment has hovered at double the rate of Whites and that has not changed. The problem that was the focus of this study is the inability of organizations to retain African American employees post-hiring facilitation. Therefore, the purpose of this nonexperimental, correlational study was to examine the relationships between organizational socialization (OS) and the factors of fit to determine if they impacted the retention of African American employees in the workplace. In following the theoretical foundation of Schein's OS theory, the research questions for this quantitative study involved an examination of the relationships between OS, the factors of fit, and the retention of newly hired African American employees. The target population was nonmanagement African Americans newly employed in the last 6 to 18 months. Data were collected through surveys by researchers Chao et al.'s Socialization Content Scale, Cable and DeRue's Perceived Fit Scale, and Powell and Meyer's Organizational Commitment Scales and analyzed with Spearman's rho. Key findings indicated a positive correlation between factor of fit, person-organization, and the retention of newly hired African Americans employees. The specific statistical findings indicated that the correlation between person-organization fit and retention with $p = .041$, was significant. The correlation between retention and the dependent variables of OS, needs-supplies fit, and demand-abilities fit was not significant. The findings from this study may contribute to social change by providing leaders with better new hire orientations for training, development, and mentorship programs to reduce the turnover and increase retention of African American employees.

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Dedication

This dissertation is dedicated to God, my family, and friends who have seen me through this tedious but rewarding journey. First, I thank God for inspiration, knowledge, and gifts provided to me to complete this journey. Grace and understanding to learn and grow with every obstacle have been enormous in my development and I thank God for that. Attaining the “Letters” has been a lifelong dream which has become a reality. Family and their infinite support have been essential to me in completing my doctoral program. During this difficult journey, there have been occasions where I thought about throwing in the towel and walking away, but my family has been that steady rock who always provided golden nuggets of support to keep me pushing forward and I truly thank them. Special thanks to my parents who are my tower of strength. My parents have been my mental, emotional, and spiritual support throughout my life. Mr. and Mrs. Eddie and Gwendolyn Robinson are great parents, supporters, and true friends. Many friends have had positive impacts over the years which have truly assisted me in achieving great endeavors. I understand that great endeavors require an enormous amount of hard work. I can say that this dissertation journey has been a labor of love which started many years ago.

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Chapter 1: Introduction to the Study

For centuries, organizations have been involved with employing individuals. Upon arrival at any organization, new hires seek to understand the norms, values, and rules of the organization in order to be accepted. The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (U.S. Bureau of Labor Statistics, 2016). The reason for conducting this study was to perform scholarly research that might remedy the shortfall in retaining African American new hires and, in turn, provide insight regarding the gap in the knowledge and understanding on this topic. By increasing the knowledge and understanding of organizational socialization (OS), the factors of fit, and retention issues regarding African American employees, the findings of this research study may contribute to positive social change through providing information to all levels of management.

In Chapter 1, I present the background of this study, the problem, and the purpose. The research questions, theoretical foundation, assumptions, scope and delimitations, and limitations of the study are also detailed. Lastly, I discuss the significance of this study to theory, practice, and social change.

Background of the Study

Researchers have studied OS for many years by examining new entrants in the workforce; however, there is little research that has focused on African Americans as new entrants. Numerous seminal studies, including those by Louis (1980), Schein (1968), Van Maanen (1976), and Wanous (1992), have identified what OS is and its many facets. For example, Schein defined OS as the process by which new members learn the value

systems, norms, and the required behavioral patterns of the society, organization, or group in which they are entering. Schein postulated that learning organizational norms and customs is defined as the price of membership into the organization. Louis examined newcomers and their experiences during entrance into a new organization and presenting a new perspective, identified key features of a newcomer's entry experiences (including surprise, contrast, and change) and described the sense-making processes (i.e., conscious thought in surprise situations) by which newcomers traverse through adjustment with entry experiences. Allen, Eby, Chao, and Bauer (2017) showed the significance of connecting training resources with newcomers' entry experiences and turnover. Additional research has shown both positive and negative correlations connecting OS and newcomers (Allen et al., 2017; Anderson-Gough, 2018).

In their seminal work, Chao, O'Leary-Kelly, Wolf, Klein, and Gardner (1994) indicated that there are six constructs that produce socialization: history, language, politics, people, organizational goals and values, and performance proficiency. The researchers based their model on Van Maanen and Schein's (1979) socialization model constructs. In their models, Van Maanen and Schein and Chao et al. both used six constructs to define OS and how newcomers navigate the socialization experience. Chao et al.'s used content dimensions of the socialization domain to determine relationships between learning particular features of a job as well as the organization and the process and outcomes of socialization. Chao et al. defined content dimensions as the constructs for learning during intense socialization episodes. The six socialization dimensions (i.e., performance proficiency, politics, language, people, organizational goals/values, and

history) that they featured were supported by a factor analysis that identified that the constructs had significance on socialization. Chao et al. argued that Van Maanen and Schein's OS tactics encouraged newcomers to passively accept preset roles, maintaining the status quo. I will define and describe Van Maanen and Schein's OS tactics in Chapter 2.

In this study, I used constructs developed by Chao et al. (1994) and Cable and DeRue (2002) to address the research questions. Chao et al.'s constructs employ a set of 34 items that measure the socialization of newcomers. The scale provides insight into the way that employees structure and use perception as a means of whether the organization is a good fit. Cable and DeRue (2002) developed the Perceived Fit Scale (PFS) using three constructs: person-organization (P-O) fit, needs-supplies (N-S) fit, and demands-abilities (D-A) fit. They studied fit by focusing on P-O fit, employee-needs, and the resources that the organization provided; N-S fit, job satisfaction, and commitment to the organization and the D-A fit. Cable and DeRue found that P-O fit perceptions were related to organization-focused outcomes (e.g., organizational identification, turnover, etc.), whereas N-S fit perceptions were related to job and career-focused outcomes (e.g., job satisfaction and commitment). The intent of this study was to specifically examine African American front-line service employees using Cable and DeRue's factors of fit constructs.

Problem Statement

Judging by the U.S. Labor Department government data, the percentage of African Americans without jobs was 8.8% as of 2016 (U.S. Bureau of Labor Statistics,

2016). The U.S. Bureau of Labor Statistics (2016) indicated that African American unemployment rate was twice the White unemployment rate of 4.3%. One third of all new hires quit their job after 6 months and retention is one of the most prevalent human resource metrics (Ashforth, Harrison, & Sluss, 2018). Organizations know their retention metric but without in-depth analysis of the reasons for it and how to improve it (Ashforth, Harrison, & Sluss, 2018). African American employment participation rate was 62% in 2016 as compared to 72% for Whites (U.S. Bureau of Labor Statistics, 2016). The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (Ashforth et al., 2018; Bagues & Valiorgue, 2019). Evidence of the problem is abundant when examining the U.S. Bureau of Labor Statistics on African American unemployment. There is a need for studies of OS and the factors of fit for African Americans (Ashforth et al., 2018; Bagues, & Valiorgue, 2019). The specific business problem was to determine the level of OS and fit needed post-hiring facilitation for organizations to better retain their newly hired African Americans. In this nonexperimental, correlational, quantitative study, I examined the extent of the impact that OS and the factors of fit have on the retention of African American new hires in the U.S. workplace to provide organizations with information that may be useful in their OS programs (see Anitha & Begum, 2016; Bauer, Perrot, Liden, & Erdogan, 2019).

Purpose of the Study

The purpose of this nonexperimental, correlational study was to examine the relationship between OS, the factors of fit, and the retention of African American employees in the workplace. I conducted this study to perform scholarly research that

may provide insights and information to management that could improve the retention issues of African American new hires, and, in turn, reduce the gap in the knowledge and understanding on this topic. By increasing the knowledge and understanding of OS, the factors of fit, and retention issues regarding African American employees, the findings of this study may contribute to positive social change and contribute to scholarship in reducing employee turnover. The findings could be utilized by all levels of management to develop OS programs for African Americans as well as other minority new hires. I accomplished this purpose by conducting a quantitative study focusing on OS, factors of fit, and retention using survey instruments.

In this study, I focused on independent variables of OS and the factors of fit and the dependent variable of retention. The specific research population for this study was African American front-line employees at manufacturing and service companies in the Midwest. The target population was nonmanagement African American front-line employees that were newly employed in the last 6 to 18 months. Company management could use the results of the study related to OS and the factors of fit to reduce turnover and training costs and increase the retention of African American employees as well as, perhaps, other minority employees.

Research Questions and Hypotheses

The central research question for this study was: How can OS and the factors of fit be used to retain newly hired African American employees post-hiring facilitation?

The specific research questions were:

RQ1:

*H*₀₁: There is no significant relationship of OS and retention of newly hired African American employees.

*H*_{a1}: There is a significant relationship between OS and retention for newly hired African American employees.

RQ2:

*H*₀₂: There is no significant relationship between factor of fit, P-O, and retention.

*H*_{a2}: There is a significant relationship between factor of fit, P-O, and retention.

RQ3:

*H*₀₃: There is no significant relationship between factor of fit N-S, and retention.

*H*_{a3}: There is a significant relationship between factor of fit N-S, and retention.

RQ4:

*H*₀₄: There is no significant relationship between factor of fit D-A, and retention.

*H*_{a4}: There is a significant relationship between factor of fit D-A, and retention.

Theoretical Foundation

The theoretical framework for this quantitative study involved numerous OS models and theories starting with the seminal work of Schein. These theories were

oriented toward the socialization process for newcomers into organizations. Schein (1968) performed the earliest research on and created the theory of OS. Schein defined OS as the process by which new members learn the value systems, norms, and required behavioral patterns of the society, organization, or group that they are entering. This learning process was defined as the price of membership into the organization (Schein, 1968). Van Maanen and Schein (1979) later explored OS as a means of acquiring the knowledge and skills for newcomers to assume roles. There have been numerous socialization models and theories conducted by researchers who explored OS and new entrants (e.g., Feldman, 1981; Louis, 1980; Pascale, 1985; Wanous, 1992). Earlier perspectives on OS highlighted a reactive role for newcomers while latter models stressed a more proactive role for newcomers (Balci, Ozturk, Polatcan, Saylik, & Bil, 2016; Batistic & Kase, 2017; Enneking & Kleiner, 2015).

Nature of the Study

The goal of this research was to examine the relationship of OS, the factors of fit, and the retention of African American employees that might lead to an increase in the retention rate. Cooper and Schindler (2014) discussed the importance of using the appropriate measurement tool during research. In this study, I used a quantitative method with a correlational design.

The findings of this study may be used to assist organizations during the post-hiring facilitation process of newly hired African American employees. I examined the independent variables of OS and the factors of fit and the dependent variable of retention. The population for this study was African Americans employed at companies in the

Midwest. The target population was African American front-line new hires who had been employed from 6 to 18 months in nonmanagement positions. Correlational research designs do not require random sampling (Cooper & Schindler, 2014)

In this study, I used convenience sampling for the selection of participants. Convenience sampling is a nonprobability technique where subjects are selected based on availability and willingness to participate (see Cooper & Schindler, 2014). The sample size for the research was $N = 67$, for an 80% confidence level, which allowed for strong validity, reliability, and stabilization of the correlation (see Cooper & Schindler, 2014). I contacted public service companies in the Midwest for potential research participants who met the parameters of the study.

I used a survey approach for this nonexperimental, correlational study. Chao et al.'s (1994) Socialization Content Scale, Cable and DeRue's (2002) PFS, and Powell and Meyer's Organizational Commitment Scales (2004) were used as instruments in this study. A correlational study involves levels of the independent variable that reflect preexisting, naturally occurring (i.e., not manipulated) differences (Cooper & Schindler, 2014). In this study, I focused on 67 newly employed, nonmanagement, front-line, African American employees who had been hired in the last 6 to 18 months. The results of this study could provide insights into how organizations can improve the OS of African American employees.

The reasons for using a nonexperimental, correlational design were four-fold (see Cooper & Schindler, 2014). First, it is a research design in which the researcher observes a phenomenon without manipulating the variables (see Cooper & Schindler, 2014). The

reasons behind not manipulating the variables are because the research focuses on a statistical relationship between two variables but does not include the manipulation of an independent variable, random assignment of participants to conditions, or orders of conditions, or both (see Cooper & Schindler, 2014). This kind of research takes two basic forms: correlational research and quasi-experimental research (see Cooper & Schindler, 2014). In correlational research, the researcher measures the two variables of interest with little or no attempt to control extraneous variables and then assesses the relationship between them (see Cooper & Schindler, 2014). Second, correlational research involves collecting data or searching out records of a specified population and ascertaining the relationships among the variables of interest (see Cooper & Schindler, 2014). Third, such research involves neither random assignment nor manipulation of an experimental variable (see Cooper & Schindler, 2014). Last, the levels of the independent variable reflect preexisting, naturally occurring (i.e., not manipulated) differences based on a theoretical framework or natural phenomenon (Cooper & Schindler, 2014).

Discovering the relationship between two variables can be very valuable. For example, if one behavior that is inexpensive and easy to measure permits the researcher to predict behavior that is difficult, inaccessible, and expensive to measure, then this relationship may be valuable. Knowing the relationship may be of great practical value. Providing all levels of management with information from this study could lead to targeted OS programs for minorities. The findings of this study could add to the body of knowledge about issues related to organizational fit and to what extent it affects the OS of African Americans in the workplace.

Definitions

Affective socialization: Influenced by or resulting from the emotions to change or adapt to the needs of the organization (Chen & Yao, 2015).

Anticipatory socialization: Previous work experiences, skill sets, and previous knowledge. Socialization that takes place before the newcomer arrives (e.g., word of mouth about the job from current employees, the first interview, previous experiences; Calderón Mafud, Laca Arocena, Pedroza Cabrera, & Pando Moreno, 2015).

Assimilation: The cultural absorption of a minority group into the main cultural body (Korte, Brunhaver, & Sheppard, 2015).

Change and acquisition: Newcomers seeking out information (Chang & Kim, 2018).

Encounter: The first day on the job (Chen & Yao, 2015).

Enculturation: The process by which a person learns the requirements of the culture by which he or she is surrounded and acquires values and behaviors that are appropriate or necessary in that culture (Bika, Rosa, & Karakas, 2019).

Factors of fit: The compatibility between a person and an organization (P-O), needs and supplies (N-S), or demands and abilities (D-A) emphasizing the extent to which a person and the organization share similar characteristics and/or meet each person's needs (Cable & DeRue, 2002).

Job satisfaction: How content an individual is with his or her job (Coldwell, Williamson, & Talbot, 2019).

Newcomer learning: The initial process of learning the job for new entrants (Cranmer, Goldman, & Booth-Butterfield, 2017).

Organizational culture: The values and norms that permeate the entire organization. The values and norms control the way people interact with each other and with stakeholders outside the organization (Dailey, 2016).

Organizational socialization (OS): The process by which an individual acquires the social knowledge and skills necessary to assume organizational roles (Van Maanen & Schein, 1979).

Retention: The condition of retaining or keeping something (Powell & Meyer, 2004).

Uncertainty reduction: A theory that strangers, upon meeting, go through certain steps and checkpoints in order to reduce uncertainty about each other and form an idea of whether they like or dislike each other (Nifadkar & Bauer, 2015).

Assumptions

I made the following assumptions related to this study. I assumed a nonexperimental, quantitative methodology was most appropriate for this study and would provide the best representation. The nonexperimental quantitative research design was most appropriate because this method of research determines if there is a relationship between variables and not causality, which experimental designs would look for (see Cooper & Schindler, 2014). Another assumption was that OS and the factors of fit were the most suitable means for this study of African American employees. Research has shown that the organizational factor of fit is correlated and associated with employee job

satisfaction and turnover (Cooper-Thomas & Anderson, 2005; Danso & Aalgaard, 2019; Korte & Li, 2015; Van Vianen & Prins, 1997). The information acquired through the survey instruments are self-reported and, therefore, it was assumed that the information provided by the respondents was honest, properly and factually represented, and free of deliberate or unintended deception. I also assumed the OS programs that most companies employ have little to do with retention. This last assumption will be addressed further in Chapter 2.

Scope and Delimitations

The current research on this phenomenon has been focused on linking OS to a wide range of scholarly topics. Past research has shown links between OS and organizational citizenship (Son & Son, 2016), crisis management (Ferguson Jr., 2018), perceived similarities, proactive adjustment, politics (Frögli, Rudman, Lövgren, & Gustavsson, 2019), management theories (Liu, Wang, Bamberger, Shi, & Bacharach, 2015), and many others. The present study compares to current research by focusing on newcomer adjustment. Topa and Perez-Larrazabal (2016) explored how perceived demographic and attitudinal similarity could influence proactive behavior among organizational newcomers. They used age demographics along with similar newcomer behaviors to explore OS. Current research has not addressed the OS of African Americans specifically. It is important to obtain and provide research information on African Americans because of their high unemployment and low labor force participation rates. Therefore, in this study of OS I addressed a gap in the scholarship related to a specific demographic group. The boundaries of this study included one specific

population sample, nonmanagement, front-line, African American employees at multiple manufacturing and service companies with 6 to 18 months on the job. Other groups were excluded because of the parameters of this study, which was focused on OS and the factors of fit of newly hired African American employees post-hiring facilitation. I also excluded other groups from this study because of time and cost constraints.

The theory of OS and subsequent OS theories were most associated with this study. OS theories have not been used to address retention issues with specific groups of employees. External validity is related to the concept of generalization and oriented to questions of whether the results of the study apply to other people in the general population beyond those that were tested, whether the results apply to other environments or situations beyond those in the study, and whether the research findings can apply at any time or place.

