Theses and Dissertations (All)

7-23-2013

Student Affairs New Professionals Employee Orientation Programs' Relationship with Organizational Socialization

Amy L. Cotner-Klinger
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

STUDENT AFFAIRS NEW PROFESSIONALS

EMPLOYEE ORIENTATION PROGRAMS' RELATIONSHIP WITH

ORGANIZATIONAL SOCIALIZATION

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Amy L. Cotner-Klingler

Indiana University of Pennsylvania

May 2013

ii

Indiana University of Pennsylvania

School of Graduate Studies and Research
Department of Professional Studies in Education

We hereby approve the dissertation of

Amy L. Cotner-Klingler

Candidate for the degree of Doctor in Education

_____   _____
                                        Jennifer Rotigel, D.Ed.
                                        Professor of Education, Advisor
                                        Department of Professional Studies in
                                        Education

_____   _____
                                        George Bieger, Ph.D.
                                        Professor of Education
                                        Department of Professional Studies in
                                        Education

_____   _____
                                        Kelli Jo Kerry-Moran, Ph.D.
                                        Associate Professor of Education
                                        Department of Professional Studies in
                                        Education

ACCEPTED

_____   _____
Timothy P. Mack, Ph.D.
School of Graduate Studies and Research

iii

Title: Student Affairs New Professionals Employee Orientation Programs' Relationship with Organizational Socialization

Author: Amy L. Cotner-Klingler

Dissertation Chair: Dr. Jennifer Rotigel

Dissertation Committee: Dr. George Beiger
Dr. Kelli Jo Kerry-Moran

This quantitative study explored self-reported orientation and organizational socialization experiences of new student affairs professionals through a survey instrument constructed by the researcher and administered online. Individuals who identified themselves as entry level professionals through membership of the American College Personnel Association were invited to respond to the online survey. The survey examined if there was a relationship between orientation and organizational socialization. In addition, this study sought to identify significant differences and predictability of individuals' organizational socialization.

Results included the finding that individuals who participated in a purposeful orientation program were more highly socialized in their organization than those who did not participate in an orientation program. In addition, significant differences in individuals' organizational socialization were recognized between professionals who had participated in orientation and/or had previous student affairs experience compared to those who did not participate in orientation and/or did not have previous student affairs experience. Finally, it was determined that purposeful orientation had a unique attribute in the prediction of organizational socialization.

Implications for practice included suggestions for a human resource orientation plan as well as suggestions for supervisors of new professionals. In addition, the researcher provided recommendations for future research.

DEDICATION

I dedicate this to my family. It is my desire that my children Kirtis, Nicholis, and Noah value the importance of education. In addition, I hope they discover they can accomplish anything they want through hard work and sacrifice. To my loving husband, Gary Klingler, who has encouraged me throughout my career and education, often times before I knew I was ready for the next step. To my loving parents, Kay and Tom Cotner, who taught me one can accomplish anything one sets her mind to through hard work and dedication. And to my grandparents, Lloyd and Evonne Baysore and Carl and Ruth Cotner, I wish you were all here to celebrate this accomplishment, as you were for my other academic achievements. I know you are cheering me on from above.

ACKNOWLEDGEMENTS

journey. Ms. Ann Hetrick, none of the ALS cohorts could make it through without your administrative support. Thank you for always being an email away to answer a question.

I have been fortunate to have colleagues both directly at my places of employment (Susquehanna Health and West Virginia University Institute of Technology) during this journey, past employment and other professional colleagues who have supported and cheered me along the way. There are too many people to name, but know that I value your encouragement and confidence in my abilities along the way.

Thank you to my family for tolerating the times I needed to be "academic." Your understanding, patience, and help with family tasks were greatly appreciated. I will always cherish the memories Noah and I created together as we often found ourselves sitting at a table working on "academics." Noah, you have been along this journey the most. You amazed me when you recognized that I needed time to do academics and never complained, but found things healthy and productive to do by yourself. Thank you.

To my extended family (brother, sister-in-law, mother-in-law, aunts, uncles, cousins) and friends, thank you for your encouragement and support during this journey.

Finally, thank you to my God for always being by my side! You have known the plans for me. Thank you for this plan.

