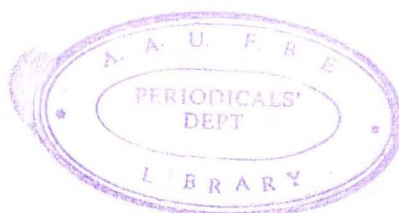


MBA 15

IMPACT OF SOCIALIZATION ON EMPLOYEES' TURNOVER

(A Case Study of Development Bank of Ethiopia)



By:

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ADDIS ABABA UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
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MBA
AGE

IMPACT OF SOCIALIZATION ON EMPLOYEES' TURNOVER
(A Case Study of Development Bank of Ethiopia)

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Declaration

I, Ager Mekuriaw declare that this study entitled "Impact of Socialization on Employees' Turnover: A Case Study of Development Bank of Ethiopia" is my own effort and study. I have carried it out independently except for the guidance and suggestions of the research supervisor. This study has not been submitted for any degree/diploma in this or any other university. It is submitted in partial fulfillment of the requirement for the degree of Masters of Business Administration.

Ager Mekuriaw



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Acronyms

- DBE - Development Bank of Ethiopia
- O B - Organizational Behavior
- RJPs - Realistic Job Previews
- PHLS - Professional and High-level Supervisors
- SPAC - Semi-professional, Administrative & Clerical
- TS - Technical and Skilled
- MC - Manual and Custodian
- SWOT- Strength, Weakness, Opportunity and Threat

Abstract

The main purpose of this study is to assess the impact of organizational socialization on employees' turnover in Development Bank of Ethiopia.

Current professional and high level supervisory (PHLS) employees, Ex-PHLS employees and managers were included to gather necessary data pertaining to the socialization process in DBE. To elicit the impact of socialization on employees' turnover questionnaires were distributed to current DBE professional and supervisory staff (130), professional and supervisory ex-employees' who resigned voluntarily over the past five years (50) and managers assuming different managerial positions of DBE (5), respectively. All respondents were selected on personal judgement of the researcher.

The results of the study indicate that majority of the current PHLS employees, Ex-PHLS employees and the management of the company believe that the organization has failed to provide realistic job preview to the new employees in its pre-employment socialization process. This ultimately creates reality shock on employees joining the organization causing early resignation. It was also found that psychological contract, selection, organization's rules, procedures and policies, and trial and error methods, are used in the organization as a means to socialize employees but it is not adequate enough to socialize employees. In addition, the major problem to adopt appropriate socialization techniques that reduce turnover is the management drawback. Moreover, most of the current Ex-PHLS employees strongly believe DBE's socialization process and techniques have notable impact on its employees' turnover.

The aforementioned findings convince the researcher to recommend for improvement in socialization techniques and procedures of the Bank.

Table of Contents

Content	Pages
ACKNOWLEDGMENT	iii
ACRONYMS	iv
ABSTRACT	v
LIST OF TABLES, CHARTS AND FIGURES	viii
CHAPTER ONE: INTRODUCTION AND METHODOLOGY	1
1.1. General Introduction	1
1.2. Statement of the Problem	2
1.3. Hypothesis of the Study	4
1.4. Objectives of the Study	4
1.5. Significance of the Study	5
1.6. Scope of the Study	5
1.7. Methodology	6
1.8. Organization of the Study	6
1.9. Glossary	7
CHAPTER TWO: CONCEPTUAL FRAMWORK	8
2.1. The Meaning of Organizational Socialization	8
2.2. Concepts of Organizational Socialization	10
2.3. Organizational Socialization Process: Review	11
2.4. Outcomes of Organization Socialization	22
2.5. Managing the Organizational Socialization Process	22
2.6. Socialization Techniques	25
CHAPTER THREE: DATA PRESNTATION, ANALYSIS AND INTERPRETATION: A SURVEY APPROACH	32
3.1. Development Bank of Ethiopia: In Brief	32
3.2. Characteristics of the Population	39

3.3. Presentation, Analysis and Interpretation of Data	40
CHAPTER FOUR: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	78
4.1. Summary	78
4.2. Conclusions	80
4.3. Recommendations	81
BIBLIOGRAPHY	86
APPENDIX	88

List of Tables, Figures and Charts

Items	Pages
Table-1. Bio data of respondents	40
Table-2. Realistic Job Preview–Current PHLS	42
Table-3. Realistic Job Preview–Ex- PHLS	45
Table-4. Realistic Job Preview–Management	48
Table-5. DBE's Orientation Program–Current PHLS	49
Table-6. DBE's Orientation Program–Ex-PHLS	53
Table-7. DBE's Orientation Program–Management	57
Table-8. DBE's Career Development Program–Current PHLS	62
Table-9. DBE's Career Development Program–Ex- PHLS	65
Table-10. DBE's Career Development Program–Management	67
Table-11. Impact of Socialization Techniques on Employees Turnover- Current PHLS	72
Table-12. Impact of Socialization Techniques on Employees Turnover- Ex- PHLS	74
Table-13. Impact of Socialization Techniques on Employees Turnover- Management	76
Figure-1. The organizational socialization process by Nelson & Quieck	18
Figure-2. A model of organizational socialization process by Mcshane & Glinow	19
Figure-3. A three-phase model of organizational socialization	20
Figure-4. A socialization model by Robbins	21
Figure- 5. An organization socialization process model by White & Bender	21
Chart-1. DBE's Manpower Position	37
Chart-2. DBE's Employee Turnover	38
Chart-3. DBE's Financial Performance	39
Chart-4. Socialization Techniques used in DBE	70

CHAPTER ONE

INTRODUCTIN AND METHODOLOGY

1.1. General Introduction

Today, major changes are taking place in management philosophy and practice. Some managers refer to these changes as a new era, others as a revolution. Whatever the label, people in organizations are currently being challenged as never before to examine their basic assumptions about the nature and meaning of work as well as their day-to-day management styles and work habits and nowhere can these challenges and changes be appreciated more than in the field of organizational behavior.

Organizational behavior is the study of human behavior in organizations. By organization, we mean all enterprises-business firms, government agencies, schools, hospitals, and even families and the clubs to which people belong. As a matter of fact, the increased attention to OB in non-business areas is one of today's most exciting changes in organizational life.¹

Why organizational behavior is so important to understand the current management revolution? The answer lies in the nature of the changes occurring in modern organizations. During the past one hundred years, managers have emphasized every aspect of business from finding the most efficient means for producing goods and delivering services to manipulating paper profits in order to increase the attractiveness of the enterprise to stockholders or taxpayers. Only recently have mangers begun to understand and appreciate the extent to which an organization's success depends on the contributions of its human resources. Human resources, in fact, may be the

¹Steven L McShane and Mary Ann Von Glinow, Organizational Behavior, The McGraw-Hill Companies, Inc., Boston, USA, 2000, p. 531.

most important resource available to modern managers.²

Socialization is a good example of an organizational concept that spans several areas of study.³ Organizational socialization is the process of "learning the ropes," the process of being indoctrinated and trained, the process of being taught what is important in an organization or some subunit thereof. This process occurs in school. It occurs again, and perhaps most dramatically, when the graduate enters an organization on his/her first job. It occurs again when he/she switches within the organization from one department to another or from one rank level to another. It occurs all over again if he/she leaves one organization and enters another. And it occurs all over again if he/she leaves one organization and enters another. And it occurs again when he/she goes back to school, and again when he/she returns to the organization.⁴

According to Staw the speed and effectiveness of socialization determines employee loyalty, commitment, productivity, and turnover. The basic stability and effectiveness of organizations therefore depends upon their ability to socialize new members.⁵

1.2. Statement of the Problem

Obviously, socialization programs facilitate the entry of new members into group or other organizational settings. Scholars like White, David and others suggest that formalized attempts to socialize new members lead to lower intentions to quit (reduce employees turnover). In addition, socialization of newcomers can positively affect existing group members by reaffirming the importance of their own membership. Managers are clearly in a position to

²Raymond A. Noe, and etal, "Human Resource Mangement:Gaining a Competitive Advantae, 3rd ed, The McGraw-Hill Companies, Inc, USA, 2000, p.22.

³Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson; "Understanding Organizational Behavior: A managerial Viewpoint"; A Bell & Howell Company; Columbus, USA, 1986, p.221.

⁴D.T.Hall, "Carrers in Organizations", Pacific Palisades, CA: Goodyear Publishing Company. 1976, P250.

⁵Barry M Staw, "Psychological Foundations of Organizational Behavior", Goodyear Publishing Company, Inc. California, USA. ,1997, p. 211.

facilitate the entry of new members into groups and thereby influence both individual and group performance.⁶

Employees can be socialized in many different ways in today's organizations. Some organizations have made an exact science out of organizational socialization. Others leave things to chance in hopes that collective goals will somehow be achieved.⁷

In Ethiopia, it is widely observed that skilled and experienced professionals go for private institutions, leaving aside the public owned organizations following the reorientation of the economy from command to market system.

The factors that are worth mentioning for labor flow from public to private organizations are lack of motivation, poor working environment, poor management performance, poor socialization practice, etc.

Development Bank of Ethiopia (DBE) the sole development financing institution in Ethiopia is under the threat of human labor outflow at large and the professional human power outflow in particular. This professional human power attrition problem is indicated on the 2001 annual performance report of the Bank as one of the critical problems of the bank.⁸

Moreover, during the last five years, as indicated on the Annual Performance Reports of DBE, the trends of labor turnover rates in the Bank were **325%, 58.7%, 98.11%, 80.7%, and 121.82% in 1999, 2000, 2001, 2002, and 2003** respectively. These substantial rates of labor over the five years time could be an indicator of human resource deterioration in the Bank..

Specially, this problem is aggravated on professional and high level supervisors of the Bank. As indicated on Annual Performance Reports of the Bank over the past five years, the labor turnover rates of PHLS are **450%**,

⁶Donald D. White and David A. Bednar, "Organizational Behavior: understanding and managing people at work" 2nd ed. A Division of Simon & Schuster, Inc.; Boston, USA, 1991, p. 252.

⁷Ibid, p.253

⁸Development Bank of Ethiopia, "Annual Performance Report", Addis Ababa, Ethiopia, 2001, p.42

76.32%, 200%, and, 60% in 1999, 2000, 2001, 2002, and 2003 respectively.⁹

This fact attracts the attention of the researcher.

All the above facts indicate high employee attrition rate in the Bank.. This might be caused by poor socialization process and techniques, which have been used in the organization. The 2000 Annual Performance Report strengthens this fact. According to this annual report, some major reasons for employees' termination were low promotion and training opportunity.¹⁰ Moreover, in the **SWOT** analysis of the DBE over the last ten years, high staff turnover, specially, high attrition of PHLS employees was indicated as one major weakness of the Bank repeatedly.¹¹

The study is therefore aimed at assessing the impact of socialization process and techniques on PHLS employees' turnover in Development Bank of Ethiopia and to give policy recommendation thereon.

1.3. Hypothesis of the Study

In line with the problem stated above, the researcher will try to test the following alternative hypothesis.

"Socialization has significant impact on the employees' turnover in DBE."

1.4. Objectives of the Study

- **General objective**

The general objective of the study is to assess the impact of organizational socialization on employees' turnover in DBE.

⁹Development Bank of Ethiopia, Annual Report, 1999-2003.

¹⁰Ibid, 2000, p.28.

¹¹Development Bank of Ethiopia, A Condensed Statistical and History of Credit Operations, Financial Performance and Other Activities of DEB (1989/90-2002/2003), 2003, p.5.

- **Specific objectives**

Specific objectives of this study include the following ones:

- To assess the extent to which the management of DBE is practicing organizational socialization.
- To identify the organization socialization techniques used in DBE.
- To identify the outcomes of organizational socialization process in DBE.
- To identify the problems DBE faces in the socialization process, if any.
- To suggest suitable measures to overcome the problems, if any and to recommend for further improvement in the socialization process.

1.5. Significance of the Study

The significance of this study can be understood from the following.

1. It provides information about the present socialization process and techniques of DBE and their impact on employees' turnover for all interested groups.
2. It may contribute to further studies (as a springboard) that are to be conducted on a similar topic.
3. The research will be used by the under studied organization and other similar institutions to draw lesson.

1.6. Scope of the Study

Due to time and financial constraints, the researcher has restricted this study to the impact of organizational socialization on PHLS employees' turnover in the DBE.

1.7. Methodology

1.7.1. Method and sources of data collection

The methodology used to conduct the study was descriptive survey research method based on primary data. The primary data were collected through well-designed questionnaires.

- **Target population**

The target population of the study was composed of the following three classes.

- Managers who are responsible for the organization socialization process
- Current PHLS Employees of the organization
- Ex-PHLS employees of the organization

1.7.2. Sampling Technique

The researcher used judgment-sampling technique, for the collection of the relevant data from DBE; for the purpose ensuring representation of the respondents working in different departments.

1.8. Organization of the Study

This study is comprised of four chapters. The first chapter deals with introduction and methodology. Within which, statement of the problem, hypothesis of the study, objective of the study, significance of the study, scope of the study, limitation of the study, methodology and definition of technical terms of the study have been discussed. The second chapter deals with the conceptual framework of the study. The third chapter deals with the background of the Bank and the presentation, analysis and interpretation of data collected from the current PHLS employees, managers, and Ex-PHLS employees of Development Bank of Ethiopia. The last chapter deals with summary of the findings, conclusions and recommendations of the study.

1.9. Glossary

1. **Organizational Socialization:** is the process by which new employees are transformed into effective members of the company.¹²
2. **Rate of Labor Turnover** = $\frac{\text{the number of leavers (during year)}}{\text{the number of people employed during the year}} \times 100$ ¹³
3. **Realistic Job Previews:** is giving a realistic picture of the job they are applying for, and the true nature of the groups they are about to join and the true features of organization's culture they are about to join.¹⁴
4. **Professional & High Level Supervisory Jobs:** are jobs that require first & high level degree of education & a minimum of one year of relevant experience. Employees under this category mainly exercise in the evaluation of their routine jobs. This category includes job titles like Engineer Aids, Junior Officers, Civil Engineer, Attorney I, Programmers, Officers and equivalent Sr. Engineer¹⁵
5. **Semi-professional, Administrative & Clerical Jobs:** This occupational category consists of semi-professional secretarial, clerical and miscellaneous administrative nature, which mainly exercises mental work. Jobs under this category required 12th grade complete up to college/university diploma. This stratum includes job titles such as Secretarial, Clerical & Miscellaneous Administrative in nature¹⁶
6. **Technical & skilled jobs:** technical & skilled jobs that require both mental & manual efforts. This category includes drivers, Auto Mechanics, and electricians, etc¹⁷
7. **Manual & custodian Jobs:** are jobs that require manual labor. These jobs do not frequently entail mental judgment. Thus, educational level required might not exceed 10th grade. This category of employees include Messengers and Cleaners¹⁸

¹²Raymond A. Noe, and etal, Opcit, .p.256

¹³Trevor Botton," An Introduction to Human Resource Management", Blackwell Publishes, UK, 2001,p.19

¹⁴Debra L.Nelson and James Campbell Quick, "Organizational Behavior: Foundations, Realities, and Challenges", 2nd ed., Eest Publishing Company; New York, USA, 1997, p.512.

¹⁵Development Bank of Ethiopia, "Manpower Planning and development Division Report", 2003, p.5.

¹⁶Ibid

¹⁷Ibid

¹⁸Ibid

CHAPTER TWO

CONCEPTUAL FRAMWORK

2.1. The Meaning of Organizational Socialization

The term "socialization" has a fairly clear meaning in sociology, but it has been a difficult one to assimilate in the behavioral sciences and in management.¹⁹ To many of writers it implies unnecessary jargon. Yet the concept is most useful because it focuses clearly on the interaction between a stable social system and the new members who enter it.²⁰ The term refers to the process by which a new member learns the value system, the norms, and the required behavior patterns of the organization, job, or group, which he is entering.²¹

Though, no generally accepted definition exists, many theorists in a similar fashion define the term "Organizational Socialization". Among others, the following are some of them.

According to Barry M Staw, Organizational Socialization is "the process of conveying the organization's goals, norms, and preferred ways of doing things to the new employee."²² As stated by Stephen P. Robbins, organizational socialization refers to "an adaptation process by which individuals learn the values, norms and expected behavior patterns for he job and the organization of which they will be a part."²³ Richard M. Steers defined the term 'organizational socialization' as "a concerted attempt by one's colleagues and the organization to exert subtle pressures-either overtly or covertly-designed

¹⁹ D.Levinson, etal, "Seasons of a Man's Life", New York, Ballantine, 1978, p.498.

²⁰ Henry L. Tosi, et.al. "Managing Organizational Behavior, Pitman Publishing, Inc., USA, 1986, p.177.

²¹ Barry M Staw, Opcit, p.212.

²² Ibid, p. 211

²³ Stephen P. Robbins, Organization Theory: Structure, Design, and Applications. 3rd ed. Prentice hall, Englewood Cliffs, New Jersey, USA, 1990, p. 97.

to shape one into the kind of employee desired.”²⁴ White and Bednar understand and define organization socialization as the process by which individuals "learn the ropes" and are incorporated into groups and larger organizations. It is the process of fitting in.²⁵ In view of Steven L McShane and Mary Ann Von Glinow "Organizational socialization is the process by which individuals learn the values, expected behaviors, and social knowledge necessary to assume their roles in the organization." To Steven L McShane and Mary Ann Von Glinow socialization is the process through which members of organizations derive a sense of identity with others in the organization, and the organization achieves some predictability of action from participants. ²⁶Moreover, John Matteson Ivancevich defined the term "as the process by which organizations bring new employees into the culture."²⁷ Similarly, Debra L. Nelson and James Campbell Quick defined "Organizational socialization as the process by which newcomers are transformed from outsiders to participating, effective members of the organization"²⁸

To sum up, organizational socialization is the "people processing" by which a person learns the values, norms, and required behaviors, which permit him to participate as a member of the organization.²⁹ In genera, organizational socialization includes learning about workgroup, departmental and organizational values, rules, procedures, and norms, developing social and working relationships; and developing skills and knowledge needed to perform the job. In short, organizational socialization turns outsiders into fully functioning insiders.³⁰

²⁴Richard M. Steers, 'Introduction to Organizational Behavior', 4th ed., HarperCollins Publishers inc, New York USA, 1991, p. 590

²⁵Donald d. White and David A. Bednar, Opcit, p. 664

²⁶Stuart M. Klein and R. Richard Ritti, "Understanding Organizational Behavior", 2nd, Wadsworth, Inc., California, USA, p.150.

²⁷John Matteson Ivancevich, "Organizational Behavior and Management," 5th ed., McGraw-Hill Book Co., Singapore, 1999, p.79.

²⁸Debra L. Nelson and James Campbell Quick, Opcit, p.487.

²⁹Henry L. Tosi, et.al., Opcit, 1986, p.177

³⁰ Ibid, p.173.

2.2. Concepts of Organizational Socialization

Different authors have different ideas concerning organizational socialization.

Some theorists from different disciplines view organizational socialization as a learning process. The concept of organizational socialization according to Barry M Staw refers to the process by which a new member learns the value system, the norms, and the required behavior patterns of the society, organization, or group, which he is entering. It does not include all learning. It includes only the learning of those values, norms, and behavior patterns that, from the organization's point of view or group's point of view, it is necessary for any new member to learn.³¹

In supporting the above idea, McShane and Glinow also said "organizational socialization is a process of both learning and change."³² It is a learning process because newcomers try to make sense of the company's physical workplace, social dynamics, and strategic/cultural environment.³³ Newcomers learn about what is expected of them, how they fit into the organization, and what they should expect to receive in return for their effort, loyalty, and job performance. Overall, organizational behavior research has identified six content dimensions of organizational socialization: performance proficiency, people, politics, language, organizational goals and values, and history.³⁴

Others, on the other hand, believe that organizational socialization is not only a learning process but also a process of change.³⁵ This implies that socialization is a continuous process. In supporting this, McShane and Glinow argue as follows:

"Organizational socialization is ...a process of change, because individuals need to adapt to their new work environment. They develop new work roles,

³¹ Barry M Staw, Opcit, p.211.

³² Steven L McShane and Mary Ann Von Glinow, Opcit, p. 531.

³³ Robert Kreitner and Angelo Kinicki, Opcit, 1992, p.277.

³⁴ Steven L McShane and Mary Ann Von Glinow, Opcit, pp. 531-533.

³⁵ Richard M. Steers, Opcit, 1991, p. 589-90.

*adopt new team norms, and practice new behaviors. To varying degrees, newcomers also acquire the values and assumptions of the organization's dominant culture as well as the local subculture. Some people quickly internalize the company's culture; a few others rebel against these attempts to change their mental models and values. Ideally, newcomers adopt a level of creative individualism in which they accept the essential elements of the organization's culture and team norms, yet maintain a healthy individualism that challenges the potentially dysfunctional elements of organizational life"*³⁶.

