

ANALYSIS OF THE EMPLOYEES SOCIALIZATION PROCESS OF A BRAZILIAN FEDERAL UNIVERSITY

ANÁLISE DO PROCESSO DE SOCIALIZAÇÃO DOS SERVIDORES DE UMA UNIVERSIDADE FEDERAL BRASILEIRA

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ABSTRACT

The crescent population demand for a more efficient public services has been putting an increasing pressure on more prepared and willing employees to fulfill their role in the governmental institutions, thus posing major human resource management challenges to public entities. Therefore, the study analysed the influence of socialization tactics on the job adjustment of new employees of a Federal University in Brazil, applying for that a case study at the Federal University of Piauí (UFPI), with a population of 453 staff members interviewed. For the data collection, a questionnaire was applied, using the Chao et al scales. (1994) and Jones (1986), adopted by Cable and Parson (2003). The scale has been translated into Portuguese and then re-translated into English where there were no significant variations between the original and the re-translated version. The data afterwards have been treated through statistical descriptive and inferential analysis with the support of the programs Excel 16.0 and Statistical Package for Social Science 20.0 (SPSS) for Windows. The results showed a positive influence of the tactics on the level of socialization of newcomers, highlighting the tactics of social and context aspects revealing the importance of more experienced workers and the organization of actions in asserting, confirming, and clarifying the organizational roles of those in the process. The use of these tactics positively influenced the socialization in dimensions related to competence and proactive behavior, language, performance and proficiency, factors connected to how the institution organizes and forwards its culture to the newcomer.

KEYWORDS

Organizational socialization. Job adjustment. Socialization tactics. University. Public Administration.

RESUMO

A crescente demanda da população por serviços públicos mais eficientes tem pressionado cada vez mais por servidores mais preparados e dispostos a cumprir seu papel nas instituições governamentais, apresentando grandes desafios à gestão de recursos humanos desses entes públicos. Neste sentido, o estudo analisa a influência das táticas de socialização na adaptação profissional de novos servidores de uma Universidade Federal do Brasil, aplicando para isso um estudo de caso na Universidade Federal do Piauí (UFPI), com uma população de 453 funcionários entrevistados. Para a coleta de dados, foi aplicado um questionário, utilizando as escalas de Chaoet al. (1994) e Jones (1986), adotado por Cable e Pearson (2003). A escala foi traduzida para o português e, posteriormente, retraduzida para o inglês, onde não houve variações significativas entre a versão original e a retraduzida. Posteriormente, os dados foram tratados por meio de análise estatística descritiva e inferencial com o apoio dos programas Excel 16.0 e Statistical Package for Social Science 20.0 (SPSS) for Windows. Os resultados mostraram uma influência positiva das táticas sobre o nível de socialização dos recém-chegados, destacando as táticas no que tange os aspectos sociais e contextuais revelando a importância dos trabalhadores mais experientes e da organização das ações na socialização organizacional e no esclarecimento dos papéis organizacionais e dos seus respectivos processos. O uso dessas táticas influenciou positivamente a socialização nas dimensões relacionadas à competência e ao comportamento proativo, linguagem, desempenho e proficiência, fatores ligados à forma como a instituição organiza e encaminha sua cultura ao recém-chegado.

PALAVRAS-CHAVE

Socialização organizacional. Ajuste no trabalho. Táticas de socialização. Universidade. Administração Pública.

INTRODUCTION

Entering a new organization is typically accompanied by some degree of disorientation and reality shock (ALLEN, 2006), added by stress and anxiety due to raised expectations and uncertainty feelings (ASHFORTH, 2012; SILVA; FOSSÁ, 2013; FANG; DUFFY; SHAW, 2011). Thus, people are motivated to reduce these undesirable situations by acquiring the necessary knowledge for filling their role in

the organization as fast as possible (VAN MAANEN; SCHEIN, 1979).

The success of any institution goes necessary through the building of a consistent workforce, and this requires many issues to be regarded, from which the manner how the organization will attract, recruit, train their employees, and the best ways to adjust them into their organizational roles (ALLEN et al., 2017).

Organizational socialization fulfills well

this adjustment function, as it is the process by which individuals acquire the attitudes, behaviors, knowledge, and skills required to participate and function effectively as a member of an organization (GRUMAN; SAKS; ZWEIG, 2006), involving organizational practices capable of guiding them in filling their role within the organization (VAN MAANEN; SCHEIN, 1979).

The process of organizational socialization is usually planned and organized as socialization tactics which are closely linked to how the organization adapts its employees (ASHFORTH et al., 2007). The authors Van Maanen and Schein (1979) have developed a general ranking of organizational tactics and Jones (1986) has deepened the theme by bringing new groupings (social tactics, context tactics, and content tactics). However, these researches are usually accomplished within private organizations, leaving out public organizations, especially those related to the national educational network, where there are scarce works on this theme.