Limitations

I identified five limitations of this study. The first limitation was that extant literature does not specify newcomers' ethnicity. Therefore, in the literature review in the next chapter, I primarily focus on organizational management, engagement, and phases of OS as well as previous researchers' examination of OS on all employees without regard to race. However, the literature review is pertinent to the current study in that it reflects the theoretical foundations of OS and current scholarship on factors of fit related to both newcomers and long-term employees. In the next chapter, I examine seminal and empirical studies in the field of OS in the literature review. Another limitation was that this study was limited to African American nonmanagement employees from companies

in the Midwest. This study was also limited to information gathered from surveys. I analyzed the data collected based on the assumption that the information was trustworthy. Due to the limited availability of respondents because of organization or participant rejection, those selected for this study may not be equally gender balanced. Because this was a quantitative study, its limitations include responses that measure instantaneous rather than long-term behavior, a predetermined narrow list of variables, an inability to question participants for explanations, and the delivery of clear questions with easily understood choices (see Gericke, Albrecht, Pundt, & Deller, 2019).

Additional limitations involve the external and internal validity of the study. A limitation with external validity could potentially be the sampling model. Another limitation to external validity is sample characteristics. Sample size characteristics are when the subjects chosen for the experiment interfere with the results (see Cooper & Schindler, 2014). Conducting a study with a large sample size alleviates this potential limitation to external validity. One possible limitation with internal validity in this study could have been an event that occurred in a participants' personal life that altered their performance in this study. Changes over time could result also from processes within the participants themselves. Maturation refers to those processes, such as growing older, growing stronger, and even growing tired and impatient, which could potentially be an internal validity limitation. Attrition could potentially be a limitation of this study because of the loss of subjects over time. I addressed these limitations reasonably through the use of survey instruments and parameters or criteria for participation.

Significance of the Study

The basis of this study was to provide additional scholarship that focuses on OS and the factors of fit as well as their impact on the retention of African Americans in the workplace. The problem of high employee turnover is significant because research has omitted OS and the factors of fit (i.e., P-O, N-S, and D-A) as well as their impact on retention as they pertain to African American employees. Research regarding OS tactics like mentoring and reducing uncertainty for minority new entrants is minimal (Dingler & Enkel, 2016; Ellis et al., 2015). OS has been studied concerning new workforce entrants, but I found no research on African American members of the workforce upon entry or that examined how this population became socialized within their organization. The intent of this study was not to show the progression of socialization but rather to provide insight and additional information for all levels of management into OS and the factors of fit of newly hired African American employees that might lead to an increase in retention and, if needed, a restructuring of OS programs. The U.S. Bureau of Labor Statistics (2016) has shown that both the jobless rate for African Americans, which is twice that of Whites, and pay disparities after employment are real problems in the African American community. OS programs are the first opportunity for newly hired individuals to learn the organizational culture.

Social change requires positive efforts and ideas that are focused on producing positive societal outcomes. Positive social change can be defined and applied from the perspective of this specialized area of study, leadership, and organizational change through conducting research that can assist with Walden University's mission of

effecting positive social change. Through the leadership and organizational change specialization, I can also become a practitioner through developing and assisting organizations in creating programs that are committed to improving the human and social condition (see Aguilera, Rupp, Williams, & Ganapathi, 2007; Wu, Tang, Dong, & Liu, 2015). Consulting with both public and private enterprises through ideas of positive worth, dignity, improved human condition strategies, and action plans can lead to positive social change. Companies could use the added insight into OS and the factors of fit from the findings of this study to reduce turnover and training costs for companies and increase retention numbers for African American employees. Knowledge can be a powerful force for social change when it is put to good use.

Researchers have not examined the benefits of studying OS and its influence on the turnover of African Americans (Ellis, Nifadkar, Bauer, & Erdogan, 2017; Jahya, Alias, Othman, & Romaiha, 2019; Teboul, 1997b). Most researchers that examined race and organizations focused on increasing the number of people of color in corporate America, often referred to as *diversity* but failed to examine retention after entry. The goal of OS is to assimilate and retain new entrants after arrival (Teboul, 1997b). In this study, I examined the relationship of OS, the factors of fit, and retention for African American new entrants. Teboul (1997b) showed that there was no evidence that various ethnic groups systemically learned similar things in organizations upon entry or after. The scholarship gap address in the study was the limited focus of previous research on OS, the factors of fit, and the retention of African Americans employees. By examining OS, the factors of fit, and the retention of African Americans in the workplace, this study

can provide insight into how organizations can improve OS programs and the post-hiring retention issues of African American employees (Gonzalez, Leidner, & Koch, 2015; Gosser, Petrosko, Cumberland, Kerrick, & Shuck, 2018; Özdemir & Ergun, 2015).

Significance to Theory

The potential contributions of this study are to advance knowledge in the management discipline, specifically in the area of training and retaining new employees of color. In OS theory research, the processes that new entrants experience when joining a new organization are examined. The findings of this study may advance the knowledge of OS by specifically examining front-line African American new entrants.

Significance to Practice

Many companies could use added insight into OS and factors of fit, which may lead to reduced turnover and training costs for companies and increased retention for African American employees. The research participants could provide insight into the human resource programs that may be needed to increase retention of African American employees. The data gathered may provide additional insight into OS programs, specifically focusing on African American employees. The findings of this study may help to align initial professional training programs offered to newly hired African American employees. Exploring OS, factors of fit, and retention could also assist in reducing turnover of African American employees, which could have a positive social impact. I anticipated that the research participants would give insights into their socialization experiences. This study could potentially meet the needs of many

organizations that are seeking knowledge on how to increase their retention of African American employees (see Liu & Wang, 2015; Kadi, 2015).

Significance to Social Change

The data from the research may be useful to organizations and help provide a better understanding of the needs of African American employees during the socialization process (see Jang & Kim, 2019; Wiese & Knecht, 2015). The potential increase in retention could lead to positive social change in communities. I created this study with the assumption that focusing on newly hired African American employees may lead to an increase in retention (see Gao, 2015; Jin, McDonald III, Park, & Trevor Yu, 2019; Kang, Legendre, & Cartier, 2019). Many organizations may find the results of this research useful as a guide to retain employees of color. Although organizations may not be retaining employees for different reasons, the data could provide insight into additional OS tactics that can be used, such as mentoring, effective communication, knowledge learning, and managerial support.

Summary and Transition

In summary, the main problem that this study addressed was the inability of many organizations to retain African American employees post-hiring facilitation (see Güneş & Uysal, 2019; Kim & Moon, 2019; Lapointe & Vandenberghe, 2016). There are limited research studies of OS and the factors of fit as well as their impact on retention rates of employees, but I found no studies that focused on African Americans. Seminal OS research, theories, stage models, and phases of organizational socialization will be explored in Chapter 2. The purpose this study was to provide additional insight into OS,

the factors of fit, and their impact on retention for African American employees. In this nonexperimental, correlational, quantitative study, I attempted to fill the gap in scholarship related to how to better improve the retention rate of African American new hires in the workplace in the United States.

Chapter 2: Literature Review

The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (see Hashemi, 2018; Korte, Brunhaver, & Zehr, 2019). The purpose of this nonexperimental, correlational study was to examine the relationship between OS, the factors of fit, and the retention of African American employees in the workplace. I conducted this study to perform scholarly research to remedy the retention issues of African American new hires, and, in turn, to reduce the gap in the knowledge and understanding on the topic by providing information to all levels of management. By increasing the knowledge and understanding of OS, the factors of fit, and retention regarding African American employees, this research study may contribute to positive social change. In this chapter, I discuss OS, including its seminal and theoretical foundations, stage models, and phases as well as previous empirical studies and current scholarship on the topic.

Literature Search Strategy

I used the Walden University Library to access the following databases and search engines to locate extant research on OS, the factors of fit, and retention: Academic Search Complete, ProQuest, Business Source Complete, ABI/Inform Complete, SAGE Premier, LexisNexis Academic, Hoover's Company Records, PsycINFO, and Google Scholar. This review of the literature review took place over the course of 3 years and focused on empirical studies; seminal research studies; OS stage models; the evolution of OS; and current, peer-reviewed literature. The key terms used during the literature review were

OS, factors of fit, and African Americans. The main combinational search term was OS and factors of fit.

Theoretical Foundation

The theoretical foundation for this quantitative study was primarily based on the theory of OS developed by Van Maanen and Schein (1979). Their socialization tactics typology is the main source of this theory used by researchers over the decades. Their interrelated theoretical propositions about the structure and outcomes of OS processes are recognized throughout OS research. In the theory, Van Maanen and Schein's presented the following six bipolar tactics that could be used by organizations to structure the socialization experiences of newcomers: collective versus individual, formal versus informal, sequential versus random, fixed versus variable, serial versus disjunctive, and investiture versus divestiture.

Building upon Van Maanen and Schein's theory, Louis (1980) created the cognitive and sense-making theory in which a cognitive approach to socialization was taken where newcomers are trying to make sense of the surprises they encounter during socialization. Jones (1986) suggested that the six OS tactics should be considered institutionalized socialization, which originates from the perspective of the organization. However, Jones theorized that there is an opposite force at work in OS and it originates from the individual or newcomer, which the author termed *individualized socialization*. Individualized socialization encourages the newcomer to challenge the status quo and develop their own approach to the role (Jones, 1986). Uncertainty reduction theory stresses that newcomers experience uncertainty at high levels during entry and seek to

reduce this uncertainty through information provided from various sources in the organization. Socialization programs are essential to reduce uncertainty and anxiety through influencing newcomers to accept roles, organizational culture, and norms of the new job (Zhang, Hu, Chen, & Huang, 2018).

Seminal Researchers

Schein (1968) performed the earliest research into OS, defining it as the process by which new members learn the value systems, norms, and required behavioral patterns of the society, organization, or group, which they are entering. The learning is defined as the price of membership into the organization (Schein, 1968). Van Maanen and Schein (1979) later explored OS as a means of acquiring the knowledge and skills for newcomers to assume roles. Louis (1980) examined newcomers and their experiences during entrance into a new organization and presented a new perspective identifying key features of a newcomer's entry experiences, including surprise, contrast, and change and describing the sense-making processes by which individuals cope with their entry experiences. When examining OS along a global perspective, Feldman (1981) defined OS as a transformative process by which new employees are transformed from outsiders to participating and effective members. Pascale (1985) argued that the aim of socialization was to establish a base of attitudes, habits, and values that foster cooperation, integrity, and communication. The research into OS took a turn towards psychological constructs during the 1990s.

Wanous (1992) argued that when examining OS, researchers should focus on the adaptable behavior of the newcomer, specifically the ways in which newcomers change

and adapt to the organization through the learning of organizational values, norms, and roles. In other words, newcomers should learn what acceptable behavior is. Preston (1993) argued along the same lines, explaining OS as a process of diagnosing and learning the culture of the organization. Albrecht, Bakker, Gruman, Macey, and Saks (2015) placed emphasis on creating tacit knowledge through sharing experiences with newcomers, and through shared experiences, newcomers develop mental models and technical skills that help them adapt to the organization. Delobbe, Cooper-Thomas, and De Hoe (2015) focused on effective socialization, which is the criterion through which the success of the organization's socialization programs and the newcomer's success through the entire process are evaluated. These factors are the primary outcome of the socialization process that could enhance the achievement of individual and organizational outcomes.

OS focuses on the interaction between a stable social system and the new members who enter it (Schein, 1988). Therefore, OS is the "process by which one is taught and learns the ropes of a particular organizational role" (Van Maanen & Schein, 1979, p. 211). OS consists of both formal and informal processes that allow new entrants to become successful in the organization (Hatmaker, 2015). Feldman (1976) stated that a successful socialization is a complete transformation of an outsider to an effective insider. Cooper-Thomas and Anderson (2006) stated, "Organizational socialization reflects a learning process through which a new organizational employee adapts from outsider to integrated and effective insider" (p. 492). This learning process involves the development of knowledge, and the new entrant learns the organizational structure, its

rules, goals, history, traditions, and politics (Cooper-Thomas & Anderson, 2006). The transfer of job- and task-relevant information to the new entrant is the central aim of OS. On the one hand, staff induction strives to stimulate learning that will familiarize a new entrant with the organization's rules, conditions, and colleagues; on the other hand, OS goes beyond familiarization with the social rules and focuses on assimilation (Schein, 1988).

Attachment and commitment, job satisfaction, social integration, role clarity, task mastery, values congruence, and perceived fit are indicators for successful integration into an organization (Huang, Wang, Mai, & Huang, 2018; Kowtha, 2018). Van Maanen and Schein (1979) posited that socialization allows newcomers to assume roles while not disrupting ongoing organizational activities. Managing everyday organizational life is one of the goals of the socialization process. Learning is the equalizer that provides a common link between OS and staff induction.

Van Maanen and Schein's (1979) seminal study, "Towards a Theory of Organizational Socialization," is considered the most influential theoretical contribution on OS. It provides the conceptual foundation that guided subsequent empirical research on OS along various dimensions relating to the introduction of new employees. In particular, socialization research has investigated several variables, including newcomer adjustment (Albrecht et al., 2015; Kramer, Lee, & Guo, 2019), the fit between the newcomer and the organization, newcomer's commitment and the construction of social identity (Jo & Kang, 2015), and role orientation (Joe & Lee, 2017).

Van Maanen and Schein (1979) stated that “new members must be taught to see the organizational world as do their more experienced colleagues if the traditions of the organizations are to survive” (p. 211). The experienced members of the organization play a critical role in ensuring that the newcomer does not cause disruptions to the existing functioning of the organization. The experienced members must make certain that newcomers do not embarrass or cast disparaging lights on others in the organization or question the established cultural solutions that have worked out for the organization previously.

Stage Models

The process of OS is complex with many individual variations, like an individual’s style of seeking information or background experiences. To explain this complicated process, I describe the stage models of socialization. In this literature review, I explore how newcomers attempt to reduce uncertainty by seeking information and learning during the OS process. Feldman (1981); Buchanan (1974); Porter, Lawler, and Hackman (1975); and Schein (1968) developed four popular stage models of the OS process during the 1960s and 1970s that are still valid today. Wanous (1992) provided a detailed description of the models. Each of these models consists of three stages; however, the various stages of the models start and end at different places.

Both the models of Feldman (1981) and Porter et al. (1975) have a preentry stage called anticipatory socialization and prearrival, respectively. During this stage, the expectations and values of the newcomer are matched to the expectations and values of the organization. The better these two sets of values match, the easier the socialization

process progresses (Wanous, 1992). The initial stage of the Buchanan (1974) and Schein (1968) models focused on the first year of entry. During this stage, newcomers try to clarify their role in the organization and develop cohesion with their peers while searching for accurate information about the organization (Wanous, 1992). Stage 3 of the Feldman and Porter et al. models emphasized the adjustment of newcomers to the competing demands of personal life and the organization while forming new relationships within the organization. The focus of Schein's stage 3 is on mutual acceptance by both the organization and the newcomer, the time in which the newcomer becomes an insider. Buchanan's final stage is quite broad, focusing on the fifth year and beyond as a member of the organization. There are no typical experiences for the members during this final stage (see Appendix A).

In an attempt to integrate these various models into a comprehensive model of the socialization process, Wanous (1992) developed a four-stage socialization model (as shown in Appendix A). The emphasis of the first three stages of the model is on the actual socialization process, while the fourth stage deals with the transition from newcomer to insider (Wanous, 1992). The first stage of Wanous' (1980) model is confronting and accepting organizational reality. During this stage, newcomers confirm and disconfirm their expectations about the organization. When newcomers interview for a job, often called anticipatory socialization, the organization learns about the newcomer and the newcomer learns about the organization. Because of this process, newcomers often will have inflated expectations of what their job and the organization will be like

(Wanous, 1992). At this stage, newcomers recognize any conflicts between their personal values and the organizational culture.

During the second stage, newcomers strive to achieve role clarity as they learn about their job tasks and learn to work within the structure and ambiguity of their department as well as the organization (Wanous, 1992). The second stage is a time when newcomers work on defining interpersonal relationships with their supervisors and peers. The third stage involves the individual locating themselves in the organizational context (Wanous, 1992). This stage is very complex and includes learning which behaviors are congruent with the organization's needs and resolving role conflict between personal activities and interests and concerns at work. Newcomers develop both work and organizational commitment as they meet the challenges of their first year on the job. The fourth stage focuses on successful socialization; in this stage, the newcomer experiences high general satisfaction, job involvement, and increasing organizational commitment, and both the organization and the newcomer experience feelings of mutual acceptance (Wanous, 1992).

Although the stage models are popular and useful in their descriptive nature, the stage theorists have neglected the context in which socialization occurs and the individual needs associated with the process (Cooper-Thomas & Anderson, 2002). For example, the socialization process is different at a Fortune 500 company versus any of the military branches or government agencies (Wanous, 1992). Many organizations do not have a formal socialization program but offer an orientation program that lasts between one half day to a week and provides an overview of the organization while helping the newcomer

reduce stress (Wanous, 1992). These organizations view on-the-job challenges as learning that occurs during the first year of the socialization process.

