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Organizational Socialization Process and its Impact on New Employees' Job Satisfaction, Commitment, and Retention Intentions: Experiences from the Banking Sector in Kosovo

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Organizational Socialization Process and its Impact on New Employees' Job Satisfaction, Commitment, and Retention Intentions: Experiences from the Banking Sector in Kosovo

An Honors Society Project

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August, 2019

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List of Acronyms

HR- Human Resources

RITK- Rochester Institute of Technology in Kosovo

Abstract

New employees are an important asset for every organization. Organizations continually engage in recruitment processes with the aim of hiring employees who possess the knowledge and experience that is needed in nowadays labor market. That being said, organizations ought to create a suitable environment for the accommodation of new employees in order for them to effectively use their skills and abilities to serve in the benefit of organizations. To achieve this, organizations establish socialization programs which lay the foundation of a successful work experience for new employees. Socialization process enables new employees to acquire the necessary knowledge and information to carry out assigned tasks. Research shows that socialization practices combined with new employees' proactive behavior, which represent the initiatives undertaken by new employees to better adapt to their workplace, lead to higher satisfaction, commitment and retention rates.

This project analyzes the impact of socialization process and new employees' proactive behavior through their level of satisfaction, commitment and retention rates. The research focuses on the banking sector in Kosovo as it is considered to be one of the most profitable and sound sectors in the country. The results give important insights with regards to current accommodation experiences of new employees as well as provides recommendations with the purpose of improving socialization practices and their outcomes.

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Statement of the Problem

Companies all over the world invest their resources in selecting and hiring the most promising and productive employees. However, selecting and hiring the most educated and well prepared applicants does not guarantee the success of the hires. According to Bauer and Erdogan, organizations must focus on their socialization process to make new employees productive quickly and effectively (2011). This process can be defined as the "[…] process through which a new organizational employee adapts from outsider to integrated and effective insider[…]includes changes in or the development of new skills, knowledge, abilities, attitudes, values, and relationships, and the development of appropriate sense-making frameworks" (Thomas, 2006). As such, organizational socialization is considered to be a learning process which benefits both employees and organizations (Bauer and Erdogan, 2011). Studies have shown that a well-structured organizational socialization process influences new employees' job performance in terms of productivity, commitment, satisfaction, engagement and turnover (Bauer et al., 2007). With this in mind, efficient organizational socialization programs must be developed to enable the workforce acquire the necessary skills and abilities that would allow them to quickly and fully commit to the goals of the organizations.

In spite of its increased importance worldwide, organizational socialization process has gained little attention in the newborn country, Kosovo, which is characterized with a young population entering the labor market every year. Thus this paper explains the concept of organizational socialization and its impact on new hires' job satisfaction, work commitment, and retention intentions as well as provides recommendations regarding the best socialization practices. The analysis focuses on Kosovo and it specifically analyzes the main HR socialization practices implemented by Kosovo's banks. Banking sector is characterized with huge interactions between employees and customers; and thus employees' satisfaction and commitment are pivotal for the firm's success.

Literature Review

Socialization Concept

In management, the term organizational socialization was firstly used in 1968 by the well-known psychologist, Edgar Schein (Li, 2016). This term was described by Schein as the process during which an employee learns how to effectively complete his or her tasks and obligations in the assigned position within the organization (2016). More specifically, the term organizational socialization is used to describe the process through which new hires acquire the required information and knowledge regarding their workplace to successfully perform in their positions (Bauer and Erdogan, 2011). It is an ongoing information acquisition process where new hires familiarize with the culture of the organization, including roles, skills, expectations, responsibilities, norms and behaviors (Van Maanen and Schein, 1979). As such, it needs the input of both workers and organizations (Griffin et al., 2000).

Organizational socialization process is considered to be crucial for the following three main reasons. First, the transitional phase when entering an organization or when being promoted to a new position is characterized by stress, anxiety, and uncertainty (Maanen & Schein, 1979). According to uncertainty reduction theory, when individuals find themselves in a new and an unknown environment, it is crucial for them to gain information about others in order to be able to understand the surrounding environment and eventually feel as part of it (Klein et al, 2015). Organizational socialization helps new employees to reduce anxiety and ambiguity by providing them with information regarding roles, responsibilities, co-workers, and organization in general (Maanen & Schein, 1979). Second, when new employees start to work in a new job position, it is important for them to understand whether they are suitable for the job position or not (1979). This is done through socialization, which enables new employees to communicate with managers, supervisors, mentors, subordinates, and coworkers in order to receive feedback on their performance, which helps them realize how much they fit in a certain job position (1979). Third, the future of the organization is based on results deriving from the performance of its employees. In order to make continual improvements in their staff, organizations spend huge amounts of their financial resources during selection and recruitment phases. All these costs must

be reinvested if you hire new employees who would leave in a couple of months (Bauer and Erdogan, 2011). More importantly, a well-structured socialization process helps organizations to pass information from one occupant to the next one with the purpose of preserving the goals, values, norms, and principles of the organization (Maanen & Schein, 1979). In this way, the mission of the organization will be maintained throughout the years, ensuring stability and predictability of their results (1979).

Socialization Phases

Organizational socialization can be separated into three important phases: anticipatory socialization, accommodation, and role management (Feldman, 1976).

Anticipatory socialization: It is the first socialization phase and it refers to the information acquisition period that happens before the employee joins the company (1976). This stage covers the process in which individuals decide to apply for work in an organization (1976). In this process, information gained by family, friends, employment agencies, newspapers, and internet in general is included as well (1976). This phase ends when the new worker is employed, which is the period when the hiring process is completed (1976).

Accommodation: It is the second phase of the socialization process, in which newcomers acquire information about the organization and give effort to become an effective participant in the organization (1976). First, during this phase newcomers try to gain knowledge and information regarding their roles and responsibilities as well as rules and procedures (1976). Second, during this phase, newcomers try to gain feedback from the group as a self-evaluation form with the aim of understanding their level of competence in that particular job position (1976). Third, newcomers try to create relationships with other workers in the organization since having social support is crucial in the transitional phases (1976).

Role Management: It is the third stage in the socialization process, in which a newcomer learns how to handle conflicts that might emerge between his/her task responsibilities in his/her working team and requirements coming from other working teams (1976). Conflicts covered by this phase are those that emerge when trying to create a work-life balance (1976). Other conflicts

covered by this phase are the ones arising from the differences and disagreements occurring between newcomers' working team and other teams (1976). For instance, in some cases, newcomers are asked to perform certain tasks by managers, however those tasks are not included in their roles and responsibilities which are usually assigned by supervisors (1976). To sum up, during this phase, newcomers learn how to adapt to their new environment by solving work-life and work group conflicts.

The second and the third phase, namely, accommodation and role management usually happen at the same time (1976). For instance, when new employees start working, they begin to understand the roles and responsibilities of their teams and distinguish them from those of other teams. When certain disagreements emerge. The focus of this study will be in these two phases.

Socialization Outcomes

Organizational socialization process impacts newcomers in various dimensions. The following six dimensions are the most important ones:

a) *Performance proficiency*: Providing a newcomer with the necessary information and knowledge on how to perform his or her job is considered to be an essential element of organizational socialization (Chao et al., 1994). Researchers have been focused on the impact that socialization has on task mastery. Even though, task performance can be influenced by other factors as well, such as education, many studies show how job performance is directly influenced by socialization (1994).
b) *People*: Organizational socialization process plays a crucial role in the creation of relationships between newcomers and more experienced employees (1994). These relationships are highly influenced by a number of characteristics, such as the hobbies that employees have and other activities that they engage in outside their workplace (1994). It is important for newcomers to create relationships with the relevant experienced employees; in this way, they can acquire information regarding their roles and responsibilities which directly impacts their performance.
c) *Politics*: During socialization process, it is important for newcomers to acquire information on the organization's hierarchy and structure (1994). A better

accommodation can be achieved by understanding who holds more power and authority within the organization (1994). In addition, politics in socialization processes refers to the importance of newcomer's adaption to the culture of the organization (1994). It is crucial for newcomers to learn acceptable attitude and behaviors within the organization (1994).

d) *Language*: Socialization allows newcomers to gain information regarding specific technical terms related to the profession as well as other terms used on daily basis by organization's members, such as slangs (1994). It is important for newcomers to understand the language used in the organization, in this way, they can communicate and acquire information which is needed for task mastery easily (1994).
e) *Organizational goals and values*: Socialization process puts emphasis on teaching newcomers goals and values of the organization (1994). In this way, organizations ensure a safe passage of the main principles and beliefs to the next generation of employees. This serves to constantly keep and cultivate the integrity of the organization in the long term (1994). During this process, newcomers learn written policies as well as unwritten ones (1994).
f) *History*: All newcomers must be taught about the history of the organization, such as myths, customs, and traditions (1994). This benefits both new employees and organization. Knowing the history of the organization helps newcomers connect with the organization and it helps organization to preserve its main characteristics (1994). Furthermore, having information regarding the organization's history and workers' background, helps new employees to gain a clearer picture regarding the norms, expectations, attitudes and behaviors that are acceptable in the company (1994).