In view of that, this research seeks to analyze the influence of organizational socialization tactics on the adjustment of new employees of a federal higher education institution, through the identification of its employees' profile, their socialization level, as well as the instrumentalization of socialization tactics used by the institution from 2015-2018.

In this sense, the study has had these hypotheses: **H1**. The socialization tactics positively influence the job adjustment and **H2**. The social tactics will show larger influence on the adjustment when compared to context and content tactics. As contributions, the study brings a systematic review of the literature on the theme, in

addition to assessing socialization scales and measurements and cooperating with the debate on organizational socialization and the factors that influence it within an academic environment. By exploring this content, one could deepen and point out the specific dimensions in which socialization tactics have shown a larger impact on employee adjustment, indicating ways to a larger adjustment in the human resources practices within public organizations in the field of their employees' socialization.

So as to accomplish these objectives, the work is organized in five topics, beginning with this introduction and followed by the literature review on the major concepts and researches related to organizational socialization, its tactics and dimensions, methodological procedures used in the study, analysis and discussion of results, and lastly the final remarks.

LITERATURE REVIEW

Throughout their lives, people take part in innumerable interactions in diverse social groups. The nature of relating to others is inherent to the individual, requiring competences and skills that will support them in being successful in this enterprise. Socialization makes them learn and internalize norms, customs, values, and principles in conformity with social criteria and standards of the group in which the person is inserted (ANDRADE; RAMOS, 2015).

In order to best make the adaptation process of the new employee operational, institutions use, even though unplanned, organizational socialization tactics, manners that will guide the individual in their new job reality. For Bauer and others (2007), tactics are methods and practices for information dissemination that help in ad-

justing new roles. These tactics determine the type of information the newcomers receive and how this information is disseminated, reducing uncertainty and influencing the incorporation of organizational culture, concurrently helping the adjustment process (ALLEN, 2006; ASHFORTH et al., 2007; BAUER et al., 2007).

The research of Van Maanen and Schein (1979) is one of the most cited studies when it comes to the theme of organizational socialization. The authors have proposed that the outcome of that which people learn about the exercise of their employee role is directly related to the form and the method used to forward this learning.

They have designed six bipolar socialization tactics that institutions use to influence their new collaborators. These tactics, when differently combined, produce diverse outcomes of guiding roles and, according to Ashforth (2012), enable an extensive structure for several socialization practices, e.g. training, apprenticeship, and tutoring. They are: **a) collective versus individual tactics:** they determine whether the socialization activities are carried out collectively or individually; **b) formal versus informal tactics:** they are related to the existence or not of planned and structured actions for the new employee's adaptation; **c) sequential versus random process tactics:** they approach how the institution details any sequence of activities that induces to organizational learning; **d) fixed versus variable tactics:** these processes refer to the understanding on the length of each planned stage of organizational socialization; **e) serial versus disjunctive tactics:** the existence of earlier models to be followed or the nonexistence of standardized procedural forms on the new

role, and **f) investiture versus divestiture tactics:** an investiture process makes use of the characteristics and skills that the new employee has aiming to obtain advantages over these competences, values, and attitudes. Worth mentioning is that divestiture tactics tend to strengthen the distance between that which is personal and professional denying and suppressing some of the new employee's personal characteristics.

Jones (1986) was the first to use the theoretical base of organizational socialization tactics of Van Maanen and Schein (1979) to carry out an empiric study, in which he has observed that each one of the tactics consists of a continuum between institutionalized tactics (involving the collective, formal, sequential, fixed, serial, and investiture tactics) and individualized tactics (involving the individual, informal, random, variable, disjunctive, and divestiture tactics). Another classification the author suggests for socialization tactics is the tripartition into content, context, and social tactics as seen in Table I (GRUMAN et al., 2006; OLIVEIRA, 2008).

For the tripartite division, the social tactics have more positive effects on the outcomes than content or context tactics (COOPER-THOMAS; ANDERSON, 2006), as social tactics tend to be more related to adjustment. Organizations may frequently use feedback to the employees confirming and asserting their roles within the workplace (BAUER et al., 2007).

According to Perrot and others (2012), social tactics are most recommended when the organizational goal is to promote learning and the decision for using collective versus individual tactics, formal versus informal becomes secondary. In case the objective of the organization is

TABLE 1 – Classification of socialization tactics

TACTICS	INSTITUTIONALIZED	INDIVIDUALIZED
Context	Collective – formal	Individual – informal
Content	Sequential – fixed	Random – Variable
Social aspects	Serial – investiture	Disjunctive – divestiture

Source: Jones (1986, p. 263).

role replication, joining social and content tactics will be more successful, as social tactics will help in the efficacy of learning, whereas content tactics, in role replication. As per these same authors, there are no categories of socialization practices that concurrently strengthen learning and role innovation; thus, in case organizations aim to promote employee innovation, the best choice would be the application of random and variable tactics. In time, the authors Ashforth and others (2007) have identified in their study that the absence of the organization in the socialization process may result in ideas of abandonment and ambiguity in the role performance and not necessarily in an innovative attitude in the development of roles.