There are also those who view it as cultural communication tool. Debra L. Nelson and James Campbell Quick state, "Socialization is a powerful cultural communication tool."³⁷ According to them, the primary purpose of socialization is the transmission of core values to new organization members.³⁸

2.3. Organizational Socialization Process: Review

Socialization takes place from the moment of birth.³⁹ It is conducted in the early years by parents and family, schools and colleges, religious institutions, sports and leisure clubs. By the time individual arrive in work they have therefore been subject to a great variety of pressures and influences.⁴⁰

Socialization is especially relevant to organizational behavior because the process is not confined to early days of employment, rather takes place through out one's life.⁴¹ Socialization molds the new employee to fit the organization. Through organizational socialization, the employee comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and participating as an organizational member. In essence, organizational socialization conveys the organization's culture.⁴² How the new employee is socialized is often unique

³⁶ Steven L McShane and Mary Ann Von Glinow, *Opcit*, p. 533.

³⁷ Debra L. Nelson and James Campbell Quick, *Opcit*, p.489.

³⁸ Idid

³⁹ D.E. Super, "The Psychology of Career", New York, USA, 1957, P.465.

⁴⁰ Richard Pettinger, "Introductions to Organizational Behavior" Macmillan Press Ltd. London, K, 1996, p.80-81.

⁴¹ Osipow, S.H. theories of Career development, 2nd edn. New York: Appleton-Century-Crofts, 1973, p.86

⁴² A.Roe, "Early determinants of occupational choice", *Journal of Coubseling Psychology*, 1957,P. 212-17

to particular organizations and strongly influenced by their cultures. Regardless of the difference in their approaches, many writers believe that organization socialization involves three major distinctive stages that are discussed below.⁴³

2.3.1. Phases of the Organizational Socialization Process

The actual process of organizational socialization happens in stages. Authors have proposed various descriptions of the stages of socialization, three stages sufficiently describe it: (1) anticipatory socialization, (2) encounter, and (3) change and acquisition.⁴⁴ These stages parallel the individual's transition from outsider, to newcomer, and then to insider. Each stage involves specific activities that, if undertaken properly, increase the individual's chances of having an effective career. Moreover, these stages occur continuously and often simultaneously.⁴⁵ Thus, the organizational socialization process is generally described as having three stages.⁴⁶

2.3.1.1. Anticipatory socialization

This stage is sometimes called as preemployment, getting in, or prearrival socialization.⁴⁷ An anticipatory socialization, the first stage, encompasses all of the learning that takes place prior to the newcomer's first day on the job.⁴⁸ Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson also agree that getting in occurs before the prospective employee enters the organization. It involves the prospective employee acquiring information of what life in the organization is really like.⁴⁹ It also involves all those activities the individual undertakes prior to entering the organization or to taking a different job in the same organization. The primary purpose of these

⁴³Stephen P. Robbins, "Essentials of Organizational Behavior" 3rd ed., A Simon & Schuster Company, New Jersey, USA, 1992, p.260.

⁴⁴Robert Kreitner and Angelo Kinicki, *Opcit.* p.277.

⁴⁵John Matteson Ivancevich, *Opcit.* p.78.

⁴⁶Debra L. Nelson and James Campbell Quick, *Opcit.* p.487.

⁴⁷Henry L. Tosi, et.al. ,*Opcit.* p.175-76

⁴⁸*Ibid*, 1986, p.171.

⁴⁹Robert E. Callahan, *Opcit.* p. 221.

activities is to acquire information about the new organization and/or new job.⁵⁰ Besides, it includes the newcomer's expectations about the nature of the organization and job.⁵¹ These preconceptions are formed as a result of previous education, work experiences, and contacts with organization members.⁵²

The anticipatory socialization process consists of an individual accepting the beliefs and values of the group he or she aspires to become a member of. In essence, the person socializes himself in the hope that it may facilitate membership and acceptance by the group or organization.⁵³

In connection with this phase of socialization, Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson write as follows:

*An individual's adjustment to a group begins before he or she actually becomes a member. In fact, the first step in the socialization process is one in which "outsiders" anticipate what will be expected of them after they join the group. Information from different sources (observation, rumor, written documents, etc.) creates expectations about group or organizational membership. In some cases, groups intentionally create particular beliefs and images in order to attract certain types of members. At the organizational level, recruiting brochures or other information released to the public are used to strengthen and reinforce those images. Whatever the sources of information, individuals use them to create "perceived realities" about the group.*⁵⁴

It is desirable, of course, that the information transmitted and received during the anticipatory stage accurately and clearly depicts the organization and the job. Yet if the fit between the individual and the organization is to be optimal, two conditions are necessary:⁵⁵ The first condition is realism. The second condition is congruence.⁵⁶ Generally, the two key concerns at this stage are realism and congruence.⁵⁷

⁵⁰ John Matteson Ivancevich, *Opcit*, p.78.

⁵¹ Stephen P. Robbins, "Essentials of Organizational Behavior" 3rd ed., A Simon & Schuster Company, New Jersey, USA, 1992, p.261.

⁵² Steven L. McShane and Mary Ann Von Glinow, *Opcit*, p. 534.

⁵³ Richard M. Steers, *Opcit*, p. 590

⁵⁴ Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson, "*Opcit*, p. 221.

⁵⁵ John Matteson Ivancevich, *Opcit* p.79.

⁵⁶ *Ibid*, p.81.

⁵⁷ Debra L. Nelson and James Campbell Quick, *Opcit*, p.487.

2.3.1.2. Encounter.

This stage is sometimes called as accommodation or breaking in.⁵⁸ The first day on the job typically marks the begging of the encounter stage of organizational socialization. During this stage, newcomers test their prior expectations with the perceived realities.⁵⁹ The second stage of socialization, encounter, is when newcomers learn the tasks associated with the job, clarify their roles, and establish new relationships at work.⁶⁰ This stage commences on the first day at work and is thought to encompass the first six to nine months on the new job. In supporting this idea, John Matteson Ivancevich describes the nature of the second stage as follows:

"The second stage of socialization occurs after the individual becomes a member of the organization, after he or she takes the job. During this stage, the individual sees the organization and the job for what they actually are. Through a variety of activities, the individual attempts to become an active participant in the organization and a competent performer on the job. This breaking-in period is ordinarily stressful for the individual because of anxiety created by the uncertainties inherent in any new and different situation. Apparently, individuals who experienced realism and congruence during the anticipatory stage have a less stressful accommodation stage. Nevertheless, the demands on the individual do indeed create situations that induce stress."

Similarly, Robert Kreitner and Angelo Kinicki explain about the encounter stage as follows:

*"This second phase begins when the employment contract has been signed. It is a time for surprise and making sense as the newcomer enters unfamiliar territory. Behavioral scientists warn that reality shock can occur during the encounter phase. During the encounter phase, the individual is challenged to resolve any conflicts between the job and outside interests. If the hours prove too long, for example, family duties may require the individual to quit and find a more suitable work schedule."*⁶¹

According to Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson

⁵⁸ Barry M Staw, Opcit, p.211.

⁵⁹ Steven L McShane and Mary Ann Von Glinow, Opcit, p. 535.

⁶⁰ Stephen P. Robbins, Opcit, p.261.

⁶¹ Robert Kreitner and Angelo Kinicki Opcit, p.282-283.

the organization can effectively influence this stage through a carefully designed orientation plan and structured training programs based on frequent performance evaluations.⁶²

Literatures indicate that newcomers usually experience some degree of reality shock when they begin the employment relationship⁶³. Reality shock refers to the experience of sudden entry into a new work environment and perceived discrepancies between what the newcomer believes should occur and what actually occurs.⁶⁴ Reality shock is also the discoveries of discrepancies between what newcomers anticipate and what they actually experience. Reality shock is a specific application of discrepancy theory in which the perceived reality falls significantly short of the newcomer's pre-employment expectations.⁶⁵ Reality shock might occur on the first day of work, or it may be more subtle, such as the newcomer's eventual realization that the company's emphasis on profits over safety are at odds with his or her own values.⁶⁶

If all goes well in this stage, the individual feels a sense of acceptance by co-workers and supervisors, and experiences competence in performing job tasks. The breaking-in period, if successful, also results in role definition and congruence of evaluation.⁶⁷

2.3.1.3. Change and acquisition

This phase is sometimes called as role management, settling in or metamorphosis. Mastery of important tasks and resolution of role conflict signals the beginning of this final phase of the socialization process. Those who do not make the transition to phase 3 leave voluntarily or involuntarily

⁶² Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson, *Opcit*, p. 221.

⁶³ *Ibid*

⁶⁴ John Matteson Ivancevich, *Opcit*, p.81.

⁶⁵ Debra L. Nelson and James Campbell Quick, *Opcit*, p.488.

⁶⁶ Steven L McShane and Mary Ann Von Glinow, *Opcit*, p. 535.

⁶⁷ John Matteson Ivancevich, *Opcit*, p.81

or become network isolates.⁶⁸

Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson have described the nature and consequences of this stage as follows:

*"Change and acquisition represent the final phase of the socialization process. Here, individuals adapt to group expectations and work through conflicts experienced during the encounter phase. New behaviors are learned and norms governing those behaviors are generally accepted. Individuals who are unable to adapt to the group's "way of life" are likely to leave voluntarily, be terminated, or be informally asked to leave the group. Persons who choose to remain in the group out of desire or necessity, but who are unwilling to accept group norms, are likely to be isolated by most if not all remaining group members."*⁶⁹

According to Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson, the final stage, settling in, concerns how the employee balances various conflicting demands-organizational life versus family life and work group expectations versus organizational expectations.⁷⁰

Moreover, in the third and final stage of socialization, change and acquisition, newcomers begin to master the demands of the job. They become proficiency at managing their tasks, clarifying and negotiating their roles, and engaging in relationships at work. In supporting this idea, Steven L McShane and Mary Ann Von Glinow have described the role management stage as follows:

*During the role management stage in the socialization process, employees settle in as they make the transition from newcomers to insiders. They strengthen relationships with co-workers and supervisors, practice new role behaviors, and adopt attitudes and values consistent with their new position and organization. Role management also involves resolving the conflicts between work and nonwork activities. In particular, employees must redistribute their time and energy between work and family, reschedule recreational activities, and deal with changing perceptions and values in the context of other life roles. They must address any discrepancies between their existing values and those emphasized by the organizational culture. New self-identities are formed that are more compatible with the work environment."*⁷¹

To sum up, in the change and acquisition stage, people develop new self-

⁶⁸ Robert Kreitner and Angelo Kinicki, *Opcit*, p.283.

⁶⁹ Robert E. Callahan, C.Patrick Fleenor, and Harry R. Knudson, *Opcit*, p. 221.

⁷⁰ *Ibid*

⁷¹ Steven L McShane and Mary Ann Von Glinow, *Opcit*, p. 537.

images more consistent with those of other members. They develop new social relationships, often with members of the same organization. Finally, they develop new values and new modes of behavior. At this point, the individual has been transformed from an outsider into a member. ⁷²

Finally, they know how they will be evaluated; that is what criteria will be used measure and appraise their work. They know what is expected of them and what constitutes a job well done. Successful metamorphosis should have a positive impact on the new employees' productivity and their commitment to the organization and reduce their propensity to leave the organization.⁷³

Of course, the completion of the socialization process varies widely, depending on the individual, the job, and the organization. Its end is signaled by newcomers being considered by themselves and others as organizational insiders.⁷⁴

Generally, employees typically pass through three socialization stages. Preemployment socialization occurs before the first day and includes conflicts between the organization's and applicant's needed to collect information and attract the other party. Encounter begins on the first day and typically involves adjusting to reality shock. Role management involves resolving work-nonwork conflicts and settling in the workplace. ⁷⁵

To sum up, the first stage encompasses all the learning that occurs before a new member joins the organization. In the second stage, the new employee sees what the organization is really like and confronts the likelihood that expectations and reality may diverge. In the third stage, the relatively long-lasting changes take place. The new employee masters the skills required for his or her job, successfully performs his or new roles, and makes the

⁷² Richard M. Steers, *Opcit.*, p. 591

⁷³ Stephen P. Robbins, *Opcit.*, p.262.

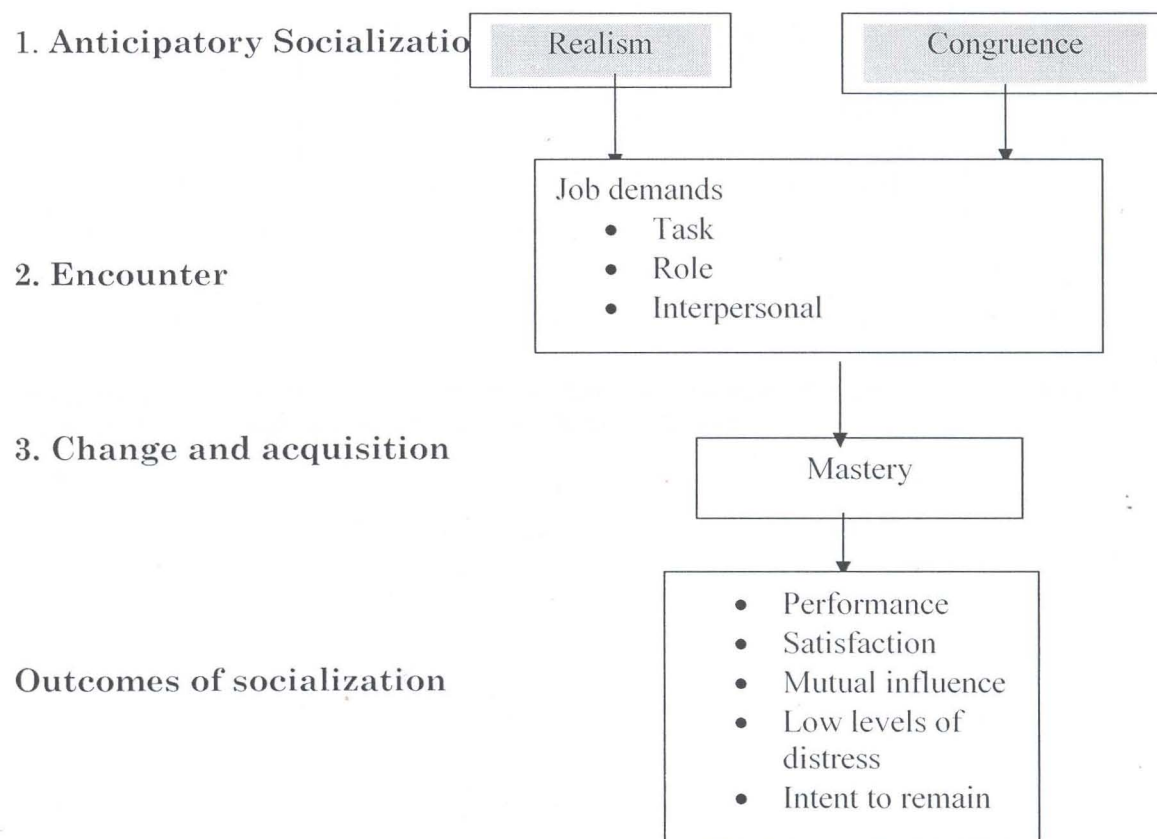
⁷⁴ Debra L. Nelson and James Campbell Quick, *Opcit.*, p.488.

⁷⁵ John Matteson Ivancevich, *Opcit.*, p.82.

adjustments to his or her work group's values and norms. This three-stage process has an impact on the new employee's work productivity, commitment to the organization's objectives, and his or her decision to stay with the organization.⁷⁶

Many authors have illustrated three-phase model with different wording to show how the different phases of organizational socialization are related to each other. Some of them are shown below.

Figure 1. The organizational socialization Process: Stages and Outcomes illustrated by Debra L. Nelson and James Campbell Quick
Stages of Socialization

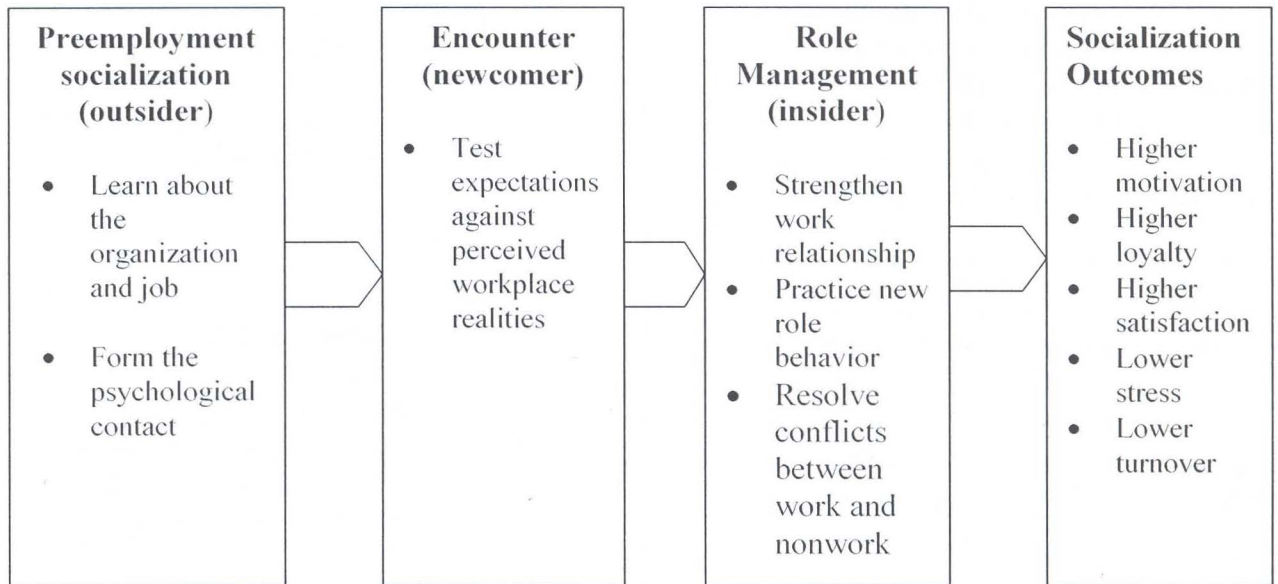


Source: Debra L. Nelson and James Campbell Quick, *Organizational Behavior: Foundations, Realities, and Challenges*. 2nd ed. West Publishing Company; New York, USA. 1997, p. 487

⁷⁶ Stephen P. Robbins, *Op cit*, p.261.

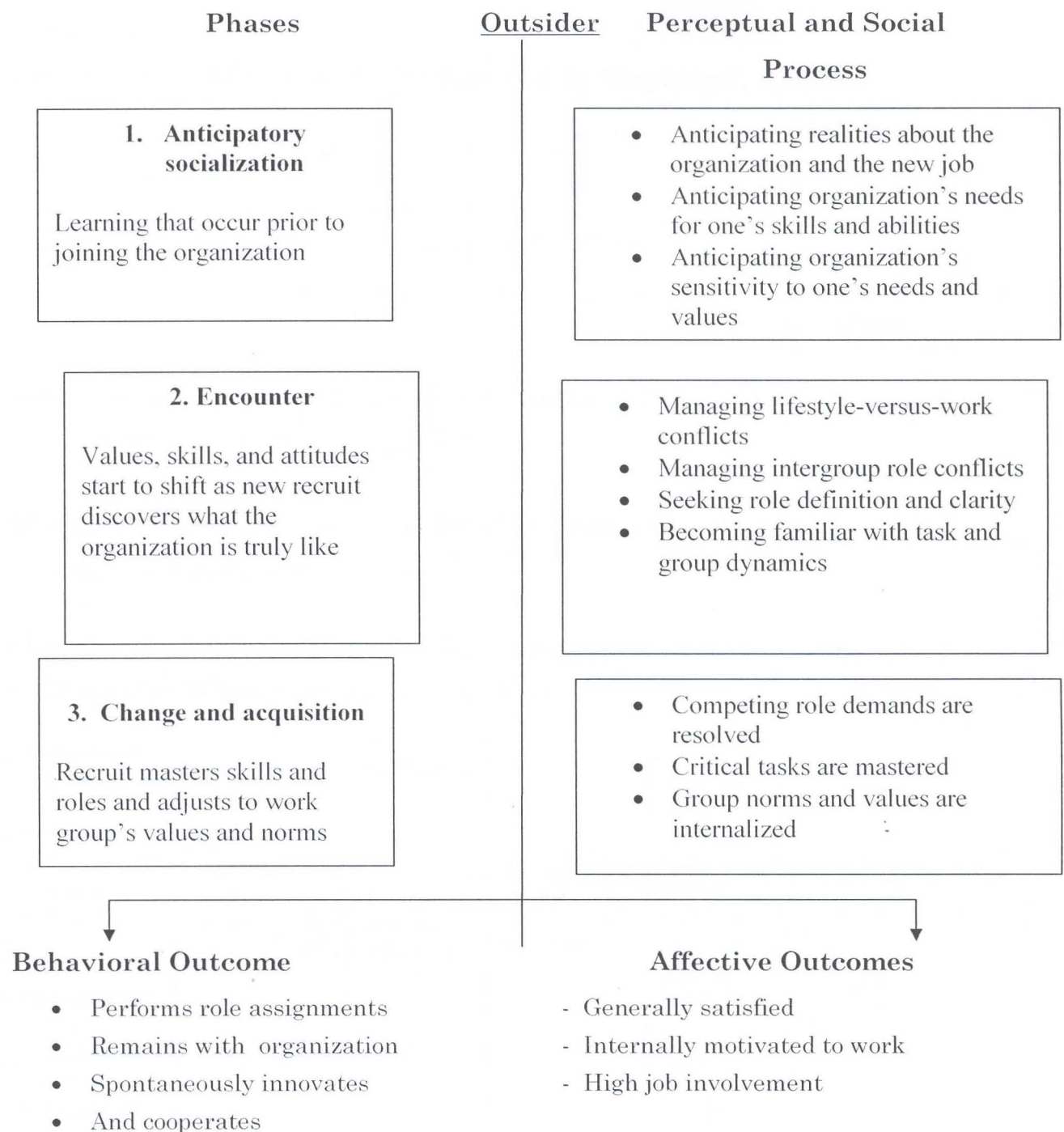
McShane and Glinow have also presented the following model to illustrate the three stages of organizational socialization.