It is with my appreciation and gratitude that I am thankful to "my village" for being with me throughout this journey!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Ensuring new student affairs professionals' success is vital for the future of student

affairs work in higher education (Collins, 2009).   New professionals provide fresh energy,

information, and perspectives in higher education that help to energize and inform seasoned

professionals in the field. Providing these new professionals with the appropriate orientation and

support may be the key to help them choose to continue in the profession and deter them from

changing careers. Student affairs professionals have traditionally identified the importance of

orientation for college students, but have not fully acknowledged the value that orientation can

have for new student affairs professionals (Tull, 2006; Winston & Creamer, 1997; Saunders &

Cooper, 2009; Winston & Hirt, 2003). In addition, researchers have focused little attention on

how new student affairs professionals positively transition within the universities in which they

work. This transition process is known as organizational socialization.

Purpose of Study

Through this study, the researcher sought to determine if there was a relationship between

orientation programs for new student affairs professionals and the new professionals'

organizational socialization. For this study, an orientation program for new professionals

contained the following elements: verbal explanation of the vision, mission, and goals of the

institution; position expectations provided to the employee by the supervisor; supervision

throughout the entire year by the supervisor; and personal introductions to staff and faculty with

whom new professionals had direct contact.

Theoretical Perspective

When reviewing the research of new student affairs employees' transition to institutions, organizational socialization emerged as a common theme. In this process, employees learned to understand institutional values and goals as they developed attitudes, behaviors, and knowledge that helped them either succeed or fail to thrive within the organization (Ward, 2009; Lockwood & Tai, 2006; Jokisaari & Nurmi, 2009; Collins, 2006; Davis; 2005; Tull, Hirt, & Saunders, 2009; Noe, 2005). The socialization process helped new employees adjust, develop colleague relationships, and understand their place within the institution (Noe, 2005; Lockwood & Tai, 2006).   Joskisaari & Nurmi (2009) identified how new employee orientation programs assisted in the socialization process by delivering needed information, colleague interaction, and supervision of new employees. Others also have supported the importance of orientation for new employees to allow for successful transition of the new employees (Wallace, 2009; Saunders & Cooper, 2009; Wintson & Creamer, 1997; D'Aurizio, 2007).

Need for Study

Van Maanen and Schein (1979) were pioneers of organizational research with their socialization model. In their model, they proposed a linkage between tactics for socialization and behavioral responses observed in individuals. They recognized the ways in which orientation programs for newcomers assisted the adaptation of newcomers within the organization.

As the study of organizational socialization continued to advance in the business and nursing fields (Jokisarri & Nurmi, 2009; Noe, 2005; Lockwood & Tia, 2006; Ward, 2009; Davis, 2005; Klein & Weaver, 2000), researchers provided little focus on the field of student affairs in higher education.   Tull, et al. (2009) estimated that 20-40% of student affairs professionals have

departed from the field within the first five years of beginning their careers. With this departure rate, resources invested in these professionals are lost as well as any "potential ideas and innovations they may have contributed to the field and to the campus had they persisted" (Tull, et al., 2009, p. x). One potential solution to address the attrition rate of new student affairs professionals is to conduct further research on their organizational socialization. Tull, et al. (2009) stated "people in organizations need to feel they matter, and the socialization process can lead to that outcome" (p. x).

Organizational socialization models have helped professionals develop their identity (Collins, 2009). By helping new professionals be successful in their professional positions, staff turnover has decreased (Lorden, 1998; Collins, 2009), job satisfaction has increased (Boehman, 2007; Davidson, 2009; Collins, 2009) and commitment to the organization has tended to increase (Boehman, 2007). It is important to remember "new professionals are the vitality of the student affairs profession; promoting their success is the key to advancing the work of student affairs" (Collins, 2009, p. 25).

Saunders and Cooper (2009) expressed concern that new employee orientation programs for student affairs personnel have not been comprehensively researched; because of this, the understanding of the relationship organizational socialization may have with orientation is not fully understood or studied. Once researchers understand this relationship they can conduct further studies regarding the relationship organizational socialization has on attrition, job satisfaction, and commitment to the institution for new student affairs professionals.

Research Questions

The research questions for this study include:

1. Are new student affairs professionals who participate in purposeful orientation programs more highly socialized within their organizations than those who do not participate in purposeful orientation programs?

2. Are there significant differences in the levels of organization socialization of new student affairs professionals based on:

   a. educational level?

   b. years in profession (0-3 years)?

   c. having participated in a purposeful orientation?

   d. previous student affairs experience?

   e. gender?