On the other hand, Allen (2006), researching organizational socialization tactics from Van Maanen and Schein (1979) and Jones (1986), has demonstrated that serial and investiture socialization tactics reduce the chances of employees quitting the organization and that investiture tactics provide a positive social support as regards more experienced members, supporting at the same time the development of the sense of competence for the job and the organization.

The consensus is that learning is the core of organizational socialization and reveals the newcomer's level of adjustment, and that explains the existence of various models of socialization focusing on information as important requirement for effecting socialization (COOPER-THOMAS; ANDERSON, 2006). Despite some differences in ty-

pologies, they have common characteristics grouped in learning levels on work and the organizational role, interpersonal and group relations, and the nature of the organization as a whole (ASHFORTH et al., 2007; CHAO et al., 1994; CARVALHO, 2009).

According to Carvalho (2009), the content of socialization is all that involving the new job and the organizational reality, which is planned and structured in methods and techniques so that learning occurs. Therefore, it may be regarded as a set of particularities involved in the mandatory tasks for fulfilling the organizational role and that needs to be forwarded to the new collaborator.

Chao and others (1994, p. 731) affirm that “identification of specific content areas will allow more accurate measurement of how well an individual has learned certain aspects of the job and organization”, recognizing the importance that each issue of socialization has for the person's professional growth and development in their career.

A commonly used typology in researches are content dimensions studied and developed by Chao and others (1994). These authors, building upon the classic studies of Schein (1968, 1971), Feldman (1981), and Fisher (1986), have proposed six dimensions involving the area of organizational socialization: performance proficiency, people, politics, language, organizational goals and values, and history.

These dimensions seek to involve the entire organizational setting as a type of parameter of what needs to be taught, as well as evaluation standards. The dimensions

deal with more technical requirements, e.g. job characteristics, skills, and hierarchical structures, to broader issues, e.g. political behavior, traditions, customs, and power.

Researches point to a large relationship in how the socialization processes are organized, planned, and executed with the outcomes of what has been learned (ASHFORTH et al., 2007). Information on socialization tactics may help in decision making from the human resource departments, which are responsible for designing such processes, and in choosing practices that best fit into the organizational goals.

METHODOLOGICAL PROCEEDINGS

This research has a quantitative approach with a descriptive and analytical scope. According to Creswell (2007), the quantitative method is most recommended when the problem studied seeks to identify factors influencing an outcome and when one desires to test a theory or an explanation. Also in terms of classification, this is a descriptive, cross-sectional study, concerning the time section for the sample formation so as to describe the reality of the population (CRESWELL, 2007). This type of study uses as a data collection instrument the surveys, which attain structured measurements and responses only

once throughout the investigation process (HAIR JR. et al., 2005).

The study object is the Federal University of Piauí (UFPI), a Higher Education Institution (HEI) with a multi-campus structure, located in five cities of the state of Piauí, made up of a staff of 2,964 active employees (Table 2), administratively organized through structures distributed in the cities of Teresina (main Campus), Parnaíba, Floriano, Picos, and Bom Jesus (outside Campuses), observing internal regulations parameters and principles, e.g. the rational use of human resources and materials (BRASIL, 2015).

On the other hand, the study universe refers to new employees (administrative assistants and professors) of UFPI, on probation, who entered office from 2015 to June 2018, summing up 453 active employees. The choice for the research time section is due to the probationary period being a valued evaluation and adaptation time for the employee entering public service, established as a mandatory stage for job stability (TAMAZZONI, 2016; MODESTO, 2007).

For the sample calculation, seen that the population regarded herein is finite, the population average has been used (POCOCK, 1989), by applying the formula: $n = \left(\frac{t \cdot \sigma}{E}\right)^2$, where: n = the sample size; t = Student's

TABLE 2 – Quantity of employees per workplace and job category

Campus	Job category		TOTAL
	Professor	TAE*	
Campus Amilcar Ferreira Sobral (CAF)	86	48	134
Campus Professora Cinobelina Elvas (CPCE)	104	47	151
Campus Senador Helvídio Nunes de Barros (CSHNB)	159	62	221
Campus Ministro Reis Veloso (CMRV)	232	83	315
Campus Ministro Petrônio Portella (CMPP)	1,200	943	2,143
TOTAL OF EMPLOYEES	1,781	1,183	2,964

*Administrative assistant

Source: Sistema Integrado de Recursos Humanos (2019).

distribution value ($t_{5\%} = 1.96$); σ = population standard deviation of the variable studied (used by approximation of its maximum value: $\sigma = \text{amplitude} / 4$); E = maximum likelihood estimation ($E = 5\%$). Thus, the sample has been calculated and made up of 193 participants, between assistants and professors of this university.