Figure 2. A model of organizational socialization process depicted by Steven L McShane and Mary Ann Von Glinow



Source: Steven L McShane and Mary Ann Von Glinow; *Organizational Behavior*. The McGraw-Hill Companies, Inc.; Boston, USA, 2000, p. 534

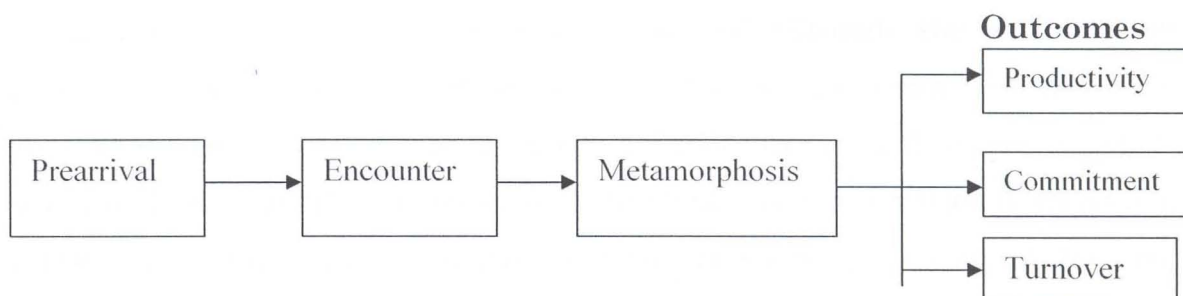
Figure 3. A three-phase model of organizational socialization illustrated by Robert Kreitner and Angelo Kinickl



Source: Robert Kreitner and Angelo Kinickl, *Organizational Behavior*, 2nd ed. Richard D. Irwin, Inc., Sydney Australia, 1992, P. 28.

According to Stephen P. Robbins, the socialization process is depicted in the following model. He described the three phases and out comes of socialization.

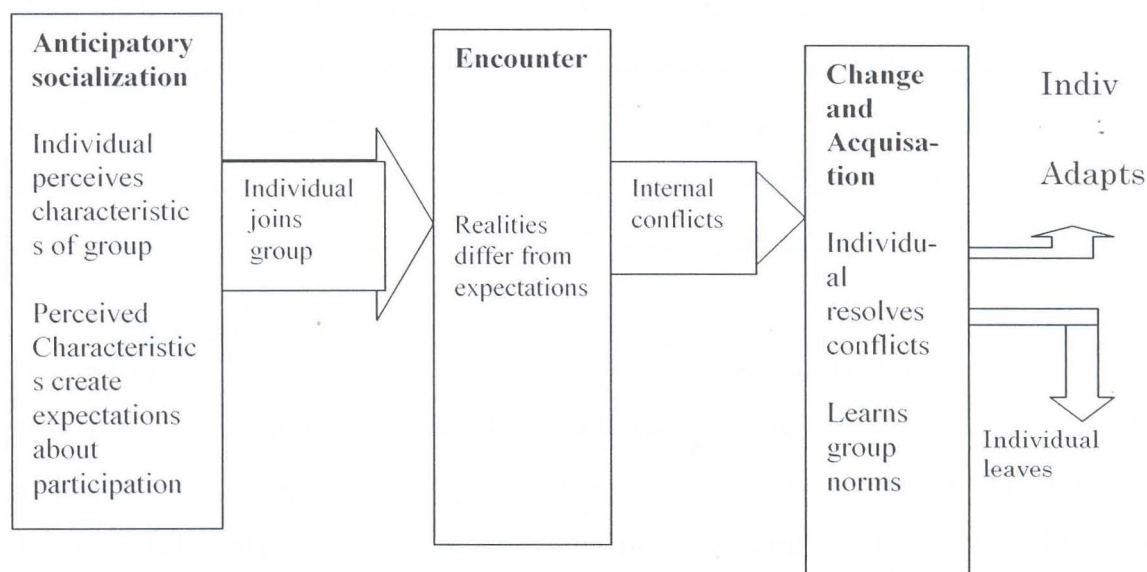
Figure 4. A socialization model depicted by Stephen P. Robbins.



Source: Stephen P. Robbins, "Essentials of Organizational Behavior" 3rd ed., A Simon & Schuster Company, New Jersey, USA, 1992, p.261.

According to Donald d. White and David A. Bednar the socialization process is summarized in the following model.

Figure 5. An Organization socialization process model demonstrated by Donald D. White and David A. Bednar



Source: Donald d. White and David A. Bednar, Organizational Behavior: understanding and managing people at work. 2nd ed. A Division of Simon & Schuster, Inc., Boston, USA, 1991, p. 250.

2.4. Outcomes of Organization Socialization

Newcomers who are successfully socialized should exhibit good performance, high job satisfaction, and the intention to stay with the organization. High levels of organizational commitment are also marks of successful socialization. This commitment is facilitated through the socialization process by the communication of values that newcomers can buy into.⁷⁷ In supporting this, Barry M Staw writes that organizational commitment is generated through the visibility of individuals as organizational members, through the explicitness and irreversibility of their choices and behaviors, and through the volition or personal responsibility they feel for their actions.⁷⁸

Successful socialization is also signaled by mutual influence; that is, the newcomers have made adjustments in the job and organization to accommodate their knowledge and personalities. On the other hand, unsuccessful organizational socialization may result in low work motivation, less loyalty, job dissatisfaction, higher stress, and high turnover.⁷⁹

2.5. Managing the Organizational Socialization Process

Organizational socialization has a profound effect on the individual performance, organizational commitment, and turnover, so companies should consider various ways to guide this process.⁸⁰ Two important strategies are providing realistic job previews and effectively engaging socialization gents.⁸¹

2.5.1. Realistic Job Previews

According to Debra L. Nelson and James Campbell Quick, giving potential employees a realistic picture of the job they are applying for is known as a realistic job preview. It means both positive and negative information given to potential employees about the job they are applying for, thereby giving

⁷⁷ Debra L. Nelson and James Campbell Quick, *Op cit*, p.488.

⁷⁸ Barry M Staw, *Op cit*, p.483.

⁷⁹ *Ibid*

⁸⁰ Richard M. Steers, *Op cit*, p. 588.

⁸¹ Steven L McShane and Mary Ann Von Glinow, *Op cit*, p. 537.

them a realistic picture of the job.⁸²

A realistic job preview (RJP) involves giving those who are considering joining a group a realistic impression of the roles, conditions, and relationships that are likely to be found.⁸³

Realistic job previews not only permit those looking for specific organizational realities to accurately identify them and thus join the group with confidence, but will also provide realistic expectations for persons who decide to join the group despite their failure to find a "perfect fit." In the long run, RJPs enable new members to discover the true nature of the groups they are about to join and can help to minimize dissatisfactions brought about by unfulfilled expectations.⁸⁴

As we mentioned above, a realistic job preview (RJP) attempts to provide prospective employees with accurate job information. When they have been given such information, employees have more realistic initial expectations and can make more informed and appropriate choices.⁸⁵ A realistic job previews emphasizes specific facts about the job and presents both the positive and negative aspects.⁸⁶ On the basis of these facts, employees are more likely to identify a suitable match between their own needs and those of the organization. In contrast, the traditional approach typically attempts to sell the job and present it in its most favorable light⁸⁷.

Thus, although realistic job previews should not be seen as a panacea for all organizational ills, they do appear to represent another factor contributing to the overall effectiveness of the organization and its management.⁸⁸

In summary, the needs and goals of individuals and organizations can clash

⁸² Debra L. Nelson and James Campbell Quick, *Op cit*, p.512.

⁸³ Richard M. Steers, *Op cit*, p. 587.

⁸⁴ Donald d. White and David A. Bednar, *Op cit*, p. 251.

⁸⁵ Steven L McShane and Mary Ann Von Glinow, *Op cit*, p. 538.

⁸⁶ Richard M. Steers *Op cit*, p. 538.

⁸⁷ Debra L. Nelson and James Campbell Quick, *Op cit*, p.488.

⁸⁸ Richard M. Steers, *Op cit*, p. 589.

during entry into the organization. To avoid potential mismatches, individuals should conduct a careful self-analysis and provide accurate information about themselves to potential employees. Organizations should present realistic job previews to show candidates both the positive and negative aspects of the job, along with the potential career paths available to the employee. After entry into the organization, individuals embark on their careers. A person's work life can be traced through successive stages.⁸⁹

2.5.2. Socialization agents

Organizations also improve the socialization process by effectively involving supervisors, co-workers and other socialization agents. Newcomers tend to ask supervisors for technical information as well as performance feedback and information about job duties. Supervisors also improve the socialization process by giving newcomers reasonably challenging first assignments, buffering them from excessive demands, and helping them form social ties with co-workers.⁹⁰

Co-workers are important socialization agents because they are easily accessible, can answer questions when problems arise, and serve as role models for appropriate behavior. Consequently, some firms rely on a "buddy system" where by newcomers are assigned to a co-worker for sources of information and social support. Briefly, new employees tend to receive this information and support when co-workers integrate them into the work team. Co-workers also aid the socialization process by being flexible and tolerant in their interactions with these new hires. Generally, to manage the socialization process, organizations should introduce realistic job previews and recognize the value of socialization agents in the process. RJPs give job applicants a realistic balance of positive and negative information about the job and work context. Socialization agents provide information and social

⁸⁹ Robert Kreitner and Angelo Kinicki, *Op cit* 2, p.286.

⁹⁰ Henry L. Tosi, et.al. *Op cit*, p.174.

support during the socialization process.⁹¹

2.6. Socialization Techniques

According to Donald d. White and David A. Bednar, socialization is an individual experience. However, the nature and efficiency of that process can influence group performance. Managers and other leaders, therefore, can and should employ socialization techniques to facilitate the socialization process.⁹² Regarding the importance of socialization techniques, Robert Kreitner and Angelo Kinickl state, "Socialization techniques are used to reinforce organizational roles and norms that support desirable organizational behavior."⁹³ A variety of socialization techniques have emerged over years and are being applied in organizations of all types. Some frequently used techniques are: Psychological contracts, realistic job previews, welcoming packages, orientation training, clearly defined career paths and career ladders, behavior modeling, mentoring, training and counseling, sponsor or "buddy" systems.

2.6.1. Psychological contracts

Psychological contract is typically is the legal document specifying such things as compensation, hours, and conditions of employment. In addition, there is a psychological contract that encompasses and goes beyond the employment contract.⁹⁴ According to a personnel research psychologist, as quoted by Robert Kreitner and Angelo Kinickl "The psychological contract is the sum total of all written and unwritten, spoken and unspoken, expectations of the employer and employee."⁹⁵ It is a mechanism to make written and unwritten contacts at entry point .

⁹¹Steven L McShane and Mary Ann Von Glinow, *Opcit*, p. 538.

⁹² Donald d. White and David A. Bednar *Opcit*, 1991, p. 251.

⁹³ Robert Kreitner and Angelo Kinickl, *Opcit*, p.284.

⁹⁴ *Ibid*

⁹⁵ *Idid*

2.6.2. Selection

An effective selection process will be designed to determine if job candidates "fit" into organization.⁹⁶ Selection should therefore, be recognized as one of the most widely used techniques by which organizations control employee discretion. Whether the hiring covers unskilled or professional employees, organizations use the selection process to screen in the right people and screen out those who think and act in ways that management considers undesirable.⁹⁷

From the organization's perspective, a good selection process can identify the "right kind" of people for the organization. In brief, it is a means to choose new employees that best fit the job and organization culture at entry point⁹⁸

2.6.3. Developing a welcome package

The welcome package is a compilation of useful information that employees need to conduct their routine activities. It is a way of informing new employees about the organization culture. According to Barry M. Staw, at the very least such a package should include: Phone listings, Mailstop listings, Forms, Equipment and facilities listening, Schedules, Glossary, Organizational descriptions, Project descriptions, and Procedures.⁹⁹

2.6.4. Orientation training

New employees are often required to undergo a brief orientation program in which they are familiarized with the organization's objectives, history philosophy and rules as well as relevant personnel policies, such as hours of work, pay procedures, overtime requirements, and benefit programs.¹⁰⁰ While there are many kinds of training that focuses specifically on the

⁹⁶ Stephen P. Robbins, *Opcit*, p. 98.

⁹⁷ Stephen P. Robbins *Opcit*, p. 99.

⁹⁸ Barry M Staw, *Opcit*, p.482.

⁹⁹ *Ibid*

¹⁰⁰ Stephen P. Robbins, *Opcit*, p. 101.

newcomer is called orientation training. ¹⁰¹ Orientation training gets new employees "up to speed." On the other hand, poor orientation training can be financially damaging to an organization because it will reduce the productivity of new employees for at least the first few weeks on the job and can heighten their anxiety, leading to greater dissatisfaction and turnover. Briefly, orientation training is a mechanism to acquaint new employees with basic rules, values of the organization and their new job.¹⁰²

2.6.5. Mentoring

Debra L. Nelson and James Campbell Quickp define a mentor as "an individual who provides guidance, coaching, counseling, and friendship to a protégé."¹⁰³ Thus, mentoring is defined as the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).¹⁰⁴ Briefly, a mentor is a senior person within the organization who assumes responsibility for the career development of a more junior person.¹⁰⁵

Mentors are important to career success because they perform both career and psychosocial functions. Kathy Kram as quoted by Richard M. Steers has identified nine primary functions of mentoring. It should be noted that many of these purposes help the careers of both parties involved in the mentoring relationship. ¹⁰⁶ These functions were grouped into the two general categories of career functions and psychological functions. Career functions emphasize providing developmental experiences on the job as the junior person learns more about keys to success within the organization, whereas psychosocial functions clarify his or her self-identity and feelings of

¹⁰¹ Barry M Staw, *Opcit*, p.479.

¹⁰² Richard M. Steers, *Opcit*, p. 588.

¹⁰³ Debra L. Nelson and James Campbell Quick, *Opcit*, p.516.

¹⁰⁴ Robert Kreitner and Angelo Kinickl *Opcit*, p.288.

¹⁰⁵ Richard M. Steers, *Opcit*, p. 599.

¹⁰⁶ Robert Kreitner and Angelo Kinickl, *Opcit*, p.290.

competence.¹⁰⁷ The five career functions of mentoring include (1) sponsorship, (2) exposure and visibility, (3) coaching, (4) protection, (5) ensuring challenging job assignments. The four psychological functions include (1) role modeling, (2) acceptance and confirmation, (3) counseling, and (4) friendship.¹⁰⁸

Mentoring programs are also effective ways of addressing the challenge of workforce diversity.¹⁰⁹

Generally, mentoring has proven to be an effective way in which to successfully integrate new and valued employees into organizational life. In short, mentoring is a mechanism to fit junior employees with their job, group and organization culture through an assignment of senior employees.¹¹⁰

2.6.6. Training and counseling

Many organizations provide training to employees. Once inside the organization, employees participate in a variety of training and development activities, both formal and informal. These expose them to a series of programs designed to instill certain beliefs and values that are designed by the organization.¹¹¹

These programs may take the form of management development workshops, departmental meetings, or on-the-job training variety where understudy assignments, coaching, and apprenticeship methods are used to teach employees preferred job skills, knowledge, and attitudes. It also includes off-the-job training such as classroom lectures, films, and demonstrations, simulating exercises, and programmed institution. Again, the intent is to instill in employees preferred work behaviors and attitudes.¹¹²

Counseling may help new group members adjust their perceptions of group

¹⁰⁷ Debra L. Nelson and James Campbell Quick, *Opcit.* p.518.

¹⁰⁸ Richard M. Steers, *Opcit.* p.599.

¹⁰⁹ Barry M Staw *Opcit.* p.478.

¹¹⁰ Robert Kreitner and Angelo Kinicki, *Opcit.* p.291.

¹¹¹ Richard M. Steers, *Opcit.* p. 591.

¹¹² Stephen P. Robbins *Opcit.* p. 101.

conditions and bring about certain changes in their behaviors. Counseling provides a means of verbally communicating group expectations in a manner acceptable to the new group members while answering questions and otherwise clarifying issues that may be producing anxieties.¹¹³

2.6.7. Behavior modeling

Behavior Modeling is also known as observational learning or vicarious learning. Behavior modeling is learning process by which one observes and imitates the behavior of relevant others.¹¹⁴

Modeling is excellent techniques for helping individuals acquire new behaviors. Modeling is learning by imitation and is based on the premise that learning can occur by observing the behaviors and consequences of others as well as by direct personal experience. Modeling is valuable to managers for a number of reasons. ¹¹⁵ First, behaviors acquired through modeling do not have to be learned through a tedious process of trial and error. Second, modeled behavior can be learned by many people at once because learning takes place vicariously, each individual does not have to experience the behavior through other means, the acquisition process can be shorted through modeling.

In addition to facilitate the learning of new behavior, modeling can strengthen or weaken previously learned behaviors. Modeling may also prompt already-learned behaviors.¹¹⁶ In short, behavior modeling is a means to show expected behavior of employees by assigning role models.

2.6.8. Sponsor or "buddy system"

It is a way of fitting new employees through their friends.¹¹⁷

2.6.9. Career paths and career ladders.

¹¹³ Donald d. White and David A. Bednar, Opcit, p. 251.

¹¹⁴ Robert Kreitner and Angelo Kinickl, Opcit, p.286.

¹¹⁵ Donald d. White and David A. BednarOpcit, p. 251.

¹¹⁶ Ibid

¹¹⁷ Ibid

A career ladder is a specific series of jobs or experiences necessary to advance in the organization. The existence of career paths and career ladders plays a role in socializing the new employee. It is a means to develop employees experience and to create long-term relationship between the employee and the employer. In addition to providing information, career paths also play a more symbolic role. They let employees know that the organization is interested in a long-term relationship with them-that it is committed to them not just for now, but for the future as well. In fact, one major reason for turnover in organizations is the lack of clear opportunities for career advancement.¹¹⁸

2.6.10. Debasement experiences

A more dramatic socialization technique is the debasement experience. It is a mechanism; employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more humble- self-perception, which allows for easier socialization attempts. As a result of the experience, the employee is more prone to look up to the supervisor for advice and knowledge.¹¹⁹

2.6.11. Role requirements.

It is a means to describe the role expectation of employees and is a method to regulate employee behavior.¹²⁰

2.6.12. Rules, procedures and policies.

Rules are explicit statements that tell an employee what he or she ought or ought not to do. Procedures are a series of interrelated sequential steps that employees follow in the accomplishment of their job tasks. Policies are guidelines that set constraints on decisions that employees make. Each of these represents techniques that organizations use to regulate the behavior of members.¹²¹

¹¹⁸ Barry M Staw, *Opcit*, p.482.

¹¹⁹ Richard M. Steers, *Opcit*, p. 591.

¹²⁰ Stephen P. Robbins, *Opcit*, p. 99-100.

¹²¹ *Ibid*

2.6.13. Rituals

It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual.¹²²

2.6.14. Trial and error

It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods.¹²³

¹²²Stephen P. Robbins, *Op cit*, p.101.

¹²³Richard M. Steers, *Op cit*, p.592

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION: A SURVEY APPROACH

This chapter presents profile of Development Bank of Ethiopia, characteristics of the studied population, analysis and interpretation of the data collected. The analysis and interpretation of the data do not necessarily follow the pattern and order of items in the questionnaire. The analysis and the interpretation are given after each table and charts.

3.1. Development Bank of Ethiopia: In Brief

This section presents the history, missions, objectives, manpower and financial performance of DBE.

3.1.1. History

Before obtaining its current name, DBE being a state owned financial institution has been operating under different names, purposes and socio-economic and political environment. It originated as Agricultural Bank in 1945 by Proclamation No. 715 of April 29 for the purposes of granting of small agricultural loans. In 1949, Proclamation No. 110 of 30 September changed the name of the Bank to the Agricultural and Commercial Bank of Ethiopia. In 1951 it was consolidated and merged with a new bank known as the Development Bank of Ethiopia. Thus, the elder DBE was established on March 19, 1951 with the primary objective to accelerate the development of productive and other essential activities by providing medium and long-term loan. The authorized capital of the Bank was Birr 13 million. The motto of the Bank was "finance for development", development referring to industrial and economic growth. It was not only providing development finance but was

also prepared to advice and assist enterprising businessmen, industrialists and farmers of different category, at all stages in the planning and execution of investment projects. By 1966, it already had branches at Jimma, Gore, Yirgalem, Asmara and Dessie. It also had a Mobile branch, which operated at intervals as required in the various towns of the country.