3. Can new student affairs professionals' level of organizational socialization be predicted based on:

   a. elements used in orientation program?

   b. years in the profession?

   c. educational level?

   d. previous student affairs experience?

   e. gender?

   f. size of institution?

   g. primary job function?

4

Theoretical Framework

New professionals' orientation programs begin the journey for the professionals as they enter their new positions. Orientation programs should instruct new professionals in their position as well as assist them with an introduction to the institution's culture, traditions, language, value, and structure (Saunders & Cooper, 2009). Through an effective orientation program, new professionals begin to gain confidence and increase productivity and efficiency as they begin to feel that they are welcomed as team members (Hacker, 2004; Barge & Schueter, 2004; D'Aurizio, 2007). Not surprisingly, student affairs researchers have demonstrated that new employee orientation programs reduce staff turnover and improve staff retention by 25% (Winston & Creamer, 1997).

Orientation programs may be the beginning of new professionals' organizational socialization process at their new institution. New professionals adjust to their new positions and become a part of the organization through organizational socialization. Organizational socialization is a process through which new professionals increase their knowledge and develop behavioral expectations of the organization. The value of organizational socialization goes beyond the new professionals because the process is also important for the organization. New professionals' adjustment to the organization can influence attitudes, productivity, and behaviors within the organization, since socialization involves the interactions between individual and organizational cultures (Jokisaari and Nurmi, 2009; Collins, 2009; Davis 2005; Tull, et al., 2009).

Effective socialization involves both formal and informal elements in its process (Tull, et al., 2009). The role of supervisors is a key component as new professionals progress through the socialization process and develop growing awareness of what they are expected to do. The

5

supervisors help the new professionals understand how their actions are meaningful to the institution's mission (Tull, 2006; Jokisarri & Nurmi, 2009; Wallace, 2009). As new professionals develop greater understanding and confidence in their job, they show greater perseverance in their tasks as well as cooperation with their co-workers. This demonstrates components of how new professionals progress in the process of organizational socialization (Jokisarri & Nurmi, 2009).

Supervisors also help new professionals understand circumstances as they assist new professionals with their transition into an organization. Researchers have called this understanding sensemaking (Weick, 1993; Kutz, 2008).   Sensemaking is based on existing data and experiences (past and present, memories, knowledge) an individual possesses that assists them to make meaning of their current situation. Individuals continually revisit their understanding (historical revisitation) as well as the interpretations of others (social influence) in order to make sense of events (Weick, 1993; Battles, Dixon, Borotkanics, Rabin-Fastman, Kaplan, 2006; McKee, 2006). Overall, individuals' sensemaking helps them to create their own rationales and understandings of situations. This is how new professionals infer meaning of the organizations for which they work (Kutz, 2008).

Definitions of Terms

To ensure the reader has a clear and consistent understanding of the key terms that are utilized, the following definitions are provided:

Academic level of education: Most recent completed academic degree (Associate, Bachelor, Master of Doctorate's degree).

Campus culture: Set of campus expectations, defined and undefined; "set of attitudes, values, concepts, beliefs and practices shared by members of a group" (Gay, Mills, & Airansian, 2009, p. 404).

Entry level professional: Membership category used by the American College Personnel Association for new student affairs professionals beginning their career.

New employee orientation program: A designed program that provides new professionals information and training related to their position (Wallace, 2009).

New student affairs professional: Employee who works in higher education and has been in the field of student affairs for three years or less (typical positions held: resident hall director, student activities coordinator, Greek Life advisor, or admissions counselor)

Organizational socialization: A process whereby employees transition to an institution and learn their role along with institutional values and goals (Ward, 2009; Noe, 2005; Lockwood & Tai, 2006; Jokisaari & Nurmi, 2009; Collins, 2006; Davis; 2005; Tull, et al., 2009).

Purposeful new employee orientation program: Orientation programs of new professionals that contain the following four elements: verbal explanation of the vision, mission, and goals of the institution; position expectations provided to the employee by the supervisor; supervision throughout the entire year; personal introductions to staff and faculty to whom the new professional will have direct contact with in order to complete job responsibilities. These elements will assist new professionals with the responsibilities of their position.