The questionnaire has been employed as the major data collection instrument for three distinct purposes: sample characterization, measurement of the organizational socialization level, and identification of the socialization tactics developed by UFPI, forwarded to the participants' e-mails through **Googleforms** platform.

After the population selection and sample finding, the attained data through the university's human resources online system (SIGRH) have been organized in tables, distributed into job category (administrative assistant and professor) and workplace (CAF, CPCE, CSHNB, CMRV, and CMPP), and enumerated as per quantity of subjects

in each one of them, following the sequence of stages as shown in Figure 1.

In order to assure randomness, assure that each element has had the same possibility of being chosen, lots have been drawn considering statistical methods and the sample size. The numbers drawn have been related to the numbered lists of employees for sending the research questionnaires.

The organizational socialization inventory (ISO) has been the instrument used to measure the employees' adjustment level. This instrument is widely used in researches as it is capable of analyzing specific dimensions of the organizational socialization (CARVALHO et al., 2012). The questionnaire was translated into Portuguese in 2001, from the original English version by Chao and others (1994), by Borges, Ros, and Tamayo, and re-validated by Borges and others in 2010 with 45 items measured through the 5-point Likert scale.

For identifying the socialization tactics, Jones scale has been used (1986), reduced

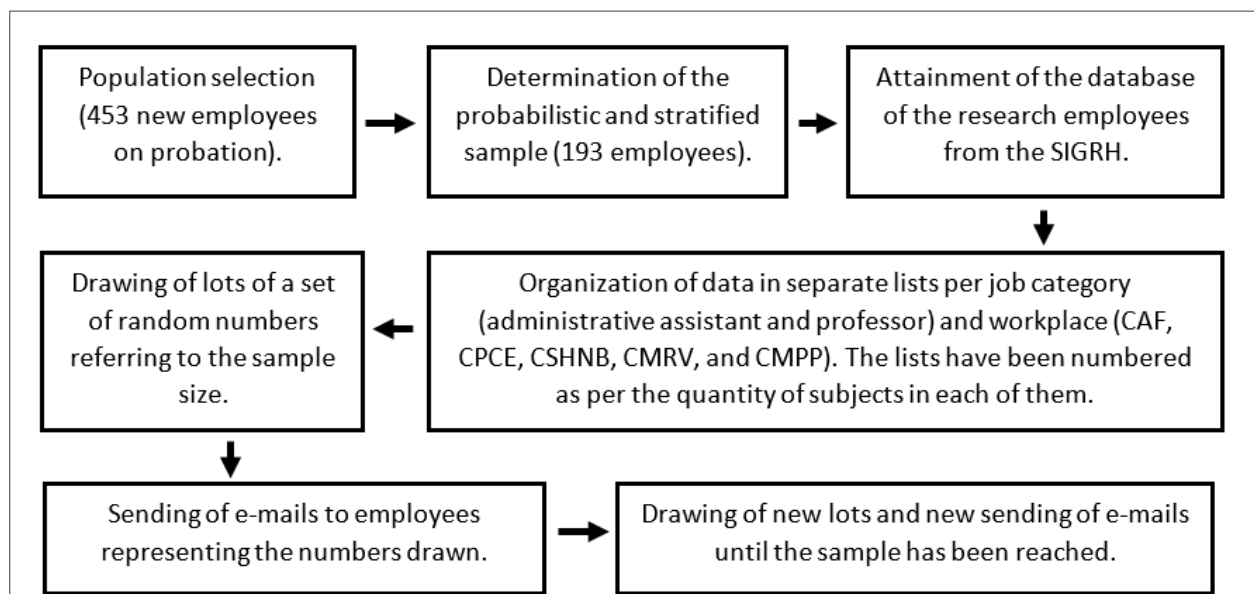


FIGURE 1 – Stages of the research data collection

Source: Author's elaboration.

by Cable and Parson (2001) for 12 items, subdivided into these factors: context, content, and social aspects; where one may classify the tactics as per the bipolar typology of Van Maanen and Schein (1979) and Jones tripartite typology (1986), and this scale is the most commonly used in the literature on socialization tactics (PERROT; BAUER; ROUSSEL, 2012).