The Bank had certain broad principles to which every proposed project had to be subjected to: The principles include:

- A. The project that is seeking the bank's financial assistance had to belong to sectors of the national economy, which had priority in the country's long term development plans. Then it was required to be economically and technically sound.
- B. The investment project was expected to promote the economic growth of Ethiopia.
- C. In order to obtain DBE's financial help the investor ought to be ready and able to put-up his own resources into the enterprise and meet a substantial part of the total investment cost. The Bank preferred the entrepreneur not only to invest the project but also bring something behind the idea and have a genuine stake in it.

↑

The Agricultural and Industrial Development Bank (AIDB) of Ethiopia was established in 1970 by amalgamating the Development Bank of Ethiopia and the Ethiopian Investment Corporation. Imperial Decree No. 55 of 1970 transferred the assets and liabilities of these hither to independently operating development finance institutions to the newly formed AIDB. The new Bank was made to mobilize the financial and human resources that it inherited from the DBE. The main objective of the Bank was to serve the interests of the relatively well to do members of the society who were engaged in import substitutions industrialization and commercial farming. The Bank continued its capitalist oriented operation till the 1974 Ethiopian Revolution, which led to the nationalization of most of the enterprises in the productive &

service sectors of the Ethiopian economy in 1975. AIDB had also amended its policies and procedures to serve the interests of the new socialist orientated Ethiopian Government.

↓ Accordingly, the Board of Directors of the Bank adopted a new policy in August 1976 to suit the needs of the new economic policy of the time. The policy statement of the Board outlined the guiding principles that govern the overall activities of the Bank in conformity with the national objective and under the directives to be given by the National Bank of Ethiopia.¹²⁴

The policy had specific statements on general credit policy, financial policy, agricultural credit policy and credits to small-scale industries, and credit to services sector projects.

↑ Proclamation No. 158 of 1979 provided the legal bases for the reestablishment of the AIDB. The authorized capital of the Bank was set at Birr 100,000,000. The purposes for which the Bank was re-established were to extend loans to specialized agricultural and industrial sectors as well as to other sectors of the national economy in pursuit of the nation's economic and social objectives so as to accelerate the economic development of the country. Its main purpose was, thus, to serve the socialized sector of the economy, which included state enterprises and cooperatives, and to some extent to handicrafts and small-scale industries.

↓ The 1991 change in Government and economic policy of the country was led to changes in the objectives of the bank. It was in fact in a weak position from organizational, financial as well as lack of clarity of objectives until the new DBE was established in 1994. DBE was established by Council of Minister's Regulation NO. 200 of 1994 to mobilize funds from sources within and

¹²⁴ Development Bank of Ethiopia, A Condensed Statistical and History of Credit Operations, Financial Performance and Other Activities of DBE, Addis Ababa, 2001. pp 1-3

outside the country and provide medium and long-term investment credits besides providing short-term agricultural credits.

Other allied banking services, which are normally undertaken by development banks, were also included among the purpose of the Bank stated in the Regulation but most of them including domestic banking activities and equity participation have never been fully practiced.

DBE was re-established by Council of Minister Regulation No. 83/2000. According to this Regulation the business mission of the Bank is to accelerate the country's development through the provision of development credits. One of the main purposes of the Bank is to provide investment credits including short-term loans to viable projects that will contribute to the country's economic development.¹²⁵

Generally, the Bank's history has undergone substantial changes since 1945 and the policy changes that have been influencing its credit orations and other activities have also been following the changes in the name of the Bank. The changes in the name of the bank may be summarized as follows with implied changes in its activities over the years under consideration:

1945 – 1948 – Agricultural Development Bank of Ethiopia

1949 – 1950 – Agricultural and Commercial Bank of Ethiopia.

1951 – 1969 – Development Bank of Ethiopia

1970 – 1978 – Agricultural and Industrial Development Bank

1979 – 1994 – (Re-established) Agricultural and Industrial Development Bank.

1994 -to-date – Development Bank of Ethiopia

¹²⁵ Development Bank of Ethiopia, A Condensed Statistical and History of Credit Operations, Financial Performance and Other Activities of DBE, Addis Ababa, 2003. pp 1-5.

Currently, the DBE is working with 32 branch offices scattered all over the country targeting at the following missions and broad objectives.¹²⁶

Business Missions

The DBE is a development finance institution established to play a catalytic role in the acceleration of the country's economic growth through the provision of medium and long-term investment credit with technical advice to viable projects with special emphasis to private sector investment. The Bank is, however, at the same time required to maintain its commercial viability and financial sustainability by generating a reasonable amount of profit.¹²⁷

Broad objectives

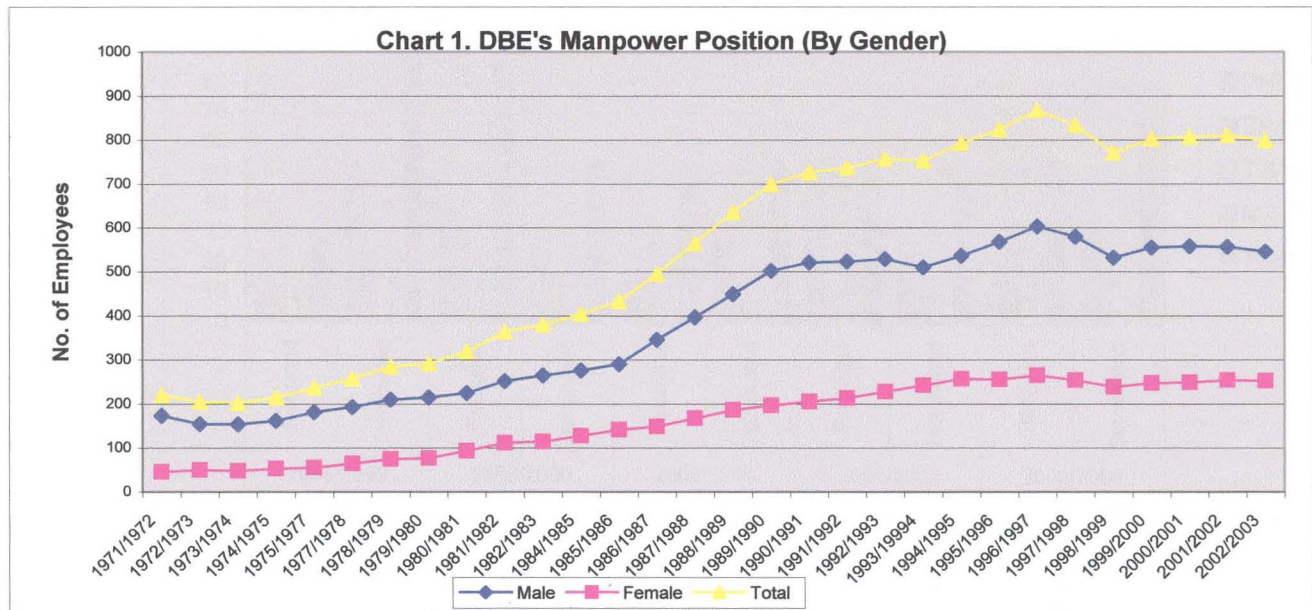
- *To provide medium and long-term loans and a package of short-term loans to viable development projects.*
- *Mobilize funds within and outside the country*
- *Administer "Managed Fund" that could be available from various sources*
- *To participate in syndicate financing and other development promoting activities; and*
- *To provide banking services to its borrowers through accepting deposits, money transfers, opening L/C and other facilities.*¹²⁸

¹²⁶ Development Bank of Ethiopia, A Condensed Statistical and History of Credit Operations, Financial Performance and Other Activities of DBE (1970/71-1999/00) , 2003, P. 16

¹²⁷ Development Bank of Ethiopia, Annual Report for 1999/2000 Fiscal Year, 2000, p.10

¹²⁸ Development Bank of Ethiopia, Plan and Budget for 2000/2001 fiscal year, 2001, p.4

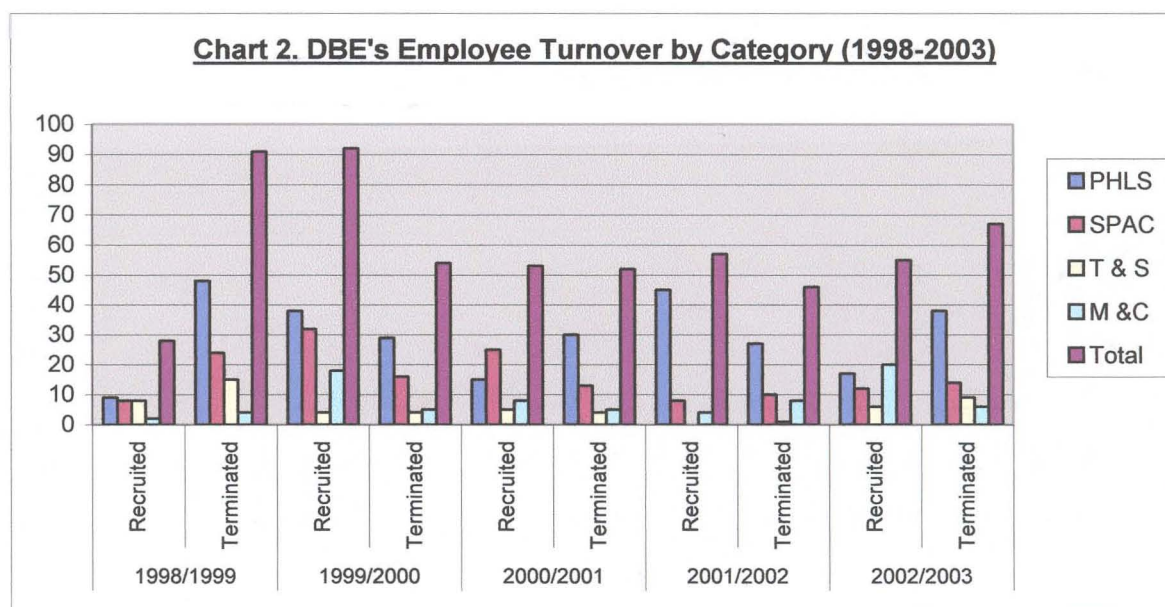
3.1.2. Manpower Position



Source: DBE, A Condensed Statistics and History of Credit Operations, Financial Performance and Other Activities of DBE, 2003, p.40

As shown in chart 1 above, the level of employment increased from 220 employees in 1973/74 to 799 employees in 2002/2003 with an average growth rate of 4.7% per annum. The number of male and female employees increased from 174 in 1973/74 to 546 in 2002/2003 and from 46 in 1973/74 to 253 in 2002/2003 with annual average growth rates of 4.2% and 6.2, respectively.

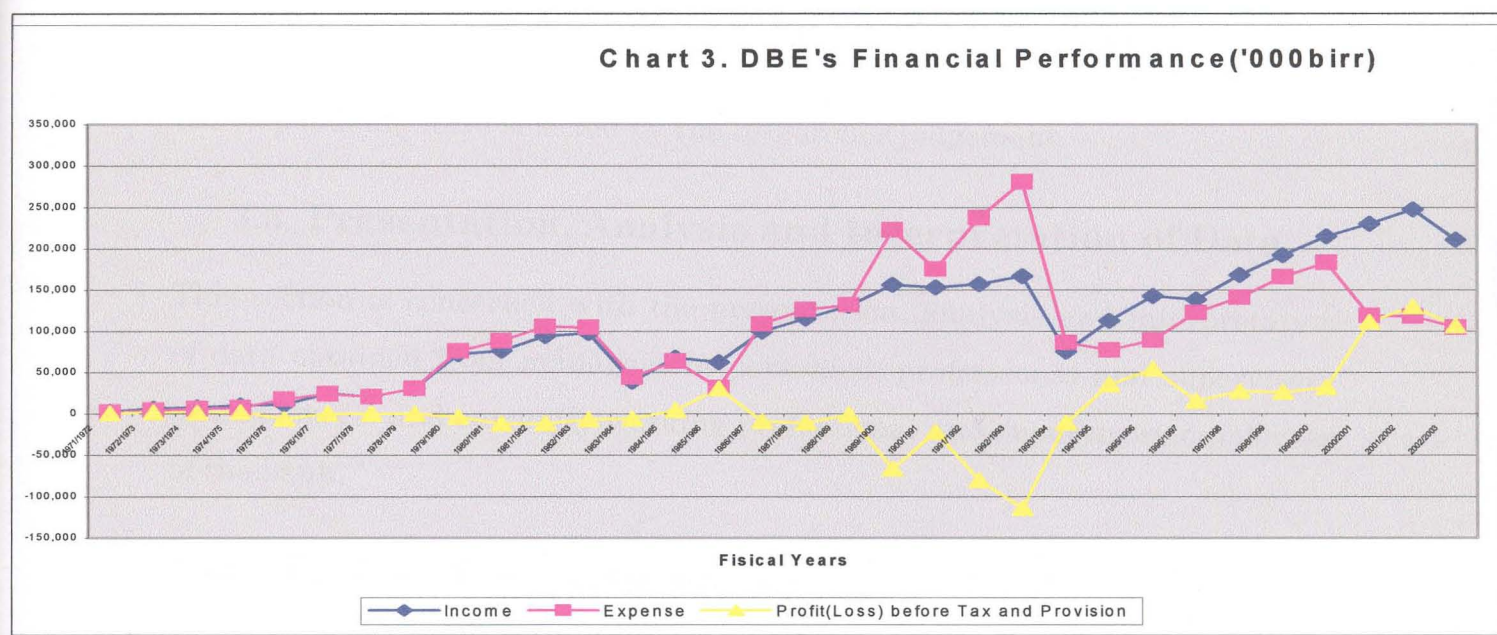
3.1.2.1. Employee' Turnover



Source: DBE, Annual Progressed Report (1998-2003), Addis Ababa, Ethiopia, 2003, p.33

As indicated in chart 2, during the period between 1998/99-2002/03 the Bank has recruited a total of 276 employees. On the other hand, in the years under review 310 employees had terminated their employment with the Bank, of whom 172 employees (56%) were Professionals and High-level Supervisors, 77 employees (25%) were Semi-professionals, Administrative and Clerical, 33 (11%) employees were technical, while the remaining 28 (8%) employees were manual and custodians. Moreover, the rates of labor turnover in the years under review (1998/99-2002/03) were 325%, 59%, 98%, 81%, and 146%, respectively.

3.1.3. Financial Performance



Source: A Condensed Statistics and History of Credit Operations, financial Performance and Other Activities of DBE (1970/71-2002/2003), pp.30-34.

As indicated in chart 3 above, the Bank has incurred losses except very few years in the years under review (1973/94-2002/03).

3.2. Characteristics of the Population

Among the current professional and supervisory staff of the bank (314 employees), selected respondents were 130 (41%). Out of whom, 114 (88 percent) have responded and returned the questionnaires.

The second group of respondents were managers of the bank assuming different managerial positions, numbering 5, out of these, 4 (80%) of managers filled and returned the questionnaires.

The third group of respondents were professional and supervisory ex-employees of the Bank who voluntarily left the bank over the past five years. During the past five years 174 professional and supervisory employees

voluntarily left the bank, out of whom, 50 (29 %) were sample respondents. Among the sample ex-employees 33 (66%) have responded and returned the questionnaires.

All respondents were selected by the researcher judgement.

3.3. Presentation, Analysis and Interpretation of Data

This section is concerned with the presentation, analysis and interpretation of data obtained from management personnel, professional and supervisory ex-employees, and currently working professional and supervisory employees of the bank.

3.3.1. Profile of the Respondents

Table 1. Bio Data of Respondents

No.	Item	Current PHLS		Ex-PHLS		Current Managers	
		No.	%	No.	%	No.	%
1	Gender						
	Male	112	98	33	100	2	50
	Female	2	2	-	-	2	50
Total		114	100	33	100	4	100
2	Educational Status						
	First degree	110	97	28	85	2	50
	Masters	4	3	5	15	2	50
	Ph D	-	-	-	-	-	-
	Other, please specify	-	-	-	-	-	-
Total		114	100	33	100	4	100
3	Service of employees to the organization						
	Below two months	-	-	-	-	-	-
	2-9 months	21	18	4	12	-	-
	9 months-2 years	36	32	16	49	-	-
	Above 2-years	57	50	13	39	4	100
Total		114	100	33	100	4	100

As shown in Item-1 of Table-1, 98 % & 2 % of the current PHLS respondents were males and females, respectively. 50 percent management respondents and all Ex-PHLS respondents were males and the remaining 50 percent of management respondents were females. This implies that most of the company's employees are males. Thus, females' representation in the company is by far less than males. However, females' participation in the management of the organization is equal to males. Hence, females' seems equally represented in the management posts of the organization.

As indicated in Item-2 of Table-1, 97, 85 and 50 percents of current PHLS, Ex-PHLS and manager respondents respectively were qualified at first degree. 3, 15, and 50 percents of current PHLS, Ex-PHLS and manager respondents respectively were qualified at master's level. This indicates that all of the employee respondents are graduates of colleges and universities. This might be due to the fact that the study covers only employees who are graduates of colleges and universities.

With regard to Item-3 of the same table that summarizes services of the respondents, 18, 32, and 50 percents of the current PHLS respondents have served for 2-9 months, 9 months-2 years, and above 2-years, respectively. 12, 49, and 39 percents of the Ex-PHLS were serving the organization for 2-9 months, 9 months-2 years, and above 2-years, respectively. All of the management respondents have served more than two years. As it is seen from the figures, half of the current PHLS respondents and majority (61 percent) of Ex-PHLS fall under the stages of encounter (breaking in) and change and acquisition (settling in) and the remaining half of the current PHLS and 39 percent of Ex-PHLS respondents are out of the three critical stages of the socialization process. These figures indicate that the majority of the Ex-PHLS employees left the organization during encounter and change and acquisition stages of the socialization process, (i.e. during 9 months-2-years employment period) and hence most of DBE employees left the organization during 9-months-2-years services in the organization.

3.3.2. DBE's Organizational Socialization Practice and its Impact on Employees' Turnover

3.3.2.1. Preemployment Socialization Process and its Impact on Employees' Turnover

a. Realistic Job Preview - Current PHLS

Table 2. Realistic Job Preview - Current PHLS

No.	Items	Current PHLS Respondents	
		No.	%
1.	Did you pass through formal selection process at the time you joined in DBE?		
	Yes	114	100
	No	-	-
	Total	114	100
2.	If "Yes" to Item No.1, were you well informed about the positive and negative aspects of your job and company's culture?		
	Yes	24	21
	No	90	79
	Total	114	100
3.	If "Yes" to Item No.2, to what extent the information is accurate and complete?		
	Complete and accurate	-	-
	Complete and inaccurate	6	25
	Accurate but incomplete	7	29
	Inaccurate and incomplete	11	46
	I cannot tell	-	-
	Total	24	100
4.	If "Accurate and complete" to Item No. 3, to what extent did the information help you to stay on the job in the organization?		
	Very high	-	-
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	Total	0	0
5.	If "inaccurate and incomplete" to Item No. 3, does this discourage you to stay on the 'job' in the organization?		
	Yes	8	73
	No	3	27
	Total	11	100
6.	If "Yes" to Item No.5, to what extent?		
	Very high	4	50
	High	2	25
	Average	1	13
	Low	1	12
	Very low	-	-
	I don't know	-	-
	Total	8	100

In the table above an attempt is made to assess whether Realistic Job Preview is conducted in the selection process of employees of the organization and its impact on employees' turnover.

In Item-1 of Table 2, all respondents (100%) responded that they have passed through formal selection process at the time they joined DBE. This indicates that DBE conducts formal selection process at the time it employs new staff. Therefore, DEB undertakes an activity, which facilitates preemployment socialization process.

As it can be observed from Item-2 of Table 2 above, the respondents were asked whether the DBE provides information on both negative and positive aspects of the job and its culture for the new employees. Majority of the PHLS employee respondents (79 percent) and few PHLS employee respondents (21 percent) replied "No" and "Yes", respectively. This implies that the organization has failed to provide realistic job preview to the new employees and this ultimately create reality shock upon employees as soon as they join the company which in turn leads to resignation.

Item-3 of the same table asks those who said "Yes" for Item No. 2, whether the information is accurate and complete. As shown in the Table, 25 percent, 29 percent and 46 percent of the respondents replied that the organization provides "complete but inaccurate", "accurate but incomplete" and "inaccurate and incomplete" information at entry point, respectively. From this we can safely say that the company even failed to provide complete and accurate information to new employees. Therefore, the company still follows the traditional job preview approach. This in turn increases the possibility of early turnover. Besides, recruits, with unrealistically high expectations are increased and may decide to join the organization. This in turn increases job dissatisfaction and turnover because of low match between individual and organization needs.

As Item-5 reveals that out of those who said "Incomplete and inaccurate in Item-3 of Table 2, the highest majority (73 %) replied inaccurate and incomplete information which has been provided by the organization has discouraged them to stay on their "job". This shows that unrealistic and partial information about jobs and organization's culture contributes to employee resignation. This might be caused by unrealistic expectations of the new employee about the job and the organization.