Sensemaking: Ability to make sense of an environment; how a person makes sense of change (Weick, 1993).

Student affairs: Professional higher education personnel positions that support students' academic careers outside of the classroom. Such positions may include, but are not limited to

residence life, student activities, campus ministries, financial aid, admissions, orientation, athletics, health services, counseling, and career services.

Student culture: A set of expectations within a college campus community that includes a "set of attitudes, values, concepts, beliefs and practices shared by members of a group" (Gay, et al., 2009, p. 404).

Supervisor: "A management function intended to promote the achievement of institutional goals and to enhance the personal and professional capabilities and performance of staff" (Winston & Creamer, 1997, p. 42).

Research Design

The writer selected quantitative methodology for this study. The researcher identified participants from a population consisting of members of a national student affairs professional organization of nearly 7,000 individuals representing 1,200 public and private universities (ACPA, 2012). Participants who, through their membership status identified themselves as entry level professionals, were sent an email invitation explaining the purpose of the study and asking for voluntary participation by completing an on-line survey. The survey was constructed in three sections. The sections included: orientation program elements, perception of organizational socialization, and demographic information. Data collected from the survey were analyzed using the Statistical Package for the Social Sciences (SPSS).

Limitations

There were several potential limitations with this study. Individuals self-reported the elements that were part of their orientation program for their current position. Due to this self-reporting, they may not have recalled all parts of their orientation; also they may have interpreted parts of their orientation program in a different way than the researcher defined. There was no

cross referencing of the new professionals' orientation programs with those who developed the orientation program to determine if the new professionals' perspectives were similar to those of the orientation designer. Because the information was gathered through a survey, supplementary qualitative follow-up was not available to expand on the information gathered relative to an individual's socialization process. The researcher was unable to control any social dynamics such as strong supervisory skills and institutional characteristics. In addition, orientation information may have been provided but it may not have been provided sufficiently since the survey did not address the quality of information provided through orientation.

The population of this survey included only individuals who were associated with the American College Personnel Association (ACPA). Individuals who were new professionals but chose not to become members of this professional organization were not included in the population of potential subjects. The email invitation sent to entry level professionals to participate included a hyperlink. This invitation could be forwarded, making it difficult to confirm if all respondents were members of ACPA. In addition, the response rate was low, making it difficult to generalize the results with a larger population.

Summary

Researchers have studied organizational socialization for years but have neglected the field of student affairs in higher education. Little research has been done regarding the effects of orientation programs for new professionals in student affairs. In order to understand and recognize any potential value as well as possible relationships between organizational socialization and orientation programs, further studies must be done. Through this quantitative study, it is hoped, data will support the importance of purposeful orientation programs for new

9

student affairs professionals and the positive influence such programs exert upon organizational

socialization.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Thousands of new student affairs professionals begin their careers on college campuses every year to replace the 20-60% of student affairs professionals that leave the field with fewer than five years of experience (Barham &Winston, 2006; Tull, Hirt, & Saunders, 2009; Renn & Hodges, 2007; Davidson, 2009). This quantitative study examined the relationship between purposeful orientation programs for new student affairs professionals and their organizational socialization since with positive organizational socialization attrition is reduced and individuals' productivity increases (D'Aurizio, 2007; Wallace, 2009; Saunder & Cooper, 2009).

The goal of this study was to identify the relationships between purposeful new professional orientation programs and organizational socialization as new professionals are socialized within their organization and make meaning of their environment (sensemaking) (Tull, et al., 2009; Cooper-Thomas & Anderson, 2005). Literature and research based on the new professional, sensemaking, supervision, orientation, and organizational socialization were explored to provide a knowledge base for this study.

New Professionals

Student affairs professionals deliver a large number of programs and services to students who are embarking on their collegiate careers. According to recent research reporting on the demographics of these student affairs professionals on most campuses, over half of the professionals have been in the field for fewer than five years. Twenty to sixty percent of these individuals leave the profession within five years of entry (Barham & Winston, 2006; Tull, et al., 2009; Renn & Hodges, 2007; Davidson, 2009). When these professionals leave the profession, burdens for the remaining personnel increase as those continuing must devote time and energy

completing services and duties for those that left.   In addition, continuous recruitment and replacement for new professionals increases a financial burden to the institution. As these professionals leave the field, energy, new ideas and innovations are also lost to the organization. Professionals who remain at the institution take on additional workloads until the institution can hire, train, and orient the staff member replacements. This leaves staff members constantly playing catch up (Tull et al., 2009; Davidson, 2009).   Kaye and Jordan-Evans (2008) note the additional cost for an organization to replace an employee is at least two times the employee's salary.