Socialization Tactics

Organizations implement several tactics or strategies to influence the experiences of newcomers during the socialization process (Maanen and Schein, 1979). Organizations can help new employees reduce uncertainty by providing them with unique learning techniques on the roles, responsibilities, rules, norms, procedures, goals and values of the organization (Jones, 1986). More specifically, organizational tactics impact the newcomers' reactions regarding their roles and responsibilities when they first join the organizations (Griffin et al., 2000). Organizations,

sometimes, apply various tactics through well-established programs where employees are provided with formal instructions that may help them to understand more regarding their workplace (Maanen and Schein, 1979). However, in some cases, companies employ such tactics which leave newcomers to figure out themselves how to perform and behave within the organization (1979). According to Van Maanen and Schein, organizations employ six types of socialization tactics:

1. Collective vs Individual
2. Formal vs Informal
3. Sequential vs Random
4. Fixed vs Variable
5. Serial vs Disjunctive
6. Investiture vs Divestiture

These tactics are collectively categorized in two groups: institutionalized and individualized tactics (Jones, 1986). Collective, formal, sequential, fixed, serial, and investiture tactics represent institutionalized tactics which make newcomers act in accordance to task procedures and steps that were already determined by the organization (Jones, 1986). Whereas individual, informal, random, variable, disjunctive, and divestiture tactics represent individualized tactics which allow newcomers to develop their own methods and techniques regarding procedures and steps that must be followed to fulfill tasks and obligations (1986). Collective, individual, formal, and informal tactics refer to the context of socialization process, sequential, random, fixed, and variable tactics refer to the content of the information provided by socialization process, whereas, serial, disjunctive, investiture, and divestiture tactics refer to the social part of the socialization process (1986).

Since the impact of socialization tactics is the focus of this research paper, it is important to provide a short explanation for each of them:

1. Collective versus Individual Socialization Tactics

   Collective Socialization Tactic: Organizations often gather a number of newcomers in a team and provide them with the same learning and preparatory activities (Maanen & Schein, 1979). Collective socialization tactic makes newcomer behave in a similar

manner with one another, producing the same responses when performing their assigned tasks (Jones, 1986). As such, these tactics are categorized under custodial orientations regarding their roles, making newcomers act in accordance to all organizational rules and policies (1986). This tactic is used by military organizations and universities (1979).

Individual Socialization Tactics: Organizations use this tactic when providing distinguished learning or accommodation practices for each newcomer (1979). Newcomers are trained separately from others and this leads to non-standardized responses (Jones, 1986). This tactic allows new employees to adopt new manners and means to perform their tasks, thereby leading to innovation (1986). This tactic is used in apprenticeship and training programs where a newcomer is expected to fill a specific position within an organization (1979).

2. Formal versus Informal Socialization Tactics

Formal Socialization Tactics: New employees, when going through formal socialization tactics, often find themselves participating in various specific learning and preparatory practices arranged only for them while being in isolation from all other experienced employees (1979). Formal socialization tactics refer to well established programs which contain official instructions (1979). Formal socialization tactics are widely used in professional schools, different internship programs, and police academies (1979).

Informal Socialization Tactics: Newcomers, when going through informal socialization tactics, often find themselves performing together with all other experienced employees (1979). Organizations that employ informal socialization tactics do not give effort to provide new employees with specifics regarding their new roles and responsibilities (1979). These tactics include to trial and error practices (1979). Informal socialization tactics are used for recruits that are part of apprenticeship programs (1979).

3. Sequential versus Random Socialization Tactics

Sequential Socialization Tactics: Many employees, through their careers, have to occupy various job positions to gather information and gain experience to finally be able to fill a certain job position within the organization that is ranked higher in the hierarchy (1979). Organizations employ sequential socialization tactics in cases where a newcomer has to

go through concrete stages to reach a particular job position (1979). A typical example can be an employee who aims to become a general manger. To do so, he or she must firstly serve in different positions within the organization, such as project assistant, project officer, supervisor, and so on (1979). Sequential socialization tactics can last several years (1979).

Random Socialization Tactics: Organizations implement random socialization tactics to accommodate newcomers that are supposed to fill specific roles when the stages to reach such positions are not predetermined (1979). These tactics are used when the steps that must be taken to gain a specific role within the company are not in order (1979).

4. Fixed versus Variable Socialization Tactics

   Fixed Socialization Tactics: If an organization employs fixed socialization tactics, newcomers will have the information regarding the time period during which they will have to serve in a certain job position to be able to pass in another job position (1979). Fixed socialization tactics are widely used in universities where usually specific number of years must be passed in order to be promoted to a higher position (1979).

   Variable Socialization Tactics: Organizations that use variable socialization tactics leave new employees without the exact information regarding the job experiences that an employee is supposed to undergo in a certain job position and the time that it takes to reach certain phases during such job experiences (1979). Because of the lack of instructions and guidance, these tactics usually lead to higher levels of ambiguity or insecurity for new employees (Jones, 1986). Variable socialization tactics are highly present in today's business companies, especially when it comes to promotions since they are influenced by various factors, such as when an employee leaves his/her job unexpectedly and as such the company promotes someone else to that job position (1979).

5. Serial versus Disjunctive Socialization Tactics

   Serial Socialization Tactics: In various organizations, experienced employees serve as role models for new employees by providing them with information regarding organization's rules, procedures, goals, and values as well as the roles and responsibilities

that those employees will have (1979). Newcomers are accommodated by experienced employees who hold similar positions to the positions that newcomers are supposed to hold in the near future (1979). Newcomers will have the chance to imagine their own future career path referring to the assigned experienced workers, thereby, serial socialization tactics reduce newcomer's level of uncertainty (1979). A typical example where serial socialization tactics are used is in the police academy, where newcomers usually follow more experienced employees regarding daily job activities (1979).

Disjunctive Socialization Tactics: In cases where new employees are not guided regarding the procedures that must be followed when performing certain tasks by other employees in the organization, we can conclude that the organization employs disjunctive socialization tactics (1979). In these cases, newcomers will not be provided with information or learning experiences by other experienced employees, hence no role models will be present (1979). Leaving, in this way, newcomers to create their own ideas, perspectives, and responses to the surrounding work situations (1979). A typical example can be a woman assigned in a managerial position which was never held by any other woman and as such she has to figure out on her own how to behave in certain situations that emerge in the workplace (1979).

6. Investiture vs Divestiture Socialization Tactics

Investiture Socialization Tactics: Investiture socialization tactics refer to the situations where newcomers are surrounded by co-workers who support and help them accommodate within the organization (Jones, 1986). Organizations identify newcomers' personal traits and start building upon them to develop professional characteristics that are needed to successfully perform within the organization (Maanen and Schein, 1979). Through investiture socialization tactics, organizations appreciate the values that newcomers bring to the organization, they do not aim to alter them, but, they aim to build upon them, which increases newcomers' confidence and conformity (1979). These tactics are widely used by business schools (1979).

Divestiture Socialization Tactics: Newcomers, when going through the divestiture socialization tactics, receive no support from other workers of the organizations (Jones, 1986). Divestiture socialization tactics refer to the cases where organizations seek to

change newcomers' personal traits (Maanen and Schein, 1979). Newcomers that undergo these socialization tactics find themselves harassed by other work colleagues who exercise pressure upon them causing negative feelings and impact (1979). Furthermore, during these socialization tactics, newcomers find themselves receiving no decent salaries (1979). Some organization even ask newcomers not to maintain relationships with their friends trying to create entirely new personalities for them (1979). A typical example can be practices used by well-known private schools which try to isolate students by providing them with unique views and perspectives (1979).

At first, studies were focused on the attempts that organizations make to accommodate new employees, namely the emphasis was on the impact of socialization tactics on newcomers' accommodation experiences (Griffin, 2000). In the following section of this paper, a short description for each tactic initiated by newcomers is provided.

The pro-active socialization tactics of new employees:

1. Feedback and Information Seeking
2. Relationship Building
3. Informal Mentor Relationships
4. Job Change Negotiation
5. Positive Framing
6. Involvement in Work-Related Activities
7. Behavioral Self-Management
8. Observation/Modelling

1. Feedback and Information Seeking

   The willingness to seek information during the organizational socialization process is considered to be crucial for the new employee's socialization experiences (Miller & Jablin, 1991). When starting to work for a new organization, new employees face many uncertainties regarding attitudes, behaviors, and requirements that are associated with their new roles and responsibilities (1991). The level of uncertainty is reduced by the information that new employees receive from their managers, supervisors, mentors, and co-workers (1991). They help newcomers to become part of the organization by

providing them with the information that is necessary to successfully perform their duties (1991). Receiving feedbacks and interpersonal communication with co-workers and supervisors are considered to be the main sources of uncertainty reduction (1991). However, according to studies, newcomers believe that the information provided by the organizations during the socialization process is not enough to successfully perform their tasks (1991). Often, experienced employees forget the information that they needed the most when they started to work in that organization and as such they end up providing irrelevant information (1991). Additionally, there are cases, where supervisors and mentors refuse to give information to the new employees until they show some level of competence and reliability (1991). With that being said, new employees often face uncertainties about their roles and responsibilities, which negatively impact their job performance (1991). This is why, it is recommended that newcomers engage in information seeking behaviors rather than wait for the information to be provided by the organization. The information types that newcomers seek when joining an organization are described in Appendix I, Table 1. The impact of the information seeking behavior is tackled by various cross-sectional and longitudinal studies. Results show that information and feedback seeking behavior is positively correlated to job performance, job satisfaction, role clarity, social integration, and task mastery (Griffin et al., 2000).

2. Relationship Building

   When entering an organization, newcomers seek to build relationships with other workers in the organization. Relationship building strengthens new employees' socialization process (2000). Creating relationships with mentors, supervisors, subordinates, and other co-workers is crucial for new employees since they provide social support, such as reducing stress, and professional support, such as providing job instructions (2000). A number of studies analyzed the role of relationship building in the socialization process. Results show that relationship building is positively related to job performance, desire for control, job satisfaction, domain knowledge, social integration, task mastery, and role clarity (2000).