Another shortcoming of the stage models is that they emphasize the active role of the organization in attempting to assimilate newcomers to adopt the values and culture of the organizations, while assigning a passive role to newcomers who accept and absorb the information (Schein, 1968, Van Maanen & Schein, 1979). Recent perspectives of OS recognize newcomers as proactive agents seeking information during the socialization process (Batistič, 2017). Research in this area has addressed such topics as information seeking, information acquisition, feedback, and sense-making (Louis, 1980). From this perspective, newcomers seek information to reduce the uncertainty that is associated with entering a new environment (Tabvuma, Georgellis, & Lange, 2015). The supposition of uncertainty reduction theory is that a surprise or unanticipated experience will cause newcomers to try to make sense of their environment (Louis, 1980; Kearney, 2015).

Research on information-seeking strategy preferences of new hires has been ambiguous. Overt information-seeking strategies are the most utilized methods (Teboul, 1994; Batistič, 2017). The pattern of preferences for newcomers across uncertain situations consists of overt questions, monitoring, observation, third parties, indirect questioning, and finally testing, which is the least preferred strategy (Teboul, 1994). These findings conflict with Chen's (2013) more recent research, which reported that new hires preferred monitoring to overt strategies. Previous research had indicated that newcomers rely mostly upon observation for gaining information, followed by seeking interpersonal sources for information, and finally, a very miniscule amount relies upon

testing (Louis, 1980). In addition, research by Livi, De Cristofaro, Theodorou, Rullo, Piccioli, and Pozzi (2019) indicated that newcomers use different information-seeking strategies depending on the type of information they are seeking after arrival.

Since information-seeking literature has developed from a variety of sources, Montani, Maoret, and Dufour (2019) recognized these diverse origins and attempted to develop an information-seeking typology. Their typology consisted of several types of information: (a) technical (how to perform required tasks), (b) referent (information pertaining to the relative job role), (c) social (information concerning one's relationships with other people), (d) appraisal (evaluating one's own performance), (e) normative (information pertaining to the organizational culture), (f) organizational (information about the company's inner structure), and (g) political (information regarding the internal power structure). Naturally, it seems that a simple or basic relationship would exist between the type of uncertainty and information-seeking behavior (Montani, et al. 2019). For example, the operations of technical and referent information seeking correspond with Teboul's (1994) reducing referent uncertainty. In the only empirical study to date to test the relationship between uncertainty reduction and information-seeking behavior, no relationship was found between information types and uncertainty reduction (Teboul, 1994, 1997a, 1997b). The problem could reside in the unproven relationship between different types of uncertainty, information types, and information seeking. More research would need to be conducted in this area before such questions could be answered.

Differences for interpersonal sources are reported when newcomers want specific types of information. Research indicates that new hires will seek information

differentially because newcomers consider appraisal, referent, and technical information more important than social, normative, and organizational information (Kim, Kim, Lee, & Lee, 2015). Thus, newcomers will seek those types of information that they consider more pertinent. When newcomers want referent information, they rely on supervisors (Goldman & Myers, 2015; Murdoch, Kassim, Connolly, & Geys, 2019; Nifadkar, 2018). When they want technical information, they rely on coworkers (Phillips & Forsythe, 2019; Kim & Woo, 2018).

In an effort to understand potential differences in seeking information about the organization, Leidner, Gonzalez, and Koch (2018) examined the role that mentors play in the learning process during socialization. The main difference between those who had mentors and those who did not centered on the information mentors provided about the organizational domain. Thus, newcomers with mentors had more knowledge of the politics, culture, and history of the organization, while newcomers without mentors spent their time learning about the contextual factors of their job and group. Another point of interest was that the authors reported that many supervisors appeared unhelpful when seeking this type of information (Krøtel & Villadsen, 2016).

Empirical Studies

Following the seminal theoretical work of van Maanen and Schein (1979), empirical research into OS has been conducted over many years. In particular, socialization and staff induction have been well analyzed, but mainly in psychology-based literature. OS as researched through the lens of organizational management literature has been minimal. This lack of management-based research in part is the

purpose behind this current research study. Examining the effects of OS and factors of fit for African Americans will further assist in developing more management-based literature. Using a psychological perspective, Yozgat and Güngörmez (2015) provided a broad literature review into OS, and Leidner, Gonzalez, and Koch (2018) followed with an analysis of staff induction and socialization. Livi, Theodorou, Rullo, Cinque, and Alessandri (2018) distinguished between antecedents and newcomer adjustment behavior in the course of their socialization and outcomes. The meta-analysis of Gao (2015) showed that the newcomer's information-seeking behavior and the organization's socialization tactics govern, on the one hand, the newcomer adjustment in terms of role clarity, self-efficacy, and social acceptance. On the other hand, the outcome of the socialization process in terms of performance, job satisfaction, organizational commitment, intentions to remain, and turnover is dependent on the way newcomers adapt to organizational and group level expectations (see Livi, Theodorou, Rullo, Cinque, & Alessandri, 2018).

Based on the conceptual work of Van Maanen and Schein (1979), Jones (1986) conducted one of the first empirical studies of staff induction and socialization. Jones (1986) used a study of 127 MBA students and examined how the information organizations provided to newcomers during the socialization process influenced their adjustment to the organization. Self-efficacy and how it moderates the effects of socialization practices in newcomers' subsequent job orientations was the secondary base of his research. Jones (1986) found that different patterns of socialization lead to different forms of newcomer adjustment. Allen and Meyer (1990) replicated Jones' (1986)

research and further examined the relationship between socialization and Van Maanen and Schein's dimensions in their theory of OS and the two outcomes, organization commitment and role orientation. Their quantitative study focused on 132 university MBA students and undergraduates from two sequential programs. They found a negative relationship between newcomer's OS and role innovation, but a positive relationship between OS and organizational commitment.

In their survey-based longitudinal study, Lombardi and Mather (2016) developed a structural equation model. Their research study identified the newcomer's preentry knowledge and their proactive personality as a significant predictor of adjustment. They found, organizational influence is slightly positively related to role clarity and organizational commitment. Atherley et al. (2016) investigated the impact of OS tactics on transition behavior of medical students. Atherley et al. (2016) survey-based study, which investigated the socialization process of final year medical students as they transitioned to their clinical internships, they found that,

...socialization was challenging. Many students experienced difficulty developing relationships with team members. Students with a positive attitude experienced a smoother transition. Many students were uncertain of their roles, concerned about the workload and desired guidance to meet clerkship demands. This transition resulted in varied outcomes from enjoyment, increased confidence and student development through to disinterest (p. 1).

Although Van Maanen and Schein (1979) positioned their ground-breaking publication on socialization from an organizational perspective, outlining different tactics

for assimilating newcomers into an organization, the majority of research done since has been focused on the individual newcomer. Researchers Cooper-Thomas and Anderson (2002) examined the relationship between OS tactics and information acquisition by new entrants. By focusing much of the analysis on the individual newcomer, it allows for psychological aspects of staff induction and socialization that include perception and behavioral attitudes to take place. The existing scholarship is concerned with the influence of individualized staff induction tactics on the newcomer's perception of behavior. Institutionalized programs provide a context for structured learning that reduces uncertainty and ambiguity and results in clear role-expectations and facilitates new entrants' sense-making. However, the main objective of staff induction programs is the newcomer's adjustment to organizational needs (Scott, Montes, & Irving, 2012).

Task knowledge and social integration are key learning issues during socialization (Saeed, Abu Mansor, Siddique, Anis-ul-Haq, & Muhammad, 2012). Newcomers learn group norms, role behavior, orientation and work skills. Existing research indicates that because of adjustment pressure and limited scope of a new employee's influence there is a limited influence of prior experience. Staff induction programs therefore have limited effect on the core of the personality. This imbalance in the way staff induction and socialization are understood and pursued in practice exposes not only a gap in existing research; it reveals the range of possibilities to examine such processes from different perspectives (Enneking & Kleiner, 2015). This is again the purpose of this research study, to examine from a different perspective OS and the factors of fit and their impact on the retention rate of African American employees.

Researchers Manata, Miller, DeAngelis, and Esther Paik (2016) examined organizational socialization during the first 90 days. The scope of the article was to examine support and undermining during newcomer socialization. The purpose and philosophical approach to the research article was to conduct a study that examined newcomer socialization during the first 90 days. The article included implications for human resources and limitations of the research. Manata et al. (2016) found that

support of newcomers from coworkers and supervisors declines within the first 90 days of employment. Early support and undermining had more significant relationships with work outcomes assessed after 90 days of employment than did increases or decreases in support and undermining over that time period, suggesting early support and undermining may lay a foundation for later work outcomes. Proactive behavior partially mediated the relationship between support and more distal work outcomes, including withdrawal behaviors. Supervisor undermining was uniquely associated with higher turnover (exit) hazard (p. 307).

Researchers Ribarsky and Hammonds (2019) examined OS and newcomer adjustment by focusing on role clarity and affect-based trust relationships. Specifically, the scope of the article was to examine OS tactics and their influence on newcomer's adjustment through two routes, reducing uncertainty and social-exchange relationships with co-workers and supervisors. The purpose and philosophical approach of the article was to examine OS tactics and newcomer's adjustment using role clarity, which reduces uncertainty, and affect based trust relationships, which are how well newcomers build trust relationships with coworkers and supervisors. The authors found

results suggest that affect-based trust towards supervisors and co-workers plays important roles in mediating the relationships between organizational socialization tactics and newcomer adjustment and, more particularly, newcomers' psychological bond with the organization. Role clarity was found to mediate the relationship between organizational socialization tactics and self-rated task performance (p. 28).

Therefore, it seems more important to explain newcomers' perceived work effectiveness. Taken together, the researchers' results suggested that uncertainty reduction and social exchange act as complementary routes during entry, with the former facilitating perceived work effectiveness and the latter explaining newcomers' psychological bond with the organization (Ribarsky & Hammonds, 2019).

Richard, Avery, Luksyte, Boncoeur, and Spitzmueller (2019) conducted a study which examined the relationships between organizational and task socialization and employee committee, job involvement, role ambiguity, and work alienation. The purpose and philosophical approach of the article was to provide insight into OS and task socialization by examining if these have relationships for newcomers. Richard et al. (2019) found that

organizational socialization positively predicted organizational commitment and job involvement and both organizational and task socialization negatively predicted role ambiguity and work alienation. Organizational socialization was found to be a stronger predictor of organizational commitment, job involvement, and work alienation than was task socialization (p. 421).

Sato (2019) examined how organizational socialization tactics interact with perceived organizational support (POS) to influence socialization outcomes above and beyond proactive personality. The purpose and philosophical approach of the article was to provide insight for organizations on the critical objective of newcomer adjustment and maximizing their effectiveness. Sato (2019) found that

POS significantly moderated the relationship between socialization tactics and three important socialization outcomes (learning the job, learning work-group norms, and role innovation), such that there was a positive relationship under low POS and a non significant relationship under high POS. Unexpectedly, POS was negatively related to role innovation (p. 95).

Saeed et al. (2012) examined organizational socialization by exploring the impact of OS and job-related outcomes. The scope of their article was to perform an analytical study, which examines the impact of OS tactics on personal outcomes (role ambiguity and role conflict) and organizational outcomes (job satisfaction and turnover). The purpose and philosophical approach of their article was to provide more empirical research into OS tactics and job-related outcomes. Saeed et al. found the first hypothesis of the study anticipated that organizational socialization tactics would have a positive influence over job satisfaction. The hypothesis is supported from results, as the findings are in line to the past empirical work by Ashforth et al., (2007) and Baker and Feldman (1990). Saeed et al. (2012) indicated that when organizations recognize and approve the skills and characteristics of the newcomer, which they possess, “the employees perceive more congruence with values and norms of the organization. In turn, the employees will

be more satisfied” (Saeed, Abu Mansor, Siddique, Anis-ul-Haq, & Muhammad Ishaq, 2012, p. 99). Their article provided implications and limitations of the research, which were insightful.

Self and Gordon (2019) tested work experience as a potential resource for newcomer performance adjustment in teams. The scope of their article was to test work experience as a multidimensional predictor of both initial newcomer performance and the rate of performance change after team entry. The purpose and philosophical approach of their article was to use sense-making and uncertainty reduction theories as a conceptual basis to test work experience as a resource for work teams when newcomers are added.

Self and Gordon (2019) found that

traditional quantitative indicators of the length and amount of work experience were not meaningfully associated with newcomer performance adjustment, their interaction was. In addition, the qualitative indicator of newcomers’ past transition experience revealed a significant, positive association with the rate of newcomer performance improvement following team entry. These results suggest that work experience is a meaningful facilitator of newcomer adjustment in teams and emphasize the dual consideration of both quantitative and qualitative work experiences (p. 394).

Malik and Manroop (2017) examined how peers and leaders influence newcomer’s adjustment to an organization by studying how specific trust perceptions evolve over time. The scope of their article was to test a model of how affect-based trust in a leader and the work unit peers develops from a basis of cognition-based trust and

later influences organizational identification and role-related performance. Their study used U.S. Army soldiers at the beginning, middle, and end of an intensive, 14-week residential entry program of training and collective socialization. Malik and Manroop (2017) found that

a causal relationship of individuals' cognition-based trust with affect-based trust directed toward their unit peers and, separately, their leaders. Individuals with high levels of chronic relational identity exhibited a stronger time-lagged relationship between cognition-based trust and affect-based trust for trust in peers but not for trust in a leader. Affect-based trust in the leader had lagged influences on organizational identification and role-related performance at time 3. Affect-based trust in peers was related over time to organizational identification but not to role-related performance (p. 382).

Tomietto, Rappagliosi, Sartori, and Battistelli (2015) conducted a field study which was comprised of 156 Italian nurses. They were divided into three groups according to employment length. Model 1 (0-6 months), Model 2 (7-12 months), and Model 3 (13-24 months). They found in the 0–6 month group the main factors that decreased turnover intention were competence acquisition and comprehension of organizational rules. In the 7–12 month group, workgroup integration was relevant and in the 13-24 month group, the main factor was opportunities for professional development. Their study showed that OS programs need differing tactics and opportunities to assist new employees and reduce turnover intentions (Tomietto, Rappagliosi, Sartori, & Battistelli, 2015).

Ethnic Groups

Currently, very little is known about the impact of various individual- and organizational-level variables on minority newcomers during the socialization process. Individual variables include role clarity, person-job fit, skill acquisition, and social integration. Organizational variables include strong culture, high morale, high effectiveness, and strong reputation (Mercurio, 2015). As a whole, OS researchers have neglected to study members of different ethnic groups in the socialization process (Mornata & Cassar, 2018). In addition, Teboul (1997b) argued that there is no evidence that various ethnic groups systematically learn similar things in organizations (Moysen, Raaphorst, Groeneveld, & Van de Walle, 2018). Differences in learning opportunities might reveal inequities in the information made available to different groups, which consequently might lead to subtle forms of discrimination in organizations.

I could find only one study regarding ethnic differences during the OS process (Teboul, 1997a). The author of the study only examined ethnic-group differences based on ascribed group membership rather than racial/ethnic-group identity. Teboul (1997a) found, there is little reason to anticipate differences between majority and minority groups concerning referent uncertainty. All newcomers will experience minimal uncertainty in comprehending task and procedural information (Nasr, El Akremi, & Coyle-Shapiro, 2019; Teboul, 1994). However, appraisal and relational uncertainty are dependent on the relationships that new hires have with insiders. The literature discussed above has shown that minorities have trouble finding mentors (Nasr, El Akremi, & Coyle-Shapiro, 2019) and becoming involved in informal networks (Tzabbar,

Silverman, & Aharonson, 2015). They also face a hostile work environment (Nasr, El Akremi, & Coyle-Shapiro, 2019). Given this information, these two types of uncertainty may be different for minority new hires in comparison to majority new hires. Indeed, Teboul (1997a) did find some differences among ethnic minorities. The African Americans in his sample were more likely to report experiencing relational uncertainty over relationships at work than White newcomers were. In terms of referent and appraisal uncertainty, African American new hires were similar to Hispanic and White new hires.

In addition, African Americans used an overt information strategy with the same frequency as did Whites (Teboul, 1997a). African Americans reported using an overt strategy with extra organizational sources. Although they used it less than Asian Americans did, they looked outside the organization more than White Americans. It was reported that African Americans were more likely to deploy the testing strategy than Whites (Teboul, 1997a). Majority and minority hires reported no difference regarding the amount of information learned (Teboul, 1997a).

Relational uncertainty refers to uncertainty surrounding one's personal relationships with others at work. Newcomers who are unsure about how others in the organization feel about them on a personal level experience this uncertainty. Anxiety about relating to others, not knowing to whom to turn for information, advice, or support, and a general sense of not belonging to the social environment of the organization are symptomatic of relational uncertainty (Teboul, 1994).

Phases of Organizational Socialization

Phases of OS include anticipatory socialization, situational anxiety, and uncertainty. This section will explore these different phases of OS. The phases that researchers examine show the importance of OS and newcomers. Newcomers traverse through these OS phases and studies show the effects of organizational programs.

Anticipatory Socialization Phases

Tabvuma, Georgellis, and Lange (2015) identified four main components of socialization: task mastery, role clarity, social integration, and acculturation. For a worker to experience successful socialization, a supervisor or trainer must exhibit upon entry both task-oriented behaviors (e.g., task mastery and role clarity) and relationship oriented behaviors (e.g., social integration and acculturation). Ellis, Nifadkar, Bauer, and Erdogan (2017) found that newcomers who experienced more task-oriented behaviors from their trainers had higher job performance. Furthermore, newcomers who experienced more relationship oriented behaviors had higher job satisfaction and increased organizational commitment.