The scale has been adapted to Portuguese through back-translation, as commented by Brislin (1970). The scale has been translated into Portuguese and then re-translated into English where there were no significant variations between the original and the re-translated version, observing differences in some terms due to the use of synonyms. Afterwards, a pretest has been carried out with administrative assistant employees and professors of UFPI, not belonging to the study population, so as to verify the clarity of the 12 items in the questionnaire.

The data collected and coded with the questionnaires have been treated through statistical descriptive and inferential analysis with the help of the programs Excel 16.0 and Statistical Package for Social Science 20.0 (SPSS) for Windows, widely used software amid researches, which use similar methods to the ones proposed herein (HERNÁNDEZ-SAMPIERI et al., 2013). In the descriptive analysis, the calculation of absolute and relative frequencies has been used, in addition to measures of central tendency (mean and median) and dispersion (standard deviation).

Some responses of the instruments used in data collection are described with a negative sense, thus, as Andrade, Ramos, and Oliveira (2015) suggest, before starting data analysis, their inversion has been nec-

essary. Furthermore, the Organizational Socialization Inventory and the Questionnaire on organizational socialization tactics have been submitted to factorial analysis, for exploring the variables.

Pearson Correlation Test has then been applied to evaluate the relationship of the adjustment level on the socialization tactics. According to Hernández-Sampieri and others (2013), Pearson Correlation, represented by r , is a statistical test to analyze the linear relationship between two variables. A relationship is regarded linear when the increase of a variable results in the increase or decrease of the other, proportionally. As a reference value for statistical significance, $p < 0.05$ has been used and the results attained have been shown in tables and graphs, and the discussion has been accomplished afterwards based upon the relevant literature, as follows.

RESULTS AND DISCUSSION

In this section, sociodemographic data will be presented from the research subjects, for sample characterization, levels of organizational socialization, and the tactics employed by the higher education institution researched herein in order to analyze the influence of these tactics on the employees' job adjustment.

Sample characterization

The characterization of the research subjects, as per sociodemographic aspects, is illustrated in Table 3, where n is the absolute number and %, the relative frequency; in a nutshell, this table shows that the sample is, mostly, made up of single females, aged 26 to 35, Catholic Christians, holding a PhD, working as professors, between the second and third year of their effective of-

office, working on the campus Teresina. This relative sample concentration is justified by the centralization of administrative and academic activities of the institution and the larger offer of courses, both undergraduate and graduate within this campus.

Based upon the general amount of professor and administrative assistant employees exhibited in Chart 2 (topic **Methodological procedures** – study object) and compared with the number of the sample of employees shown in Table 1, it is possible to attest that a satisfactory level has

been attained of equivalence between both groups of employees, 58% of professors and 42% of administrative assistants, in both populations. Thereby, the sample represents not only the population of employees on probation of UFPI, but also the general Chart of employees in this institution.

Results of the organizational socialization of UFPI

Consecutively, Table 4 exhibits the research results as regards the level of organizational socialization experienced by the

TABLE 3 – Characterization of the sociodemographic profile of new employees of UFPI

Variables		N	%
Gender	Male	94	48.7
	Female	99	51.3
Formal education	High school	05	2.6
	University/college degree	18	9.3
	Specialization course	48	24.9
	Master degree	55	28.5
	PhD	67	34.7
Job Category	Administrative assistant	81	42.0
	Professor	112	58.0
Organizational tenure	< 1 year	43	22.3
	1-2 years	54	28.0
	2-3 years	96	49.7
Workplace (city)	Teresina	95	49.2
	Parnaíba	25	13.0
	Picos	42	21.8
	Bom Jesus	18	9.3
	Floriano	13	6.7

Source: Research data.



new employees of UFPI, through the means and dispersion measures (minimum, maximum, mean, and standard deviation) considering an interval of scores from 1 (poor socialization) to 5 (strong socialization). The most approximate values to the mean 5 and having the least standard deviation represent better results.

In the columns (Table 4), we have the distribution of the nine factors surveyed, followed by the least and largest scores given for each of them and the last column brings the mean of the scores and data dispersion as regards the mean. For example, in factor 1 (competence and proactive behavior), the least and largest scores are 1.30 and 5.00, producing a mean of 4.29, when analyzed all responses, and a variability of scores of 0.54 (standard deviation).

In a general way, newcomers see themselves as well socialized (mean of 3.98) and when observed the means distributed amid factors, four of them surmount this general mean: job involvement (4.36), professional experience (4.35), competence and proactive behavior (4.29), and performance proficiency (4.20).

The factors with the largest means show how much the employees understand their job, supported by skills and capabilities acquired with the professional experience they

have, making them more competent in executing their occupations. Haueter, Macan, and Winter (2003) connect these job dimensions to task socialization and attest that the understanding of which activities must be accomplished, in executing their occupation, prepares the scenario for a successful socialization and performance outcome.