3. Informal Mentor Relationships

During socialization process, new employees initiate the creation of friendships with other colleagues who might serve as informal (2000). Information provided by informal mentors help new employees make sense of their work environment, including their roles and responsibilities,

organizational goals and values, work rules and procedures. A number of cross sectional studies with university alumni analyzed the role of informal mentor relationships in the socialization process. Results show that alumni who as newcomers in organization engaged in informal mentor relationships received better payments and higher professional support (2000).

4. Job Change Negotiation

   Another well-known proactive behavior initiated by newcomers is job change negotiation. It helps newcomers to become more competent in regard to their responsibilities and to better deal with stress and ambiguity (2000). Through job change negotiations, new employees introduce new methods and procedures in the process of performing their assigned tasks (2000). A number of longitudinal studies with undergraduate business and MBA students analyzed the role of job change negotiation in the socialization process. Results in such studies show that job change negotiation is positively related to job satisfaction and commitment (2000).

5. Positive Framing

   Another important proactive tactic implemented by new employees is positive framing. Positive framing helps new employees to adjust and better cope with unknown work experiences which are accompanied by stress and anxiety (2000). Having a positive attitude allows new employees to be more optimistic regarding various situations that emerge in the workplace. Ashford and Black claim that positive framing leads to higher self-esteem levels (1996). A number of longitudinal studies with engineering and management undergraduate students analyzed the role of positive framing in the socialization process. Results show job satisfaction to be positively related to this proactive tactic (2000).

6. Involvement in Work-Related Activities

   Newcomers often voluntarily participate in extra-curricular activities that are related to work but not mandatory for their roles and responsibilities (2000). This proactive behavior is considered to be essential for various individual outcomes during the organizational entry period. A number of longitudinal studies with faculty members and doctoral students analyzed the outcomes that are derived from their involvement in work-related activities in the socialization process. Results show that the involvement in work-related activities is positively related to commitment and research productivity (2000).

7. Behavioral Self-Management

   Another important pro-active tactic implemented by newcomers is behavioral self-management which represents all initiatives that newcomers undertake to advance their performance results in the organization during socialization process (2000). Various longitudinal studies with entry level accountants were conducted. Research showed that such initiatives lead to lower levels of anxiety (2000).

8. Observation/Modeling

   Observation and modeling are thought to be the most used proactive socialization techniques by newcomers when it comes to the learning of attitudes and behaviors in any organization (2000). Through observation, new employees understand the acceptable manners and means that are appropriate to perform tasks in their new roles (2000). As such, we can conclude that observation and modeling help new employees acquire information that eases the process of becoming an efficient employee in the organization.

Empirical evidence shows that custodial socialization tactics together with information seeking behaviors are positively related to role clarity, self-efficacy, social acceptance, job satisfaction, organizational commitment, job performance, retention and negatively related to turnover (Bauer et al, 2007). For more details, please refer to the Appendix I, Table 3.

To sum up, job satisfaction, commitment, and retention are linked to productivity increases which in turn increase the profitability of organizations and hence impact national economic

growth (Times Reporter, 2010). So far, there has been no comprehensive research which analyzes socialization programs in Kosovo. This study aims at filling this gap in the Kosovo context and analyzing the impact of socialization programs in the performance of new employees. It does so, by focusing on the banking sector which is considered to be one of the most valuable sectors based on the number of employment opportunities that it offers, especially for students who join the labor market for the first time, and as such socialization programs can play a significant role in their performance results. It thus, gives comprehensive insights in regard to socialization practices employed by local banks, their influence on new employees' performance, and recommendations that can be implemented by banks in the future with the purpose of increasing job satisfaction, work commitment, and retention rates.

Hypotheses

Based on the study done by Portland State University and U.S. Army Research Institute, Talya N. Bauer, Todd Bodner, Berrin Erdogan, Donald M. Truxillo, and Jennifer S. Tucker, in 2007, socialization tactics along with information seeking as a proactive behavior resulted to be positively related with job satisfaction, commitment and retention rates, which is shown in Appendix I, Table 2 and Table 3. Likewise, in several studies described above, other proactive initiatives, such as observing, creating relationships, and informal mentorship were positively related to new employees' performance results, including job satisfaction, commitment, and retention intentions. As such, the hypotheses are:

1. We expect a positive relation between context and job satisfaction;
2. We expect a positive relation between content and job satisfaction;
3. We expect a positive relation between context and job commitment;
4. We expect a positive relation between content and job commitment;
5. We expect a positive relationship between context and retention intentions;
6. We expect a positive relationship between content and retention intentions;
7. Proactive behavior is positively related to job satisfaction, commitment and retention intentions;

Furthermore, this paper provides results about the impact that gender and tenure have on job satisfaction, work commitment, and retention intentions. However, since there is a lack of information in the previous studies in regard to the impact that socialization has on new employees' job performance when taking into account gender and tenure, the hypotheses noted below are drawn only for the purpose of this study with no academic references:

8. Gender with respect to females is positively related to job satisfaction, commitment, and retention intentions;
9. Tenure is negatively related to job satisfaction, commitment, and retention intentions.

Whereas, regarding the social aspects, which in the study specified above were found to be positively related to job satisfaction and work commitment and negatively related to turnover intentions, having in mind that many managers discourage friendships at work with the claim

that they negatively impact engagement and productivity due to various distractions, for the purposes of this study, the following hypothesis is set to be tested:

10. Social Factor is negatively related to job satisfaction, commitment, and retention intentions.

Methodology

In order to investigate the impact of proactive socialization tactics initiated by newcomers and socialization tactics initiated by organizations on the adaption and accommodation of newcomers to the organization, this study uses primary and secondary sources of data. Secondary sources or literature review consists of a summary of longitudinal and cross-sectional studies on socialization process as a concept, socialization dimensions, socialization tactics, and proactive socialization tactics. Whereas primary data are collected through interviews and surveys.

The interviews were conducted with representatives of human resource departments of the local banks that are located in the capital city of Kosovo, Pristina. Out of seven local banks that were invited to become part of this study, only four of them accepted this request. The interviews were conducted within three months, November 2018- January 2019; and lasted 30-45 minutes. The interviews questions developed to see whether local banks of Kosovo employ socialization programs, the tactics that they use in those programs and the perceived impact derived from those programs. Participants were asked to answer 16 open ended questions and 1 question where they had to rate 3 items in a scale ranging from 1 (strongly disagree) to 5 (strongly agree).

In addition to the four interviews with bank representatives, other four interview were conducted with four bank interns. These four interviewees were college students who finished their 6-month internship programs in Kosovar banks. The interview consisted of 20 open ended questions aiming to understand the accommodation experiences of new employees in Kosovo' banks. The interview took 30-45 minutes to be completed. They were conducted during January 2019

Prior to starting the interview, all the interviewees were asked to sign a consent form which clearly stated the confidential nature of the research and the procedure of the interview, including the purpose of the study, number of questions and time that the interview would take to be completed. The questions of the interviews can be found in the Appendix II.

Besides interviews, a survey was conducted to measure the impact of institutionalized socialization tactics and proactive socialization tactics on the commitment, satisfaction, and retention of newcomers in banks. More specifically, the questionnaire consisted of 20 questions to see whether banks in Kosovo employ institutionalized socialization tactics, whether employees engage in proactive behaviors and the outcome of these tactics. The respondents were

asked to rate the items in a scale ranging from 1 (strongly disagree) to (5 strongly agree). Out of 100 surveys distributed, 63 completed valid surveys were returned. Surveys were completed by full-time employees in the banking sector and by Kosovar college students who finished internships in banks. Independent variables are context, content, social factor, gender, tenure and proactive behavior, whereas dependent variables are job satisfaction, commitment, and retention intentions. The survey questions were based on Xiao Li, (2016) which it enables the researcher to analyze the impact of socialization tactics on role clarity, general information, and group integration. However, the focus of my study remains only on satisfaction, commitment and retention. All respondents of the questionnaire were of Albanian ethnicity. A sample of the questionnaire, translated into English, can be found in the Appendix II.

Results and Analysis

1.1 Interviews with representatives of Banks' HR departments

Out of the four banks interviewed, only one of them had a documented socialization program. The other three banks implement socialization programs as well; however, they do not have any documented form that shows steps and methods that they use to accommodate new employees. Based on the interviews' results, all banks rely on collective and formal socialization tactics, as summarized in the following part of this section.

Day 1: Orientation Program

Firstly, the banks provide them with a tour around the building, during this time, they have the opportunity to introduce with other co-workers and to listen to the presentations given by the managers of each department. This helps them to gain a clearer picture for the activities going on in the whole bank. Secondly, they are provided with their usernames/emails, photo business cards, folders, notebooks, pens, laptops, and other important office equipment. Thirdly, they receive the honor and dress code as well as the internship contract. Lastly, they meet with their mentors who inform new employees about the history, goals, values, and principles of the bank. During this day, all other older employees receive emails about newcomers and as such they find the time to meet and introduce with them.