Past literature concerning ethnic minorities have revealed that minorities typically report lower levels than non-minorities of task mastery, role clarity, social integration, and acculturation (Ślebarska, Soucek, & Moser, 2019; Zhang, Hu, Chen, & Huang, 2018, August; Teboul, 1997b). Teboul (1997a, 1997b) found superior-subordinate dyads and found that minorities were more likely than majority group members to experience role ambiguity and role conflict, as indicated on a 14-item questionnaire. Their findings suggest that the socialization process is quite different for minorities. Teboul investigated information seeking and learning behaviors in newcomers and found that not only were

minorities more likely to learn who not to turn to for information, but also they were less likely than European American newcomers to actively seek information. This pattern becomes problematic because information seeking largely affects task mastery, role clarification, and acculturation (Njegovan, Vukadinović, & Duđak, 2017; Zheng, Wu, Eisenberger, Shore, Tetrick, & Buffardi, 2016). The literature focused on minorities, but for clarification, this study will specifically examine OS, the factors of fit, and their impact on retention of African Americans. The research is lacking in its examination of task mastery, role clarification, acculturation, and the socialization process of African Americans because studies have not focused on this phenomenon.

Situational Anxiety Newcomer

There is significant agreement among communication scholars that when people face situations in which they do not know how to act, anxiety increases. This can be either because they have no experience to draw upon or because they derive multiple meanings and interpretations from these new situations. Scholars have developed many words for these encounters with the unfamiliar or ambiguous like gap, ambiguity, uncertainty, and situational anxiety to name a few (Sollitto & Cranmer, 2019).

The uncertainty construct is of particular interest to scholars who are concerned with understanding how new employees enter their new environment. Organizational-assimilation researchers agree that newcomers experience heightened uncertainty upon organizational entry. The shock in reality comes about because the newcomer enters a changed organization-based physical and social world (Louis, 1980). Typically, during

early socialization, newcomers are not gradually exposed to their new situation in short, minute pieces. However, rather, the newcomer's senses are concurrently overwhelmed with many unfamiliar cues (Louis, 1980). This experience can be both alarming and stressful for newcomers to the extent that a disagreement exists between their expectations of life in the organization and organizational reality (Louis, 1980; Schein, 1968). Saks and Gruman (2018) pointed out that if the newcomer has not accurately anticipated (anticipatory socialization) their new job and organization, this initial stage can be a very traumatic period. Despite the clear recognition in research that uncertainty constitutes a central concern for new employees, little is known about the experience. Specifically, little is known about the influence different forms of uncertainty might have on new-hire coping behavior and successful socialization.

Uncertainty

Although there have been no new hire uncertainty typologies developed, uncertainty types can be inferred from current encounter research. Specifically, focusing on the types of information that newcomers seek during encounter stage should have matching forms of ambiguity. For example, a newcomer because of uncertainty will probably seek referent information about how to function on the job. Also for the same reason, an employee seeking appraisal information might be feeling uncertain about job performance. Similarly, having uncertainty about one's relationships could prompt relational information seeking. Although a typology consisting of referent, appraisal, and relational uncertainty shows promise as a means to categorize the uncertain encounters

newcomers face, it has not been used in the literature for that purpose (Zhang, Hu, Chen, & Huang, 2018).

Literature Review

Even though there is a dearth of literature on OS, the current literature has transitioned from OS tactics, relationship conflicts, newcomer adjustment, to managerial and leadership ethics. OS has transitioned from how organizations can develop newcomers through onboarding to newcomers becoming the catalyst and most important factor in their socialization.

Researchers Nifadkar and Bauer (2015) examined newcomer relationship conflict during OS. Specifically, their article focused on the consequences of relationship conflict on newcomers' information seeking. The purpose of their study was to examine newcomers' relationship conflict to coworkers who do not share information with them and the subsequent reactions. Necessary information is part of newcomer information seeking during the OS process and the authors studied the negative reactions of newcomers to this relationship conflict with existing employees. Authors Nifadkar and Bauer (2015) stated,

We propose that 2 paths exist (1) coworker-centric and the other (2) supervisor-centric that may have simultaneous yet contrasting influence on newcomer adjustment. This study contributes to the field by linking the literatures on relationship conflict and newcomer information seeking and suggesting that despite conflict with coworkers, newcomers may succeed in organizations by building relationships with and obtaining information from supervisors (p. 1).

Researchers Son and Ok (2019) examined OS tactics and newcomer adjustment through perceived organizational support. The scope of their article was to examine how OS tactics interact with POS to influence socialization outcomes above proactive personalities of newcomers. The purpose and philosophical approach of their research article was to provide the academic audience with additional scholarship into OS by focusing on newcomer adjustment and POS. Researchers Son and Ok (2019) found

that POS significantly moderated the relationship between socialization tactics and three important socialization outcomes (learning the job, learning work-group norms, and role innovation), such that there was a positive relationship under low POS and a non-significant relationship under high POS (p. 72).

Researcher Taormina (2019) examined the interactions between relational, organizational and individual determinants of newcomers' adjustment. The scope of the article was to analyze using a 2-wave longitudinal study to test the interactive effects of perceived supervisor support (PSS), OS tactics, perceived overall justice, and proactive personality on newcomers' task mastery, job satisfaction, and role clarity. The author found that

effective socialization is a result of a synergy between relational, organizational, and individual paths. In particular, we found that the socializing effects of PSS are stronger under conditions of institutionalized socialization tactics, high perceived overall justice, and high newcomers' proactivity (p. 41)

Researcher Oh (2018) proposed that relationships are important mechanisms through which socialization tactics influence commitment and turnover. The purpose and

philosophical approach to the article was to add scholarship to OS in the area of tactics, commitment, and turnover. Oh defined socialization tactics as content, social, and contextual. The content dimension concerns the extent to which the content (information) of the socialization process is clearly placed into a framework of organizational activities and expectations. The social dimension concerns the nature of interactions with experienced organizational members during socialization (whether the organization provides experienced role models (serial) or not (disjunctive), and whether interactions with insiders provide mostly positive (investiture) or negative (divestiture) feedback in Van Maanen and Schein's (1979) socialization model. The context dimension concerns the environment in which socialization activities take place (whether socialization takes place in collective or individual settings, and whether socialization experiences are formal or informal as in Van Maanen and Schein's (1979) socialization model). The key theoretical mechanisms connecting socialization tactics to turnover in their model are the extent to which newcomers perceive their relationship with the organization as supportive, caring, entailing positive social exchanges, and the extent to which newcomers become embedded within the organization. The authors found

socialization tactics influence perceived organizational support (POS) and job embeddedness, and POS and embeddedness both relate to organizational commitment and voluntary turnover. Results support POS and embeddedness as relational mechanisms that bind employees to the organization as a result of socialization tactics (p. 360)

Researchers Pennaforte, Drysdale, and Pretti (2016) examined OS by reframing it around self-expression of newcomers. The scope of their article was to conduct a field experiment where newcomers would be encouraged to express their self-identities during the socialization process. The purpose and philosophical approach of their article was to emphasize the need for a new approach and direction of socialization theory that examines how both organizations and employees can benefit by emphasizing newcomers' authentic best selves. Pennaforte, Drysdale, and Pretti (2016) found that

initial socialization focused on personal identity (emphasizing newcomers' authentic best selves) led to greater customer satisfaction and employee retention after six months than socialization that focused on organizational identity (emphasizing the pride to be gained from organizational affiliation) or the organization's traditional approach, which focused primarily on skills training. That individuals working temporarily as part of a research team were more engaged and satisfied with their work, performed their tasks more effectively, and were less likely to quit when initial socialization focused on personal identity rather than on organizational identity or a control condition (p. 59).

Powers and Myers (2017) examined supervisor and co-worker incivility, turnover intent, and socialization learning. The scope of their article was to use the lens of OS and social exchange theories to interpret the influence of supervisor and coworker incivility on employees' socialization-related learning and turnover intent. The purpose and philosophical approach of their article was to provide additional scholarship into OS by examining supervisor and co-worker incivility and turnover intent. The authors found that

“supervisor incivility had both a direct and indirect effect on turnover intent. Future research testing the model in diverse international contexts is recommended, and practical organizational efforts such as conflict resolution strategy training and diversity awareness training for supervisors are discussed as possible means to reduce incivility and turnover intent” (Powers & Myers, 2017, p. 409).

Researchers Nihal Colakoglu and Gokus (2015) examined mentoring functions’ relationships to socialization. The scope of their article was to provide a conceptual framework for future research into mentoring and socialization. The authors studied two mentoring functions (career enhancing and psychosocial) and related them to the six content dimensions of OS and two stages of the OS process. The authors provided theoretical and practical implications of their research.

Researchers Raina and Chauhan (2016) investigated the relationship between the helpfulness of OS practices and organizational commitment during the post-merger integration period. The scope of their article was to examine OS processes post-merger or acquisitions. The purpose and philosophical approach of their article was to examine OS factor of commitment post mergers, which would give insight into OS after a merger or acquisition. The author found that “the results show that training programs have a positive impact while observation and social activities have a negative impact on the OC of employees during the post-merger integration period” (Raina & Chauhan, 2016, p. 279).

Researchers Vandenberghe, Panaccio, Bentein, Mignonac, Roussel and Ayed (2019) examined job pursuit of MBA interns by developing and testing a model of job

pursuit. The scope of their article was to examine the OS factor of person-organization fit (P-O). The purpose and philosophical approach of their study was to develop and test a new model of job pursuit that could be used by human resource managers when dealing with internships and other similar employment relationships. Vandenberghe et al. (2019) found that

results show pre-entry person-organization (P-O) fit and social aspects tactics jointly motivate proactive information seeking about the employer (from those inside and outside the assigned department) during the internship, and interactively motivate information seeking outside the assigned department. Yet, only information seeking inside the assigned department is related to learning about the employer. Learning about the employer also predicts job-acceptance intentions, which in turn predicts job-acceptance decisions (p. 264).

Authors Enneking and Kleiner (2015) studied and proposed that OS strategy should progress from historical norms to new approaches to facilitate newcomers into organizations. Seeing that OS of new employees is a large investment for organizations, research has shifted over the years, and the authors examined this shift. Decades of research has shown how critical OS strategy was to maximizing positive outcomes for employees and organizations. The early top-down approaches focused on institutionalized OS tactics used by organizations to structure newcomers' experiences. The goal was to reduce newcomer ambiguity and uncertainty while increasing productivity. Then OS research shifted to an individualistic view of newcomers where their individual strengths and behaviors and how they affect the OS process. Recently, an

interactionist approach has come to the forefront, which analyzes how proactive newcomer behaviors interact with institutionalized OS tactics to influence outcomes. Enneking and Kleiner (2015) stated that “managers should balance effective OS tactics, best suited to desired organizational outcomes, with encouragement of newcomers to play a proactive role in their own socialization” (p. 60).

Scott, Montes, and Irving (2012) examined the impact of socialization through the prism of organizational trust. The scope of their article was to provide insight into the socialization of newcomers by examining organizational trust as the mechanism through which socialization influences employee attitudes. The purpose and philosophical approach of their article was to add additional scholarship by using organizational trust as a catalyst in the socialization of newcomers. Scott, Montes, and Irving suggested that socialization serves as a signal to new employees regarding the treatment they are likely to receive from the organization, thus leading to increased organizational trust and positive job attitudes. Scott, Montes, and Irving (2012) found in their research results “indicate that trust functions as a mediator between institutionalized socialization tactics and job satisfaction and affective commitment” (p.191).

Saks and Gruman (2018) examined small talk and newcomer transitioning during socialization. The scope of their article was to examine small talk between co-workers and socialization. Saks and Gruman portend that small talk itself is influenced by ethnicity of participants and norms of the workplace. The purpose and philosophical approach of their article was to provide insight into newcomer socialization by studying small talk using ethnicity. Saks and Gruman (2018) found that

the findings suggest small talk can be an indicator of in/appropriate behavior and un/successful socialization. It can be used for newcomers' development of rapport; it can be used by integral members to mold newcomers into the workplace. Nonetheless, since small talk is not a universal behavior, any attempts can be counterproductive due to various cultural matters. We argue that small talk can be seen as a double-edged sword of sociocultural reality in workplace socialization (p. 12).

Interesting new research is examining socialization of newcomers through the use of branding. Researchers Liao, Huang, and Xiao (2017) examined online brand communities (OBCs) and using OS to sustain membership. Their research and empirical study introduced an OS approach to assist online communities in building a sustained consumer base. Based on theory of organizational socialization, this study identifies three typical socialization tactics employed by sponsors of OBCs (i.e., member education, interaction support, and participation feedback). Further, they presented an empirical study to examine socialization tactics' effects on members membership continuance intention using the data collected from several firm hosted OBCs. The mediator role of community identification and the moderator role of membership duration are investigated, and theoretical and managerial implications for community management are discussed. The researchers found that different OS tactics worked to build organizational commitment (Liao, Huang, & Xiao, 2017).

Previous studies have demonstrated that the psychological contract is largely shaped during socialization. Delobbe, Cooper-Thomas, and De Hoe (2016) adopted a

complementary perspective and analyzed how the psychological contract at the start of employment shapes the subsequent socialization process. Drawing upon social exchange theory, they proposed that newcomers with a higher sense of their personal obligations at entry will perceive orientation training as more useful and develop better relationships with their supervisors and peers, which in turn will facilitate their work adjustment.

Delobbe, Cooper-Thomas, and De Hoe (2016) found that

results of a longitudinal survey on a sample of 144 recruits from a European Army show that newcomers with a higher initial sense of their employee obligations toward their employer report higher perceived training utility, higher leader–member exchange (LMX) with their instructors, and higher team–member exchange (TMX) with their platoon peers. Moreover, perceived training utility and LMX predict the fulfillment of employers' obligations; and training utility predicts the level of newcomers' employee obligations. Finally, training utility, LMX, and TMX predict some of three indicators of newcomers' adjustment, namely, role clarity (training utility and LMX), group integration (TMX), and organizational values understanding (training utility) (p.845).

These results highlight how newcomers obligations at the start of employment contribute to the social exchange dynamic underlying organizational socialization.

OS researchers have examined how tactics affect the contingent workforce. The purpose of Benzinger's (2016) research was to compare newcomers' perceptions on how employers structure the socialization process in the core and peripheral workforce and to explore the proactivity of these new hires in the form of information seeking behavior.

Benzinger (2016) portended that the scope of the research was to examine OS tactics and its effect on contingent workers. The data for the study were collected from a German sample with 359 contingent and permanent new hires in skilled jobs. The employment type was linked to both socialization tactics firms provided during organizational entry as well as information seeking of permanent and contingent newcomers. Benzinger found that organizational tenure was positively linked with information seeking of both newly hired temporary agency workers and newcomers holding fixed-term contracts.

New entrants to a job often experience a *hangover effect*, whereby their job satisfaction declines as they become familiar with the job. Socialization scholars thus have sought to identify ways to forestall or ameliorate such declines. Wang, Hom, and Allen (2017) investigated whether socialization tactics worsen or dampen the hangover effect and by so doing, affect newcomer attrition. They monitored how newcomers job satisfaction changed over time by surveying them on four occasions during the first 6 months of employment. Wang, Hom, and Allen (2017) found that

socialization tactics (especially context and social tactics) *increase* the rate of declining job satisfaction during early employment. Yet all three tactics *decrease* this descent rate when enacted at high levels. Moreover, the present research established that declining job satisfaction translates into a trajectory of increasing turnover intentions and thus higher quits. Further, we found that *extremely high* social tactics can actually suppress the hangover effect and thereby reduce newcomer attrition. Our dynamic research offered a more nuanced understanding

of how socialization tactics influence the hangover effect and newcomer attrition (p. 196).

Their findings are important because Wang, Hom, and Allen showed that differing levels of OS can have an effect on newcomers' intent to stay or leave. One size fits all strategy by organizations may not work and lead to increased costs associated with turnover.

Failure to adjust to a new organization has major personal, team, and organizational costs. Yet, there is little research about how newcomers' pre-entry institutional assumptions influence and shape their subsequent socialization. To address this issue, Smith, Gillespie, Callan, Fitzsimmons, and Paulsen (2017) proposed and tested a model examining whether the discrepancy between newcomers' injunctive logics (pre entry beliefs about what institutional practices ought to be) and their descriptive logics (actual experience of these institutional practices) influences the development of organizational identification, perceived organizational trustworthiness, and self-efficacy. Smith et al. (2017) examined the impact of discrepant logics in a healthcare context by surveying new staff on their first day of employment and then again 6 weeks later ($N = 264$). Smith et al. (2017) found that

when there was a negative discrepancy between injunctive and descriptive logics (that is, when the prevailing logics did not match what newcomers thought they ought to be), organizational identification and perceived organizational trustworthiness decreased over time and consequently so did self-efficacy. The results highlight the important role of institutional logics in shaping socialization processes and outcomes soon after organizational entry. We conclude that

histories and personal and professional moral codes provide a background against which newcomers evaluate their new institutional, social, and work context (p. 487).

Smith et al. further found in their research that ethics and personal codes elicited the greatest reaction to how newcomers evaluated their new work environment and could be the reason for staying or intent to leave.