It is important for institutions, supervisors, and those establishing orientation programs to understand new professionals and their transition with a new position.   Renn and Hodges (2007) studied ten new professionals in a longitudinal study during their first year of employment. During their study, participants were asked to respond to open ended questions at distinct times of pre-employment and orientation, transition, and settled in.   Three themes developed during each of the periods for new professionals that included: relationships, fit, and competencies.

For the pre-employment stage, new professionals found themselves relieved to have found a position. These new professionals were also concerned if they would be liked by other professionals and students, with whom they worked. As new professionals transitioned, they began to develop an understanding of the institutional and department culture. New professionals also recognized by the settled in stage that it was their own responsibility to identify a mentor.   During the settled in periods, new professionals began to make decisions if they would stay with the institution or begin a new job search.

 Renn and Hodges (2007) noted that new professionals utilized their first position as a "training ground" for their chosen field. These professionals progressed in the transition period

through the recognition of competencies which they were skilled in and other competencies they were not as skilled or confident. Finally, new professionals identified their abilities and needs for additional training and were able to communicate these needs to their supervisor.

In order to help new professionals succeed, and perhaps reduce the attrition rate, it is important for new professionals to successfully transition into their position (Collins, 2009; Renn & Hodges, 2007; Hamrick & Hemphill, 1998; Jones & Segawa, 2004).   Jokiasaari and Nurmi (2009) found that if institutions provided new professionals with appropriate training and orientation at the beginning of employment, the new professionals transitioned more easily and became more productive within the organization. This benefited the institution, the division, the supervisor, and those served. The training was done by helping new professionals understand the organizational culture (socialization), job expectations, and the institution (Collins, 2009; Renn & Hodges, 2007; Hamrick & Hemphill, 1998; Jones & Segawa, 2004; Exum, 1998). Higher education institutions must begin to view orientation as an investment in new professionals. Institutions will reap benefits later, as new professionals become dedicated, productive, committed employees (Wallace, 2009).

Sensemaking

In order for new professionals to evolve in organizational socialization progression, they must be able to reflect, comprehend, and understand events that occur around them, a process known as sensemaking (Eddy, 2002; Palus & Hort, 2004; Battles, Dixon, Rudolph, & DePalma, 2006; Weick, 1995; Weick, 2001; Weick, Stufliffe, & Obstfeld, 2005; Maitlis, 2005). Through sensemaking, new professionals are able to construct their identity, organizational image, and a means to respond to and find a place within an organization. Sensemaking helps new

professionals create and establish an understanding that assists them with relationships and productivity.

Karl Weick's (1995) sensemaking theory, adapted to new student affairs professionals, means that as new professionals sensemake, their quality and productivity are directly impacted. This implies that new professionals are more than just individuals who have been hired to execute a job, but they are part of the organization. If new professionals do not have a positive understanding of the organization, negative job satisfaction and attitudes may develop. The negative job satisfaction and attitudes may then impact the organization (Stensaker, Falkenberg, & Gronhaug, 2008; Battles, et al., 2006). Overall sensemaking occurs as new professionals attempt to develop explanations and rationalizations for their situations and surroundings. It is important for new professionals to completely understand their positions and roles within the departments, divisions, and institutions, or sensemaking may be difficult (Maitlis, 2005; Barge & Schlueter, 2004; Weick, 1995. Weick, 2001; Panec, 2007; Scott, 2006).

To effectively sensemake, new professionals must identify various tools to assist them as they make meaning of their environment and circumstances. Apker (2004) identified storytelling by others as a successful means that helped new professionals decipher circumstances and events as a technique to sensemake. When stories were not available, individuals relied on the interactions of supervisors, co-workers, and others to help them understand the process, another step towards successful socialization and sensemaking (Chaudhry, 2008).

In Klein, Moon, and Hoffman's 2006 study, they identified why sensemaking is important. It provided a means to comprehend and understand a situation, allowed individuals to assess and modify thinking, permitted individuals to develop a perception of past events that may impact current situations, helped individuals look towards the future, assisted individuals in a

14

process of understanding, guided individuals in examining information, and ensured individuals developed a consistent knowledge through a social process.