3-6 months period: Trainings

The banks separate newcomers in groups according to the departments, i.e. accounting interns, IT interns, marketing interns, and so on. If they hire more than one employee in a department, they employ collective socialization tactics- all of the newcomers undergo the same learning experiences. If they hire only one employee in a department, they employ formal socialization tactics- the newcomer undergoes specific learning experiences in isolation from others. In the bank which has a documented socialization process, within the first month, newcomers attend a 16 hour long training program each week. In the next five months, the newcomers attend such trainings only once per month. Whereas in the other banks, newcomers attend trainings which last one day. Such trainings are organized up to three to four times within the first six months. Newcomers in each department are trained by the corresponding department managers. Managers provide new employees with detailed information regarding their roles and responsibilities, and their first assignments. They also provide them with feedback once a week. In addition, they inform newcomers about the values, principles, goals, and expectations of the bank. When collective socialization tactics are implemented, experienced coworkers contribute in the accommodation of newcomers, too. During this time, newcomers create relationships with other experienced employees. However, when formal socialization tactics are implemented, experienced co-workers do not contribute in the accommodation of newcomers since newcomers are socialized in isolation from others.

The banks also organize lunches, trips to Boge and Brezovice, and celebrations, such as end of the year parties.

The interviewees from the four banks were asked to give their opinion regarding the impact that socialization processes have on satisfaction, commitment and retention of new employees. Specifically, they had to rate these three items on a scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The results:

#Banks	Satisfaction	Commitment	Retention
Bank I	5	5	4
Bank II	5	5	5
Bank III	5	4	4
Bank IV	5	4	5

As shown in the table, representatives of HR departments, based on their observations regarding new employees' performance, consider that socialization practices have a positive influence on new employees' job satisfaction, commitment, and retention. The three variables were rated with 4 (agree) and 5 (strongly disagree) items showing a strong support for the importance of socialization programs.

1.2 Interviews with RITK bank interns

Although representatives of HR departments value highly the importance of socialization processes, the students who completed their internships with Kosovo banks explain how there is need for a lot of improvements in the current socialization practices implemented by Kosovo's banks. The following issues were the main outcomes derived from the four interviews.

Lack of information and feedback: Inefficient mentorship program

The four interviewees claim that they did not have a proper accommodation or adaption process. They believe that there was a lack of information regarding their roles and responsibilities. They also consider a lack of information regarding banks' history, goals, and principles which did not allow them to effectively act in accordance to what the banks valued the most. In addition, the interviewees claim that the tasks assigned were too complex to be handled by them without an efficient supervision and without previous observation regarding such tasks.

According to the four interviewees, lack of information was mainly due to the lack of communication with their mentors and supervisors. The four of them had assigned supervisors who were the managers of the departments where they were working; however, they did not receive instructions and feedback and there was lack of an open environment for communication. In sum, their supervisors were not willing to share the necessary information which was needed by the interns.

Inefficient training programs

The four interviewees claimed to have had trainings when they started to work in the banks. Those trainings lasted up to 3 days and they were mainly related to their job position. However, there were no trainings that provide the whole picture of the organization and thus interns could not understand how their job impacts other departments.

In addition, when asked to list three things that they would change or improve in their workplaces, the interviewees despite the lack of communication, feedback, and inefficient trainings, mentioned also low salaries.

Relationship with coworkers

If we compare results with other studies conducted in the world, observation/modelling is considered to be highly helpful for the new employees, whereas in Kosovo's banking system, employees mark relationship with co-workers as one of the most influential pro-active behavior. According to the interviewees, colleagues were the ones that provided the biggest amount of the information. Relationships with co-workers seem to have benefited them the most during their work experience. They claim that co-workers were the ones who taught them about organizations' values and principles as well as how to perform their tasks. Perhaps, this can be explained using Hawthorne studies and collectivism theory, which are explained below under the survey results.

1.3 Interview with the HR expert

According to the expert, socialization process ensures a smooth transition of employees in their new positions. Socialization process is essential for employees who are new to an organization and for employees who are promoted or transferred to new job positions.

Socialization process plays a crucial role in the banking sector as in all other sectors. However, in the banking sector, due to the workload and the nature of the job itself, employees need trainings, motivation and support constantly. Socialization programs offer trainings by supervisors, mentors, and coworkers. Feedback can motivate employees to reflect and to further improve their performance. Support and relaxation comes from building relationships with coworkers.

Socialization programs should differ from industry to industry and from department to department. Employees of the marketing sector should be socialized using different programs from those of finances.

A key issue in socialization process is mentorship. Mentors are crucial for a successful adaptation of new employees. It is preferable for the mentors to be managers of the department where the new employee is assigned. In this way, new employees can receive feedback which is directly related to their roles and responsibilities. In addition, mentors should be "people persons," they should be willing to share detailed information accurately and often. Hence, mentors ought to encourage an open communication environment.

Along with the mentorship, building relationships with coworkers is another key factor, too. I have observed this in the local banking sector as well. I have developed various trainings for bank employees and in most of the cases, they have emphasize that good relationships with other coworkers, especially with the ones in their departments. They usually state that in their beginnings there is a significant amount of stress and anxiety which are mainly reduced by creating relationships with coworkers. This is also supported by the theory explained in the literature review section. Hence, it is preferable that all companies develop platforms for trips and celebrations which increase the chances for employees to get to know each other and eventually create friendships.

1.4 Survey Results

Please refer to Appendix III for the description of the variables.

Continuous variables: ☐

Dummy variables: ■

1.4.1 Job Satisfaction = 2.08 – 0.113CONTEXT + 0.029CONTENT + 0.479SF + 0.12GENDER + 0.0246TENURE + 0.086PROBEH + u_t

Variable	Coefficient	P-value	Interpretation
Context	-11.3	0.587	Ceteris paribus, on average, if a new employee undergoes context socialization practices, he/she will have a lower job satisfaction by 11.3 percentage points. The P_{ca} = 0.587 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of context on job satisfaction is statistically insignificant.
Content	2.9	0.908	Ceteris paribus, on average, if a new employee undergoes content socialization practices, he/she will have a higher job satisfaction by 2.9 percentage points. The P_{ca} = 0.908 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of content on job satisfaction is statistically insignificant.
Social Factor (SF)	47.9	0.016	Ceteris paribus, on average, if new employees undergo socialization practices

			which encourage friendships/relationships with coworkers, he/she will have a higher job satisfaction by 47.9 percentage points. The P_{ca} = 0.016 is lower than P_{cr} = 0.05, therefore we do have sufficient evidence to reject H0; which means that the impact of social factor on job satisfaction is statistically significant.
Gender	12	0.483	Ceteris paribus, on average, if the new employee is a female, she will have a higher job satisfaction by 12 percentage points compared to men. The P_{ca} = 0.483 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of gender with respect to females on job satisfaction is statistically insignificant.
Tenure	2.46	0.211	Ceteris paribus, on average, if the new employee has more work experience, he/she will have a higher job satisfaction by 2.46 percentage points. The P_{ca} = 0.211 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of tenure on job satisfaction is statistically insignificant.

Proactive Behavior (PROBEH)	8.6	0.637	Ceteris paribus, on average, if the new employee has a higher proactive behavior, he/she will have a higher job satisfaction by 8.6 percentage points. The P_{ca} = 0.637 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of proactive on job satisfaction is insignificant.

1.4.2 Commitment = -0.284 – 0.07CONTEXT + 0.04CONTENT + 0.812SF + 0.024GENDER + 0.0126TENURE + 0.248PROBEH + u_t

Variable	Coefficient	P-value	Interpretation
Context	7	0.686	Ceteris paribus, on average, if a new employee undergoes context socialization practices, he/she will have a higher job commitment by 7 percentage points. The P_{ca} = 0.686 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of context on job commitment is statistically insignificant.
Content	-4	0.849	Ceteris paribus, on average, if a new employee undergoes content socialization practices, he/she will have a lower job commitment by 4 percentage points.

			The P_{ca} = 0.849 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of content on job commitment is statistically insignificant.
Social Factor	81.2	0.00	Ceteris paribus, on average, if new employees undergo socialization practices which encourage friendships/relationships with co-workers, he/she will have a higher job satisfaction by 81.2 percentage points. The P_{ca} = 0.00 is lower than P_{cr} = 0.05, therefore we do have sufficient evidence to reject H0; which means that the impact of social factor on job commitment is statistically significant.
Gender	2.4	0.866	Ceteris paribus, on average, if the new employee is a female, she will have a higher job commitment by 2.4 percentage points compared to men. The P_{ca} = 0.866 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of gender with respect to females on job commitment is statistically insignificant.
Tenure	-1.26	0.411	Ceteris paribus, on average, if the new employee has more work experience, he/she

			will have a lower job commitment by 1.26 percentage points. The P_{ca} = 0.411 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of tenure on job commitment is statistically insignificant.
Proactive Behavior	24.8	0.105	Ceteris paribus, on average, if the new employee has a higher proactive behavior, he/she will have a higher job satisfaction by 24.8 percentage points. The P_{ca} = 0.105 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of proactive on job commitment is statistically insignificant.

1.4.3 Retention Intensions = 3.004 – 0.295CONTEXT + 0.227CONTENT + 0.394SF +

+0.11GENDER -0.0089TENURE + 0.087PROBEH + u_t

Variable	Coefficient	P-value	Interpretation
Context	-29.5	0.043	Ceteris paribus, on average, if a new employee undergoes context socialization practices, he/she will have lower retention intentions by 29.5 percentage points.