Previous research questions whether the association between socialization tactics and human resource systems has been properly explored. Based on theory, Batistic (2017) presented a framework that links socialization tactics and human resource systems for various groups of newcomers. In doing so, he contributed to academic theory by exploring the under-researched areas of the content and context of socialization tactics, while illustrating helpful practices to retain key newcomers in organizations. The article's scope was to provide new insights into socialization tactics and human resource systems by bridging the two theoretical areas, opening up this conceptual space for examination by organizational scholars. Batistic (2017) also discussed the theoretical and practical implications for human resource scholars and practitioners accordingly. Batistic (2017) showed that a one size fits all approach to human resource systems may not work for newcomers. Newcomers should be placed in different cohort groups after assessment of their skills and this could result in better socialization.

There have been numerous research studies that have examined employee retention. Anitha and Begum (2016) examined retention in the automobile manufacturing and service sector. Their article focused on the effects of employee commitment and

organizational culture and how they could measure retention of employees.

Organizational commitment comprised three dimensions, namely: affective, continuance and normative commitments, which were derived from Allen and Mayers' model. The perceptions of organization culture were measured to know the existing levels of retaining an employee in an organization. Anitha and Begum's findings revealed that organizational culture has high impact on employee retention than continuance commitment and normative commitment. This implies that the employees of the organization have more positive perception regarding organizational culture. However, affective commitment does not impact employee retention to a significant extent (Anitha & Begum, 2016).

Researchers Van Kleef, Steen, and Schott (2019) studied retention and leveraging employer branding, performance management and human resource development to enhance employee retention. Van Kleef, Steen, and Schott (2019) argued that the biggest winners in this emerging economic environment, at least from a talent perspective, are organizations with positive employer brands, performance management strategies that help employees develop expertise that maximizes their potential, and innovative approaches to the design and delivery of HRD initiatives, especially technology-delivered instruction (e.g., mobile and virtual applications, simulations, MOOCs) and social-learning tools (e.g., wikis, communities of practice, social media). These strategies are by no means exhaustive, but they are three key elements of employee retention (p. 81).

The scope of the Cascio article was to show the importance of positive employer branding, HRD technology driven instruction, and management strategies that help employees increase skills to retention. Employers can retain their talented employees using strategies that go beyond basic OS strategies.

Apfelbaum, Stephens, and Reagans (2016) studied diversity approaches using gender and racial differences. The scope of their article was to show if organizations one size fits all approach to diversity works. Their study showed that

focusing on differences (vs. equality) will lead to greater performance and persistence among White women, yet less among Black individuals. First, we demonstrate that Black individuals report greater representation-based concerns than White women (Study 1). Next, we observe that tailoring diversity approaches to these concerns yields greater performance and persistence (Studies 2 and 3). We then manipulate social groups' perceived representation and find that highlighting differences (vs. equality) is more effective when groups' representation is moderate, but less effective when groups' representation is very low (Study 4). Finally, we content-code the diversity statements of 151 major U.S. law firms and find that firms that emphasize differences have lower attrition rates among White women, whereas firms that emphasize equality have lower attrition rates among racial minorities (Study 5) (p. 547).

Researchers Apfelbaum, Stephens, and Reagans (2016) showed that organizations would be better served to use a multilayered approach to diversity because women and racial minorities have different goals when approaching diversity. Goals for women

emphasized differences between genders. Whereas, goals for racial minorities emphasized equality and these goals led to lower attrition rates in the studies.

Madera (2018) examined situational perspective taking as an intervention for improving attitudes towards organizations that invest in diversity management programs. Two experiments examined situational perspective taking, in which one imagines being the target of workplace discrimination, as an intervention to increase positive attitudes toward organizations that invest in diversity management programs.

Madera (2018) found that

both studies showed that engaging in a situational perspective taking about being the target of workplace discrimination led to more P-O fit and organizational attraction toward an organization that has diversity management programs. The effect of situational perspective taking had a greater impact on White men than on women and ethnic minority participants. Social perspective taking requires a person to think and feel what it would be like to be a member of an out-group, which leads to a mental representation of the self and others creating a sense of similarity and shared identity with others, thereby producing positive attitudes and feelings toward others (p. 423).

Madera's (2018) findings indicated that the design of organizational recruitment activities should highlight their support of diversity management programs and emphasize that all member benefit from diversity management programs.

Summary and Conclusions

Major themes of this literature review highlighted how researchers have studied OS and its transition during many decades. Schein and Van Maanen (1968) studied OS more as an institutional program; whereas newcomers learned the ropes of the organization. Subsequent research by Jones (1986) showed that there was another equal opposite force of OS and it was individualized socialization where newcomers must traverse OS.

Examining OS through literature review, the gap remains in the scholarship, which fails to focus on employees of color, the factors of fit, and retention. This research could fill this gap by exploring and extending knowledge into OS, the factors of fit, and their impact on retention for employees of color specifically African Americans and providing all levels of management with information that could be used to restructure OS programs. There is minimal current research on OS and African American employees and this research may contribute to additional scholarship.

Chapter 3: Research Method

The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (see Song, Liu, Shi, & Wang, 2017; Wicks, Greenhow, & Tyler, 2019). The purpose of this nonexperimental, correlational study was to examine the relationship between OS, the factors of fit, and the retention of African American employees in the workplace. I conducted this study to perform scholarly research that explores the retention issues of African American new hires, and, in turn, reduce the gap in the knowledge and understanding on this topic. By increasing the knowledge and understanding of OS, the factors of fit, and their impact on retention for African American employees, this research study may lead to some form of positive social change because of the information provided to all levels of management that could assist in developing OS programs. In Chapter 3, I discuss the research design, methodology, sampling strategy, procedures, data analysis plan, and threats to validity.

Research Design and Rationale

The findings of this study may assist all levels of management during the post-hiring facilitation process of newly hired African American employees. I examined the independent variables of OS and factors of fit and the dependent variable of retention, focusing on the employees of service companies in the upper Midwest. Time and resource constraints of this study were minimal because the instruments and procedures used were online deliverables to participants and coincided with the design choice.

The design choice was consistent with research designs needed to advance knowledge in the discipline as seen in the literature review. The empirical studies,

theoretical foundations, and current literature I reviewed mainly used quantitative research methodologies and correlational designs. Nonexperimental designs appropriate when there the research questions do not lend themselves to experimental designs. Some questions involve independent variables that simply cannot be manipulated by the researcher. If studying the effects of an independent variable that is naturally occurring, such as gender, ethnicity, body size, or intelligence, on a dependent variable, a researcher should not say to participants that, for the purposes of this study, I will declare you a female or an African American or a person having an IQ of 130. Nonexperimental research designs provide options for pursuing interesting and important questions when experimental designs are not available. The scholarship gap and limited research involving OS, the factors of fit, and the retention of African American employees lends itself to a nonexperimental research design (Cooper & Schindler, 2014).

The reasons to use a nonexperimental, correlational design are fourfold (Cooper & Schindler, 2014; Stinglhamber, Marique, Caesens, Hanin, & De Zanet, 2015; Tan & Shen, 2016). First, it is a research design in which the researcher observes a phenomenon without manipulating the variables (Cooper & Schindler, 2014). The reasons for not manipulating The variables are not manipulated because the study focuses on a statistical relationship between two variables but does not include the manipulation of an independent variable, random assignment of participants to conditions, or orders of conditions (or both; Cooper & Schindler, 2014). This kind of research takes two basic forms: correlational research and quasi-experimental research. In correlational research, the researcher measures the two variables of interest with little or no attempt to control

extraneous variables and then assesses the relationship between them. Second, correlational research involves collecting data or searching out records of a specified population and ascertaining the relationships among the variables of interest. Third, such research involves neither random assignment nor manipulation of an experimental variable. Last, levels of the independent variable reflect preexisting, naturally occurring (i.e., not manipulated) differences based on a theoretical framework or natural phenomenon (Cooper & Schindler, 2014).

Discovering the relationship between two variables can be valuable. The general business problem was the inability of organizations to retain African American employees post-hiring facilitation. The specific business problem was the lack of knowledge on the level of OS and fit needed post-hiring facilitation for organizations to better retain their newly hired African Americans. The findings of this study can inform both academia and all levels of management about issues related to OS, the factors of fit, and the retention of African Americans in the workplace.

Methodology

Population

The target population was African American, front-line new hires who had been employed from 6 to 18 months in nonmanagement positions in Midwestern companies. The rationale for using the time frame of 6 to 18 months was because this duration has been set as a precedent for employee onboarding studies (Klein, Polin, & Sutton, 2015). For the purposes of this study, I chose to use only nonmanagement employees because of the potential to information about OS program new hires (see Klein et al., 2015). I chose

to use only Midwestern states because of their proximity and local access to me. This study involved both public service and manufacturing companies and the rationale for this was greater access to more research participants. The findings of this study could provide management with insights into how organizations can improve the OS of African American employees.

In this nonexperimental, correlational study, I used a survey approach. Chao et al.'s (1994) Socialization Content Scale, Cable and DeRue's (2002) PFS, and Powell and Meyer's Organizational Commitment Scales (2004) were used in this research study. A correlational study involves levels of the independent variable reflecting preexisting, naturally occurring (i.e., not manipulated) differences (Cooper & Schindler, 2014). In this study, I specifically examined the relationship between OS, the factors of fit, and the retention of African American employees in the workplace (see Tianyan et al., 2018).

Sampling and Sampling Procedures

Correlational research designs do not require random sampling (see Cooper & Schindler, 2014). The random assignment of participants and the manipulation of variables are absent in correlational research because the events of interest have already occurred or are naturally occurring. In a correlational study, the researcher's interest is in determining how measures on one variable are related to measures on another variable (see Cooper & Schindler, 2014).

In this study, I used convenience sampling for the selection of participants. Convenience sampling is a nonprobability technique where elements are selected based on availability and willingness to participate (see Cooper & Schindler, 2014). I conducted

a G-Power analysis to find the required sample size of $N = 67$ with an alpha of 0.05, a 80% power level, and a medium effect that will allow for strong validity, reliability, and stabilization of the correlation (see Cooper & Schindler, 2014). A medium effect size with little variation will allow the sample size to remain small. Because Spearman's rank correlation coefficient is computationally identical to Pearson product-moment coefficient, the power analysis was conducted using software for estimating power of a Pearson's correlation. Based on the aforementioned assumptions, the required sample size was determined to be 67 ("Sample size write-up generator," n.d.). The inclusion for this study were African American, nonmanagement, professional employees at service companies with 6 to 18 months on job. Those excluded from sampling were all non-African American employees at companies within the Midwestern target states.

Procedures for Recruitment, Participation, and Data Collection (Primary Data)

I recruited participants for this study via e-mail and telephone correspondence with organizations. Organizations were presented with a permission letter introducing the research study. The organizations were then asked for certain archival and demographic data (i.e., employment tenure and ethnicity) on potential participants, which were kept confidential. After organizational approval, I began recruitment of targeted participants for this study through use of informed consent form. The targeted population received a similar permission letter via e-mail. After subjects agreed to participate in the study, they received an informed consent form by e-mail to complete and send back. Once I received the completed informed consent form, the survey instruments (see Appendix B) were sent to participants via e-mail for completion. Survey data were collected through e-mail from

participants. The survey data were coded, and names were not used. After completion, the participants received a follow-up e-mail from me and a summary of the results. All participating organizations and research participants received a research summary of findings via e-mail.

Instrumentation and Operationalization of Constructs

I used Chao et al. (1994) Socialization Content Scale and Cable and DeRue's (2002) PFS. Both scales were relevant to the study because they could be used to examine the independent variables of OS and factors of fit. Both scales have published reliability and validity values (see Appendix D). I received permission to use these scales to analyze the hypotheses (see Appendix C).

Chao et al.'s (1994) Socialization Content Scale, Cable and DeRue's (2002) PFS, and Powell and Meyer's Organizational Commitment Scales (2004) were the primary instruments used in the survey. Chao et al.'s survey was designed to measure socialization of newcomers to organizations, while Cable and DeRue's survey was designed to measure the factors of fit between new employees and the organization. Chao et al.'s scale was based upon seminal research into OS by Van Maanen and Schein (1979). Chao et al. seminally developed six constructs to measure socialization: history, language, politics, people, organizational goals and values, and performance proficiency. I used constructs developed by Chao et al. to address the research questions of this study and determine an overall OS number. Chao et al.'s constructs employ a set of 34 items, which measure the socialization of newcomers. Cable and DeRue's constructs employ a set of

nine items that measure factors of fit. Retention was measured through Powell and Meyer's Organizational Commitment Scales (2004).

The constructs that Chao et al. developed correlate with Van Maanen and Schein's six OS tactics used during the socialization process of newcomers. The tactic of collective versus individual socialization refers to whether newcomers go through common learning experiences designed to produce uniform responses to situations or idiosyncratic experiences that permit a variety of responses. Formal versus informal socialization refers to whether newcomers are isolated from other organizational members while they learn their roles or they become part of work groups immediately upon occupying their new positions and learn on-the-job. Sequential versus random socialization refers to whether newcomers receive clear guidelines regarding the sequence of activities and experiences they will encounter or an ambiguous sequence. Fixed versus variable socialization pertains to whether newcomers receive detailed knowledge of the timetables associated with completing each stage in the socialization process or no such information about completion of a stage of learning. Serial versus disjunctive socialization refers to whether veteran organizational members act as role models for newcomers or newcomers are required to make sense of their experiences on their own. Finally, investiture versus divestiture involves either conforming and reinforcing newcomers' self-identities and providing social support or stripping them away through negative communication and rebuilding them in the form the organization desires.

Cable and DeRue's (2002) scale utilized three constructs to measure fit: person-organization fit (P-O fit), needs-supplies fit (N-S fit) and demands-abilities fit (D-A fit). Perceived fit was measured by the PFS developed by Cable and DeRue (2002) to measure the extent to which employees perceive their fit with their work environment. The PFS consists of three three-item subscales on a 7-point scale with higher scores reflecting better fit, yielding three subscale scores: a P-O fit score, an N-S fit score, and a D-A fit score. Some example items include "There is a good fit between what my job offers me and what I am looking for in a job" (N-S subscale), "The match is very good between the demands of my job & my personal skills" (D-A subscale), and "My personal values match my organization's values & culture" (P-O subscale)." The PFS scale provided an overall value of fit and my study did the same (Cable & DeRue, 2002; Wang, Hom, & Allen, 2017). Cable and DeRue (2002) used confirmatory factor analysis and ordinary least squares regression to analyze and calculate statistics to conduct their hypothesis testing.

Cable and DeRue (2002) studied fit by focusing on P-O fit, employee-needs and the resources or supplies that the organization provided, and D-A fit. Researchers found that P-O fit perceptions were related to organization-focused outcomes (e.g., organizational identification, turnover/retention), whereas N-S fit, perceptions were related to job and career-focused outcomes (e.g., job satisfaction, commitment). Chao et al. and Cable and DeRue's constructs are examined specifically using African American employees. The surveys will be the principle data collection method utilized in the research. Electronic surveys are used for the research study. The purpose of utilizing

electronic surveys will be to increase the response rate of potential companies and research participants. The research design warrants the instrument used (Cooper & Schindler, 2014).

The Powell and Meyer's retention scale used as the operationalization of the dependent variable. Specifically, for the study, I used only the Continuance Commitment scale (CC) low alternative (LOWALT) and high satisfaction (HISAC) constructs to measure retention. This scale developed by Powell and Meyer (2004) is a retention instrument with high reliability which will allow for retention to be operationalized and those items are found in Appendix B.

Data Analysis Plan

The central research question for this study is: How can organizational socialization and the factors of fit be used to retain newly hired African American employees post-hiring facilitation? The specific research questions include:

RQ1:

H₀1: There is no significant relationship of OS and retention of newly hired African American employees.

H_a1: There is a significant relationship between OS and retention for newly hired African American employees.

RQ2:

H₀2: There is no significant relationship between factor of fit, P-O, and retention.

H_{a2} : There is a significant relationship between factor of fit, P-O, and retention.

RQ3:

H_{03} : There is no significant relationship between factor of fit N-S, and retention.

H_{a3} : There is a significant relationship between factor of fit N-S, and retention.

RQ4:

H_{04} : There is no significant relationship between factor of fit D-A, and retention.

H_{a4} : There is a significant relationship between factor of fit D-A, and retention.

In the data analysis of RQ1, I used the significance of the correlation coefficient as compared to zero with a two-tailed test. Spearman's Rho was used to analyze the hypothesis associated with RQ1, RQ2, RQ3, and RQ4. That is because RQ1, RQ2, RQ3, and RQ4 hypotheses only involve two variables. Spearman's Rho is a statistic involving just two variables. The data being tested is of an ordinal nature. Power analysis shows that with a correlational analysis for 80% power and medium effect, minimum of $N=67$ was needed. Spearman's Rho involves examining if there is a relationship between variables ("Sample size write-up generator", n.d.). Correlational research allows relationships to be discovered. However, causal statements can be made only with great risk because this method lacks random assignment, active manipulation, and rigorous

control over extraneous factors. In this study, I used Statistical Product and Service Solutions statistical program Version 25 to analyze and produce results. This statistical software provides statistical analysis, data management and data documentation.