As we can see from Item-6 of Table-2, 50% of those who said inaccurate and incomplete information discourages them to stay on their job, claimed that the extent of discouragement is "Very high". Another 25% of the respondents said the effect to be "high". 13 percent and 12 percent of the respondents said "Average" and "Low" respectively. From these facts, we can infer that the largest majority (75%) of the respondents identified "Very high" or "High" concerning the extent of discouragement to continue on their job in the organization due to the provision of inaccurate and incomplete information by the organization about their job and organization's culture at the point of entry in the organization. This finding shows the strong impact of realistic job preview on the employees' turnover in DBE.

b. Realistic Job Preview - Ex-PHLS

Table 3. Realistic Job Preview - Ex-PHLS

No.	Items	Ex-PHLS Respondents	
		No.	%
1.	Have you gone through formal selection process at the time you joined in DBE?		
	Yes	33	100
	No	-	-
Total		33	100
2.	If "Yes" to item No.1, were you well informed about the positive and negative aspects of your job?		
	Yes	9	27
	No	24	73
Total		33	100
3.	If "Yes" to item No.2, was the information completely matches with what you found after joining the organization?		
	Yes	3	33
	No	6	67
Total		9	100
4	If "No" to item No. 3, did the difference discourage you to stay on the 'job' in the organization?		
	Yes	5	83
	No	1	17
Total		6	100
5	If "Yes" to item No. 4, to what extent the variation contribute to leave the organization?		
	Very high	3	60
	High	1	20
	Average	-	-
	Low	1	20
	Very low	-	-
	I don't know	-	-
Total		5	100

In table-3 an attempt is made to assess the presence of Realistic Job Preview in the employee selection process of the organization at the entry point that support organizational socialization process and if so, the extent to which it affects the frequency of employees' turnover in DBE.

In Item-1 of Table 3, the whole respondents (100 percent) said that they have passed through formal selection process. This implies that the organization employs its staff through formally established procedures. Thus, this formal employment process opens the door for both the organization and new employees to learn about one another. Newcomers can learn what is required to perform the assigned work.. This includes learning role perceptions of the job as well as understanding, which competencies need to be mastered over

time. This also assists newcomers to understand the organization's espoused goals as well as its underlying cultural values and beliefs. Besides, new employees can understand the unstated rules and rituals of the organization, along with the norms of immediate work group. On the other hand, the process also allows the employer to form a set of expectations about the job applicant, such as the unique skills and vitality that he or she will bring to the organization. The organization can also understand employee expectations and devotion for their future career in the organization.

As indicated in Item-2 of Table-3, majority of the Ex-PHLS respondents (73 percent) and very few Ex-PHLS employee respondents (27 percent) replied "No" and "Yes", respectively. These responses are similar to current PHLS respondents. So, the information provided by Ex-PHLS strengthens the responses of Current PHLS employees. Therefore, from this we can say that the organization has failed to provide realistic job preview to the new employees and this ultimately tends to produce a distorted psychological contact that eventually tends to lower trust and higher turnover.

In Item 3 of the same table, those who selected "Yes" in Item-2 of Table 3, were asked whether the information they received before joining the organization matches with what they found after joining the organization. Like that of currently working PHLS employees, Ex-PHLS employees of DBE- Majority (67%) of them replied that what they have been informed by the organization before they joined the organization did not match with what they observed after they joined the organization. From this we can infer that the organization has released unrealistic information to new employees about the nature of their job,, which in turn increase the likelihood of having inflated expectations on the side of new employees. This increases the possibility of early turnover.

Item 4 of the same table asks those who identified mismatch between the information provided to them and the reality within the bank whether the

difference discourage them to stay on their "job" in the organization. 87 percent of them said the discrepancy between what they have been informed before they joined the organization and what it was after they joined the organization has contributed for their resignation. This indicates that inaccurate information, which has been provided by the employer, has contributed for employees' turnover. Thus, the management of the organization has failed to expose newcomers to realistic job previews in a wide array of work organizations, which in turn, as many literatures show, reduces employees' turnover.

As item-5 of Table-3 reveals, the impact of information discrepancy concerning job and organizational culture for leaving the organization is identified to be "very high" by 60 % and "high" by 20% of respondents who said "yes" for item-4 of the same table. From these table figures, we can infer that intensity of absence of Realistic Job Previews for resignation of employees from DBE is strong. Thus, absence of RJPs has greatly contributed for high employees' turnover. This, in other words, shows that the company is not aware of the use and impact of RJPs. Consequently, the company may lose competent employees' that would otherwise the case.

c. Realistic Job Preview - Managers

Table 4. Realistic Job Preview - Managers

No.	Items	Manager Respondents	
		No.	%
1.	Do you have formal selection process while employing new staff?		
	Yes	4	100
	No	-	-
Total		4	100
2.	If "Yes" to item No.1, do you reveal both positive and negative aspects of the job and the organization culture for the new entering employee during the employment process?		
	Yes	4	100
	No	-	-
Total		4	100
3.	If "Yes" to item No.2, to what extent the information is detailed and comprehensive?		
	Detailed and comprehensive	3	75
	Compressive but not detailed	1	25
	Detailed but not comprehensive	-	-
	Not comprehensive and detailed	-	-
	I cannot tell	-	-
Total		4	100
4	If "detailed and comprehensive" to item No. 3, to what extent did the information help an employee to stay on the job in the organization?		
	Very high	2	67
	High	1	33
	Average	-	-
	Low	-	-
	Very low	-	-
Total		3	100

Concerning Item-1 of Table-4 all management respondents like current and Ex-PHLS employees of the organization responded that new employees have passed through formal selection process to get employed in DBE. As indicated in Table 2 and 3 formal selection process has it's own contribution to conduct open discussion regarding the past experiences of newcomers and key decision making, along with recent events in the organization before they joined.

As Item-2 of Table-4 indicate, all management respondents said that they reveal both positive and negative aspects of the job and the organization culture for new entrants during the employment process. This contradicts with the responses provided by current and Ex-PHLS employees.

As indicated in Item-3 of Table-4 the highest majority of management respondents (75 percent) replied that the information they provide for new employees about their respective job and the organization's culture is detail and comprehensive. This one too contradicts with the responses of current and Ex-PHLS employees for similar issue. This implies that what the management feels comprehensive and detailed is not up to the expectation of employees. Or, this indicates that there are some issues pertaining to job and organizational cultures that are out of the management's sight or that might be considered trivial for them but crucial for employees for fitting with their job and to adopt the organization cultures quickly.

Regarding the extent to which provision of comprehensive and detailed information help an employee to stay on the job in the organization, in Item-4 of the same table indicates that majority, (67%) and significant (33%) of management respondents claimed it to be "very high and "high", respectively. These responses are similar to that of the current and Ex-PHLS respondents for the same question. Thus, the impact of RJPs on employees' turnover in DBE is paramount.

3.3.2.2. DBE's Orientation Program as part of its Socialization Practice and Its Impact on Employees' Turnover :

a. DBE's Orientation Program - current PHLS

Table 5. DBE's Orientation Program - current PHLS

No.	Items	Current PHLS Respondents	
		No.	%
1.	Have you participated in an orientation program that provides information pertaining to the job; organization's culture, objectives, benefits; and your workgroup at point of entry?		
	Yes	6	5
	No	108	95
	Total	114	100
2.	If "Yes" to item No.1, did the orientation program enables you to have comprehensive and detailed information about the organization's culture, objectives, benefits and rules?		
	Yes	2	33
	No	4	77
	Total	5	100
3.	If " Yes" to item No. 2, to what extent the information helps you to adopt the organization's culture and to understand its		

	objectives?		
	Very high	2	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	2	100
4.	If "Yes" to item No. 1, did the orientation program enables you to have sufficient information about your job?		
	Yes	1	17
	No	5	83
	Total	6	100
5.	If "Yes" to item No. 4, to what extent is the information assists you to fit with your job?		
	Very high	1	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	1	100
6.	If "Yes" to item No. 1, did the orientation program enables you to have sufficient information about your workgroup?		
	Yes	-	-
	No	6	100
	Total	6	100
7.	If "Yes" to item No.6, to what extent do you think this has helped you to stay in the organization?		
	Very high	-	-
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	0	0
8.	If "No" to Item No. 1, does that create any problem in fitting with your job, work group and organization culture?		
	Yes	104	96
	No	4	4
	Total	108	100
9	If "Yes" to Item No. 8, to what extent that problem discourages you to continue in the organization?"		
	Very high	85	81
	High	8	8
	Average	9	9
	Low	1	1
	Very low	1	1
	I don't know	-	-
	Total	104	100

In the above table an attempt is made to assess the orientation program of DBE's as part of its socialization practice and its impact on employees' turnover.

Item-1 of Table-5 asks whether employees have participated in an orientation program that provides information pertaining to their job; organization's culture, objectives, benefits; and their workgroup at point of entry in DBE.

The highest majority of current PHLS said that they have not participated in any orientation program that provides information on their job, organization's culture, objective, benefits and their workgroup at point of entry in DBE. This implies that, DBE has no well-organized orientation program that moulds its new employees into the organization's culture, and that help new employees to fit with their new job and to the new work group easily and quickly. In other words employees have started their new job and joined the new workgroup without sufficient knowledge of the organization's culture, rules, objectives, policies and regulations, and without having formal knowledge of the workgroup norm, and preliminary guidance of their job which in turn causes lack of confidence and more stress that ultimately leads them to look for alternative opportunity in early stage of their work life in the organization.

Item-2 of Table-5 asks those who said "Yes" in Item-1 of the same table, whether the orientation program enables them to have comprehensive and detailed information about the company's culture, objectives, benefits and rules. Majority of the respondents (77 percent) said that the orientation program of DBE does not provide comprehensive and detailed information on culture, objectives, benefits and rules of the organization. This implies that even those who have been given orientation on culture, objectives and rules are not at a satisfactory level where by new employees develop confidence with lesser stress to do their day-to-day activities. Thus, reality shock could occur due to the experience of sudden entry of employees into a new work environment and perceived discrepancies between what the newcomer believes and what actually occurs.

In Item-3 of the same table, Current-PHLS respondents were requested; to what extent the information they obtained during orientation program helps them to adopt the organization's culture and to understand its objectives. All respondents said "Very high". This indicates that comprehensive and detailed

orientation program in the organization help employees to adopt the organization's culture and objectives, considerably.

Item-4 of the same table asks respondents of current PHLS whether the orientation program enables them to have sufficient information about their job. The greatest majority of the respondents (83 %) said that the orientation program does not provide complete information about their job. This shows that even those who have participated in the orientation program of DBE do not receive sufficient information, which enables them to overcome conflicts between the job and their interest. In turn, this makes employees stressful because of anxiety created by the uncertainties inherent in new situation.

As Item-6 of Table-5 indicated, all of those who responded "Yes" in Item-1 of the same table replied that the orientation program does not enable them to have sufficient information about their workgroup. This finding tells us that even those who participated in the DBE's orientation program did not receive adequate and complete information that would help them to adopt new team norms, and practice new behaviors in a group.

The response in Item-8 of Table-5 sums up the impact of the absence of well-organized orientation program at entry point. Accordingly, the highest majority of respondents (96 percent) asserted that absence of adequate orientation program at entry point has created problem on employees in fitting with their job, work group and organization culture. From this, we can deduce that new employees due to lack of sufficient information about their job, work group and organization's cultures have developed anxiety and stress while they are working in the organization which will lead them to leave the organization.

Regarding the extent to which absence of orientation program in DBE discourages employees to continue in the organization, out of those who said "Yes" to Item No 8. 83, 8, and 9 percents replied "Very high", "High" and

“Average”, respectively. These figures show that all of the respondents have recognized the strong impact of information gap about the workgroup, job and organization’s cultures on employee turnover. As a result, employees are in the verge of leaving the organization due to failure to fit themselves with their job, work group and organizational cultures, which is caused by lack of pre-information about the nature of their job, workgroup and detailed and comprehensive knowledge of organization’s culture, rules, objectives, and policies. All these facts indicate that orientation program which includes information about new employees jobs, working group and organizational cultures, missions, objectives, policies, rules and regulation as a part of socialization practice plays a significant role on employees’ turnover.

b. DBE’s Orientation Program - Ex- PHLS Employees

Table 6. DBE’s Orientation Program - Ex- PHLS Employees

No.	Items	Ex- PHLS Respondents	
		No.	%
1.	Have you participated in an orientation program that provides information pertaining to the job; company’s culture, objectives, benefits; and your workgroup at point of entry?		
	Yes	7	21
	No	26	79
	Total	33	100
2.	If “Yes” to item No.1, did the orientation program enables you to have comprehensive and detailed information about the company’s culture, objectives, benefits and rules?		
	Yes	2	29
	No	5	71
	Total	7	100
3.	If “ Yes” to item No. 2, to what extent the information had helped you to adopt the organization’s culture and to understand its objectives?		
	Very high	2	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don’t know	-	-
	Total	2	100
4.	If “Yes” to item No. 1, did the orientation program enables you to have sufficient information about your job?		
	Yes	2	29
	No	5	71
	Total	7	100
5.	If “Yes” to item No. 4, to what extent was the information assists you to fit with your job?		
	Very high	1	50
	High	1	50
	Average	-	-
	Low	-	-

	Very low	-	-
	I don't know	-	-
	Total	2	100
6.	If "Yes" to item No. 1, did the orientation program enables you to have sufficient information about your workgroup?		
	Yes	1	14
	No	6	86
	Total	7	100
7.	If "Yes" to item No.6, to what extent do you think this had helped you to stay in the organization?		
	Very high	1	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	1	100
8.	If "No" to Item No. 1, did that create any problem in fitting with your job, work group and organization culture?		
	Yes	19	73
	No	7	27
	Total	26	100
9	If "Yes" to Item No. 8, to what extent that problem discouraged you to continue in the organization?"		
	Very high	3	16
	High	15	79
	Average	1	5
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	19	100

As shown in Item 1 of Table-6, Ex-PHLS respondents were asked whether they have participated in an orientation program that provides information pertaining to the job; company's culture, objectives, benefits; and their workgroup at point of entry. Similar to current PHLS employee respondents the highest majority of EX-PHLS respondents (79 percent) said that they didn't participate in an orientation program, which enables employees knowledgeable about their new workgroup, job and organization's cultures. This shows that no attention is given by both employees and the bank to formal and comprehensive socialization program.

In Item-2 of Table-6, out of those who said "Yes" for Item-1 of the same table, majority of the EX-PHLS employee respondents said that the orientation program did not enable them to have comprehensive and detailed information about the company's culture, objectives, benefits and rules. This indicates that even those who have participated DBE' orientation program are not informed to their expectation of the organization. Therefore, new

employees in DBE have started their new job with out adequate information about the nature of their new job, new work group and about organization' culture which would enable them adopt the environment under which they work. In other words, there is good ground for employees to leave the organization at a very short period of time given the unmatched expectation with what the organization provides them.

In Item-3 those who said, " Yes" to item-2 of the same table, were asked to tell the extent the information had helped them to adopt the organization's culture and to understand its objectives. All of the Ex- PHLS employee respondents said "Very high". This implies that provision of comprehensive and detailed information about organization's cultures and objectives has noteworthy helped them to the organization's culture and objectives, which in turn helped them to reduce conflict between their personal values and organizational values which ultimately lead them to work smoothly in the organization voluntarily. However, majority (71%) of those who said that they had taken part on a formal orientation program replied that the orientation program did not enable them to have sufficient information about their job Item-4). In view of this fact, we can infer that the orientation program is not comprehensive enough to enable new employees need know about their new job in the organization. Thus, the organization should recognize the importance of undertaking a formal adequate and complete orientation program as part of the socialization process. This is to mean that the organization should provide job related information to its new employees at satisfactory level.

Out of those who took part on the orientation program, respondents replied comprehensive and detailed information had assisted them to fit with their job, significantly. This implies that the highest majority of respondents strongly value the importance of comprehensive and detailed information to adjust themselves with their new job in the organization.

Item-6 indicates that majority (86%) of those who took part on the orientation program said the orientation program did not provide sufficient information about their workgroup. This fact shows that employees have joined their respective new workgroups without having adequate information that enables them to adjust themselves easily and quickly. This finding also shows that new employees did not identify and understand how they act and react at different situations while they were working with their new workgroup, which can be accounted to whatever information they obtained before joining their respective work groups. Therefore, the organization has failed to help new employees to socialize with their respective new workgroups through provision of information for each newcomer pertaining to his/her new workgroup in the organization.

Out of those who took part in the orientation program, all respondents replied that the information has strongly helped them to stay in the organization. This indicates that early information about the work group has reduced the frequency of employees who left the organization. Therefore, the impact of having or not having information in relation to new work group of the new comer was remarkable.

In Item-8 of the same table, EX-PHLS employee respondents were requested to tell whether lack of comprehensive and detailed information due to absence of orientation program in DBE did create any problem in fitting with their job, work group and organization culture. Majority (73 %) of respondents said that absence of orientation program, consisting of comprehensive and detailed information with regard to their respective new jobs, workgroups and organization's culture, has created problem to assimilate themselves with their respective new workgroups and organizational cultures and to adjust themselves with their respective new jobs in an organization. This indicates that orientation program as a part of

socialization process can play a decisive role in helping employees stay in the organization and has incredible impact upon employees' turnover.

c. DBE's Orientation Program - Managers

Table 7. DBE's Orientation Program - Managers

No.	Items	Manager Respondents	
		No.	%
1.	Has the organization conducted formal orientation program with new entry employees that provide information pertaining their job; company's culture, objectives, benefits; and their workgroup at the point of entry?		
	Yes	2	50
	No	2	50
	Total	4	100
2.	If "Yes" to Item No.1, did the orientation program enables employees to have comprehensive and detailed information about the company's culture, objectives, benefits, and rules?		
	Yes	2	100
	No	-	-
	Total	2	100
3.	If "Yes" to Item No. 2, to what extent the information helps employees to adopt the organization's culture and to understand its objectives?		
	Very high	2	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	2	100
4.	If "Yes" to Item No. 1, did the orientation program enables employees to have sufficient information about their job?		
	Yes	2	50
	No	2	50
	Total	4	100
5.	If "Yes" to Item No. 4, to what extent is the information assists employees to fit with their job?		
	Very high	2	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	2	100
6.	If "Yes" to Item No. 1, did the orientation program enables employees to have sufficient information about their workgroup?		
	Yes	1	25
	No	3	75
	Total	4	100
7.	If "Yes" to item No.6, to what extent do you think this has helped employees to stay in the organization?		
	Very high	1	100
	High	-	-
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	1	100
8.	If "No" to Item No. 1, did that create any problem in fitting		

	with their job, work group and organization culture?		
	Yes	2	100
	No	-	-
	Total	2	100
9	If "Yes" to Item No. 8, to what extent that problem has discouraged employees to continue in the organization?"		
	Very high	-	-
	High	2	100
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	2	100

The above table tries to assess the orientation program of the DBE as part of socialization practice, and its impact on employees' turnover based on views of management respondents.

In relation to Item 1 of Table-7, respondents of management members were asked whether the organization has conducted formal orientation program with new entrants that provides information pertaining their job; company's culture, objectives, benefits; and their workgroup at the point of entry. Half of them replied "Yes" and the remaining 50 percent said "No". This shows that the organization conducts an orientation program for some selected new employees. Thus, DBE has no well-organized orientation program which targets to provide information for all new entrants of DBE pertaining to their new jobs, workgroup and organization's culture which in turn help them to adjust themselves with their respective new jobs, workgroup and the organization's cultures.

Item 2 of the same table asks respondents of management members whether the orientation program enables employees to have comprehensive and detailed information about the company's culture, objectives, benefits, and rules, if their answer is "Yes" for item No. 1 of the same table. All of them said "Yes". From this figure, we can infer that the management members believe that the existing orientation program covers all pertinent information regarding to organization's culture, objectives, benefits, and rules, which would help the new employees to adjust himself/herself with organizational cultures and to understand organization' objectives, benefits and rules easily

and quickly. However, current and Ex- PHLS employees responses are different from those responses obtained from management members regarding the provision of adequate information about organization' cultures at the orientation program of DBE. This shows that management of DBE failed to understand the expectation of new employees from orientation programs. Thus, DBE has no well-studied and planned orientation program, which would help new employees to socialize with the organization's cultures, objectives and rules.

With regards to the extent which the orientation program helps employees to adopt the organization's culture and to understand its objectives. All management respondents claimed that it has highly helped new employees to fit with the organization's culture and to understand the organization objectives. This indirectly indicates that the orientation program as part of socialization practice has paramount influence on employees' continuity on their job in the organization through adapting to organizational cultures and understanding of organization's objectives.

As shown in Item-4 of the same table, management respondents have said "yes" to Item-1 were asked whether the orientation program enables employees to have sufficient information about their job. 50 percent of the respondents said that the orientation program provides sufficient information for new employees in relation to their job. The remaining half of the respondents responded that the orientation program does not provide sufficient information for new employees pertaining to their assigned job in the organization. This implies that like that of employee respondents, the management members have confirmed incompleteness of job related information provided to new employees through orientation program. Thus, new employees started with incomplete information of their newly assigned job in the organization, which may induce them to loose confidence and develop anxiety on what they will perform in the organization.

Out of those who said, "Yes" to Item-4 of Table-7, all management respondents acknowledged the remarkable contribution of sufficient job related information released through the orientation program to help new employees fit with their new assigned job in the organization. Therefore, orientation program which provides sufficient information to new employees in connection with their respective assigned jobs in the organization has strong effect upon employees fitness with their new job in the organization and which in turn influence new employees to stay or not to stay on their jobs in the organization.