			The P_{ca} = 0.043 is lower than P_{cr} = 0.05, therefore we do sufficient evidence to reject H0; which means that the impact of context on retention intentions is statistically significant.
Content	22.7	0.193	Ceteris paribus, on average, if a new employee undergoes content socialization practices, he/she will have lower retention intensions by 22.7 percentage points. The P_{ca} = 0.193 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of content on retention intentions is statistically insignificant.
Social Factor	39.4	0.004	Ceteris paribus, on average, if new employees undergo socialization practices which encourage friendships/relationships with co-workers, he/she will have a higher retentions intentions by 39.4 percentage points. The P_{ca} = 0.004 is lower than P_{cr} = 0.05, therefore we do have sufficient evidence to reject H0; which means that the impact of social factor on retention intentions is statistically significant.
Gender	11	0.485	Ceteris paribus, on average, if the new employee is a female, she will have lower

			retention intentions by 11 percentage points compared to men. The P_{ca} = 0.485 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of gender with respect to females on retention intentions is statistically insignificant.
Tenure	-0.89	0.506	Ceteris paribus, on average, if the new employee has more work experience, he/she will have lower retention intentions by 0.89 percentage points. The P_{ca} = 0.506 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of tenure on retention intentions is statistically insignificant
Proactive Behavior	8.7	0.485	Ceteris paribus, on average, if the new employee has a higher proactive behavior, he/she will have a higher retention intentions by 8.7 percentage points. The P_{ca} = 0.485 is higher than P_{cr} = 0.05, therefore we do not have sufficient evidence to reject H0; which means that the impact of proactive on retention intentions is statistically insignificant.

1.4.4 Survey results analysis

According to my survey results, social factor is the determinant which plays a significant role on the three main socialization outcomes, namely job satisfaction, work commitment, and retention intentions. According to the results, social factor is positively related to job satisfaction, commitment and retention intentions and as such the expectations set in the hypothesis are rejected. Throughout my research, I have encountered two main explanations regarding this result. Specifically, the importance of social factor can be explained using Hawthorne studies and collectivism.

Hawthorne studies explain how people have the tendency to behave in a different manner when they realize that they are being supervised by others (McCambridge et al., 2014). Most of the people when they start working feel stress and anxiety since they find themselves in a new environment going through introduction phases with other employees and with the working process itself. During this time, new employees feel that they are being observed by other experienced employees, including mentors and managers. In such cases, according to Hawthorne studies, social acceptance is crucial for people up to a point where they even start to modify their attitude and manners to conform to the group's expectations (2014).

Collectivist culture emphasizes how individuals shape their interests in line with those cultivated by the group (Hoorn, 2014). Kosovars, as a society are considered to be part of a collectivist culture, in which people tend to rely on one another and as such put the interests of the majority first. Specifically, people in collectivist cultures emphasize the importance of the group (2014). This is the case of Kosovars as well. Individuals in collectivist societies favor the group and take care to become loyal and to promote groups' interests (2014). Such characteristics might have shaped the survey results which show how social factor plays a significant role on employees' job satisfaction, work commitment, and retention intensions.

Despite social factor which stood out as the most important factor regarding the impact that socialization plays in new employees' job satisfaction, commitment, and retention intentions, other factors as well can be considered highly important for a successful transitional socialization process. Context, according to the hypothesis, is positively related to job satisfaction. However, Results did not back up this point of view. Whereas, content, gender with regards to women,

tenure and proactive behavior are positively related to job satisfaction. This is reflected in the results which, despite tenure, are in line with the expectations set in the hypotheses.

As for the job commitment, context, gender with respect to females, and proactive behavior are positively related to job commitment and tenure is negatively related to commitment. These results are in line with expectations set in the hypotheses. Whereas content results to be negatively related to commitment, which are not in line the expectations set in the hypotheses.

Lastly, results regarding retention intentions, specifically, content, gender with respect to females, and proactive behaviors are positively related to retention intentions. Results regarding context are in opposite of what was expected according to the hypothesis. In addition, according to the results, tenure is negatively related to retention intentions, which is in line with the hypothesis.

Hence, based on the results, despite social factor and context in the case of retention intentions, all other factors have an insignificant role on new employees' job satisfaction, commitment, and retention intentions. Having in mind that the requested information was highly sensitive, employees and firms rejected to become a part of this study. As such, results which showed insignificant impact can be attributed to the small sample size and little variation in data. In addition, in these cases, the low calculated p-values do not allow expectations set in the hypotheses to be rejected.

Moreover, since this research project could not provide explanations regarding results which are in opposite compared to the expectations set under the hypotheses, such as the case of context with respect to retention intentions, mainly due to the lack of time and unwillingness of firms and employees' contribution. As such, the answers are left to research groups with the hope that this paper and such results inspire them to undertake deeper analysis in the future studies.

In addition, for an illustrative description of the main results, refer to the Appendix V.

Recommendations

After a thorough analysis of interviews and surveys held, I recommend the following socialization practices for all local banks in Kosovo.

- In the appendix, a table which shows a "first-day schedule" can be found. The purpose behind the development of the "first-day schedule" is helping the new employees familiarize with the simple tasks, such as exchanging emails and taking phone calls. The accomplishment of such tasks help newcomers to deal with the anxiety that comes with the first days at a new job. Moreover, this schedule foresees various activities which enable newcomers to introduce themselves and create friendships with other experienced employees. All in all, the activities proposed under the "first-day schedule" provide important information that can help new employees assess whether they fit in the organization's culture;
- In addition to these activities, employees should be provided with all the information regarding their roles and responsibilities, organization's history, goals, and values, departments' role and activities in writing as well. Such information should be provided in brochures or intranets. Having such information in the written form allows newcomers to go through all the information provided during the first day once more since due to the stress and anxiety, newcomers might not acquire all the necessary information;
- After the first day, the newcomer ought to be provided by the organization with a mentor. Everybody needs a mentor, especially during the first phase of working in a new organization. Mentors should encourage a positive working environment and open communication. They should be able to provide newcomers with the necessary information and they should arrange regular meetings to provide newcomers with feedback. In addition, they should also encourage newcomers to give their feedback with regards to their experience. In this way, mentors will be able to understand more what is causing newcomers difficulties or uncertainties regarding their roles, responsibilities, and other assigned tasks;
- Mentors should supervise the newcomers during the whole socialization process. Newcomers must be provided with all instructions needed to perform the tasks. Mentors

should advise newcomers and assist them with creating relationships with other co-workers as well. Newcomers, within the first month, newcomers through trainings and other informative sessions, must learn the role of all departments. This will help them understand and visualize the whole picture. Moreover, in this way, newcomers will know whom to ask for help regarding particular issues. For instance, if a newcomer needs information on financial transactions, he/she should be familiar with the workers in the financial sector. This will pave the road toward independent work without the help of mentors;

- After the first day, the organization must assign an experienced employee per each newcomer. The experienced employee must fill out the same/similar position with the newcomer. The newcomer must observe the experienced employee performing similar tasks for which he/she will be in charge later on. This observation must last at least two weeks, preferably, up to one month. In this way, the new employee will become familiar with the working environment, allowing him/her to grasp step by step all his/her responsibilities. In addition, the newcomer will also have the opportunity to build relationships with more experienced employees which will serve him/her to release stress and anxiety;
- Another key element in the process of socialization are organized events, such as morning coffees, lunch breaks, celebrations, trips, and so on. These events help newcomers understand more about the unwritten and unspoken norms and rules which are applied by all other coworkers. They will provide newcomers with valuable insights on how things really work in the organization. Above all, such events will help newcomers to better adjust with their colleagues and to build relationships which in turn helps them to reduce the anxiety of the first days.

Conclusion

This research project provides information regarding the socialization definitions, socialization phases and tactics, proactive socialization initiatives, as well as studies which measured the impact of socialization tactics and proactive socialization initiatives on new employees' job satisfaction, commitment, and retention intentions. Above all, this research project has as its main focus the identification of the HR socialization programs that are practiced by local banks in Kosovo. Specifically, it provides information regarding the HR socialization practices employed by local banks in Kosovo and it shows their impact on employees' job satisfaction, commitment, and retention intentions.

In total, four interviews with banks' HR representatives, four interviews with bank interns and one interview with an HR expert as well as a survey with 63 respondents were conducted. Based on the findings, banks in Kosovo rely mainly in the collective and formal socialization tactics. Social factor, according to the regression analysis results, is positively related to new employees' job satisfaction, commitment, and retention intentions and it has a positive impact on the three aforementioned dependent variables.

It is significant to note that based on the regression analysis, most of the variables have an insignificant impact on job satisfaction, work commitment, and retention intentions. This is caused due to the low number of survey respondents which came as a result of the employees and banks' refusal to become part of this study due to the fragile nature of the survey questions and the limited time to undertake a deeper analysis regarding the issues which are tackled under this research project. Hence, those who will conduct future studies that concern organizational socialization process ought to ensure a bigger number of survey respondents and interviewees with the aim of gaining more accurate results. In addition to the results which showed an insignificant impact, a number of explanatory answers regarding the results which were in opposite of what was observed in the researches conduced so far are left to the future as well. Additionally, as noted in the appendix III, it significant to have in mind that variables are considered as continuous only for the purposes of this study since other calculation approaches take more time to be completed.

The main purpose of this research project is to shed some light on the importance that socialization process has on new employees' job satisfaction, commitment, and retention intentions in Kosovo's local banks. Moreover, a list of recommendations is provided that hopefully might trigger local banks to employ socialization practices in the future.