Threats to Validity

External Validity

External validity is the extent to which the research results apply to more than just the people in the experiment. In other words, would the research conclusions hold true for other individuals in different locations and at different times. My research may apply to other individuals in different locations and times because of external validity. External validity is related to the concept of generalization. Can the results of the study apply to other people in the general population beyond those that were tested, can results apply to other environments or situations beyond those in the study, and can the research findings apply at any time or place. My research design allowed for generalizability and utilizes an appropriate sample strategy which will test hypotheses. This study has high external validity because sampling allows for the results to be seen as more representative of the workplace as a whole, thus increasing this study's generalizability or the degree to which one can infer that the findings of this study based on a sample could apply to the larger population (Cooper & Schindler, 2014). There are some threats to external validity. The first threat is having the appropriate sampling model. Another threat to external validity is not having the target population represented from the Midwest. Another threat to external validity is sample characteristics. Sample size characteristics are the process where subjects chosen for the experiment interfere with the results. Conducting an experiment

with a large sample size will alleviate this threat to external validity. Selection bias is another threat to external validity where a researcher chooses certain people for the study. Experimental arrangements can be a threat to external validity. Experimental arrangements or the way in which the experiment is conducted can lead to stimulus characteristics or issues with a task in the experiment that can threaten external validity. Another external validity threat is reactivity, which is any reaction by the subjects to some aspect of the experiment can lead to reactive arrangements when subjects change their behavior because they are participating in an experiment.

Internal Validity

The purpose of conducting research is to arrive at valid and reliable conclusions about a variety of topics. The researcher should look at both the interactions between variables and how one variable impacts another variable. For example, the dependent variable is the item that does not change, while the independent variable can be manipulated and that causes the change. Scientific research cannot conclude with absolute certainty that the independent variable caused the change in the dependent variable. Internal validity is a scientific concept that addresses the relationship between two variables. It refers to the extent that a study can rule out or make unlikely alternate explanations of the results. The study design for this research allowed for internal validity through addressing the independent variables of OS and the factors of fit and the dependent variable, retention. This study design may have internal validity because it can rule out unlikely alternate explanations through focus on one specific group African

Americans. Influences other than the independent variable that might explain the results of a study are called threats to internal validity.

There are several threats to internal validity that can exist in an experiment. History can be a threat to internal validity; it refers to any event other than the independent variable that occurred in or out of the experiment that may account for the results of the experiment. For example, events that occurred in participants' personal lives could alter their performance in the study. Changes over time could result from processes within the subjects themselves. Maturation refers to those processes such as growing older, growing stronger and even growing tired and impatient. Attrition refers to the loss of subjects over time and can be a threat to internal validity. Experimental mortality is another threat to internal validity and can occur when a large group of participants drops out.

Construct Validity

There really are two broad ways of looking at the idea of construct validity. The first is from a definition perspective. It's essentially, the way to assure construct validity is to define the construct so precisely that one can operationalize it in a straightforward manner. From this perspective the researcher has either operationalized the construct correctly or not. For example, either measure self-esteem or not. The other perspective when examining construct validity is relational. Things are not either/or or black or white, but concepts are more related to one another. The meaning of terms or constructs differs relatively, not absolutely. The measure might capture a lot of the construct of self-esteem, but it may not capture all of it. There may be another measure that is closer to the

construct of self-esteem. Relationalism suggests that meaning changes gradually. It rejects the idea of relying on operational definitions as the basis for construct definition.

Construct validity refers to how well a test or tool measures the construct that it was designed to measure. Having a strong construct leads to strong convergent validity, which is how well a test agrees with other previously validated tests that measure the same construct and discriminant validity, which is the extent to which a test measures what it is supposed to and not some theoretically unrelated construct. My research design addressed construct validity through the use of validated instruments and test measures. Spearman's Rho was used to measure the hypotheses.

Ethical Procedures

Cooper and Schindler (2014) stated that there were three unique ethical considerations of conducting research in organizations: respect for persons, beneficence, and justice. An important role of Walden University's Institutional Review Board (IRB) committee is to safeguard all research participants. Research may be approved only by the IRB if there is a genuine informed consent process for participants where the risks to subjects are minimized and balanced by the benefits to society. Selection of subjects must be fair and the minimal risks must be distributed fairly to eligible participants. To ensure compliance with Walden's IRB requirements, this research utilized the Walden University informed-consent form. The IRB approval number 06-18-18-0513087 was received before I began the data collection for this dissertation.

Another area of concern and potential risks in conducting research in organizations is with sampling. Research benefits and burdens should be distributed fairly

across research participants. If not, the potential for harm, embarrassment, and other negative reactions could surface. When conducting research in organizations, the researcher must take great care to ensure the privacy of participant information. In addition, while conducting research in any organization, the researcher must adhere to the organization's rules and procedures. There may be sensitive or classified information that may be vulnerable, so the researcher must develop and adapt research methods to fit the particular organization while not compromising the research or the organization. Respect of persons is an important principle for one to follow when conducting research. Ethics require that participants have the choice of what will or will not happen to them after they have given consent to participate. The implications for providing privacy, consent, confidentiality, and anonymity should be enforced in any research on human subjects. If these guarantees are not in place when one conducts research, the outcome could be harmful to participants (Cooper & Schindler, 2014).

By following the parameters of the IRB in this research study, I used an informed-consent form that should guarantee confidentiality, anonymity, and privacy. Research participants had the choice of what will or will not happen to them during the research. Privacy was guaranteed by keeping all email correspondence private, and every effort was made to keep confidential the research participants by sending and receiving emails to my email account only. Anonymity was maintained by way of the coding, and names were not used on surveys. I provided anonymity to the organization as a whole. Records of both digital and hard copies were stored per IRB guidelines, and then they will be destroyed after 5 years. Ethical concerns in regard to recruitment were alleviated through

the sampling method. The proposed research study involved convenience sampling throughout. After I receive an initial acceptance by an organization to conduct the research, I gathered and sent out participation letters and informed consent forms.

Next, after working with the organization's human resources section, I asked for volunteers (front-line non-management African American employees) to participate. Respect for persons involves two ethical convictions: that people are autonomous agents and that people with diminished cognitive skills should be protected. The risks to participants were mitigated by my attempts to do no harm and by providing for the well-being of the participant. The risk to participants in any research study is the potential for harm to be done, but if the harm is minimized, it should be outweighed by the potential benefit to society, especially with government regulatory approval, the research can continue. The potential for harm in this research study was minimized because of confidentiality, privacy, and anonymity for individuals and organizations. The only harm that could be done is if the research participants have such a negative outlook for their respective companies that they take steps to have the research open for all to see (Cooper & Schindler, 2014). However, I did not make any statement to any inquiries about concurring with any identities of any company or participants because of my guarantee of my commitment to confidentiality, privacy, and anonymity.

Anonymity and confidentiality in research are essential to protecting research participants and the integrity of the study. The notion of confidentiality has as its underpinning the basic principle of respect for autonomy. Autonomy is taken to mean that identifiable information about research participants collected during the experiment

will not be disclosed without permission. My research study adhered to strict guidelines of anonymity and confidentiality of research participants by not identifying anyone. The concept of confidentiality is closely connected with anonymity in that anonymity is one way in which confidentiality is operationalized. Confidentiality also means not disclosing any information gained from an interviewee deliberately or accidentally in ways that might identify an individual. In research there are two ways to contextualize confidentiality, (a) discussion of information provided by a research participant follows strict rules, and (b) present findings in ways that ensure that participants cannot be identified. The chief way that researchers seek to protect research participants from the accidental breaking of confidentiality is through the process of anonymization. Ethical guidelines and methods textbooks all note the importance of anonymizing research participants through the use of pseudonyms and ensuring that specific information or discussions that could identify the individual or the organization are not included in the publication.

The idea of ethical issues faced by management researchers is an ongoing discussion. Some believe that ethical issues should not be dealt with by individual researchers without any recourse to guidelines or a framework because it assumes that the researcher is aware of what constitutes an ethical issue. Are individual researchers prepared to regulate their own behavior in accordance to what they believe is right. Individual responsibility in management research should have as a basis a strong ethical foundation. Novice researchers may not be prepared to govern themselves ethically, so a framework is needed. Recently management research has relied on guidelines from other

disciplines. The proposal was guided by my dissertation chair provided oversight along with IRB as to any ethical concerns that may have arisen with research participants.

Most management researchers pause at the threshold of objective right and wrong. Their hesitation is understandable. Values imply a *subjective*, personal dimension, one that can invite religious and moral interference in research. Kim and Donaldson (2016) examined the idea of ethical values of right and wrong in management research. Empirical research can study values in human behavior, but scientists should not assume that one value can be objectively better than another. In their article, Kim and Donaldson (2016) invited management researchers to rethink their presumptions about right and wrong. Kim and Donaldson (2016) indicated

how accepting at least a limited form of moral objectivity, namely, an epistemic orientation that seeks objective moral reasons, can benefit management research by guiding research practice; using patterns of moral objectivity as clues for formulating empirical hypotheses for psychological explanations; and adding prescriptive power to empirical theories (p. 1).

Being ethical in research is essential to protecting research participants, organizations, and educational institutions.

Summary

In summary, the general business problem is the inability of organizations to retain African American employees post-hiring facilitation (Uddin & Ahmed, 2016; Nifadkar & Bauer, 2015). The purpose of this nonexperimental correlational research study was to examine the relationship between the independent variables, OS and the

factors of fit; person-organization (P-O), needs-supplies (N-S), demand-abilities (D-A), and their impact on the dependent variable, retention, for African American employees in the workplace. The reason for conducting this study was to perform scholarly research that may remedy the shortfall in retention issues of African American new hires, and, in turn, add to the literature, which was minimal, in the knowledge and understanding of this topic. After conducting this research and using the information from the sample population, I will present the results in Chapter 4.

Chapter 4: Results

In this chapter, I provide the results of the study. The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (Nifadkar & Bauer, 2015; Wang, Kammeyer-Mueller, Liu, & Li, 2015). The goal of this quantitative survey was to investigate if there is a correlation between the independent variables of OS and the factors of fit (i.e., P-O, N-S, and D-A) and the dependent variable of retention. The purpose of this nonexperimental, correlational study was to examine the relationship between OS, the factors of fit, and the retention of African American employees in the workplace. I conducted this study to perform scholarly research that explores the retention issues of African American new hires, and, in turn, reduce the gap in the knowledge and understanding on this topic.

This study was guided by the following four research questions:

RQ1: What is the relationship between OS and the retention of newly hired African Americans employees?

RQ2: What is the relationship between the factor of P-O fit and the retention of newly hired African American employees?

RQ3: What is the relationship between the factor of N-S fit and the retention of newly hired African American employees?

RQ4: What is the relationship between the factor of D-A fit and the retention of newly hired African American employees?

Regarding the last three research questions, I examined the relationship between factors of fit and retention with the organization. The hypotheses and the results are discussed later in Chapter 4.

Chao et al.'s (1994) Socialization Content Scale, Cable and DeRue's (2002) PFS, and Powell and Meyer's Organizational Commitment Scales (2004) were the primary instruments used in the survey. Chao et al.'s survey was designed to measure the socialization of newcomers to organizations, while Cable and DeRue's survey was designed to measure the factors of fit between new employees and the organization. Powell and Meyer's scales is used to measure retention. In this study, I combined each of these survey instruments into one.

Data Collection

Data collection consisted of company recruitment using a permission letter and e-mail correspondence. The data collection for this study took 10 to 11 months. The target population was African American, front-line, new hires who had been employed for 6 to 18 months in nonmanagement positions in Midwestern companies. The rationale for using the time frame of 6 to 18 months was because it had been set as a precedent for employee onboarding studies (see Klein et al., 2015). For the purposes of this study, I chose to use only nonmanagement employees because of the potential to provide specific information about OS programs' new hires (see Klein et al., 2015).

In this study, I recruited participants via e-mail and telephone correspondence with organizations. Organizations were presented with a permission letter introducing the research study. The organizations were then asked for certain archival and demographic

data (i.e., employment tenure and ethnicity) on potential participants, which were kept confidential. I received organizational approval for participation in the study.

Discrepancies occurred because most organizations were interested but leery about possible negative findings. Specifically, most organizations were interested in the research study but declined when time for study approval. To alleviate this, I used a different method of approach for recruitment in using the same e-mail and permission letters. The recruitment process involved using organizational social media groups. By using this approach, I was able to increase recruitment tenfold. I was able to recruit 84 participants from organizational social media groups. The use of social media allowed for the study to proceed because it did not require corporate approval.

I conducted a G-Power analysis to determine that the study required a sample size of $N = 67$ with a 80% power level and a medium effect size, which allowed for strong validity, reliability, and stabilization of the correlation (see Cooper & Schindler, 2014). Using a medium effect size with very little variation allowed the sample size to remain small. After recruitment, the total number of research participants increased to 84. The sample was representative of the target population of interest because, potentially, it could reflect the characteristics of newly hired, nonmanagement, African American employees. Demographic data was gathered from 84 nonmanagement, African American employees from Midwestern states that had been employed between 6 to 18 months

After participants agreed to the study, I e-mailed them an informed consent form to complete and send back. Once the informed consent form was received back, I sent the survey instrument (see Appendix B) to participants via e-mail for completion. Survey

data were collected from participants via SurveyMonkey and all completed them outside of their work environment. SurveyMonkey used codes for data and names were not used. The research survey allowed for complete anonymity regarding the participants. After completion, the participants received a follow-up e-mail and a summary of the results from me.

Study Results

H_0 1: There is no significant relationship between OS and the retention of newly hired African American employees.

H_a 1: There is a significant relationship between OS and the retention of newly hired African American employees.

The p value was $p = .433$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results of this study showed that concerning RQ1, there was not a significant relationship between OS and the retention of newly hired African American employees. Table 1 displays the results of the Spearman correlation for RQ1.

Table 1

Spearman Correlation of OS and Retention

			OS	Retention
Spearman's rho	OS	Correlation coefficient	1.000	.104
		Sig. (2-tailed)	.	.433
		<i>N</i>	84	84
	Retention	Correlation coefficient	.104	1.000
		Sig. (2-tailed)	.433	.
		<i>N</i>	84	84

H_{02} : There is no significant relationship between the factor of P-O fit and retention.

H_{a2} : There is a significant relationship between the factor of P-O fit and retention.

The p value was $p = .041$. The results of the statistical test indicated strong evidence against the null hypothesis, so I rejected the null hypothesis. This research study showed that there was a significant relationship between the factor of P-O fit and the retention of newly hired African American employees. Table 2 displays the results of the Spearman correlation for RQ2.

Table 2

Spearman Correlation P-O Fit and Retention

			P-O	Retention
Spearman's rho	P-O	Correlation coefficient	1.000	.726**
		Sig. (2-tailed)	.	.041
		<i>N</i>	84	84
	Retention	Correlation coefficient	.726**	1.000
		Sig. (2-tailed)	.041	.
		<i>N</i>	84	84

** . Correlation is significant at the 0.05 level (2-tailed).

H_{03} : There is no significant relationship between the factor of N-S fit and retention.

H_{a3} : There is a significant relationship between the factor of N-S fit and retention.

The p value was $p = .478$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results indicated that concerning RQ3, there was not a significant relationship between the factor

of N-S fit and the retention of newly hired African American employees. Table 3 displays the results of Spearman correlation for RQ3.

Table 3

Spearman Correlation N-S Fit and Retention

			N-S	Retention
Spearman's rho	N-S	Correlation coefficient	1.000	-.082
		Sig. (2-tailed)	.	.478
		<i>N</i>	84	84
	Retention	Correlation coefficient	-.082	1.000
		Sig. (2-tailed)	.478	.
		<i>N</i>	84	84

H_04 : There is no significant relationship between the factor of D-A fit and retention.

H_{a4} : There is a significant relationship between the factor of D-A fit and retention.

The p value was $p = .593$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results indicated that concerning RQ4, there was not a significant relationship between the factor of D-A fit and the retention of newly hired African American employees. Table 4 displays the results of the Spearman correlation for RQ4.

Table 4

Spearman Correlation of D-A Fit and Retention

			D-A	Retention
Spearman's rho	D-A	Correlation Coefficient	1.000	.071
		Sig. (2-tailed)	.	.593
		N	84	84
	Retention	Correlation Coefficient	.071	1.000
		Sig. (2-tailed)	.593	.
		N	84	84

Figures 1–6 display data related to the survey questions and illustrate patterns in the participants' responses. Figure 1 shows a survey question that examined the factor P-O fit and how the values of the respondents and their organizations may match up. Figure 2 displays a survey question that addressed the factor of N-S fit and if the job supplied a good fit with the respondents' needs. Figure 3 indicates a survey question that addressed the factor D-A fit and if the respondents' personal abilities fit with the demands of the job. Figures 4, 5, and 6 concern survey questions from the retention scales that were used to examine opportunities and some reasons for leaving. The figures contribute to an understanding of the research questions and hypotheses by illustrating patterns in the data which assists in providing insights into factors of fit and the retention of newly hired African American employees.

In displaying the results of the study, I chose only a small subset of survey questions because they summarized the data set. Survey questions from all instruments were used in data analysis to calculate statistics for hypothesis tests. There were no exclusion or inclusion criteria in the study. This small subset of figures summarize the

data set and provide explanations of the respondents' views of the hypotheses statements. For example, Figure 1 provides insight into respondents' thinking related to if they fit personally into the organization. The data showed that most respondents agreed that their organization matched their personal values. There was no reason to display the other P-O fit questions because the pattern was consistent. N-S fit survey questions followed a similar pattern in the data set that showed most respondents agreed that what the job supplied matched their needs, as shown in Figure 2. There was no reason to display the other N-S fit questions because the pattern was consistent. D-A fit survey questions (and the data shows this in Figure 3) elicited the fact that most respondents agreed that their skills matched the demands of the job. All three D-A fit questions followed similar patterns, so I chose not to display all items. For this study, a subscale of six survey questions from Powell and Meyer's (2004) scale were used to calculate correlation. I chose to display Figures 4, 5, and 6 using only 3 of the 6 questions because they provided a good explanation of the data set. The retention subscale data did not follow a consistent pattern and the respondents' answers did not point to a preferred response.

