# Organizational Entry and Socialization (OES)

Frankie S. Jones, Ph.D.
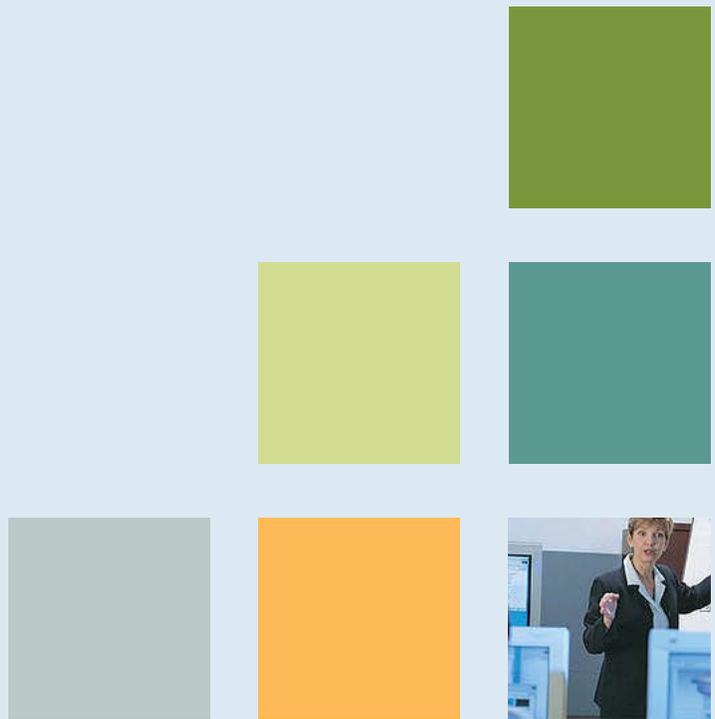
EMPLOYEE AND
LABOR RELATIONS

**ORGANIZATIONAL ENTRY AND SOCIALIZATION**

This module is targeted to graduate-level students. It is designed to be delivered in approximately 150 minutes. The module includes an instructor's manual which contains the case studies for discussion and the case teaching notes. A PowerPoint presentation with corresponding instructor notes is also included in the module. The student workbook includes the case documents to distribute to students.
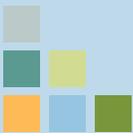
I. AN INTRODUCTION TO ORGANIZATIONAL ENTRY AND SOCIALIZATION (60 Minutes)

**Learning Objectives**

By the end of this section, students will be able to:
- Define organizational entry and socialization.
- Explain the importance and benefit of socializing employees into a new organization.
- Discuss the HR professional's role in organizational entry and socialization.
- Critique the organizational entry experiences of two newly hired employees.

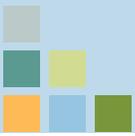| Topic | Activity | Media | Time |
|---|---|---|---|
| Introduction | The instructor introduces the learning module objectives and the foundational concepts of the content, engaging students through open discussion to explore these topics:<br>• What is organizational entry and socialization?<br>• What are the benefits of supporting newly hired employees in their first year of employment?<br>• What is the role of the HR professional in organizational entry and socialization?<br>• What activities should a new employee experience during their first day of hire? | PPT slides with instructor notes (4-6 slides). | 10 min. |
| Case Study Part One | *The instructor introduces Part One of the case study:* Jill and Ben have accepted positions as business consultants for two different Fortune 500 companies. They both have MBAs and at least five years of experience. Read through each of their first-day scenarios and critique their experiences. | PPT slide with notes. | 5 min. |
| Individual and Small Group Work | • Students individually read Jill and Ben's first-day scenarios. (5 minutes)<br>• In groups of 4-5 students, ask students to compare and contrast the following (10 minutes):<br>> How are Jill and Ben most likely feeling during their first-day experiences?<br>> What are their first impressions of their managers and their respective organizations?<br>> What challenges and opportunities could Jill and Ben face over the next few weeks?<br>> What is the likelihood that either will stay or leave within six months? | Part One of case study; flip charts. | 15 min. |
| Debrief | Each group shares their comparisons. The instructor facilitates the debriefing, noting similarities and differences presented by the small groups. The instructor then asks for volunteers to share their personal good and bad first-day experiences. | Flip charts. | 20 min. |
| *Break for 10 minutes* | | | |

II. ORGANIZATIONAL ENTRY AND SOCIALIZATION THEORY, RESEARCH, AND PRACTICE (90 Minutes)

**Learning Objectives**
By the end of this section, students will be able to:
- Explain the major theories, findings and practical implications of organizational entry and socialization research.
- Evaluate onboarding programs of well-known organizations.
- Describe the characteristics of effective onboarding programs.
- Create an entry and socialization program for newly hired employees.