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Appendix I: Background Review/Undertaken Studies

Table 1: Type of information requested by newcomers

TABLE 1
Types of Information Sought by Newcomers

Information Categories and Examples*			
Referent Information (What is required to function on the job)		**Appraisal Information (Degree of functioning successfully on the job)**	**Relational Information (Nature of relationships with others)**
Job instructions	Reason for doing a task	Performance feedback	Extent of fitting into social environment
Job rationale	Job procedures	Potential for advancement	Social/affective support
Organizational procedures	How to get a promotion or raise	Appropriateness of social behaviors	Others' personality characteristics
Organizational goals	New ideas or ways to do things	Adequacy of basic skills and abilities	Others' likes/dislikes
Nuances of rules	What work needs to be done	Quality of work efficiency in accomplishing tasks	Managing job pressures and role conflicts
Informal networks	How to get job training	Adequacy of performance under pressure	Personal goals
Amount of responsibility	Interpretations of activities & events		Overcoming anxieties
Job goals	Meaning of organizational symbols		Confirmation of a new self-image
			Feelings about particular co-workers/ supervisors

* Extrapolated from Ashford & Cummings (1985); Feldman (1977, 1981); Greller & Herold (1975); Gommersall & Meyers (1966); Herold & Parsons (1985); Katz & Kahn (1978); Penley (1982); and Staton-Spicer & Darling (1986).

Source: Miller and Jablin (1991)

Table 2: The impact of Newcomer informations seeking behavior and Organizational Sociliaztion Tactics

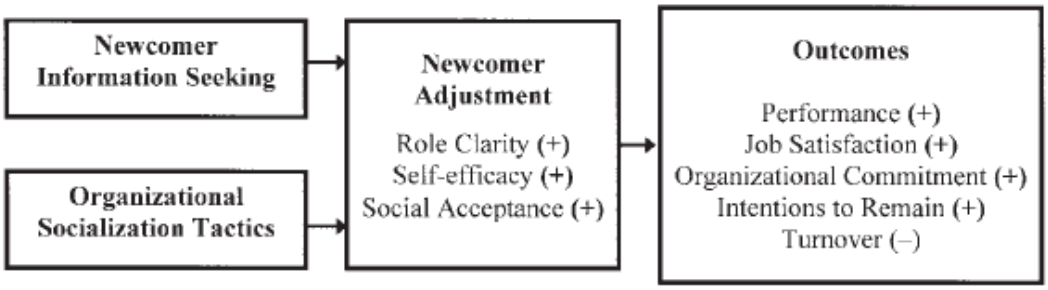

Figure 1. Antecedents and outcomes of newcomer adjustment during organizational socialization. Newcomer information seeking can be broken down into (a) referent information, (b) appraisal information, and (c) relational information, following Miller and Jablin (1991). For socialization tactics, high scores indicate institutionalized socialization. Organizational socialization tactics can be broken down into (a) content tactics, (b) context tactics, and (c) social tactics, following Jones (1986).

Source: (Bauer et al, 2007)

Table 3: Results of Meta-Analytical Analysis of Correlations between Variables in Table 2.

Variable	*r*	95% CI	*k* studies	*N*	*SD*	Fail-safe *K*
Information seeking						
Socialization tactics	.22*	.14, .30	3	553	.11	4
Role clarity	.17*	.13, .21	10	2,549	.09	7
Self-efficacy	.14*	.05, .23	3	450	.06	1
Social acceptance	.16*	.08, .23	6	697	.10	4
Job performance	.08*	.03, .14	10	1,260	.18*	—
Job satisfaction	.20*	.15, .24	13	1,809	.19*	13
Organizational commitment	.21*	.16, .26	9	1,438	.16*	10
Intentions to remain	.15*	.10, .20	10	1,458	.17*	5
Turnover	−.08	−.18, .03	3	369	.13	—
Socialization tactics						
Role clarity	.27*	.23, .31	7	1,954	.22*	12
Self-efficacy	.42*	.33, .51	2	314	.16*	6
Social acceptance	.19*	.14, .24	4	1,459	.12	4
Job performance	.15*	.08, .22	5	715	.26*	3
Job satisfaction	.43*	.38, .48	7	962	.13*	23
Organizational commitment	.15*	.10, .19	8	1,884	.31*	4
Intentions to remain	.34*	.28, .40	5	809	.10	12
Turnover	−.14*	−.19, −.08	4	1,466	.02	2
Role clarity						
Self-efficacy	.45*	.40, .49	5	1,239	.15*	18
Social acceptance	.23*	.20, .27	13	3,255	.21*	17
Job performance	.29*	.25, .33	7	1,958	.09*	13
Job satisfaction	.32*	.29, .35	22	3,395	.13*	48
Organizational commitment	.29*	.26, .33	14	3,138	.10*	27
Intentions to remain	.23*	.19, .27	14	2,239	.15*	18
Turnover	−.11*	−.22, −.00	4	315	.07	1
Self-efficacy						
Social acceptance	.28*	.21, .35	4	872	.06	7
Job performance	.35*	.28, .41	6	724	.23*	15
Job satisfaction	.28*	.22, .34	8	1,162	.17*	11
Organizational commitment	.20*	.16, .25	8	1,620	.14*	8
Intentions to remain	.15*	.08, .21	7	841	.13*	4
Turnover	−.16*	−.27, −.04	2	272	.05	1
Social acceptance						
Job performance	.21*	.11, .29	4	455	.23*	4
Job satisfaction	.33*	.29, .37	15	1,849	.16*	35
Organizational commitment	.35*	.31, .39	10	1,965	.11*	25
Intentions to remain	.24*	.19, .30	9	1,235	.14	13
Turnover	−.16*	−.24, −.08	4	626	.09	2
Job performance						
Job satisfaction	.21*	.17, .26	13	1,892	.21*	14
Organizational commitment	.20*	.15, .24	11	1,694	.16*	11
Intentions to remain	.12*	.01, .23	4	327	.10	1
Turnover	−.19*	−.28, −.08	4	368	.06	4
Job satisfaction						
Organizational commitment	.58*	.56, .60	26	4,027	.19*	125
Intentions to remain	.63*	.60, .64	25	3,587	.20*	133
Turnover	−.10*	−.15, −.04	11	1,291	.27*	1
Organizational commitment						
Intentions to remain	.54*	.52, .57	17	2,682	.24*	75
Turnover	−.16*	−.21, −.12	8	1,740	.17*	5
Intentions to remain						
Turnover	−.22*	−.15, −.28	8	856	.13*	10

Source: (Bauer et al, 2007)

Appendix II: Interview and Survey Questionnaires

Survey Questions

The following questionnaire, specifically part two, three, four, and six, is based on the questionnaire of the study: The influence of organization tactics on newcomer adjustment by Xiao Li (2016). In my survey, I have included the questions of the aforementioned study since they are a great fit for the topic of my research. The questionnaire was conducted in Albanian. Questions in part two, three, four, and six have been modified and adapted when translated into Albanian, whereas in the English version which is shown below, with the aim of preserving their full meaning, questions have been set as originally phrased in Xiao Li (2016).

Survey

This questionnaire is conducted for my capstone project. This project aims to explain what the process of socialization is and its impact on the performance of new employees the local banks of Kosovo.

The questionnaire has a total of 20 questions that take about 15-20 minutes to complete. I would ask you to be honest in the answers that you give. If you need additional clarification about the questions, please ask. If during the interview you feel like you do not want to answer any particular question then you may not answer it. This study is confidential, hence your answers will not be attributed to you or to the bank where you work. These answers will be used only for the purpose of the study.

Answers are designed on a scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Part one: General questions

Gender:

Tenure:

Profession:

Part two: Context

1. In the beginning of my job, I have been extensively involved with other new recruits in common, job related activities.

a) 1 b) 2 c) 3 d) 4 e) 5

2. This organization puts all newcomers through the same set of learning experiences.

a) 1 b) 2 c) 3 d) 4 e) 5

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

a) 1 b) 2 c) 3 d) 4 e) 5

4. I did not perform any of my normal job responsibilities until I was thoroughly familiar with departmental procedures and work methods.

a) 1 b) 2 c) 3 d) 4 e) 5

Part three: Content

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

a) 1 b) 2 c) 3 d) 4 e) 5

2. The steps in the career ladder are clearly specified in this organization.

a) 1 b) 2 c) 3 d) 4 e) 5

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

a) 1 b) 2 c) 3 d) 4 e) 5

4. The way in which my progress through this organization will follow a fixed timetable of events has been clearly communicated to me.

a) 1 b) 2 c) 3 d) 4 e) 5

Part four: Social factor

1. Almost all of my colleagues have been supportive of me personally.

a) 1 b) 2 c) 3 d) 4 e) 5

2. My colleagues have gone out of their way to help me adjust to this organization.

a) 1 b) 2 c) 3 d) 4 e) 5

3. I am gaining a clear understanding of my role in this organization from observing my senior colleagues.

a) 1 b) 2 c) 3 d) 4 e) 5

Part five: Pro-active behavior

1. I have asked for more information from colleagues and supervisors

a) 1 b) 2 c) 3 d) 4 e) 5

2. I have learned for the job and colleagues from observation.

a) 1 b) 2 c) 3 d) 4 e) 5

3. I have created friendships with co-workers.

Part six: Job satisfaction

1. All in all, I am satisfied with my job.

a) 1 b) 2 c) 3 d) 4 e) 5

Part seven: Retention

I would like to be present in this organization after 3 years as well.

a) 1 b) 2 c) 3 d) 4 e) 5

Part eight: Commitment

I would not hesitate to work during weekends or participate in other activities in the benefit of organization.

a) 1 b) 2 c) 3 d) 4 e) 5

This questionnaire is adopted from the study: A Contingency Theory of Socialization, by Fieldman (1976)

Interview questions

This questionnaire is conducted for my capstone project. This project aims to explain what process of socialization is and its impact on the performance of new employees.