The factors demonstrating lower results represent aspects that may be better worked out by the institution, so that they can promote a larger involvement of the employee in specific areas of the adjustment. The importance of improving, for example, the factor language, with a mean of 3.75 and standard deviation 0.82, is due to the fact that, according to Chao and others (1994), the good course of socialization lies upon an effective communication and understanding of the information taught by other members of the organization. Thus, such factor is likely to be linked to the remainder dimensions of lower values, e.g. involvement to the people and the organization (mean: 3.82), information seeking and history (mean: 3.60), politics (mean: 3.72), and organizational goals (mean: 3.77) as they all involve communication processes.

The dimension information seeking and history has shown, contrariwise, the least

TABLE 4 – Descriptive analysis of hypothetical factors from the ISO

#	Factor	Minimum	Maximum	Mean ± SD*
1	Competence and Proactive behavior	1,30	5,00	4,29 ± 0,54
2	Involvement to the people and the organization	1,33	5,00	3,82 ± 0,75
3	Information seeking and history	1,64	5,00	3,60 ± 0,68
4	Language	1,33	5,00	3,75 ± 0,82
5	Performance Proficiency	1,33	5,00	4,20 ± 0,75
6	Professional experience	2,00	5,00	4,35 ± 0,71
7	Politics	1,33	5,00	3,72 ± 0,76
8	Job involvement	2,00	5,00	4,36 ± 0,71
9	Organizational goals	1,50	5,00	3,77 ± 0,67

* SD: standard deviation.

Source: research data.

mean (3.60) with a variance from 2.92 to 4.28, as per standard deviation of 0.68. This represents, when compared to other factors, the greatest difficulty found by newcomers in seeking information and identifying the correct means to acquire it. This limitation as to information seeking necessary to fulfill their job reflects on the poor knowledge of the institutional history, as well as on the insufficient understanding of the influence and power structure of the organization.

The results of the level of organizational socialization of new employees of UFPI distributed amid the different dimensions of job adjustment enabled a more accurate measurement of the employees' adaptation to some occupational and organizational aspects. These results help to assess the efficiency of socialization processes planned and executed by the education institution, and demonstrate which characteristics of its practices need to be strengthened or altered.

Results of the socialization tactics employed by UFPI

As regards the organizational socialization tactics employed by UFPI, as per the perception from the respondents, the research results show that the employees have experienced, during the first years of office at UFPI, a variety of tactics focusing on practices related to social aspects, and this fact has been evidenced by the largest mean reached by this item amid the tactics in the research (4.69), as illustrated in Table 5.

The tactics of social aspects are made up specifically of disjunctive and divestiture tactics (individualized) (JONES, 1986). These tactics refer to the transmission of knowledge from the more experienced employees to newcomers making use of the characteristics and skills that the new employee has so as to gain advantages on these competences, values, and attitudes (VAN MAANEN; SCHEI, 1979).

The literature observes that the social tactics tend to be more related to adjustment having more positive effects on the results than content and context tactics (COOPER-THOMAS; ANDERSON, 2006), in harmony with Perrot, Bauer, and Roussel (2012), who attest that the social tactics are more recommended to promote learning, making the context tactics (collective, individual, formal, and informal) secondary.

The content tactics have exhibited the second largest mean (4.07) herein, though with a larger standard deviation when compared to the other tactics in study (1.53). In turn, these tactics represent a more planned and rigid model of organizational socialization based upon patterns of form (sequencing of activities) and time (length of each stage) to be implemented during the socialization process (VAN MAANEN; SHCEIN, 1979).

The research results indicate that UFPI has opted for a strategy of maintenance of the existing organizational roles through the use of orientation from the more ex-

TABLE 5 – Descriptive analysis of the hypothetical factors of the Questionnaire on organizational socialization tactics

#	Factor	Minimum	Maximum	Mean ± SD*
1	Social aspects	1,00	7,00	4,69 ± 1,40
2	Content	1,00	7,00	4,07 ± 1,53
3	Context	1,00	6,50	3,48 ± 1,33

* SD: standard deviation.
Source: research data.



perienced employees on how these roles should be performed, as for Perrot, Bauer, and Roussel (2012), joining social and content tactics collaborates with the replication of organizational roles, since social tactics work in the efficacy of learning, whereas content tactics help in the replication of roles.

The context tactics, on the other hand, have attained the least score in this research, with a mean of 3.48 and standard deviation of 1.33. This, in turn, is developed through adopting group or individual strategies planned and structured to help in the adaptation period of the newcomer, with clearly detailed activities (VAN MAANEN; SHCEIN, 1979).