Item-6 of the same table asks whether the orientation program enables employees to have sufficient information about their workgroup, if there answer is "Yes" to Item-1 of Table-7. Accordingly, the highest majority of the respondents (75 percent) responded that the orientation program does not supply sufficient information pertaining to new work group of the new employee adequately. From this we can conclude that the current orientation program does not address the needs of new employees pertaining to information about their new workgroup and so failed to socialize new employees to their new work group in the organization, which in turn cause frustration on the part of employees to stay on their job and ultimately lead them to quit their employment.

Item-7 of Table-7 indicates that out of those who responded "Yes" in Item-6 of the same table, the whole responded replied that the information provided with regard to new workgroup through the DBE's orientation program to new employees has strongly helped them to stay on their job in the organization. This implies that provision of sufficient information to new employees about the new workgroup helps them to stay in the organization for long period of time and in effect, has significant impact on employees' turnover. In other words, socializing or not socializing new employees with their new workgroup has paramount effect on employees' turnover.

Out of those who said "No" to Item-1 of the same table, all respondents stated that absence of formal orientation program at the point of entry create problem to employees in fitting with their job, work group and organization culture. This, in other words, shows socialization role in the process of fitting

new employees with their workgroup, job and organization's culture, which eventually determine their decision to stay or not to stay in the organization. This also tells us that poor socialization causes new employees not to be fit with their new work group, job, and organization's culture. And as a result of this, they will leave the organization instead of staying in the organization. Thus, the organization failed to retain its employees due to its poor socialization.

Regarding the extent on employee turnover of the problem of unfitness caused by inadequate orientation program, all respondents to Item-9 said it to be "Very high". This response of the management strengthens the responses of current and Ex-PHLS employees concerning similar subjects. So, from this finding we can safely say that employees' continuity on their jobs in the organization is very strongly influenced by the organization's socialization efforts.

3.3.2.3. DBE's Career Development Program as part of its socialization Practice and Its Impact on Employees' Turnover

a. DBE's Career Development Program - Current PHLS

Table 8. DBE's Career Development Program - Current PHLS

No.	Items	Current PHLS Respondents	
		No.	%
1.	Have you ever been given trainings to further develop on your career in the organization?		
	Yes	16	14
	No	98	86
	Total	114	100
2.	If "Yes" to Item No.1, to what extent this training influences you to stay on the job in the organization?		
	Very high	7	44
	High	4	25
	Average	1	6
	Low	2	13
	Very low	1	6
	I don't know	1	6
	Total	16	100
3	If "No" to Item No.1, to what extent do you think that discourages you to stay on your job in the organization?		
	Very high	63	64
	High	17	18
	Average	11	11
	Low	5	5
	Very low	2	2
	I don't know	-	-
	Total	98	100
4.	Do you have clearly stated promotion ladders in the organization?		
	Yes	10	9
	No	104	91
	Total	114	100
5.	If "Yes" to Item No. 4, does it contribute to work for long period of time in the organization?		
	Yes	10	100
	No	-	-
	Total	10	100
6.	If "Yes" to what extent does this influence you to stay in the organization?		
	Very high	7	70
	High	1	10
	Average	2	20
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	10	100
7.	If "No" to Item No. 4, to what extent do you think that discourages you to stay on your job in the organization?		
	Very high	76	73
	High	12	11
	Average	8	8
	Low	3	3
	Very low	3	3
	I don't know	2	2
Total		104	100

The above table assesses the training and employees promotional activities of the DBE as part of the socialization practice and their impact on employees' turnover.

As stated in Item-1 of Table-8, the majority of respondents said that they have not been given trainings to further develop their career in the organization. This is to mean that the organization has made little effort to update all its professional employees on their career, which would enable them to fit with their job. In other words, the organization missed the importance of training to employees as a tool of solving problems in their working area and educational experience as a form of occupational socialization.

Occupational socialization occurs under more controlled conditions in seminaries, convents, and military academies. The person admitted to the academy, seminary, or convent is separated from other parts of a society. Immediately, he or she is submerged in the organization culture as well as learning how to perform the tasks of the profession. Thus, employees are less exposed to a series of training programs, which enable them to fit with their jobs and to install certain beliefs and values of the organization which may lead them to mismatch with their job due to lack of job skills, and knowledge.

Item-2 of Table-8 asks the extent training influences employees to stay on their job. Majority of the respondents asserted that the influence of training on their continuity on their job in the organization is notable. This informs us that the impact of training to maintain employees for a long period of time in an organization is very high. This, in other words, tells us that employees who lack training may be in the line of walking out of the organization.

In Item-3 of Table-8, those who selected "No" for Item-1 of the same table, were asked to tell the extent lack of training exposure discourages them to stay on their job. Accordingly, 63, 17, and 11 percents of the respondents

replied "Very high", "High" and "Average", respectively. This shows that employees are highly discouraged because of lack of continuous training that helps them to update their knowledge and skills in their career, which ultimately pushes them to leave the organization.

As Item-4 of Tabl-8 indicates, 91 percent of the respondents said that there is no clearly stated promotion ladders in the organization. From this response one can say that the organization has no clearly stated promotional ladders to its employees that enable them to make an upward movement with in the organization. This, in turn, damages employee's ego and reduces his or her moral to work. Therefore, employees are not satisfied with their job due to absence of clearly stated promotional ladders in the organization. As many literatures indicate those who fail to get job satisfaction become frustrated and disappointed and ultimately terminate their employment.

Out of those who answered "Yes" to Item-4 of the same table, the whole respondents said that provision of training for improving their knowledge and skills on their career has encouraged them to work for long period of time in the organization. This indirectly shows that training has contributed to socialize employees with their job, workgroup and ropes of the organization.

As shown in Item-6 of Table-8, majority of the respondents said that access of training has significantly influenced them to stay in the organization. This is to mean that while employees are exposed for continuous training, the possibility of leaving the organization is very low. Thus, training has very significant influence on employees' turnover.

As we can see from Item-7 of Table-8, majority of those who said that there is no clearly stated promotion ladders in the organization in Item-4 of the same table replied that absence of clearly stated promotional ladders in their organization has significantly discouraged them to stay in the organization.

This implies that absence of clearly stated promotional ladders in DBE has greatly encouraged employees to leave the organization.

b. DBE's Career Development Program - Ex-PHLS

Table 9. DBE's Career Development Program - Ex-PHLS

No.	Items	Ex-PHLS Respondents	
		No.	%
1.	Have you ever been given trainings to further develop on your career in the organization?		
	Yes	4	12
	No	29	88
	Total	33	100
2.	If "No" to Item No.1, to what extent the absence of training influences you to leave from the organization?		
	Very high	23	79
	High	3	9
	Average	1	4
	Low	1	4
	Very low	1	4
	I don't know	-	-
	Total	29	100
3.	Were you well informed of the career ladders in the organization during your stay in the organization?		
	Yes	2	6
	No	31	94
	Total	33	100
4.	If "No" to Item No. 3, was it contributed to leave from the organization?		
	Yes	28	90
	No	3	10
	Total	31	100
5.	If "Yes" to Item No. 5, to what extent this influences you to terminate your contract from the organization?		
	Very high	21	75
	High	4	14
	Average	2	7
	Low	1	4
	Very low	-	-
	I don't know	-	-
	Total	28	100

As indicated in Item-1 of Table-9, Ex-PHLS respondents were asked whether they have ever been given trainings to further develop their career in the organization. 12.5 and 88 % of them replied "Yes" and "No", respectively. This shows that majority of Ex-employees have not been given any training during their stay in the organization. Therefore, the organization has failed to update its employees with the latest knowledge and skills in their profession that help them to fit with their job which in turn reduces anxiety and frustration of employees to accomplish their day to day activities.

In Item-2 of Table-9, those who said "No" to Item-1 of the same table were asked to tell the extent absence of training influences them to leave the organization. 79, 9, and 4 percents of the respondents claimed that the influence was "Very high", "high", and "Average", respectively. These facts indicate that employees' existence in the organization was substantially affected by the extent the employees were exposed to training. This means that most of the employees left the organization due to lack of proper socialization with their job.

As shown in Item-3 of Table-9, majority of Ex-PHLS employee respondents claimed that they were not well informed of the promotion ladders in the organization during their stay in the organization. This indicates that the organization has given less attention for employees' career development (ladder) which may give employees series of experiences necessary to advance in the organization, if otherwise. In other words, employees did not know the organization's interest in a long-term relationship with them i.e. whether it is committed to them not just for now, but for the future as well.

Majority (90%) of those who said, "No" for Item-3 of Table-9 said that lack of clear career path and ladders in the organization has influenced them to leave the organization. This indirectly shows that the existence of career paths and career ladders play a great role in socializing employees.

Concerning the extent of contribution of unclear career paths and ladders in the organization upon employees to leave from the organization, as indicated in Item-5 of Table-9, majority (75%) of respondents identified it to be "Very high". This implies absence of clear promotional or career paths and ladders in the organization has highly pushed employees to leave the organization. This fact again strengthens the strong impact of socialization on employees' turnover.

c. DBE's Career Development Program-Managers

Table 10. DBE's Career Development Program-Managers

No.	Items	Manager Respondents	
		No.	%
1.	Has the organization exposed employees to continuous professional trainings to further develop on their career in the organization?		
	Yes	3	75
	No	1	25
Total		4	100
2.	If "Yes" to Item No.1, to what extent does consistent training process help employees to stay on their job in the organization?		
	Very high	-	-
	High	-	-
	Average	3	100
	Low	-	-
	Very low	-	-
	I don't know	-	-
Total		3	100
3	Does the organization have clearly outlined promotion ladders for its employees in the organization?		
	Yes	3	75
	No	1	25
Total		4	100
4.	If "Yes" to Item No. 4, does it contribute to work for long period of time in the organization?		
	Yes	2	50
	No	2	50
Total		4	100
5.	If "Yes" to what extent this influences employees to stay in the organization?		
	Very high	-	-
	High	-	-
	Average	1	50
	Low	1	50
	Very low	-	-
	I don't know	-	-
Total		2	100

Item-1 of Table-10 above, asked management personnel of the Bank to indicate whether the organization has exposed its employees to continuous professional trainings to further develop their career in the organization. Majority of the respondents said "Yes". This response is some how different from those responses obtained current and Ex-PHLS Employee respondents on the issue. In this case, management personnel of the bank seen defending their weaknesses or their responses are influenced by very few opportunities given for few employees.

Item- 2 of the same table asked respondents of management members to tell the extent consistent training process helps employees to stay on their job in the organization. 100 percent of the respondents said it to be "Average". From this figure, we can infer that managers of the organization have something in mind other than training that help employees to stay on their job in the organization or else, they have moderate value regarding the importance of training to maintain employees for long period of time in the organization. However, many literatures and employees of the DBE have indicated that training is forceful to sustain employees in an organization by socializing them with their job, organizational ropes and workgroup. Besides, it seems that management in DBE has not yet acknowledged the high value of training as a tool of organizational socialization.

Management respondents were asked in Item-3 of the same table to tell whether the organization has clearly outlined promotion ladders for its employees in the organization. Most of the respondents said "Yes". In this answer is different from the responses provided by former and current employees of the organization for similar question. This case too, managers seem to respond for their goodwill or else, the employee career ladders are undisclosed to employees which indicates management's failure to communicate the information which may help employees to understand how they advance in the organization and ultimately to make decision as to stay in or leave the organization.

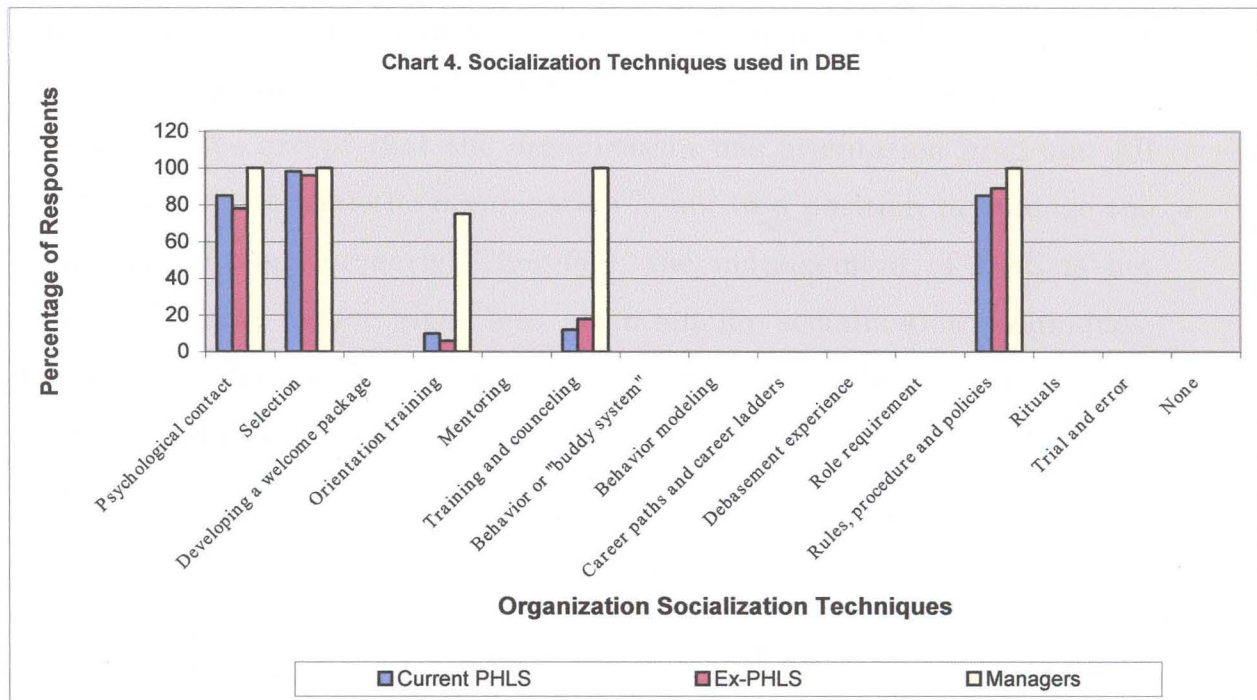
In relation to Item 4 of the same table, half of the management member respondents stated that clearly outlined promotion ladders have influenced employees to work for long period of time in the organization. The remaining half of the respondents said "No". This shows that managers of DBE have no common understanding about the importance of clearly outlined career paths and ladders to hold employees for long period of time in the organization.

Thus, socializing employees with their job and organization ropes by revealing job-progress routes along which employees advance through the organization is not consciously done in DBE.

50% of those who said, "Yes" to Item-4 of the same table, contended that clearly stated career ladders in DBE have averagely influenced employees to stay in the organization. The remaining half of the respondents said "low". From these facts we can infer that management of the organization has given less attention for employees career paths and ladders, which adversely affects employees long-lasting relationship with the organization.

3.3.3. DBE's Organizational Socialization Techniques and Their Impact on Employees' Turnover

a. Socialization Techniques Used in DBE



As shown in chart 4 above, current PHLS employee respondents were asked to tell the type of socialization techniques or mechanisms used by their organization. The listed techniques in the questionnaire are psychological contract; selection; developing a welcome package; orientation training; mentoring; training and counselling; behaviour modelling; sponsor or "buddy system"; career paths and career ladders; debasement experience; role requirement; rules, procedures and policies; rituals; and trial and error. Majority of the current PHLS employee respondents said that Trial and error (91%), psychological contract (36%), selection (76%) and rules, procedures and policies (85%) methods are used as a means to socialize employees. Only very few (12 percent) of the current PHLS employee respondents replied that training and counselling are used as a mechanism to fit employees with their jobs, work groups and company's culture. This implies that employees acquaint themselves with their job, work group, and company's culture

through non-programmed effort. In other words, the company has failed to use widely known systematic methods of socialization in work settings like mentoring, training, behaviour modelling and other scientific methods in managing the socialization process of the company. Similarly, Ex-PHLS employees responded that they have learned their job by trial and error method. Thus, Ex- PHLS employees too provided answer similar with current employees. The management's answers are also similar to that of the preceding bodies except that the organization has orientation program. All these facts indicate that the organization is not in a position to manage the socialization process properly. Therefore, the management of DBE is not aware of the use and/or gives less attention for socialization techniques. Consequently, the organization may lose better employees that would otherwise be the case.

b. Impact of Socialization Techniques on Employees' Turnover - Current PHLS

Table 11. Impact of Socialization Techniques on Employees' Turnover -Current PHLS

No.	Items	Current PHLS Respondents	
		No.	%
1.	In your opinion, do the above techniques help employees to fit with their job, organization culture, and to work with their work group smoothly?		
	Yes	111	97
	No	3	3
	Total	114	100
2.	If "Yes" to Item No.1, do you think these might have helped to reduce the level of employees' turnover?		
	Yes	106	95
	No	5	5
	Total	111	100
3.	If "Yes" to Item No. 2, to what extent?		
	Very high	53	50
	High	45	42
	Average	6	6
	Low	2	2
	Very low	-	-
	I don't know	-	-
	Total	106	100
4.	If "very high" or "high" to Item No.3, do you think the present socialization technique(s) used in your organization is/are) adequate enough to reduce employees' turnover?		
	Yes	-	-
	No	98	100
	I don't know	-	-
	Total	98	100
5.	If "No" to Item No. 4, what major problem(s) affect adopting appropriate socialization techniques that reduce employees' turnover?		
	Management carelessness	98	100
	Shortage of finance	-	-
	Shortage of human power	-	-
	Other, please specify	-	-
	Total	98	100

The above table assesses the impact of socialization techniques on employees' turnover.

Almost all (97 percent) current PHLS employee respondents identified that the techniques mentioned in chart 4 above have helped them to fit with their job, organization culture, and to work with their work group smoothly. These responses ensure us about the usefulness of these techniques to socialize employees with their job, workgroup and organizational cultures so as to maintain them for a long period of time in the organization.

95% of those who said "Yes" in Item-1 of Table 11, replied that the application of socialization techniques in DBE might have reduced the level of employees' turnover. This indicates that delay in applying those techniques in DBE caused the organization to loose employees that would not be otherwise. It can also further be understood from the respondents that failure to implement such techniques as mentioned above have contributed to the high rate of employees' turnover.

Item-3 of Table 11 requests current PHLS employee respondents to identify the extent to which socialization techniques help DBE to reduce employees' turnover. Accordingly, 50, 42, and 6 percents of the respondents claimed the extent to be "Very high", "High" and "Average", respectively. This indicates that majority of the respondents testify the significant effect of socialization techniques on employee' turnover. Hence DBE will continue suffering from high employees' turnover till measures are taken to adopt some appropriate techniques of socialization in the organization.

As Item-4 of Table-11 indicated that the present socialization technique(s) used in the organization is/are not adequate enough to reduce employees' turnover. This implies that DBE management's is either not aware of the impact of socialization techniques on employees' turnover or it has not give the necessary attention for socialization techniques as tools of reducing employees turnover or both. Hence, DBE has lost employees because of inadequate socialization techniques. Generally, the existing socialization techniques used in the organization are not enough by themselves to reduce turnover.

Responses to item-5 of Table-11 indicate that management's carelessness is the main cause for the bank's failure to adopt appropriate socialization techniques. Therefore, DBE has lost employees because of the management carelessness in using appropriate socialization techniques that help employees to adopt organizational cultures and to adjust new employees with their new workgroups and new jobs in the organization.

c. Impact of Socialization Techniques on Employees' Turnover - Ex- PHLS

Table 12. Impact of Socialization Techniques on Employees' Turnover - Ex- PHLS

No.	Items	Ex-PHLS Respondents	
		No.	%
1.	In your opinion, do the above techniques help employees to fit with their job, organization culture, and to work with their work group smoothly?		
	Yes	32	97
	No	1	3
	Total	33	100
2.	If "Yes" to Item No.1, do you think these might have helped to reduce the level of employees' turnover?		
	Yes	28	88
	No	4	12
	Total	32	100
3.	If "Yes" to Item No. 2, to what extent?		
	Very high	23	82
	High	2	7
	Average	3	11
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	28	100
4.	In your opinion, do you think the socialization technique(s) used in DBE was/were adequate enough to reduce employees' turnover?		
	Yes	-	-
	No	33	100
	I don't know	-	-
	Total	33	100
5.	If "No" to Item No. 4, what was/were the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover?		
	Due to management carelessness	33	100
	Shortage of finance	-	-
	Shortage of human power	-	-
	Other, please specify	-	-
	Total	33	100

Of the total Ex-PHLS respondents close to 97% said that the above socialization techniques have helped employees to fit with their job, organization culture, and to work with their work group smoothly. Concerning this issue, current PHLS employees have similar idea. Therefore, undoubtedly, techniques listed in chart-4 above are important to socialize employees with their job, workgroup and organization's cultures effectively in DBE.

Similarly, 88% of Ex-PHLS employees of the Bank believed that socialization techniques might have helped to reduce the level of employees' turnover.

Hence DBE's rate of employees' turnover may decrease by far if management adopts appropriate techniques in the organization. In other words, the organization has lost employees due to lack of appropriate socialization techniques that might retained otherwise.

In Item-3 of Table 11, those who said socialization techniques could reduce employees' turnover in DBE were asked to tell the extent those techniques could reduce employees' turnover in the Bank. 82%, 7% and 11% of the respondents identified the extent to be "Very high, "High" and "Average", respectively. In view of these responses, we can say that socialization techniques have notable impact on employees' turnover of DBE. Thus, absence of appropriate socialization techniques was one of the most important factors for employees to leave the organization.