The interview has a total of 20 questions and it will take about 1 hour. I would ask you to be honest in the answers that you give. If you need additional clarification about the questions, please ask. If during the interview you feel like you do not want to answer any particular question then you may not answer it. This study is confidential, hence your answers will not be attributed to you or to the bank where you work. These answers will be used only for the purpose of the study.

General Information

1. Gender:
2. Bank:
3. Position:
4. How many months have you worked in this bank?

Experience during Socialization

5. Why did you choose to work for this bank?
6. What were your expectations before you started working for this bank?
7. Did you have any training or orientation at your workplace? If yes, can you describe it?
8. If so, how long were the trainings?
9. How did you learn about the role and responsibilities that you had, how did you learn about the values that the bank represents, rules, working procedures, colleagues, etc.?
10. Do you think that in your beginnings you needed more training and information and this lack of information has affected the results of your work?
11. Are you familiar with the work done by other departments, and do you know whom to contact for the information that you need?
12. What are the three things you would like to improve in your work? Also, describe any case when you have been confident in your work? How do you think you have reached that level of confidence / preparation?

13. How do other co-workers feel about your job performance? Do you feel integrated into the group?

14. Did you have a mentor or supervisor during the initial period of employment? If yes, have they been communicative? Have you received comments on your work, if yes, how many times per week / month?

15. When did you realize that this job is the right job for you?

16. Do you see yourself in this job after 2-5 years? Would you recommend someone to apply in this bank?

17. Are you satisfied with your work?

18. Are you ready to work even after working hours or during the weekend?

19. Do you have a personal relationship with your colleagues?

20. Do you organize trips along with your colleagues?

Interview questions with HR departments

This questionnaire is conducted for my capstone project. This project aims to explain what process of socialization is and its impact on the performance of new employees.

The interview has a total of 20 questions and it will take about 1 hour. I would ask you to be honest in the answers that you give. If you need additional clarification about the questions, please ask. If during the interview you feel like you do not want to answer any particular question then you may not answer it. This study is confidential, hence your answers will not be attributed to you or to the bank where you work. These answers will be used only for the purpose of the study.

1. Name of bank_____

2. How many employees do you have?

3. How many departments are in your bank?

4. Do you have a socialization program for new workers?

5. If yes, please provide us with a brief description?

6. Describe the activities that new employees deal with in the first days of working in your bank?

7. What practices do you use to accommodate new workers with the work culture on your bank?

8. In the process of accommodating new employees, where do you focus more:

-Role and duties (responsibilities)

-Work in groups or staffing with staff (formal or informal)

-Characteristics of the organization / bank (history, dress code, rules)

9. Do you assign a supervisor for new workers? If so, what is their main role? Do they provide feedback to the new employees?

10. Do you have meetings with new employees to notify them more about your expectations? If yes, are they weekly or monthly?

11. Do you organize different dinners or trips with staff / lunches or dinners for new workers? If yes, how many times per year?

12. Do you celebrate any party together as a staff?

13. How many interns do you hire on average per year?

14. How many of them do you offer permanent employment opportunities?

15. How do you think this program, including training, improves:

From 1 (strongly disagree) to 5 (strongly agree)

-Employee productivity: 1 2 3 4 5

-Satisfaction at work: 1 2 3 4 5

-Commitment to work: 1 2 3 4 5

Interview questions with the HR expert

This questionnaire is conducted on behalf of a study related to the writing of the diploma thesis. This project aims to explain what process of socialization is and its impact on the performance of new employees.

The interview has a total of 7 questions and it will take about 1 hour. I would ask you to be honest in the answers that you give. If you need additional clarification about the questions,

please ask. If during the interview you feel like you do not want to answer any particular question then you may not answer it. This study is confidential, hence your answers will not be attributed to you or to the bank where you work. These answers will be used only for the purpose of the study.

1. Name and surname: _____
2. Age: _____
3. Gender: _____
4. Profession:_____
5. What is socialization process and how would you describe its impact?

6. Is socialization process essential in the banking sector? If yes, how would it help this sector prosper?
7. What are the key elements of socialization process?
8. Can you provide us with some socialization programs that would be relevant for the banking sector in Kosovo?

Appendix III
Description of Variables

Continuous variables: ☐

Dummy variables: ■

Note: Continuous variables are considered continuous only for the purpose of this capstone project since other required calculation approaches would take more time to be completed.

Variable	Description of Variables
Job Satisfaction	How much satisfied the employee is. This variable is continuous.
Job Commitment	How much committed the employee is. This variable is continuous.
Retention Intentions	Does the employee want to leave the organizations, i.e. is he/she looking for another job. This variable is continuous.
Context	Did the employee undergo context socializations procedures. This variable is continuous.
Content	Did the employee undergo content socializations procedures. This variable is continuous.
Social Factor (SF)	How much is the employee impacted by social factor, i.e. were colleagues supportive, etc. This variable is continuous.
Gender	1 if the employee is female, 0 otherwise. This variable is dummy/categorical.
Tenure	How many years has the employee worked in the bank. This variable is continuous.

Proactive Behavior (PROBEH)	Did the new employee initiated certain tactics to become socialized. This variable is continuous.

Appendix IV: Regression Analyses Results

Regression Analysis: Satisfaction versus Tenure, Context, ... ior, Gender

Method

Categorical predictor coding (1, 0)

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Regression	6	3.9739	0.66232	1.64	0.154
Tenure	1	0.6468	0.64685	1.60	0.211
Context	1	0.1205	0.12054	0.30	0.587
Content	1	0.0055	0.00549	0.01	0.908
Social F.	1	2.4992	2.49921	6.18	0.016
Proactive Behavior	1	0.0912	0.09123	0.23	0.637
Gender	1	0.2012	0.20122	0.50	0.483
Error	56	22.6293	0.40409		
Total	62	26.6032			

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
0.635684	14.94%	5.82%	0.00%

Coefficients

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	2.08	1.07	1.93	0.058	
Tenure	0.0246	0.0194	1.27	0.211	1.10
Context	-0.113	0.207	-0.55	0.587	1.68
Content	0.029	0.251	0.12	0.908	1.41

Social F.	0.479	0.193	2.49	0.016	1.24
Proactive Behavior	0.086	0.180	0.48	0.637	1.64
Gender					
1	0.120	0.170	0.71	0.483	1.11

Regression Analysis: Commitment versus Tenure, ... Behavior, Gender

Method

Categorical predictor coding (1, 0)

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Regression	6	13.3517	2.22529	7.92	0.000
Tenure	1	0.1692	0.16917	0.60	0.441
Context	1	0.0464	0.04636	0.17	0.686
Content	1	0.0103	0.01027	0.04	0.849
Social F.	1	7.1828	7.18283	25.58	0.000
Proactive Behavior	1	0.7615	0.76149	2.71	0.105
Gender	1	0.0081	0.00810	0.03	0.866
Error	56	15.7276	0.28085		
Total	62	29.0794			

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
0.529954	45.91%	40.12%	30.65%

Coefficients

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	-0.284	0.895	-0.32	0.752	
Tenure	-0.0126	0.0162	-0.78	0.441	1.10
Context	0.070	0.173	0.41	0.686	1.68
Content	-0.040	0.209	-0.19	0.849	1.41
Social F.	0.812	0.161	5.06	0.000	1.24
Proactive Behavior	0.248	0.150	1.65	0.105	1.64
Gender					
1	0.024	0.142	0.17	0.866	1.11

Regression Analysis: Retention versus Tenure, Context, ... vior, Gender

Method

Categorical predictor coding (1, 0)

Analysis of Variance

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Regression	6	3.3574	0.55957	2.94	0.014
Tenure	1	0.0852	0.08519	0.45	0.506
Context	1	0.8186	0.81857	4.31	0.043
Content	1	0.3294	0.32940	1.73	0.193
Social F.	1	1.6912	1.69123	8.90	0.004
Proactive Behavior	1	0.0940	0.09398	0.49	0.485
Gender	1	0.1685	0.16853	0.89	0.350
Error	56	10.6426	0.19005		
Total	62	14.0000			

Model Summary

S	R-sq	R-sq(adj)	R-sq(pred)
0.435943	23.98%	15.84%	5.43%

Coefficients

Term	Coef	SE Coef	T-Value	P-Value	VIF
Constant	3.004	0.736	4.08	0.000	
Tenure	-0.0089	0.0133	-0.67	0.506	1.10
Context	-0.295	0.142	-2.08	0.043	1.68
Content	0.227	0.172	1.32	0.193	1.41
Social F.	0.394	0.132	2.98	0.004	1.24
Proactive Behavior	0.087	0.124	0.70	0.485	1.64
Gender					
1	-0.110	0.116	-0.94	0.350	1.11