The influence of tactics on organizational socialization

Another aspect approached herein was the influence analysis of the organizational tactics on the level of socialization, and this investigation has been

carried out through the application of Pearson (r) correlations, as described in the **Methodological procedures** and exhibited in Table 6, where there are the means with highlighted proved significance, which have reached values of $r > 0.2$ (Pearson correlations) and $p < 0.05$ (significant correlations).

The ISO factors have been illustrated in the first column of Table 6 and the factors of the socialization tactics, in the second, third, and fourth columns. The first line of each ISO factor brings the Pearson (r) correlation values, while in the second line are the significance values of the correlations (p). Furthermore, the values of larger correlation and significance for each socialization factor have been highlighted in boldface, with the exception of the dimensions *involvement to the people and the organization* and *information seeking and history*, which have shown significant correlation in the three types of tactics, thereby, all values have been highlighted.

TABLE 6 – Correlation between the level and socialization tactics

	Pearson Correlation Coefficient (r)		
	Social aspects	Content	Context
Competence and Proactive behavior	0,198 0,006	0,190 0,008	0,263 0,000
Involvement to the people and the organization	0,691 0,000	0,348 0,000	0,356 0,000
Information seeking and history	0,452 0,000	0,416 0,000	0,399 0,000
Language	0,213 0,003	0,235 0,001	0,243 0,001
Performance Proficiency	0,223 0,002	0,169 0,019	0,254 0,000
Professional experience	0,052 0,478	0,101 0,163	0,226 0,002
Politics	0,341 0,000	0,317 0,000	0,268 0,000
Job involvement	0,245 0,001	0,118 0,103	0,189 0,009
Organizational goals	0,340 0,000	0,204 0,005	0,243 0,001

Source: Research data.

The factor *politics*, for example, has exhibited a significant correlation with $r=0.341$ and $p=0.000$ for the tactics of social aspects, concomitantly with significant values for the content and context tactics, though in a smaller scale.

Therefore, based upon the research findings and the result of the statistical tests from Table 6, a confirmation has been attained both for **Hypothesis 1**: “The socialization tactics positively influence the job adjustment”, and **Hypothesis 2**: “The social tactics will show larger influence on the adjustment when compared to context and content tactics”. Likewise, the correlations between level and socialization tactics have shown strong in all factors, with emphasis on tactics of social aspects, which is consistent with previous researches’ results, e.g. those developed by PERROT; BAUER; ROUSSE, 2012; ALLEN, 2006; JONES, 1986.

Ashforth and others (2007) affirm that the socialization tactics have instrumental effects on adjustment; for example, a sense of identification that peers have with one

another in collective adjustment processes. Furthermore, the manner how socialization will be stimulated within an organization has a great symbolic value, which may affect adjustment, for instance, when the organization employs investiture tactics which may communicate to newcomers that they are valued by the institution, thus decreasing intentions to quit.

The factors *politics* ($r=0.341$), *job involvement* ($r=0.245$), and *organizational goals* ($r=0.340$) have had a larger influence on tactics of social aspects, whereas content tactics have shown significant correlations for the factors *competence* and *proactive behavior* ($r=0.263$), *language* ($r=0.243$), *performance proficiency* ($r=0.254$), and *professional experience* ($r=0.226$).

The correlations can be better visualized in Figure 2, where arrows represent the influence of the tactics on each specific factor. The three groups of tactics have positively and significantly influenced the dimensions: *involvement to the people and the organization*; and *information seeking and history*.