| Topic | Activity | Media | Time |
|---|---|---|---|
| Organizational Entry and Socialization Theory and Research | The instructor discusses the seminal theories and research studies of organizational entry and socialization, engaging students through open discussion to examine the practical implications of the studies. | PPT slides with instructor notes (4-6 slides) | 15 min. |
| Best Practices for Organizational Entry and Socialization | The instructor discusses the onboarding programs of several well-known organizations, engaging students through open discussion to explore the characteristics of effective onboarding programs. | PPT slides with instructor notes (5-7 slides) | 15 min. |
| Case Study Part Two | The instructor introduces Part Two of the case study: | PPT slide with notes. | 5 min. |
| Small Group Work | Create an organizational entry and socialization program for newly hired employees. Consider the following:<br>• What key activities and events will your program include?<br>• Will the activities and events be formal or informal?<br>• Who in the organization is vital to the success of your program?<br>• How long will your program last?<br>• How will you brand your program? | Part Two case study; flip charts | 30 min. |
| Debrief | Each group presents their entry and socialization program. | Flip charts | 20 min. |
| Module Recap | As each group presents their programs, the instructor notes commonalities on a flip chart. After the group presentations, the instructor uses that information to recap the module and present the best practices for organizational entry and socialization generated by the group. | Flip charts | 5 min. |

## Suggested Readings

Barge, J. K., and Schlueter, D. W. (2004). Memorable messages and newcomer socialization. *Western Journal of Communication*, 68(3), 233-256.

Cashman, K., and Smye, M. (2007, April). Onboarding. *Leadership Excellence*, 24, 5.

Concelman, J., and Burns, J. (2006, March). The perfect storm or just a shower?: Large corporations use best practices to jump-start new leaders. *T+D*, 60, 51-52.

Cooper-Thomas, H. D., and Anderson, N. (2006). Organizational socialization: A new theoretical model and recommendations for future research and HRM practices in organizations. *Journal of Managerial Psychology*, 21(5), 492-516.

Cooper-Thomas, H. D., van Vianen, A., and Anderson, N. (2004). Changes in person–organization fit: The impact of socialization tactics on perceived and actual P–O fit. *European Journal Of Work and Organizational Psychology*, 13(1), 52-78.

Friedman, L. (2006, November). Are you losing potential new hires at hello? *T+D*, 60, 25-27.

Holton, E. E. (1995). College graduates' experiences and attitudes during organizational entry. *Human Resource Development Quarterly,* 6(1), 59-78.

Johnson, L. K. (2005, June). Get your new managers moving. *Harvard Management Update*, 10, 3-5.

Johnson, L. K. (2006, September). Rapid onboarding at Capital One. *Harvard Management Update*, 11, 3-4.

Jones, G. R. (1986). Socialization tactics, self-efficiency and newcomers' adjustments to organizations. *Academy of Management Journal*, 2, 262-279.

Kammeyer-Mueller, J. D., and Wanberg, C. R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, 88(5), 779-794.

McGregor, J. (2007, February). How to take the reins at top speed. *Business Week*, 55-56.

Meister, J. C. (2007, July). Onboarding for the net generation. *Chief Learning Officer*, 6, 54.

Morel, S. (2007). Onboarding secures talent for the long run. *Workforce Management*, 86(12), 9.

Moscato, D. (2005, June/July). Using technology to get employees on board. *HR Magazine*, 22, 107-109.

Owler, K. (2007, June/July). The art of induction: A process not an event. *Human Resources*, 22-23.

Saks, A. M., Uggerslev, K. L., and Fassina, N. E. (2007). Socialization tactics and newcomer adjustment: A meta-analytic review and test of a model. *Journal of Vocational Behavior*, 70, 413-446.

Slaughter, J. E., and Zickar, M. J. (2006). A new look at the role of insiders in the newcomer socialization process. *Group and Organization Management*, 31(2), 264-290.

Snell, A. (2006). Researching onboarding best practice. *HR Review*, 5(6), 32-35.

Sussman, D. (2005, December). Getting up to speed. *T+D*, 59, 49-51.

van Dam, N. (2007, June). The business results of strategic onboarding. *Chief Learning Officer*, 6, 9.

Van Maanen, J., and Schein, E. H. (1979). Towards a theory of organizational socialization. In B. M. Staw (Ed.), *Research in organizational behavior* (1, 209-264). Greenwich, CT: JAI Press.

Wells, S. J. (2005, March). Diving in. *HR Magazine*, 50, 55-59.

Wesson, M. J., and Gogus, C. I. (2005). Shaking hands with a computer: An examination of two methods of organizational newcomer orientation. *Journal of Applied Psychology*, 90(5), 1018-1026.