For effective sensemaking to occur, supervisors of new student affairs professionals must recognize their important role in the sensemaking process, as a sensegiver. Through appropriate supervision, the supervisor is able to construct and promote an understanding and help new professionals gain knowledge of the organization and begin the process of organizational socialization (Maitlis, 2005).   Cooper-Thomas and Anderson (2005) found that positive relationships were linked to positive attitudes of employees at entry. This study supported the important role colleagues have in the socialization process and predicting job satisfaction.

Barge and Schlueter (2004) found when organizational sensemaking is done through structured and common training experiences, new professionals' uncertainties and concerns about their roles and new environments are reduced.   This type of sensemaking occurs through orientation.   As new professionals transition with other new professionals, they sensemake together as they learn about their new environment. By asking others for information, they utilize cues to sensemake (Chan & Schmitt, 2000). Through sensemaking, uncertainty is reduced and organizational commitment, satisfaction and confidence are increased for new professionals (Barge & Schlueter, 2004).

Four Forms of Organization Sensemaking

In order to develop organizational socialization, organizational sensemaking must occur. Maitlis (2005) identified four forms of organizational sensemaking: guided, fragmented, uncontrolled, and restricted (Table 1). The first form is guided organizational sensemaking. Through guided sensemaking supervisors were active sensegivers. Supervisors created an understanding and explanation of processes for the new professionals. Another form of

sensemaking was fragmented organizational sensemaking. When this occurred, new

professionals raised concerns and argued about various solutions.   During uncontrolled

sensemaking supervisors asked the new professionals for their opinions, but did not organize or

control the discussion. The final form of organizational sensemaking was restricted. This

occurred through highly controlled processes. The supervisors controlled the sensegiving

information so the new professionals accepted information easily. This was done by the

supervisors informing the new professional of certain individuals who they should seek out to

provide additional sensegiving information.

Table 1
Maitlis's Four Forms of Organizational Sensemaking

Form	Characteristics
Guided	Supervisors are active sensegiver (create understanding and explains processes)
Fragmented	Supervisees raise questions and argue about solutions
Uncontrolled	Supervisors ask for opinions but do not control discussion
Restricted	Supervisors control sensegiving information. Supervisee accepts information easily. Supervisor tells supervisee the individuals who can influence them.

Maitlis, 2005

Kegan Meaning-Making Development

Kegan's (1994) meaning-making developmental theory examined how individuals made

meaning of life experiences. In this model, Kegan (1994) stated there were five different holistic

"orders" of meaning-making. He believed as a person progressed through the orders, one made

meaning that impacted one's view on life experiences (Kegan, 1982) (Table 2).

Table 2

Kegan's Meaning-Making Orders

Order	Description
1st	See objects as different, even though objects are the same (same amount of water in two different shaped containers)
2nd	Things are all about self. They know others have needs and wants but decisions are made based on social perceptions and own needs during situation.
3rd	Gather information from others and consider how decisions may impact others, but often still seem to emphasize things may only be right from their view.
4th	Multiple roles of others and self are recognized, a more globalized view develops. They often reflect upon situations to modify response for future situations.
5th	Small percentage of adults advance to level 5. For individuals in this view, they embrace different conceptual framework.

Kegan, 1994

In particular, during order three, individuals gathered information from other people and their own observations of their surroundings (Kegan, 1994; Igneliz & Whitely, 2004). One way for meaning making of new professionals was through expectations given to them by their supervisors. These expectations impacted new professionals in order three of the model, since information was provided to new professions by another person or source (Kegan, 1994). As new professionals progressed to order four, they "constructed their sense of meaning and self, such that self-authorship is the key feature" (Igneliz & Whitely, 2004, p. 120). New professionals differentiated standards and expectations of others in order four. The new professionals may internalize multiple points of view, but the final meaning is constructed by their own meaning of experiences (Kegan, 1994; Igneliz, & Whitely, 2004).