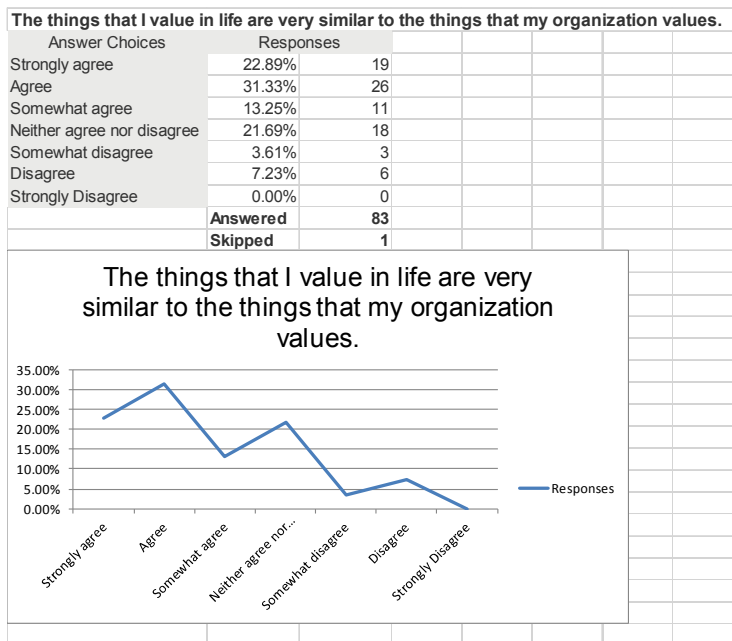


Figure 1. Data for Survey Question 1 for factor of P-O fit.

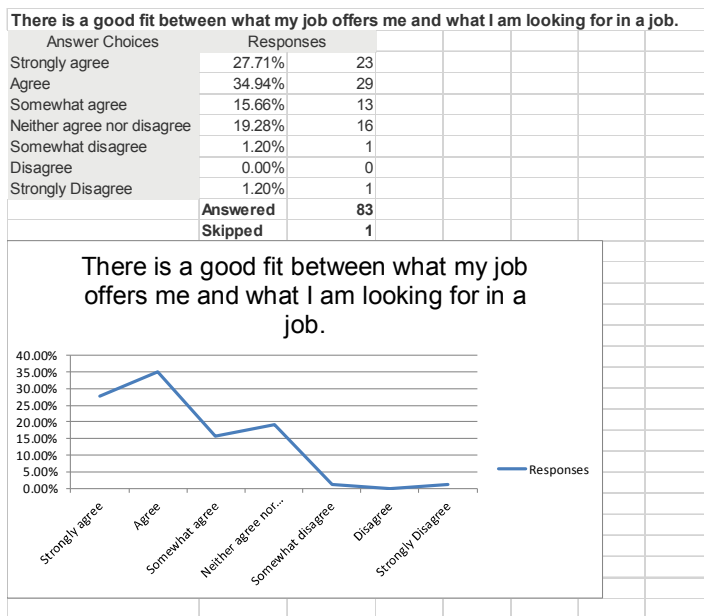


Figure 2. Data for Survey Question 2 factor of N-S fit.

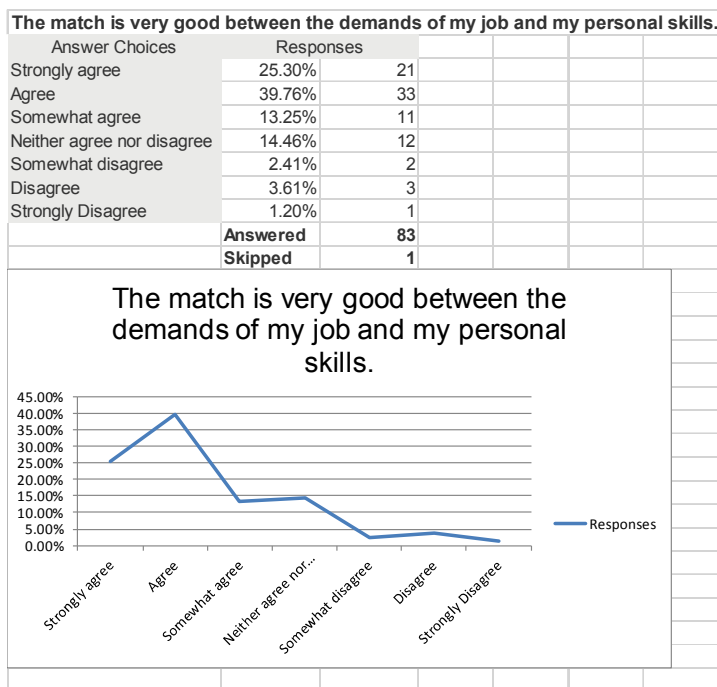


Figure 3. Data for Survey Question 3 factor of D-A fit.

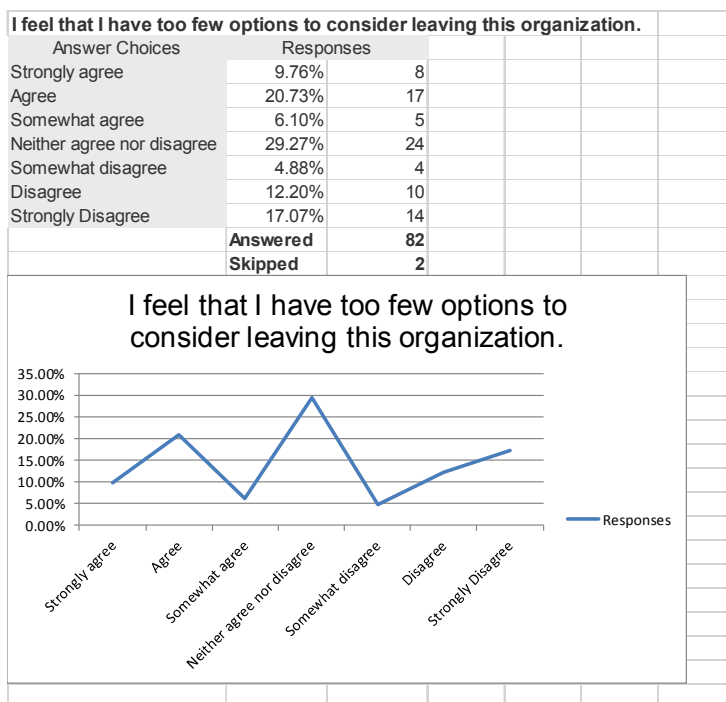


Figure 4. Data for Survey Question 1 cc low-alt of retention.

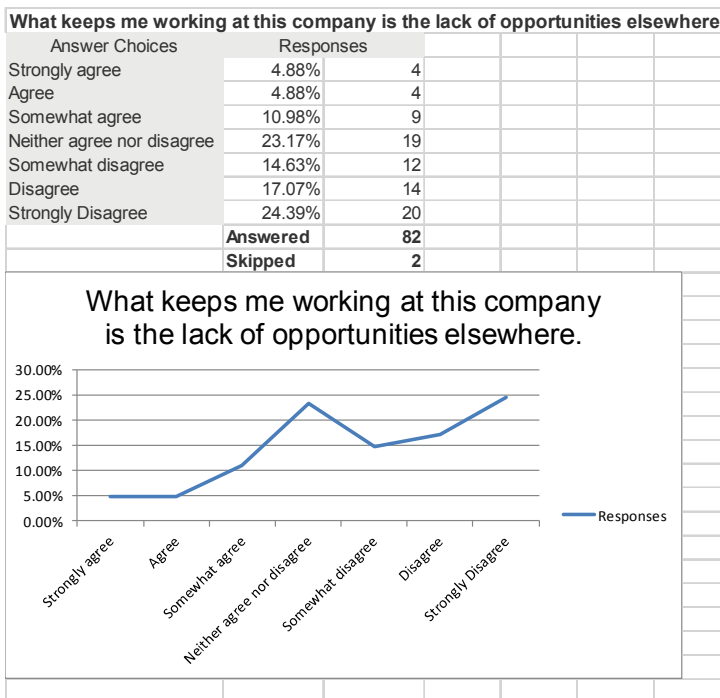


Figure 5. Data for Survey Question 3 cc low-alt of retention.

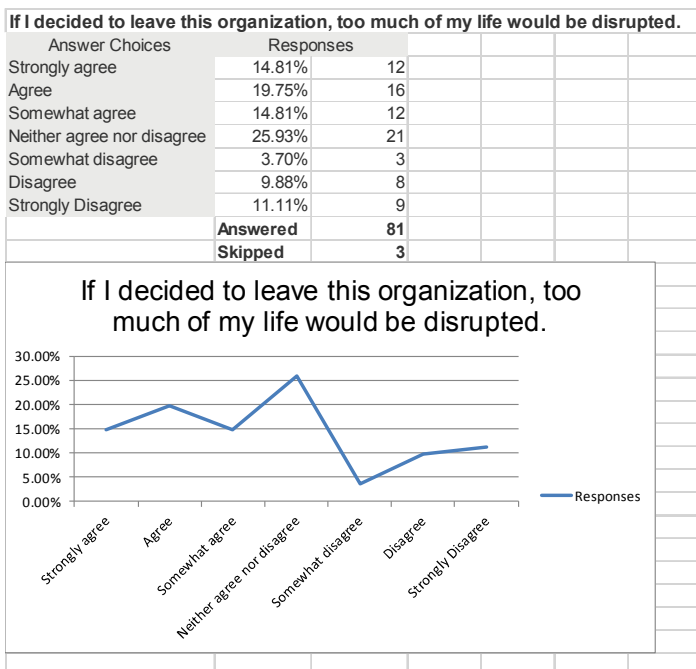


Figure 6. Data for Survey Question 5 cc hi-sac of retention.

Summary

In summary, the results of this research showed that RQ1, OS and retention, indicated that there was no significant relationship for newly hired African American employees. RQ2 did have a significant relationship between P-O fit and retention of African American employees. RQ3 indicated that there was no significant relationship between N-S fit and retention of newly hired African American employees. Finally, RQ4 indicated that there was no significant relationship between D-A fit and retention of newly hired African American employees. The results showed there could be areas for improvement with organizations and how they retain African American employees with regards to P-O fit and retention. There were some limitations with the research study along with recommendations for further research, implications of findings, and conclusions, which will be presented in the next chapter.

Chapter 5: Discussion, Conclusions, and Recommendations

In this chapter, I provide discussions, conclusions, and recommendations for further study. The general business problem was the inability of many organizations to retain African American employees post-hiring facilitation (Nasr et al., 2019; Wang et al., 2015). The purpose of this nonexperimental, correlational study was to examine the relationship between OS, the factors of fit, and the retention of African American employees in the workplace. I conducted this study to perform scholarly research that explores the retention issues of African American new hires, and, in turn, reduce the gap in the knowledge and understanding on this topic. The results of this study showed that hypothesis testing of OS, factors of fit, and the retention of newly hired African American employees were significant in RQ2 and not significant in RQ1, RQ3, and RQ4. In this chapter, I interpret these findings, discuss the limitations of the study, provide recommendations and implications, and conclude the study.

Interpretation of Findings

The findings indicate that the data extends knowledge in the discipline by confirming one aspect of the study. The findings for RQ1 indicated the p value was $p = .433$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results of this study showed that concerning RQ1, there was not a significant relationship between OS and the retention of newly hired African American employees.

The findings related to RQ2 indicated the p value was $p = .041$. The results of the statistical test indicated strong evidence against the null hypothesis, so I rejected the null

hypothesis. The findings showed that there was a significant relationship between the factor of P-O fit and the retention for newly hired African American employees, and the correlation ($r = .726, p = .041$) was significantly different from zero at the .05 alpha level. Data analysis showed that both variables moved in the same direction. The key finding of RQ2 is the hypothesis test confirmed previous findings on P-O fit and retention from the literature (see Astakhova, 2016).

The findings for RQ3 indicated the p value was $p = .478$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results indicated that concerning RQ3, there was not a significant relationship between the factor of N-S fit and the retention of newly hired African American employees.

The RQ4 findings indicated the p value was $p = .593$. The results of the statistical test indicated weak evidence against the null hypothesis, so I failed to reject the null hypothesis. The results indicated that concerning RQ4, there was not a significant relationship between the factor of D-A fit and the retention of newly hired African American employees.

While I failed to reject the null hypotheses for RQ1, RQ3, and RQ4 in the study, I did confirm that there may be a correlation between the factor of P-O fit and the retention of newly hired African Americans employees in RQ2. This is an important finding because in a business context, organizations could use this data to identify and allocate resources more effectively to areas of the organization that could improve the retention of African American new hires. In the business context, disconfirming refers to what

happens when the evaluation of the relevancy of disconfirming information becomes so intensive that it prevents a company from acting on the data. In other words, not all information collected by an organization is disconfirming (Cooper & Schindler, 2014). The findings for RQ1 were not significant and showed that there was no correlation between OS and the retention of newly hired African American employees. The findings of RQ1, RQ3, and RQ4 were important because they showed that OS and the factors of N-S fit and D-A fit were not a significant issue for newly hired African American employees. This information could potentially benefit an organization by leading them to focus their resources on areas for improvement regarding African American new hires.

My interpretation of the findings is that OS and retention did not extend itself to race. Human resource managers could use these findings as a basis for their training and development programs for new African American and other minority group hires. Similar to my interpretation of the finding for RQ1, the results of RQ3 and RQ4 showed there was no correlation between the factors of N-S fit and D-A fit and the retention of newly hired African American employees. Examining the raw data would suggest that newly hired African American employees felt that their N-S and D-A were a good fit with the organization. These findings do not suggest that these issues are not important for management, but only that they are less important issues for new African American hires.

Whereas, with RQ2, the finding indicated and supported empirical studies that P-O fit and retention are strong correlations for employee's organizational commitment to stay or leave (see Astakhova, 2016). The findings for RQ2 confirm that there is a correlation between the factor of P-O fit and the retention of newly hired African

Americans employees. The data from this study showed and confirmed a positive correlation between P-O fit and the retention of African American employees; this is an important finding because African American employees during the socialization process were affected by the organizational fit and their desire to stay or leave. Organizations could use this finding to add or restructure training and development programs for their newly hired African American employees (see Afsar & Badir, 2016).

The findings of this study may extend knowledge to the discipline in the context of the theoretical framework that Schein (1968) proposed. Schein performed the earliest research on and created the theory of OS, defining OS as the process by which new members learn the value systems, norms, and required behavioral patterns of the society, organization, or group that they are entering. This learning process was defined as the price of membership into the organization (Schein, 1968). Van Maanen and Schein (1979) later explored OS as a means of acquiring the knowledge and skills for newcomers to assume roles. My findings extend the knowledge in the area of OS by expanding this area of research to include minority group members. The findings may provide organizations with relevant information that could be used to adjust training and development programs for African American new hires. This is important because new hires require a focus on clarification of their roles, the organizational culture which they are entering, and the interpersonal connections made during the initial OS phases (Schein, 1968). These elements lay the foundation for all new hires and have a direct financial impact on organizational outcomes: new employee job performance, job satisfaction,

organizational commitment, employee referrals, intentions to remain, and turnover (Afsar & Badir, 2016; Feldman, 1976; Schein, 1978; Wanous, 1980).

From the results of this research, I did not identify the level of OS and fit needed to retain newly hired African American employees. The data from this research study could be used to refocus organizational resources that may lead to increased retention outcomes for newly hired African American employees. Although the specific business problem was not answered, the added knowledge and key finding regarding RQ2 will add to existing scholarship by focusing on a specific minority group, African Americans. In my recommendations, provided later in Chapter 5, I indicate areas for research improvement that may lead to the identification of OS and fit levels needed to increase the retention of African American employees.

Managers can use the findings of this study to assist them in creating best practices for African American new hires. Examples of tactics that managers could use are realistic job previews; proactive training; specific orientation programs; training, both formal and informal; mentoring; leveraging technology; and connecting OS to the long-term development of the employee. Managers could use RJPs to share job previews for new African American hires both during the recruitment phase and OS. Proactive training in which new employees are given specific training helping them to take an active role in their socialization could also be used by managers. Another tactic that managers could use is orientation programs designed specifically for African American new hires to focus on clarification and confidence building, which have been found to assist in socialization and good organizational outcomes for new employees (see Apfelbaum et al., 2016).

Training is one of the most critical parts of OS, and organizations have many training programs, both formal and informal, that assist new hires upon entry and during the initial stages of OS. IBM integrates OS with learning. Learning from peers is a consistently important and powerful part of OS. Connecting new African American employees using development across the employee's lifecycle can be used by managers to help new employees to visualize their future with the organization (Allen et al., 2017). The results for RQ2 confirmed that the factor of P-O fit and retention was significant for African American new hires, and managers could use long-term development tactics (e.g., mentoring), which could potentially provide positive organizational outcomes. The findings from this study could provide insight into additional OS tactics that can be used, such as mentoring, effective communication, knowledge learning, and managerial support, which reinforce the findings of Apfelbaum et al. (2016).