Alike to current PHLS respondents, Ex-PHLS employee respondents replied that the socialization technique(s) used in DBE was/were inadequate enough to reduce employees' turnover. This implies that DBE's management has failed to adopt appropriate socialization techniques, which could facilitate the socialization process of the organization. In effect, the organization lost employees that would be maintained otherwise.

Concerning the major problem(s) for adopting appropriate socialization techniques that reduce employees' turnover in DBE, Ex- PHLS employees have similar idea with current PHLS employees i.e. they believe that the major obstacle to adopt effective socialization techniques in the organization is management carelessness than anything else. This implies that the major obstacle to adopt effective socialization techniques in the organization is management drawbacks than anything else. It can also further be understood from the respondents that such inadequacy of the techniques mentioned above have contributed to the outflow of employees from DBE.

d. Impact of Socialization Techniques on Employees' Turnover - Management

Table 13. Impact of Socialization Techniques on Employees' Turnover - Management

No.	Items	Management Respondents	
		No.	%
1.	In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their work group smoothly?		
	Yes	4	100
	No	-	-
	Total	4	100
2.	If "Yes" to Item No.1, do you think these might have helped to reduce the level of employees' turnover?		
	Yes	4	100
	No	-	-
	Total	4	100
3.	If "Yes" to Item No. 2, to what extent?		
	Very high	1	25
	High	3	75
	Average	-	-
	Low	-	-
	Very low	-	-
	I don't know	-	-
	Total	4	100
4.	If "Very high" or "high" to Item No.3, do you think the socialization techniques(s) used in your organization is/are adequate enough to reduce employees' turnover?		
	Yes	-	-
	No	4	100
	I don't know	-	-
	Total	4	100
5.	If "No" to Item No. 4, what is/are the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover?		
	Lack of management awareness about the importance of socialization techniques	-	-
	Due to lack of management's attention	-	-
	Resource constraint	4	100
	Other, please specify	-	-
	Total	4	100

As indicated in Table-13 above, the Bank's management believes that the existing socialization techniques used in the company have helped employees to fit with their job, organization culture, and to work with their work group smoothly but are not adequate enough to reduce employees' turnover. The major problem for adopting appropriate socialization techniques up to now is identified to be resource factor. From the preceding facts, we can safely say that the existing socialization techniques used in the company are not enough by themselves to reduce employees' turnover. The main cause for failing to adopt appropriate socialization techniques in the company seems to be

management's carelessness even if management mentioned resource constraint as a factor to protect itself from criticism.

3.3.4. Personal Opinions of the Respondents

Responses obtained for open-ended questions indicate that most of the Ex-PHLS employees believe that the socialization practice of the organization was too weak and needs immediate corrective action by the management. Similarly, current PHLS employees indicate that the organization will face higher turnover due to employee dissatisfaction unless an immediate corrective measure is taken to adopt appropriate socialization mechanisms. Management respondents also explain that the organization has no well-established program to socialize new employees which coincides with employees responses. This fact indicates that the management itself feels inefficient in socializing its employees properly and is less concerned with the socialization process of the organization.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, conclusions, and recommendations. The first part deals with the summary of findings that have already been treated in the previous chapter followed by conclusions of the fundamental findings of the study. Finally, it forwards recommendations based on the findings and conclusions that would alleviate the problems identified.

4.1. Summary

Based on the analysis and interpretation made in the previous chapter, major findings are summarized as follows:

- a. Most of the current PHLS employee respondents were males and found at the stages of encounter (breaking in) and change and acquisition (settling in).
- b. Most of the DBE Ex-PHLS employees left the organization during encounter and change and acquisition stages of socialization process, (i.e. during 9 months to 2-years employment period).
- c. DBE conducts formal selection process at the time it hires new employees, which facilitates preemployment socialization process. However, majority of current PHLS employee respondents, Ex-PHLS employees and management of the organization to some extent believe that the organization has failed to provide realistic job preview to new employees in its preemployment socialization process which ultimately creates reality shock on employees joining the organization resulting in early resignation. Moreover, the organization does not provide

complete information to new employees regarding their job, workgroup and organizations, culture, objectives, and benefits.

- d. Most current Ex-PHLS employees strongly believe that realistic job preview has an impact on the employees' turnover in DBE.
- e. The organization has no formal orientation program to all new employees that help them to fit into the organization's culture, their new job and to the new work group easily and quickly. On top of this DBE's orientation program, which is executed as part of the socialization process, and designed and seem to be offered for few selected new employees, does not provide comprehensive and detailed information about jobs, new work group, and organization's culture, objectives, benefits and rules.
- f. Most of the respondents agreed upon the incredible impact of orientation program as a part of organizational socialization on employees' turnover.
- g. Majority of employees are not exposed to continuous trainings that would help them to further develop their career in the organization which in turn help them to socialize themselves with their job, work group and the organization's cultures. This situation encouraged employees to leave the organization.
- h. Majority of current and Ex-PHLS employees and management respondents underlined the notable impact of inadequate training opportunities on employees' turnover.
- i. Employees of DBE are not well informed of the promotion ladders in the organization that would have helped them to stay in present job in anticipation of better position and benefits. This situation has contributed to employees' resignation from the organization.
- j. Both current and Ex-PHLS employees witness the strong influence of employees' insufficient awareness pertaining to career ladders on employees turnover.

- k. Majority of current PHLS employee respondents, Ex-PHLS employees, and management said that psychological contract, selection, organization's rules, procedures and policies, and trial and error methods, are used in the organization as means to socialize employees but not in a strict sense of socialization.
- l. The major problem to adopt appropriate socialization techniques that reduce turnover is absence of due attention from management.

4.2. Conclusions

Based on the main findings above, the following conclusions are drawn.

1. The organization does not provide adequate realistic job preview to new employees, which may create reality shock on employees as they join the organization that in turn causes early employee resignation.
2. Management of DBE is both less aware of the concept of organizational socialization and fails to socialize its employees at an acceptable level with their job, working group and company's culture. Socialization has paramount impact on employees' turnover. However, management of the Bank has given lesser attention to the importance and impact of organizational socialization on its employee retention. In effect, employees tend to look for better work environment to the extent of getting employment at a lesser salary and benefit. Thus, the organization has been poor in conducting effective socialization process and suffers in maintaining experienced professional employees.
3. Among others, relatively to the theoretical discussions made in many literatures, mentoring, behavior modeling, training and counseling were considered as major instruments in the socialization process. However, employees working in DBE acquaint themselves with their job, work group, and company's culture through non-programmed effort. Therefore, the company has failed to use widely known systematic methods of socialization in work settings such as those

mentioned earlier (i.e. mentoring, training, behavior modeling and other scientific methods) in managing the socialization process of the organization.

4. The major reason for failing to adopt appropriate socialization techniques in the organization is mainly attributed to managerial drawbacks.

Generally, the result of the study shows that the organization has no well-established organizational program to socialize new employees. Accordingly, the practice of the organization's socialization process and techniques is very poor and has shown a strong impact upon employees' turnover. Therefore output of this study confirms the hypothesis of the study, "socialization has significant impact on employees' turnover in DBE".

4.3. Recommendations

On the basis of the findings derived and conclusions drawn there from, with regard to the socialization process and techniques in DBE, the following recommendations are made with the hope implementation would alleviate or reduce the problems identified.

First, the researcher suggests **the management of the organization** to take the following actions to improve the present socialization practices in the organization:

- a. Management has to make a genuine effort to acknowledge and understand its own organizational socialization practices and its significant impact on employees' turnover.
- b. Management has to appreciate the delicate problems, which both the employee and immediate supervisor face in the early days of the career when socialization pressures are at the maximum.

- c. Realistic job previews (RJPs) start the relationship between the newcomer and the organization with integrity and honesty. RJPs, most significant contribution is to lower a recruit's unrealistically high expectations giving job applicants a realistic balance of positive and negative information about the job and work context. RJPs, thus appear to be particularly suited for hiring new employees with high career expectations. Moreover, RJPs increase job satisfaction and decrease turnover. Thus, to manage the socialization process, the organization should introduce RJPs and the researcher advises management to give genuine information about the positive and negative aspects of the job so as to curb unrealistic expectations and reduce costly turnover. Besides, management should recognize the value of other socialization techniques like mentoring, behavior modeling, training, clearly stated career ladders, and socialization agents in the process. All these techniques can be used to positively affect satisfaction and turnover during the socialization process.
- d. The encounter phase of socialization is particularly important. Literatures demonstrated that at this stage the new employee is concerned with gaining acceptance, developing competence in doing the job, and establishing clear requirements for the job and career performance. It is a time for surprise and making sense as the newcomer enters unfamiliar territory. So, the organization is advised to influence this stage through a carefully designed orientation plan and structured training programs based on frequent performance evaluation. Besides, during the encounter phase, management should provide early job assignments that present opportunities for the new recruit to succeed. Newcomers who experience success in training gain

increased self-efficacy and adjust to the new job more effectively. Providing encouragement and feedback to the newcomer during this stage is also crucial. The immediate supervisor, peers, other newcomers and other staff are important sources of support during encounter.

- e. During the change and acquisition phase, rewards are important. Thus, management has to tie the newcomers' rewards as explicitly as possible to their performance. Feedback is also crucial. Thus, managers should provide feedback on continuous basis. This communicates that the organization is concerned about their progress and wants to help them learn the ropes along the way.
- f. Although there are different stages of socialization, they are not identical in order, length, or content for all people or job. Thus, management has to use a contingency approach toward organizational socialization. In other words, different techniques should be applied as appropriate.

Second, the researcher suggests **newcomers** to take the following actions to improve the present socialization practices in the organization:

- a. Newcomers should ask both the negative and positive sides of their job. In particular, newcomers should ask about the stressful aspects of the job.
- b. Newcomers should present honest and accurate information about their own strengths and deficits.
- c. During the encounter phase, newcomers must prepare for reality shock realizing that slight depression is natural when adjusting to a new job.

- d. Newcomers can also plan ways to cope with the job stress ahead of time. If, for example, long assignments away from home are typical, newcomers can plan for these trips in advance. Part of the plan for dealing with reality shock should include ways to seek support from others.
- e. In the change and acquisition stage of adjusting to a new organization, newcomers should set realistic goals and take credit for the success that occurs as they master the job. Newcomers must also seek feedback on job performance from their supervisors and workers.

More over, **colleges and universities** are also recommended to do several concrete things, which would help to improve the socialization process in organizations.

First, they can introduce into their curriculum more apprenticeship experience, which would bring the realities of organization life.

Second, they are strongly advised to teach students to become change-agents, whatever their disciplinary specialty turns out to be.

Third, they should also teach them how to influence their organizations from low positions of power without sacrificing their professional values in the process.

Fourth, they must teach them how to remain creative individuals in the face of strong organizational socialization pressures.

Generally speaking, being a newcomer in an organization it is stressful to cope up with the environment. The process of becoming a functioning member

of the organization takes time, and the newcomer needs support in making the transition. A successful transition from outsider to insider can be ensured if both newcomer and the organization work together to smooth the way. Finally, we strongly advise the organization's management to avoid a haphazard, sink-or-swim approach to organizational socialization to reduce turnover of employees.

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APPENDIX

Addis Ababa University
Faculty of Business and Economics
MBA Program
Survey Research
on
the Impact of Socialization on Employees' Turnover
in
Development Bank of Ethiopia

Survey Questionnaire to be filled by Employees

Introduction

Organizational socialization is the systematic process by which organizations bring new employees into their culture. Socialization also molds the new employee to fit the organization. Through organizational socialization, the employee comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and participating as an organizational member. In general, organizational socialization includes learning work-group, departmental and organizational values, rules, procedures, and norms; developing social and working relationships; and developing skills and knowledge needed to perform the new job. Effective socialization results in compliance and conformity with the values, beliefs, attitudes, rules and patterns of behavior required and employees' fitness with their job and workgroup.

Employees are socialized in many different ways in today's organizations. Some organizations have made an exact science out of organizational socialization. Others leave things to chance in hopes that collective goals will somehow be achieved. Generally, rapid socialization is advantageous. For the individual, it quickly reduces the uncertainty and anxiety surrounding the new job.

This questionnaire is designed to collect data on employees view regarding socialization practices in organizational settings and their impact on employees' turnover. The researcher would like to assure you that the information you

provide would be used for research purpose only and will be kept confidential and presented in aggregate. Therefore, the researcher appreciates your cooperation in filling out this questionnaire and your timely response.

N.B. Some technical terms used in the questionnaire are defined briefly at the end to help you understand some of the questions.

General Instructions:

- i. Please, circle or put a tick mark (♦) for each of the following objective statements that best represents your feelings concerning socialization process and techniques in your organization.
- ii. For open-ended questions, please write your comments and answers in the space provided immediately below the question or at the right side of the question.

I. Personal Profile

1. Please indicate your gender

☐ Male

☐ Female

2. Please indicate your current educational status

☐ Degree

☐ Masters

☐ PhD

☐ Other, please specify

3. How long have you served your employer?

☐ Less than two months

☐ 2-9 months

☐ 9 months-2 years

☐ Above 2 years

II. Basic Information About The Socialization Process And Its Impact On Employees' Turnover

1. Have you gone through formal selection process at the point of entry?

☐ Yes

☐ No

2. If "yes" to Q. 1, were you well informed about the negative and positive aspects of your job and organization's culture?

☐ Yes

☐ No

3. If 'Yes' to Q. 2, to what extent the information is accurate and complete?

- ☐ Complete and accurate ☐ Accurate but incomplete
☐ Complete but inaccurate ☐ Inaccurate and incomplete
☐ I cannot tell

4. If "Accurate and complete" to Q. 3, to what extent did the information help you stay on the job?

- ☐ Very high ☐ High ☐ Average ☐ Low

5. If "Inaccurate and incomplete" to Q. 3, does this discourage you to stay on the job?

- ☐ Yes ☐ No

6. If "Yes" to Q. 5, to what extent?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know

7. Have you participated in an orientation program that provides information pertaining to the job; company's culture, objectives, benefits; and your workgroup on your point of entry?

- ☐ Yes ☐ No

8. If 'Yes' to Q.7, did the orientation program enables you to have comprehensive and detailed information about the company's culture, objectives, benefits and rules?

- ☐ Yes ☐ No

9. If "Yes" to Q.8, to what extent the information helps you to adopt the organization's culture, and to understand its objectives?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know

10. If 'Yes' to Q. 7, did the orientation program enables you to have sufficient information about your job?

- ☐ Yes ☐ No

11. If "Yes" to Q. 10, to what extent is the information assists you to fit with your job?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know

12. If 'Yes' to Q. 7, did the orientation program enables you to have sufficient information about your workgroup?

☐ Yes ☐ No

13. If "Yes" to Q.12, to what extent do you think this has helped you to stay in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

14. If "No" to Q. 7, does that create any problem in fitting with your job, work group and organization culture?

☐ Yes ☐ No

15. If 'yes' to Q.14, to what extent that problem discourage you to continue in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't now

16. Have you ever been given trainings to further develop on your career in the organization?

☐ Yes ☐ No

17. If "Yes" to Q.16, to what extent does this training influence you to stay on the job?

☐ Very high ☐ High ☐ Average ☐ low ☐ Very low

☐ I don't now

18. Do you have clearly stated promotion ladders in the organization?

☐ Yes ☐ No

19. If "Yes" to Q.18, does it contribute to work for long period of time in the organization?

☐ Yes ☐ No

20. If "Yes" to Q.19, to what extent this influences you to stay in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

21. If "No" to Q. 18, to what extent do you think that discourages you to stay on your job?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low now ☐ I don't now

III. Basic Information about Socialization Techniques and their impact on Employees' turnover.

1. Please indicate by ticking the socialization techniques or mechanisms used in your organization if there exists to socialize employees to their job, organizational culture and workgroup.
 - ☐ **Psychological contact** (It is a mechanism to make written and unwritten contacts at entry point)
 - ☐ **Selection** (It is a means to choose new employees that best fit the job and organization culture at entry point)
 - ☐ **Developing a welcome package** (It is way of informing new employees about the organization culture)
 - ☐ **Orientation training** (It is a means to acquaint new employees with basic rules, values of the organization and their new job)
 - ☐ **Mentoring** (It is a means to fit junior employees with their job, group and organization culture through an assignment of senior employees.
 - ☐ **Training and counseling** (It is a mechanism to improve employees performance through professional training and counseling).
 - ☐ **Behavior modeling** (It is a means to show expected behavior of employees by assigning role models).
 - ☐ **Sponsor or "buddy system"** (It is way of fitting new employees through their friends).
 - ☐ **Career paths and career ladders** (It is a means to develop employees experience and to create long-term relationship between the employee and the employer).
 - ☐ **Debasement experience** (It is a mechanism, employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more modest-self-perception.
 - ☐ **Role requirement** (It is a means to describe the role expectation of employees).
 - ☐ **Rules, Procedures and polices** (they are explicit statements that tell an employee what he or she ought or ought no to do.
 - ☐ **Rituals** (It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual)

☐ **Trial and error** (It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods)

☐ None of the above

☐ Other, please specify _____

2. In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their workgroup smoothly?

☐ Yes ☐ No

3. If "Yes" to Q. 2, do you think these might have helped to reduce the frequency of leaving the organization?

☐ Yes ☐ No

4. If "Yes" to Q. 3, to what extent?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

5. If your answer for question No. "4" is "very high" or "high", do you think the present socialization technique(s) used in your organization is/are adequate enough to reduce the employees' turnover?

☐ Yes ☐ No ☐ I don't know

6. If your answer for question No. 5, is "No" what is /are the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover? (Make (♦) in the box provided, whichever is applicable).

☐ Lack of management awareness about the importance of socialization techniques

☐ Due to management carelessness

☐ Shortage of finance

☐ Other, please specify

7. What is your opinion towards the socialization process and techniques in your organization?

Brief Explanations of Words or Phrases of Socialization Techniques Used in Questionnaire.

- 1) **Psychological contact** is an implicit agreement between the individual and the organization that specifies what each is expected to give and receive in the relationship.
- 2) **Mentor** is an individual who provides guidance, coaching, counseling, and friendship to a protégé. It means mentor is a senior employee whose primary role is to instruct younger, less experienced protégé. Thus, mentoring is the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).
- 3) **Behavior Modeling** is the learning process by which one observes and imitates the behavior of relevant others.
- 4) **Sponsor or "buddy system"** is a method that new group members are frequently teamed with a sponsor or "buddy" in order to learn the ropes of the organization.
- 5) **Debasement experience** is the socialization technique that the employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more humble-self- perception, which allows for easier socialization attempts. For example, periodically an old hand or a supervisor will setup a new employee in such a way that the employee fails on a task or is publicly embarrassed. As a result of the experience, the employee is more prone to look up to the supervisor for advice and knowledge.

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Employees are socialized in many different ways in today's organizations. Some organizations have made an exact science out of organizational socialization. Others leave things to chance in hopes that collective goals will somehow be achieved. Generally, rapid socialization is advantageous. For the

II. Basic Information About The Socialization Process And Its Impact On Employees' Turnover

1. Have you gone through formal selection process at the time you joined Development Bank of Ethiopia?
☐ Yes ☐ No
2. If "yes" to Q. 1, were you well informed about the positive and negative aspects of your job?
☐ Yes ☐ No
3. If "Yes" to Q. 2, was the information completely matches with what you found after joining the company?
☐ Yes ☐ No
4. If "No" to Q. 3, did the difference discourage you to stay on the 'job'?
☐ Yes ☐ No
5. If "Yes" to Q. 4, to what extent the variation contribute to leave the organization?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
6. Have you participated in an orientation program that provides information pertaining to the job; company's culture, objectives, benefits; and your workgroup at point of entry?
☐ Yes ☐ No
7. If "No" to Q.6, did that create any problem you in fitting with your job, work group and organization culture?
☐ Yes ☐ No
8. If "Yes" to Q 7, to what extent that problem discourages you to continue in the 'organization'?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
9. If "yes" to Q.6, did the orientation program enables you to have sufficient information about your job?
☐ Yes ☐ No
10. If "Yes" to Q. 9, to what extent is the information assists you to fit with your job?
☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

11. If "yes" to Q.6, did the orientation program enables you to have sufficient information about your workgroup?

☐ Yes ☐ No

12. If "Yes" to Q. 11, to what extent is the information assists you to fit with your workgroup?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

13. If "yes" to Q.6, did the orientation program enables you to have comprehensive and detailed information about the organization's culture, objectives, benefits and rules?