Supervision

According to Winston and Creamer (1997), supervision is defined as "a management function intended to promote the achievement of the institutional goals and to enhance the personal and professional capabilities and performance of staff" (p. 42). New professionals benefit greatly from strong supervision. Support from supervisors is a priority from new professionals according to the *Report on New Professional Needs Study* (Cilente, Henning, Skinner-Jackson, Kennedy, & Sloane, 2006). Cilente, et al. (2006) described a strong supervisor as one who can enable new professionals to understand the vision, mission, and goals of the division and organization and instruct them on the needs of their position. In addition, strong supervisors provide constructive feedback. Through supervisory feedback new professionals can develop problem-solving strategies in their work. New student affairs professionals can develop greater confidence as they develop new skills. This confidence benefits the institutions because new student affairs professionals' improved self-confidence leads to higher productivity, loyalty, and greater retention rates among new professionals (Collins, 2009; Renn & Hodges, 2007; Hamrick & Hemphill, 1998; Jones & Segawa, 2004).

Supervisors have an important role in the transition of new student affairs professionals. Supervisors "provide insight into the larger context of work" (Tull, 2009, p. 129). This is the beginning of helping a new professional sensemake their environment. Supervisors also offer feedback to new professionals regarding their performance. Supervision does not come naturally and it requires time and practice to become a good supervisor. Supervisors must recognize "supervision is a management function intended to promote the achievement of institutional goals and to enhance the personal and professional capabilities and performance of staff" (Winston & Creamer, 1997, p. 42). Through effective supervision, new professionals gain

confidence to respond successfully when they deal with conflict (Cilente et al, 2006; Tull, 2009). Jokiasaari and Nurmi (2009) recognized that supervisors who ensured that their new professionals were exposed to support, feedback, social contact, and resources increased the likelihood that they would progress positively in organizational socialization.

Often, supervisors of new professionals do not recognize the impact their supervisory style may have on new professionals and this may result in dissatisfaction due to lack of supervision. Winston and Hirt (2003) discussed the criticism new professionals often have of their supervisor: lack of structure provided by supervisor, supervisor micromanagement did not allow for autonomy, little to no feedback about performance, inability to recognize new professionals' limitations, lack of emotional and/or material support, ineffective communication, inconsistency when dealing with individuals and issues, improper role modeling, and insufficient professional development support.

Due to new professionals' concerns regarding their supervisors, some new professionals may have difficulty understanding their own role and the institutional culture which directly impacts their own organizational socialization and job satisfaction with their position (Cilente et al, 2006; Barham & Winston, 2006). New professionals have difficulties establishing ownership of their experience when they do not develop an understanding of their job and their work environment (Barham & Winston, 2006). If individuals are less satisfied with their positions, their productivity is reduced; this negatively impacts services the institution provides. As new employees develop their "fit" and become more comfortable in their roles they are more likely to strive for greater achievements. (Renn & Hodges, 2007; Jokisaari & Nurmi, 2009; Davidson, 2009; Hackney, 1998;Wallace, 2009; Tull, 2009; Winston & Creamer, 1997; Winston & Hirt, 2003).

Four Types of Supervisors

Winston and Creamer (1997) identified four types of supervision styles new professionals often find: authoritarian, laissez-faire, companionable, and synergistic (Table 3). New professionals typically characterized the authoritarian style of supervision as micromanagement. Supervisors who used this style did not allow new professionals to make decisions or to implement their own style processes; thus supervisees felt hindered. The energy and motivational levels of new professionals were often lower, due to the lack of opportunity to execute their own ideas. The laissez-faire supervisor was just the opposite. This supervisory style afforded complete freedom to new professionals to utilize their skills and talents in order to accomplish position responsibilities. The typical motto of this supervisor was "hire good people and then get out of their way" (Winston & Creamer, 1997, p. 134). New professionals usually struggled under this supervision style. Often new professionals needed appropriate attention and time to balance their energy and ideas since they often struggled with role conflict, ambiguity, and stress (Winston & Creamer, 1997; Tull, 2009).