Limitations of the Study

The study had four primary limitations. The first limitation was that I used just three organizations, which did not provide generalizability of the results. I utilized social media for recruitment, which could have potential pitfalls for research generalizability. The second limitation was the use of social media and relying on the trustworthiness of research participants to complete surveys. Although the survey instruments were strong in reliability and validity, there were still some concerns because social media groups had both front-line employees and management membership. Social media group membership consisting of both management and front-line employees could have allowed for undue influence on the research participants who took the survey. The third limitation

of the study was there was minimal organizational support in providing additional data. The fourth limitation of the study was that the organizations aligned with the social media groups operated on a national and international level. Because this was a quantitative study, its limitations included responses that measure instantaneous rather than long-term behavior, a predetermined narrow list of variables, an inability to question participants for explanations, and the delivery of clear questions with easily understood choices (see Neubert & Halbesleben, 2015).

Recommendations

Further research into OS, factors of fit, and retention could provide additional scholarship on topics of race, gender, age, management, level of OS and fit needed, and social media. Organizations consist of individuals who come from various backgrounds, and further research could potentially study different minority groups (Teboul, 1997a). Gender could be another avenue of exploration for further research into OS, factors of fit, and retention. Exploring management employees as a group and how OS, factors of fit, and retention affect them could provide additional valuable insights.

Using a qualitative approach where the researcher conducts interviews could provide valuable scholarship in this area (see Albrecht et al., 2015; Mornata & Cassar, 2018). Qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting (see Cooper & Schindler, 2014). This approach focuses on *why* rather than the *what* of social phenomena (see Cooper & Schindler, 2014). The qualitative method could be beneficial to future research in this area of study because it relies on the direct experiences of human beings as

meaning-making agents in their everyday lives. Interviewing potential research participants could open areas for further research into OS, factor of fit, and retention of employees of color. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena, including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology (Cooper & Schindler, 2014).

Implications

Positive social change results in the improvement of human and social conditions and the betterment of society. Such change can occur at many levels, including individuals, families, communities, organizations, and governments. Positive social change is driven by ideas and actions with real-world implications, and the rate of change could be gradual or radical.

The data from this research may be useful to organizations through a better understanding of the needs of African American employees during the socialization process (Moyson, Raaphorst, Groeneveld, & Van de Walle, 2018; Wiese & Knecht, 2015). This research could add to the socialization process by providing additional OS knowledge that focuses on employees of color. As stated earlier in Chapter 1, OS research on African American employee retention has been deficient. Most organizations incur an initial training and development cost after the hiring process has been completed. For example, some new employees especially in professional jobs, such as accounting and investment banking, continue to be trained for several weeks or even months during which time they earn a full salary but make minimal contributions to the organization. If

a new hire quits soon after initial training, the organization may have received little return on their investment and then must begin the recruitment and selection process all over again (Moyson, Raaphorst, Groeneveld, & Van de Walle, 2018). The potential increase in retention, not only of African American employees, but also of other employees of color, could lead to positive social change in communities. This study was created with the assumption that focusing on newly hired African American employees may lead to an increase in their retention rate which was suggested in the studies by Ferguson Jr. (2018), Joe and Lee (2017), and Gao (2015). Many organizations may find the results of this research useful as a guide to retain employees of color. Although organizations may not be retaining employees for different reasons, the data could provide insight into additional OS tactics that can be used, such as, mentoring, effective communication, knowledge learning, and managerial support.

In examining the results from this study, future research using different methodologies could be useful. This non-experimental correlational research study examined the relationship between OS, the factors of fit, and retention for African American employees in the workplace using a quantitative methodology. Further research into this area applying a qualitative approach may lead to more insight into OS, factors of fit, and retention of newly hired African American employees. Implications for social change from this research start with the individual who is employed and their experience as a newcomer into an organization. OS, factors of fit, and retention efforts by management during the first 18 months could decide if the employee will stay or leave.

Conclusions

In conclusion, the results of this research indicated that while OS and certain factors of fit, needs-supplies and demand-abilities, were not significant, the factor of fit, person-organization, and retention, did have a significant positive correlation that could lead to further exploration by both researchers and organizations. Data analysis showed that both variables, P-O fit and retention, moved in the same positive direction. This research study showed that there was a significant relationship between research question 2, factor of fit, P-O, and retention for newly hired African American employees and the correlation ($r = .726, p = .041$) was different from zero at the .05 level. This research could add to previously minimal research that has been conducted involving African American new hires, OS, factors of fit, and retention which could potentially lead to more insight into tactics used by management during the onboarding or socialization process for organizations. The results of this study indicated that there are areas for improvement with onboarding of newly hired African American employees. RQ2 was confirming that there is a significant correlation between factor of fit, P-O, and retention of newly hired African Americans employees. This is an important finding because the data from this research showed and confirmed that the correlation ($r = .726, p = .041$) was significantly different from zero as indicated in Table 2. African American employees during the socialization process were affected by the organizational fit and their desire to stay or leave. Organizations could use this finding to add or restructure training and development programs for their newly hired African American employees (Afsar & Badir, 2016). By retaining and integrating African American and other employees of color could lead to a

positive social impact on organizations and the communities that surround them.

Retention of newly hired African American employees could have a positive social impact on families and societies, but most important, on communities by having successful role models who could mentor youth by showing the value of job longevity.

Having employees who positively fit the organization leads to increased retention and organizational commitment.

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Appendix A: Organizational Socialization Stage Models

Table A1

Socialization Models

Feldman's (1976) Three Stage Entry Model	Buchanan's (1974) Three Stage Early Career Model	Porter-Lawler-Hackman's (1975) Three Stage Entry Model	Schein's (1978) Three Stage Socialization Model	Wanous (1980) Integrative Approach to Stages of Socialization
Stage 1: Anticipatory socialization		Stage 1: Pre-arrival		
Stage 2: Accommodation	Stage 1: First year-basic training	Stage 2: Encounter	Stage 1: Entry	Stage 1: Confronting and accepting org reality
Stage 3: Role	Stage 2: Performance-years 2-4 at work	Stage 3: Change and acquisition	Stage 2: Socialization	Stage 2: Achieving role clarity
				Stage 3: Locating oneself in the org context
			Stage 3: Mutual acceptance	Stage 4: Detecting signposts of successful socialization
	Stage 3: Organizational dependability-year 5 and beyond			

Source: Wanous, J. P. (1992). *Organizational entry: Recruitment, selection, orientation and socialization of newcomers*, (2nd ed.). New York: Addison Wesley.

Appendix B: Research Surveys

Demographic data: Please indicate your race, gender, age, and term of employment before you begin the survey. Thank you.

Race: _____

Gender: _____

Age: _____

Term of employment: _____

Socialization Content Scale

Chao, G.T., O’Leary-Kelly, A.M., Wolf, S., Klein, H.J., & Gardner, P.D. (1994). Organizational Socialization: Its content and consequences. *Journal of Applied Psychology*, 79(5), 730-743.

Listed below are the six A Priori Socialization Factors/items and five-point Likert scale ranging from strongly disagree to strongly agree, organized by conceptual item.

Strongly Disagree				Strongly Agree
1	2	3	4	5

Conceptual item 1: History

- 2. I know very little about the history behind my work group/department.
- 9. I am not familiar with the organization’s customs, rituals, ceremonies, and celebrations.
- 14. I know the organization’s long-held traditions.
- 21. I would be a good resource in describing the background of my workgroup/department.
- 29. I am familiar with the history of the organization.

Conceptual item 2: Language

- 6. I have not mastered the specialized terminology and vocabulary of my trade/profession.
- 12. I have not mastered this organization’s slang and special jargon.
- 15. I do not always understand what the organization’s abbreviations and acronyms mean.

18. I understand the specific meanings of words and jargon in my trade/profession.

30. I understand what most of the acronyms and abbreviations of my trade/profession mean.

Conceptual item 3: Politics

1. I have learned how things “really work” on the inside of this organization.

7. I know who the most influential people are in my organization.

23. I do not have a good understanding of the politics in my organization.

26. I am not always sure what needs to be done in order to get the most desirable work assignments in my

area.

28. I have a good understanding of the motives behind the actions of other people in the organization.

32. I can identify the people in this organization who are most important in getting the work done.

Conceptual item 4: People

4. I do not consider any of my coworkers as my friends.

10. I am usually excluded in social get-togethers given by other people in the organization.

13. Within my work group, I would be easily identified as “one of the gang.”

27. I am usually excluded in informal networks or gatherings of people within this organization.

31. I am pretty popular in the organization.

33. I believe most of my coworkers like me.

Conceptual item 5: Organizational Goals and Values

3. I would be a good representative for my organization.

11. The goals of my organization are also my goals.

16. I believe that I fit in well with my organization.

17. I rate the company highly as a place to work.

20. I hardly ever think about leaving.

25. I would be a good example of an employee who represents my organization’s values.

34. It would take a lot to get me to leave the company.

Conceptual item 6: Performance Proficiency

5. I have not yet learned the “ropes” of my job.

8. I have learned how to successfully perform my job in an efficient manner.

19. I have mastered the required tasks of my job.

22. I have not fully developed the appropriate skills and abilities to successfully perform my job.

24. I understand what all the duties of my job entail.

Perceived Fit Scale

Cable, D.M., & DeRue, D.S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, 57(5), 875-884.

9 items

Listed below is a series of statements that represent feelings that individuals might have about the company or your job. With respect to your own feelings about the particular organization and job for which you are now working in, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale below.

Strongly disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Construct 1: Person-Organization Fit

1. The things that I value in life are very similar to the things that my organization values.
2. My personal values match my organization's values and culture.
3. My organization's values and culture provide a good fit with the things that I value in life.

Construct 2: Needs-Supplies Fit

4. There is a good fit between what my job offers me and what I am looking for in a job.
5. The attributes that I look for in a job are fulfilled very well by my present job.
6. The job that I currently hold gives me everything that I want from a job.

Construct 3: Demands-Abilities Fit

7. The match is very good between the demands of my job and my personal skills.
8. My abilities and training are a good fit with the requirements of my job.
9. My personal abilities and education provide a good match with the demands that my job places on me.

Organizational Commitment Scales

Powell, D. M., & Meyer, J. P. (2004). Side-bet theory and the three-component model of organizational commitment. *Journal of vocational behavior*, 65(1), 157-177.

Responses were made on a 7-point scale (1=strongly disagree and 7=strongly agree).

Lead: "How responsible is each of the following for the fact that you are continuing to work for your current employer?"

Commitment Constructs: Expectations of others

1. Expectations that my manager has for me to stay at this organization.
2. Expectations that my friends or family have for me to stay at this organization.
3. An agreement I made with the organization that I would stay for a minimum period of time.
4. Co-workers counting on my continued employment at this organization.
5. The education that my organization paid for with the understanding that I would continue here.
6. Obligations to the people who helped me get this job, and/or those who have trained and supported me.
7. Expectations that people in my community have for me to stay at this organization.
8. A feeling of obligation to reciprocate for benefits I've already received.

Self presentation concerns

1. The respect and prestige I get from working for my organization.
2. My reputation of being committed to my organization.
3. The status that working for this organization provides.
4. The possibility of being thought of as a 'job hopper.'
5. The social image that I derive from working at this organization.

Impersonal bureaucratic arrangements

1. My current level of pay.
2. The benefits of seniority that I've gained in this organization.
3. A retention bonus that this organization provides.
4. Having to give up on upcoming promotional opportunities for me at this organization.
5. The benefits package at my current organization (e.g., vacation time, dental plan, flexible hours, childcare).
6. The loss of employer contributions to my pension plan.
7. Stock options that can only be exercised if I stay.

Individual adjustments to social position

1. Organization-specific training and development I've received.
2. The time I've recently spent updating my knowledge/skills for the benefit of this organization.
3. The time I've spent learning and adjusting to the performance expectations at this organization.
4. The time I've spent learning policies and procedures of this organization.

Non-work concerns

1. Having to leave family or friends in my present community.
2. The disruption of personal obligations outside of work (e.g., volunteer work, committees, etc.).
3. Having to leave my current home.
4. The hardship that changing jobs would cause for my family (e.g., children changing schools, spouse having difficulty finding employment, etc.).
5. Features of my present community that I like (e.g., recreational facilities, health centres, etc.).
6. Having to change communities to find a new job.

Satisfying conditions

1. My enjoyment of the work that I do.
2. Having to leave people I enjoy working with at this organization.
3. The positive treatment I get from management at this organization.
4. My satisfaction with the way things are done at this organization.
5. The fulfillment that I get from working for this organization.

Lack of alternatives

1. The lack of comparable jobs in other organizations available to me at this time.
2. The likelihood of being unemployed.
3. A high rate of unemployment among people in my occupation.
4. The lack of success I've had in previous job searches.

CC: LoAlt

1. I feel that I have too few options to consider leaving this organization.
2. One of the few negative consequences of leaving my organization would be the scarcity of available alternatives.
3. What keeps me working at this company is the lack of opportunities elsewhere.

CC: HiSac

1. I have invested too much time in this organization to consider working elsewhere.
2. Leaving this organization now would require considerable personal sacrifice.
3. For me personally, the costs of leaving this organization would be far greater than the benefits.
4. I would not leave this organization because of what I would stand to lose.
5. If I decided to leave this organization, too much of my life would be disrupted.
6. I continue to work for this organization because I don't believe another organization could offer the benefits I have here.

Appendix C: Author Permission to Use Instrument

Email correspondence:

On 13 Jul 2014, at 20:41, XXXXXXXXXwrote:

> Hello, Dr. Cable,

>

> I am a doctoral student at Walden University and I am gathering information for

> my proposal. I am writing to ask permission to use your Perceived Fit

> Scale. The scale in particular is cited in "THE CONVERGENT AND DISCRIMINANT
VALIDITY OF SUBJECTIVE FIT PERCEPTIONS" (2002). My research is titled "

Organizational socialization: Factors of fit and their effect on African American employees" I am particularly focusing on the factors of fit and OS of African American employees. Again if you can assist me with permission to use your Perceived Fit Scale it would be greatly appreciated.

>

> Thank you,

>

> Shimale "Mel" Robinson

> Doctoral Student

> College of Management & Technology

> Walden University

7/15/14

From: Daniel Cable

To; XXXXXXXX

Hi Mel, thanks for your note. Of course you can use the scale. Good luck!

Sent from my phone

On 13 Jul 2014, at 20:45, "XXXXXXXXXX" wrote:

Hello Dr. Chao,

I am a doctoral student at Walden University and I am gathering information for
> my proposal. I am writing to ask permission to use your Socialization Content
> Scale. The scale in particular is cited in "Organizational Socialization: Its content and
consequences" (1994). My research is titled "Organizational socialization: Factors of fit and their
effect on African American employees" I am particularly focusing on the factors of fit and OS of
African American employees. Again, if you can assist me with permission to use your
Socialization Content Scale it would be greatly appreciated.

>

> Thank you,

>

> Shimale "Mel" Robinson

> Doctoral Student

> College of Management & Technology

> Walden University

7/17/14

From: Chao

To; XXXXXXXXX

Hi Mel. Yes you can use the scale. Good luck!

December 4, 2017

Mel Robinson XXXXXXXXX

December 4 : XXXXXXXXX

Greetings Dr. Meyer,

I am a doctoral student at Walden University and I am writing to ask your permission to use certain parts of the scale you developed for the article titled, "Powell, D. M., & Meyer, J. P. (2004). Side-bet theory and the three-component model of organizational commitment. Journal of Vocational Behavior, 65(1), 157-177. "

I am researching OS, factors of fit and retention for African American employees for my dissertation. I have been reviewing research literature and I came across your article.

Sincerely,

Shimale "Mel" Robinson
Walden University
Doctoral Student

December 12, 2017

From: XXXXXXXXX

Hello,

I am not sure what you mean by ‘certain parts to the scale’. I have no objectives in principle to you using our measures for research purposes, but be aware that any modifications you make could affect the psychometric properties of the scales.

Best regards,

John Meyer

Dr. John Meyer

XX

Phone: XXXXXXXXXFax: XXXXXXXXX

Email: XXXXXXXXX

For my latest work on commitment, see Handbook of Employee Commitment

Appendix D: SMR Survey Instrument Reliability Measures

Table F1

Chao et al. Socialization Scales

Constructs	Items	Reliability
History	2,9,14,21,29	Overall scale .78
Language	6,12,15,18,30	
Politics	1,7,23,26,28,32	
People	4,10,13,27,31,33	
Organizational goals/values	3,11,16,17,20,25,34	
Performance proficiency	5,8,19,22,24	

Source: Chao, G.T., O'Leary-Kelly, A.M., Wolf, S., Klein, H.J., & Gardner, P.D. (1994). Organizational Socialization: Its content and consequences. *Journal of Applied Psychology*, 79(5), 730-743.

Table F2

Cable & DeRue Perceived Fit Scale, 2002

Constructs	Items	Reliability
Person-Organization Fit	1,2,3	.91
Needs-Supplies Fit	4,5,6	.89
Demands-Abilities Fit	7,8,9	.89

Source: Cable, D.M., & DeRue, D.S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, 57(5), 875-884.

Table F3

Powell & Meyer, Organizational Commitment Scale, 2004

Scales	Constructs	Reliability
Affective Commitment Scale (ACS)	Exp, Self-Pres, Imp Bur Arrang	.87
Continuance Commitment Scale (CCS)	CC:Lowalt CC:HiSac	.88
Normative Commitment Scale (NCS)	Ind Adj, NonWork,	.89

Source: Powell, D. M., & Meyer, J. P. (2004). Side-bet theory and the three-component model of organizational commitment. *Journal of vocational behavior*, 65(1), 157-177.