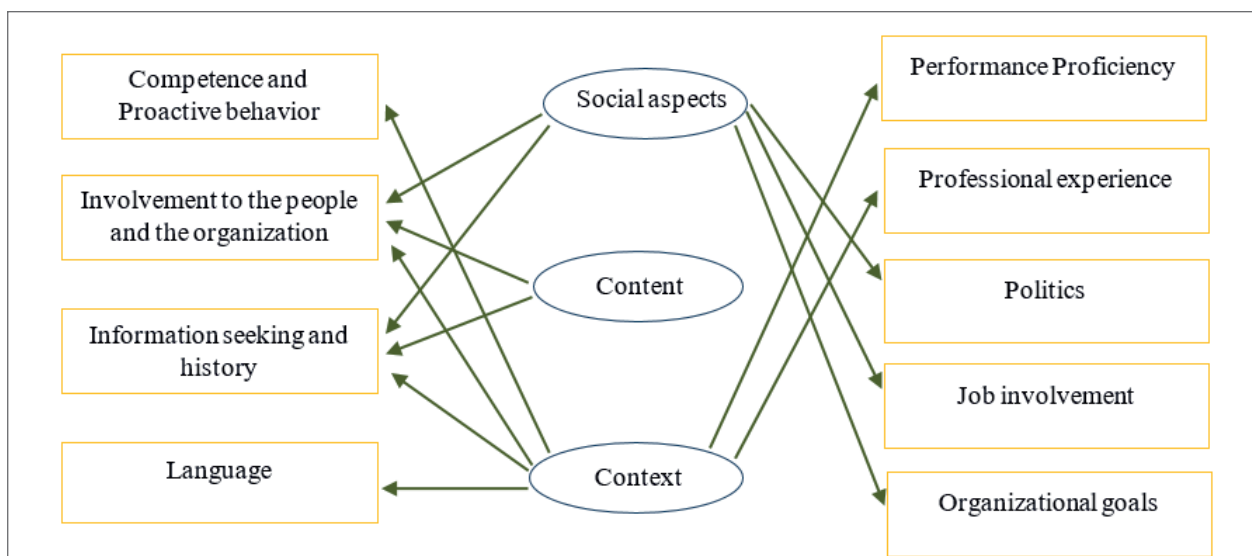


FIGURE 2 – Relationships found between tactics and the level of socialization

Source: Prepared by the author from the research data.

Additionally, the results reveal that the use of more experienced employees supporting the adjustment of newcomers have provided successful social relations between the new employee and his/her team, acceptance, confidence, and group affinity feeling, causing identification with the job and the organizational goals. This involvement helps in identifying the correct means to seek information, get to know the history, and recognize influential persons in the organization's decision-making process. These results are rendered due to the tactics of social aspects, which, according to Bauer and others (2007), enable the organization to frequently use feedback to employees, asserting and confirming their organizational roles.

As the adjustment activities are planned through clearly defined stages and times (content tactics), these produce involvement with the work group more satisfactorily, as well as information seeking and history more consistently. Explaining to the newcomer the pathway to be run and time spent with the course reinforces replication of the organizational role and reduces the uncertainty inherent to new work experiences (PERROT; BAUER; ROUSSE, 2012; ALLEN, 2006). Providing basic information is fundamental for the new employee to diagnose and interpret the many surprises they will find in the socialization process (LOUIS, 1980).

The results prove that context tactics (collective, individual, formal, and informal) strengthen job adjustment, chiefly in the issues related to the newcomer's skills and experiences and their capacity to perform their organizational role seeking information and mastering the organization's technical language, including acronyms, slang,

and jargon. According to Allen (2006), context tactics provide a consistent message and signal the importance in adapting to the new setting, which, according to Bauer and others (2007), should contribute to the clarity of each collaborator's organizational role.

Thereby, the results suggest that the more developed and employed the tactics, the better the levels of organizational socialization will be attained by employees focusing on specific dimensions, as per the type of process employed, as tactics are one of the main ways in which organizations can influence the learning process (JONES, 1986) and mold information that newcomers will receive (VAN MAANEN; SCHEIN, 1979).

Besides the adjustment to the organizational role, other important effects may arise from adequate socialization processes, which are related to job satisfaction and involvement, commitment, and intentions to quit (PERROT; BAUER; ROUSSE, 2012; BAUER, 2007; JONES, 1986) demonstrating their value and requiring more attention from the institutions.

FINAL CONSIDERATIONS

Organizational socialization is a process involving multiple variables that directly impact the outcomes of integration from people to an organization. Being successful in this process is about, especially, the understanding of the relationship of these variables with the level of adjustment.

The research results reveal the existence of a positive influence exerted by socialization tactics upon the level of adjustment of civil servants, within the dimensions studied herein, evidencing the importance of how the content must be approached by

these institutions. The planned and executed adjustment practices have a direct impact on learning of the organizational role.

In this study, social aspects and context tactics have stood out, revealing the importance of more experienced employees to be involved in the socialization process of newcomers, and the organization in the actions of assertion, confirmation, and clarity of organizational roles of those in adaptation process.

As regards the tactics of social aspects, they produce a better adjustment as for integration of the employee to the job, co-workers, organization, easing information seeking and knowledge of history and institutional policy. This occurs due to information and orientations provided by more experienced colleagues by supporting the adaptation process.

The use of context tactics positively influence socialization in dimensions related to competence and proactive behavior, language, performance proficiency, and pro-

fessional experience, factors connected to how the institution organizes and forwards this culture to the newcomer. The results reveal the importance of this type of tactics in the learning of certain aspects of the organizational role.

On the other hand, the practical implications of this study are important for managers as they provide more advanced knowledge on organizational socialization, providing valued information for the planning of adjustment tactics that produce better outcomes within public educational institutions.

The major limitation shown by the research has been the use of self-reports data, describing the process of organizational socialization of UFPI from the standpoint of only the employees. For a broader view of socialization, future studies could deal with the theme from perspective of these institutions' managers, both in a public and a private range, enlarging the data treatment and analysis methods.

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