☐ Yes ☐ No

14. If "Yes" to Q. 13, to what extent the information assists you to adopt the organization's culture and to understand its objectives?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

15. Have you ever been given trainings to further develop on your career in the organization?

☐ Yes ☐ No

16. If "No" to Q.15, to what extent the absence of training influences you to leave from the organization?

☐ Very high ☐ High ☐ Average ☐ low ☐ Very low

☐ I don't know

17. Were you well informed of the promotion ladders in the organization during your stay in the organization?

☐ Yes ☐ No

18. If "No" to Q.17, was it contribute to leave from the organization?

☐ Yes ☐ No

19. If "Yes" to Q.18, to what extent did this influence you to terminate your contract from the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

12. If 'Yes' to Q. 7, did the orientation program enables you to have sufficient information about your workgroup?

☐ Yes ☐ No

13. If "Yes" to Q.12, to what extent do you think this has helped you to stay in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

14. If "No" to Q. 7, does that create any problem in fitting with your job, work group and organization culture?

☐ Yes ☐ No

15. If 'yes' to Q.14, to what extent that problem discourage you to continue in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't now

16. Have you ever been given trainings to further develop on your career in the organization?

☐ Yes ☐ No

17. If "Yes" to Q.16, to what extent does this training influence you to stay on the job?

☐ Very high ☐ High ☐ Average ☐ low ☐ Very low

☐ I don't now

18. Do you have clearly stated promotion ladders in the organization?

☐ Yes ☐ No

19. If "Yes" to Q.18, does it contribute to work for long period of time in the organization?

☐ Yes ☐ No

20. If "Yes" to Q.19, to what extent this influences you to stay in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

21. If "No" to Q. 18, to what extent do you think that discourages you to stay on your job?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low now ☐ I don't now

III. Basic Information about Socialization Techniques and their impact on Employees' turnover.

1. Please indicate by ticking the socialization techniques or mechanisms used in your organization if there exists to socialize employees to their job, organizational culture and workgroup.
- ☐ **Psychological contact** (It is a mechanism to make written and unwritten contacts at entry point)
 - ☐ **Selection** (It is a means to choose new employees that best fit the job and organization culture at entry point)
 - ☐ **Developing a welcome package** (It is way of informing new employees about the organization culture)
 - ☐ **Orientation training** (It is a means to acquaint new employees with basic rules, values of the organization and their new job)
 - ☐ **Mentoring** (It is a means to fit junior employees with their job, group and organization culture through an assignment of senior employees.
 - ☐ **Training and counseling** (It is a mechanism to improve employees performance through professional training and counseling).
 - ☐ **Behavior modeling** (It is a means to show expected behavior of employees by assigning role models).
 - ☐ **Sponsor or "buddy system"** (It is way of fitting new employees through their friends).
 - ☐ **Career paths and career ladders** (It is a means to develop employees experience and to create long-term relationship between the employee and the employer).
 - ☐ **Debasement experience** (It is a mechanism, employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more modest-self-perception.
 - ☐ **Role requirement** (It is a means to describe the role expectation of employees).
 - ☐ **Rules, Procedures and polices** (they are explicit statements that tell an employee what he or she ought or ought no to do.
 - ☐ **Rituals** (It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual)

☐ **Trial and error** (It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods)

☐ None of the above

☐ Other, please specify _____

2. In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their workgroup smoothly?

☐ Yes ☐ No

3. If "Yes" to Q. 2, do you think these might have helped to reduce the frequency of leaving the organization?

☐ Yes ☐ No

4. If "Yes" to Q. 3, to what extent?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

5. If your answer for question No. "4" is "very high" or "high", do you think the present socialization technique(s) used in your organization is/are adequate enough to reduce the employees' turnover?

☐ Yes ☐ No ☐ I don't know

6. If your answer for question No. 5, is "No" what is /are the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover? (Make (♦) in the box provided, whichever is applicable).

☐ Lack of management awareness about the importance of socialization techniques

☐ Due to management carelessness

☐ Shortage of finance

☐ Other, please specify

7. What is your opinion towards the socialization process and techniques in your organization?

Brief Explanations of Words or Phrases of Socialization Techniques Used in Questionnaire.

- 1) **Psychological contact** is an implicit agreement between the individual and the organization that specifies what each is expected to give and receive in the relationship.
- 2) **Mentor** is an individual who provides guidance, coaching, counseling, and friendship to a protégé. It means mentor is a senior employee whose primary role is to instruct younger, less experienced protégé. Thus, mentoring is the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).
- 3) **Behavior Modeling** is the learning process by which one observes and imitates the behavior of relevant others.
- 4) **Sponsor or "buddy system"** is a method that new group members are frequently teamed with a sponsor or "buddy" in order to learn the ropes of the organization.
- 5) **Debasement experience** is the socialization technique that the employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more humble-self- perception, which allows for easier socialization attempts. For example, periodically an old hand or a supervisor will setup a new employee in such a way that the employee fails on a task or is publicly embarrassed. As a result of the experience, the employee is more prone to look up to the supervisor for advice and knowledge.

Addis Ababa University

Faculty of Business and Economics

MBA Program

Survey Research

on

the Impact of Socialization on Employees' Turnover

in

Development Bank of Ethiopia

Survey Questionnaire to be filled by Ex-employees

Introduction

Organizational socialization is the systematic process by which organizations bring new employees into their culture. Socialization also molds the new employee to fit the organization. Through organizational socialization, the employee comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and participating as an organizational member. In general, organizational socialization includes learning work-group, departmental and organizational values, rules, procedures, and norms; developing social and working relationships; and developing skills and knowledge needed to perform the new job. Effective socialization results in compliance and conformity with the values, beliefs, attitudes, rules and patterns of behavior required and employees' fitness with their job and workgroup.

Employees are socialized in many different ways in today's organizations. Some organizations have made an exact science out of organizational socialization. Others leave things to chance in hopes that collective goals will somehow be achieved. Generally, rapid socialization is advantageous. For the

individual, it quickly reduces the uncertainty and anxiety surrounding the new job.

This questionnaire is designed to collect data on ex-employees view regarding socialization practices in organizational settings and their impact on employees' turnover. The researcher would like to assure you that the information you provide would be used for research purpose only and will be kept confidential and presented in aggregate. Therefore, the researcher appreciates your cooperation in filling out this questionnaire and your timely response.

N.B. Some technical terms used in the questionnaire are defined briefly at the end to help you understand some of the questions.

General Instructions:

- i. Please, circle or put a tick mark (♦) for each of the following objective statements that best represents your feelings concerning socialization process and techniques in your organization.
- ii. For open-ended questions, please write your comments and answers in the space provided immediately below the question or at the write side of the question.

I. Personal Profile

1. Please indicate your gender

☐ Male ☐ Female

2. Please indicate your current educational status

☐ 1st Degree ☐ Masters ☐ PhD

☐ Other, please specify

3. How long have you stayed in Development Bank of Ethiopia?

☐ Less than two months ☐ 2-9 months ☐ 9 months-2 years

☐ Above 2 years

II. Basic Information About The Socialization Process And Its Impact On Employees' Turnover

1. Have you gone through formal selection process at the time you joined Development Bank of Ethiopia?
☐ Yes ☐ No
2. If "yes" to Q. 1, were you well informed about the positive and negative aspects of your job?
☐ Yes ☐ No
3. If "Yes" to Q. 2, was the information completely matches with what you found after joining the company?
☐ Yes ☐ No
4. If "No" to Q. 3, did the difference discourage you to stay on the 'job'?
☐ Yes ☐ No
5. If "Yes" to Q. 4, to what extent the variation contribute to leave the organization?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
6. Have you participated in an orientation program that provides information pertaining to the job; company's culture, objectives, benefits; and your workgroup at point of entry?
☐ Yes ☐ No
7. If "No" to Q.6, did that create any problem you in fitting with your job, work group and organization culture?
☐ Yes ☐ No
8. If "Yes" to Q 7, to what extent that problem discourages you to continue in the 'organization'?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
9. If "yes" to Q.6, did the orientation program enables you to have sufficient information about your job?
☐ Yes ☐ No
10. If "Yes" to Q. 9, to what extent is the information assists you to fit with your job?
☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

11. If "yes" to Q.6, did the orientation program enables you to have sufficient information about your workgroup?

☐ Yes ☐ No

12. If "Yes" to Q. 11, to what extent is the information assists you to fit with your workgroup?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

13. If "yes" to Q.6, did the orientation program enables you to have comprehensive and detailed information about the organization's culture, objectives, benefits and rules?

☐ Yes ☐ No

14. If "Yes" to Q. 13, to what extent the information assists you to adopt the organization's culture and to understand its objectives?

☐ Very high ☐ High ☐ Average ☐ Low

☐ Very low ☐ I don't know

15. Have you ever been given trainings to further develop on your career in the organization?

☐ Yes ☐ No

16. If "No" to Q.15, to what extent the absence of training influences you to leave from the organization?

☐ Very high ☐ High ☐ Average ☐ low ☐ Very low

☐ I don't know

17. Were you well informed of the promotion ladders in the organization during your stay in the organization?

☐ Yes ☐ No

18. If "No" to Q.17, was it contribute to leave from the organization?

☐ Yes ☐ No

19. If "Yes" to Q.18, to what extent did this influence you to terminate your contract from the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

III. Basic Information about Socialization Techniques and their impact on Employees' turnover.

1. Please indicate by ticking the socialization techniques or mechanisms that were used in the DBE to socialize employees to their job, organizational culture and workgroup, if any.

- ☐ **Psychological contact** (It is a mechanism to make written and unwritten contacts at entry point)
- ☐ **Selection** (It is a means to choose new employees that best fit the job and organization culture at entry point)
- ☐ **Developing a welcome package** (It is way of informing new employees about the organization culture)
- ☐ **Orientation training** (It is a means to acquaint new employees with basic rules, values of the organization and their new job)
- ☐ **Mentoring** (It is a means to fit junior employees with their job, group and organization culture through an assignment of senior employees.
- ☐ **Training and counseling** (It is a mechanism to improve employees performance through professional training and counseling).
- ☐ **Behavior modeling** (It is a means to show expected behavior of employees by assigning role models).
- ☐ **Sponsor or "buddy system"** (It is way of fitting new employees through their friends).
- ☐ **Career paths and career ladders** (It is a means to develop employees experience and to create long-term relationship between the employee and the employer).
- ☐ **Debasement experience** (It is a mechanism, employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more modest-self-perception.
- ☐ **Role requirement** (It is a means to describe the role expectation of employees).
- ☐ **Rules, Procedures and polices** (they are explicit statements that tell an employee what he or she ought or ought no to do.

☐ **Rituals** (It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual)

☐ **Trial and error** (It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods)

☐ None

☐ Other, please specify _____

2. In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their workgroup smoothly?

☐ Yes ☐ No ☐ I don't know

3. If "Yes" to Q. 2, do you think these might have helped to reduce the level of employees' turnover?

☐ Yes ☐ No

4. If "Yes" to Q. 3, to what extent?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

5. In your opinion, do you think the socialization techniques' used in DBE was/were adequate enough to reduce employees' turnover?

☐ Yes ☐ No

6. If your answer for question No. 5, is "No" what was /were the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover? (Make (♦) in the box provided, whichever is applicable).

☐ Due to management carelessness

☐ Shortage of finance

☐ Shortage of skilled manpower

☐ Other, please specify

7. What is your opinion towards the socialization process and techniques in your organization?

Brief Explanations of Words or Phrases of Socialization Techniques Used in Questionnaire.

- 1) **Psychological contact** is an implicit agreement between the individual and the organization that specifies what each is expected to give and receive in the relationship.
- 2) **Mentor** is an individual who provides guidance, coaching, counseling, and friendship to a protégé. It means mentor is a senior employee whose primary role is to instruct younger, less experienced protégé. Thus, mentoring is the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).
- 3) **Behavior Modeling** is the learning process by which one observes and imitates the behavior of relevant others.
- 4) **Sponsor or "buddy system"** is a method that new group members are frequently teamed with a sponsor or "buddy" in order to learn the ropes of the organization.
- 5) **Debasement experience** is the socialization technique that the employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more humble-self- perception, which allows for easier socialization attempts. For example, periodically an old hand or a supervisor will setup a new employee in such a way that the employee fails on a task or is publicly embarrassed. As a result of the experience, the employee is more prone to look up to the supervisor for advice and knowledge.

Addis Ababa University

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Survey Questionnaire to be filled by Managers

Introduction

Organizational socialization is the systematic process by which organizations bring new employees into their culture. Socialization also molds the new employee to fit the organization. Through organizational socialization, the employee comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and participating as an organizational member. In general, organizational socialization includes learning work-group, departmental and organizational values, rules, procedures, and norms; developing social and working relationships; and developing skills and knowledge needed to perform the new job. Effective socialization results in compliance and conformity with the values, beliefs, attitudes, rules and patterns of behavior required and employees' fitness with their job and workgroup.

Employees are socialized in many different ways in today's organizations. Some organizations have made an exact science out of organizational socialization. Others leave things to chance in hopes that collective goals will

somehow be achieved. Generally, rapid socialization is advantageous. For the individual, it quickly reduces the uncertainty and anxiety surrounding the new job.

This questionnaire is designed to collect data on managers' view regarding socialization practices in organizational settings and their impact on employees' turnover. The researcher would like to assure you that the information you provide would be used for research purpose only and will be kept confidential and presented in aggregate. Therefore, the researcher appreciates your cooperation in filling out this questionnaire and your timely response.

N.B. Some technical terms used in the questionnaire are defined briefly at the end to help you understand some of the questions.

General Instructions:

- i. Please, circle or put a tick mark (♦) for each of the following objective statements that best represents your feelings concerning socialization process and techniques in your organization.
- ii. For open-ended questions, please write your comments and answers in the space provided immediately below the question or at the write side of the question.

I. Personal Profile

1. Please indicate your gender

☐ Male ☐ Female

2. Please indicate your current educational status

☐ Diploma ☐ Degree ☐ Masters ☐ PhD

☐ Other, please specify

3. How long have you served your employer?

☐ Less than two months ☐ 2-9 months ☐ 9 months-2 years

☐ Above 2 years

II. Basic Information About The Socialization Process And Its Impact On Employees' Turnover

1. Do you have formal selection process while employing new staff?
☐ Yes ☐ No
2. If "Yes" to Q. 1, do you reveal both positive and negative aspects of the job and the organization culture for the new entering employee during the employment process?
☐ Yes ☐ No
3. If 'Yes' to Q. 2, to what extent the information is detailed and comprehensive?
☐ Detailed and Comprehensive ☐ Detailed but Comprehensive
☐ Comprehensive but Detailed
☐ Not comprehensive and Detailed ☐ I cannot tell
4. If "Detailed and Comprehensive" to Q. 3, to what extent did the information help an employee to stay on the job in the organization?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
5. Has the organization conducted formal orientation program with new entry employees that provides information pertaining their job; company's culture, objectives, benefits; and their workgroup at the point of entry?
☐ Yes ☐ No
6. If 'Yes' to Q.5, did the orientation program enable employees to have comprehensive and detailed information about the company's culture, objectives, benefits and rules?
☐ Yes ☐ No
7. If "Yes" to Q.6, to what extent the information helps employees to adopt the organization's culture, and to understand its objectives?
☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know
8. If 'Yes' to Q. 5, did the orientation program enables employees to have comprehensive and detailed information about their job?
☐ Yes ☐ No
9. If "Yes" to Q. 8, to what extent is the information assists employees to fit with their job?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

10. If 'Yes' to Q. 5, did the orientation program enables employees to have comprehensive and detailed information about their workgroup?

☐ Yes ☐ No

11.If "Yes" to Q.10, to what extent do you think this has helped employees to stay in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

12.If 'yes' to Q. 1and/or Q.5, was what you were told at the beginning and what you found out about the employee once he/she started to work are the same?

☐ Yes ☐ No

13.If "No" to Q.1 did that create any problem in fitting with their job, workgroup and organization culture?

☐ Yes ☐ No

14. If "Yes" to Q. 13, to what extent that problem has discouraged employees to continue in the organization?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

15.Has the organization exposed employees to continuous professional trainings to further develop on their career in the organization?

☐ Yes ☐ No

16.If "Yes" to Q.15, to what extent does consistent training process help employees to stay on their job in the organization?

☐ Very high ☐ High ☐ Average ☐ low ☐ Very low

☐ I don't know

17.Does the organization have clearly outlined promotion ladders for its employees in the organization?

☐ Yes ☐ No

18. If "Yes" to Q.17, does it contribute to employees to work for long period of time in the organization?

☐ Yes ☐ No

19. If "Yes" to Q.18, to what extent this influences employees to stay in the organization ?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know

III. Basic Information about Socialization Techniques and their impact on Employees' turnover.

1. Please indicate by ticking the socialization techniques or mechanisms used in your organization as appropriate to socialize employees to their job, organizational culture and workgroup, if any.

- ☐ **Psychological contact** (It is a mechanism to make written and unwritten contacts at entry point)
- ☐ **Selection** (It is a means to choose new employees that best fit the job and organization culture at entry point)
- ☐ **Developing a welcome package** (It is way of informing new employees about the organization culture)
- ☐ **Orientation training** (It is a means to acquaint new employees with basic rules, values of the organization and their new job)
- ☐ **Mentoring** (It is a means to fit junior employees with their job, group and organization culture through an assignment of senior employees.
- ☐ **Training and counseling** (It is a mechanism to improve employees performance through professional training and counseling).
- ☐ **Behavior modeling** (It is a means to show expected behavior of employees by assigning role models).
- ☐ **Sponsor or "buddy system"** (It is way of fitting new employees through their friends).
- ☐ **Career paths and career ladders** (It is a means to develop employees experience and to create long-term relationship between the employee and the employer).
- ☐ **Debasement experience** (It is a mechanism, employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more modest-self-perception.

- ☐ **Role requirement** (It is a means to describe the role expectation of employees).
- ☐ **Rules, Procedures and policies** (they are explicit statements that tell an employee what he or she ought or ought not to do).
- ☐ **Rituals** (It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual)
- ☐ **Trial and error** (It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods)
- ☐ Other, please specify _____
- ☐ None

2. In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their work group smoothly?

☐ Yes ☐ No

3. If "Yes" to Q. 2, do you think these might have helped to reduce the frequency of leaving the organization?

☐ Yes ☐ No

4. If "Yes" to Q. 3, to what extent?

☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

5. If your answer for question No. 4 is "very high" or "high", do you think the present socialization technique(s) used in your organization is/are adequate enough to reduce the turnover?

☐ Yes ☐ No ☐ I don't know

6. If your answer for question No. 5, is "No" What is /are the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover? (Make (♦) in the box provided, whichever is applicable).

☐ Lack of management awareness about the importance of socialization techniques

☐ Due to lack of management's attention

☐ Finance constraint

19. If "Yes" to Q.18, to what extent this influences employees to stay in the organization ?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low
☐ I don't know

III. Basic Information about Socialization Techniques and their impact on Employees' turnover.

1. Please indicate by ticking the socialization techniques or mechanisms used in your organization as appropriate to socialize employees to their job, organizational culture and workgroup, if any.

- ☐ **Psychological contact** (It is a mechanism to make written and unwritten contacts at entry point)
- ☐ **Selection** (It is a means to choose new employees that best fit the job and organization culture at entry point)
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- ☐ **Rituals** (It is a means to prove that employees can be trusted and are loyal to the organization before they can be "knighted," the "proving process" being the ritual)
- ☐ **Trial and error** (It is method of acquitting employees with their job through nonprogrammer efforts may not be as systematic as other methods)
- ☐ Other, please specify _____
- ☐ None

2. In your opinion, was the above techniques have helped employees to fit with their job, organization culture, and to work with their work group smoothly?

- ☐ Yes ☐ No

3. If "Yes" to Q. 2, do you think these might have helped to reduce the frequency of leaving the organization?

- ☐ Yes ☐ No

4. If "Yes" to Q. 3, to what extent?

- ☐ Very high ☐ High ☐ Average ☐ Low ☐ Very low

☐ I don't know

5. If your answer for question No. 4 is "very high" or "high", do you think the present socialization technique(s) used in your organization is/are adequate enough to reduce the turnover?

- ☐ Yes ☐ No ☐ I don't know

6. If your answer for question No. 5, is "No" What is /are the major problem(s) to adopt appropriate socialization techniques that reduce employees' turnover? (Make (♦) in the box provided, whichever is applicable).

- ☐ Lack of management awareness about the importance of socialization techniques
- ☐ Due to lack of management's attention
- ☐ Finance constraint

☐ Shortage of human power

☐ Other, please specify _____

7. What is your opinion towards the socialization process and techniques in your organization?

Brief Explanations for Words or Phrases of Socialization Techniques Used in Questionnaire.

- 1) **Psychological contact** is an implicit agreement between the individual and the organization that specifies what each is expected to give and receive in the relationship.
- 2) **Mentor** is an individual who provides guidance, coaching, counseling, and friendship to a protégé. It means mentor is a senior employee whose primary role is to instruct younger, less experienced protégé. Thus, mentoring is the process of forming and maintaining an intensive and lasting developmental relationship between a senior person (the mentor) and a junior person (the protégé, if male; or protégée, if female).
- 3) **Behavior Modeling** is the learning process by which one observes and imitates the behavior of relevant others.
- 4) **Sponsor or "buddy system"** is a method that new group members are frequently teamed with a sponsor or "buddy" in order to learn the ropes of the organization.
- 5) **Debasement experience** is the socialization technique that the employee undergoes something that causes him to detach himself from earlier attitudes and to substitute a more humble-self-perception, which allows for easier socialization attempts. For example, periodically an old hand or a supervisor will setup a new employee in such a way that the employee fails on a task or is publicly embarrassed. As a result of the experience, the employee is more prone to look up to the supervisor for advice and knowledge.