Appendix V: Graphs

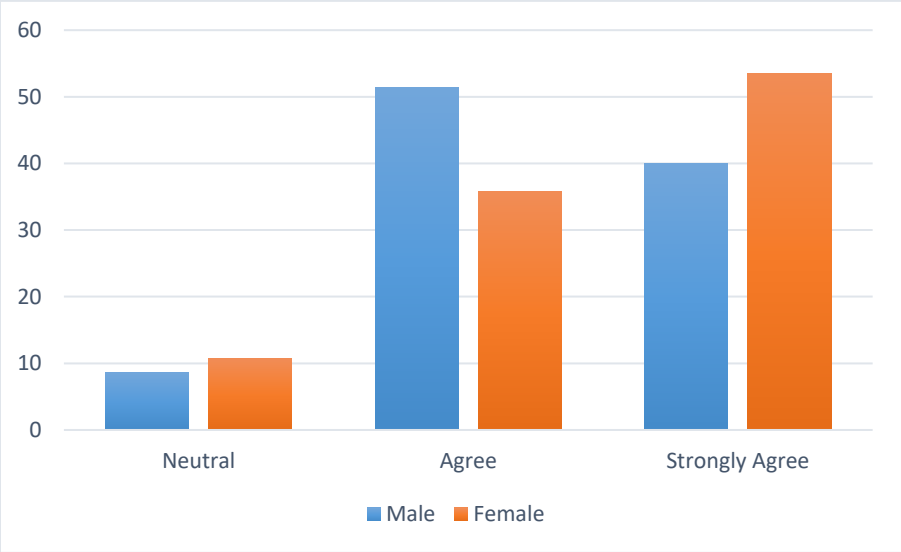

Figure 1: Job satisfaction according to genders

Figure 2: Relationship between job satisfaction and social factor

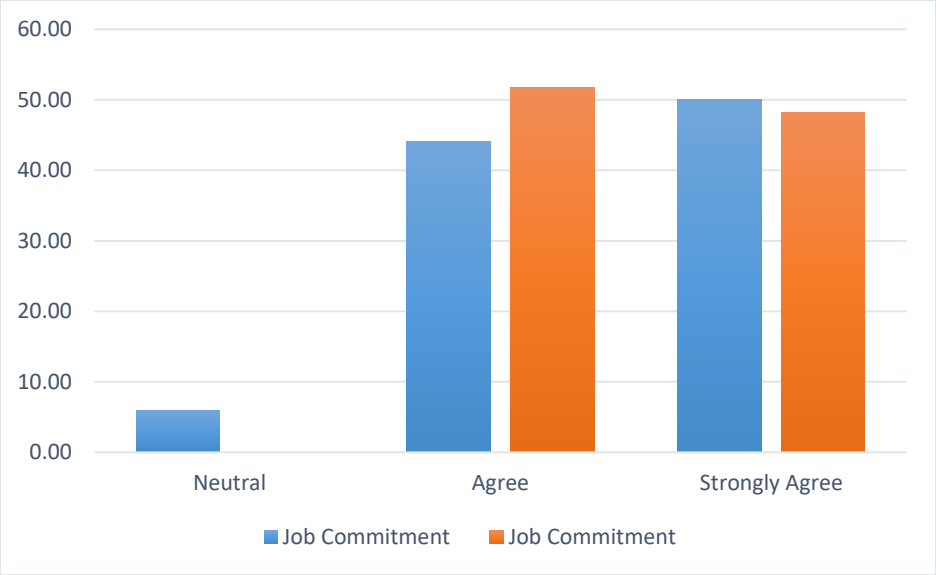

Figure 3: Job commitment according to genders

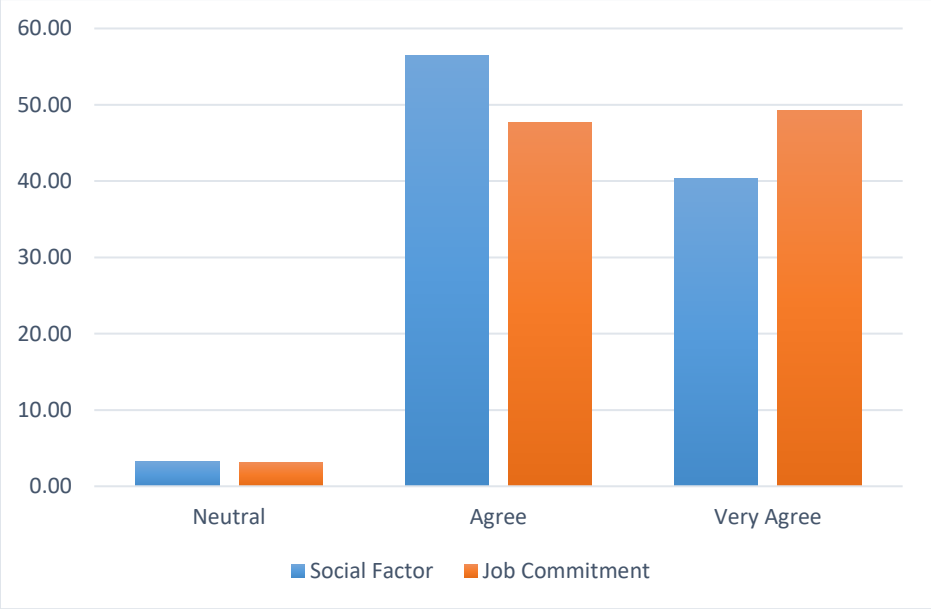

Figure 4: Relationship between job commitment and social factor

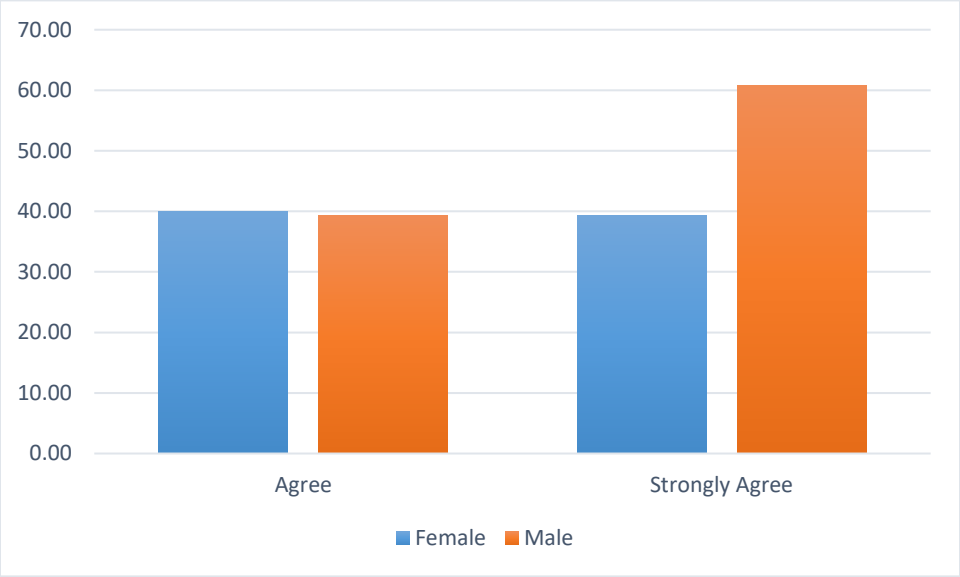

Figure 5: Retention intentions according to genders

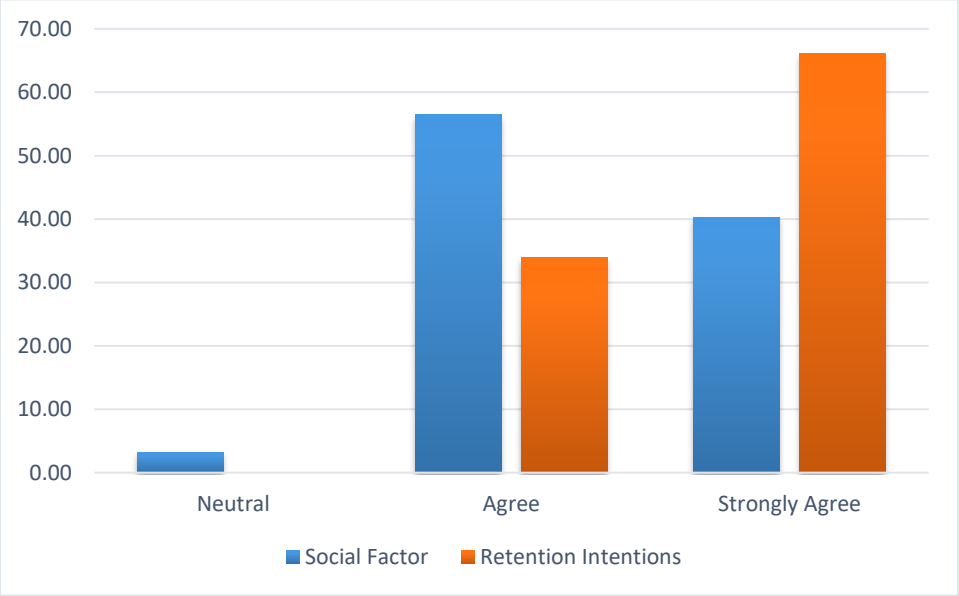

Figure 6: Relationship between retention intentions and social factor

VI: First-Day Schedule

In the table below, I summarized how every employee should pass his/her first day at a new job (Orientation Program):

Hours	Tasks
08.00-09.30 AM	A meeting with the executive director to discuss about the organizations history, roles and responsibilities, working schedule, and dress code.
09.30-10.00 AM	A tour around the organization while chatting with co-workers.
10.00-10.30 AM	Show employees their working space. And give them their laptops and welcome gift packages with organizations t-shirts, notebooks, and pens.
10.30-11.30 AM	A presentation for each department in order for the new employees to understand more about the goals of the organization.
11.30-12.00 PM	A table football game with other co-workers.
12.00-13.00 PM	Lunch break with the whole staff.
13.00-14.00 PM	A conversation with the assigned mentors who should describe to the new employees their responsibilities in more details.

14.00-15.00 PM	Answering phone calls and exchanging emails to get more used to the routine in the organization.

Source: Donika Sollova (2018)

Appendix VII: Certificate

CITI PROGRAM

Completion Date 16-Mar-2019
Expiration Date 15-Mar-2022
Record ID 30949923

This is to certify that:

Donika Sollova

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Rochester Institute of Technology

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wb42604de-f3a5-4561-89a1-7645810e639f-30949923