Another supervision style was that of companion supervision. Supervisors who used this approach often considered their relationships with their subordinates as a friendship. This functioned well unless the relationship was flawed and differences occurred (Winston & Creamer, 1997; Tull, 2009). The final supervisory style was synergistic. This was a cooperative and committed form of supervision, equally viewed by the supervisor and supervisee. The goal of this supervision was to accomplish tasks while providing support both personally and professionally. The benefit of synergistic supervisory style was the close working relationship the new professional and supervisor maintain. This framework typically resulted in sharing more

information than was the case in the use of other styles (Winston & Creamer, 1997; Tull, 2009;

Ignezi & Whitely, 2004)

Table 3
Winston and Creamer Supervisory Styles

Style	Characteristics
Authoritarian	Micromanager; supervisee is hindered in decision making
Laissez-Fair	Complete freedom given to supervisee; Supervisee lacks direction, struggles with role conflict, ambiguity, and stress
Companionable	Relationship of supervisor/supervisee is a friendship
Synergistic	Cooperative and committed relationship; tasks accomplished while providing personal and professional support; information is shared more; close relationship maintained

Winston & Creamer, 1997

Bolman and Dean's Supervisory Frames

Bolman and Dean (1997) identified four organizational frames of supervisory styles

(Table 4). The frames included: structural, human resources, political, and symbolic. Structural

frame supervisors, also known as architects and analysts, identified supervisory roles as formal

and hierarchical within their responsibilities. These supervisors provide clear expectations and

value the importance of documentation, policy, and procedural protocol (Bolman & Deal, 1997;

Schneider, 1998). Outcomes and the setting of goals and action plans were strategies used by

these supervisors (Bolman & Deal, 1997).

The human resource framed supervisors, labeled as catalysts and servants, demonstrated

sensitivity to human needs and promoted high performance among staff members. These

supervisors viewed the organization as individuals with values, needs, feelings, skills, and

limitations.   Through support of personnel, these supervisors were able to achieve higher

personal and professional goals because they knew how to lead individuals.   They knew how to

communicate, delegate effectively and provided appropriate and timely training and

development. They understood multi-cultural issues of supervision and valued the feedback of

subordinates regarding expectations of organizations and job performance (Bolman & Deal,

1997; Schneider, 1998).

When supervisors utilized the political frame, they observed organizational achievement

through power, manipulation, and influence of different individuals and groups within the

organization. These supervisors built formal and informal coalitions to advocate for staff and

their areas of responsibility. Decisions were based on the power of the individual within the

organization (Bolman & Deal, 1997).

The final frame identified by Bolman and Deal (1997) was the symbolic supervisory

frame.   Supervisors who "interpret and make use of the meaning of symbols have a better

chance of influencing their organizations than do those who focus only on the other frames"

(Schneider, 1998, p. 48).   The supervisors utilized concepts based upon metaphors, ritual,

ceremony, and storytelling.   New professionals who had supervisors who used a symbolic

supervisory frame were able to sensemake their organizational culture more easily than new

professionals who had supervisors who utilized a different frame (Bolman & Deal, 1997) (Table

4).

Table 4

Bolman and Dean Supervisory Frames

Style	Characteristics
Structural	Role is formal; hieracharical with responsibilities; expectations are clear. There is a value for documentation, policy and protocol
Human Resources	Catalyst and servant relationship; sensitive to human needs; promotion based on high performance; delegation and training provided; feedback is valued
Political	Organizational achievement viewed through power, influence, management of others; formal/informal coalition built. Decisions made on power of individual group
Symbolic	Strong use of storytelling, metaphors, ceremony, and rituals to help supervisee understand organizational culture.

Bolman & Dean, 1997

Orientation

It is important for institutions to provide appropriate training and orientation to ensure success for new professionals. Institutions need to recognize the significant difference between training and orientation. Training provides new professionals with essential skills and expectations related to their positions; orientation provides new professionals with an understanding of organizational goals and culture (Wallace, 2009; Cilente et al, 2006). As Wallace (2009) pointed out, "NEW[New Employee Orientation] should be about who we are, how new hires fit in, and why they're important" (p. 168). In addition, orientation should "diminish feelings of social and emotional vulnerability, decrease stress, and allow new employees to learn the interpersonal and operational skills necessary for success in the new position," (p. 59), as expressed by Kennedy and Berger (1994). New professionals who do not

know where to park, how to obtain office supplies or employee identification cards, or where and when to eat, feel confused and inadequate, as well as not valued by the organization (Kennedy & Berger, 1994).

Orientation programs for new professionals in higher education need to be "viewed as essential for effective job performance and satisfaction for student affairs professionals entering their positions" (Saunders & Cooper, 2009, p. 110). Unfortunately, new professionals' orientation has not been viewed with the significance it deserves by supervisors. For years, student affairs professionals have argued that college students benefit from a well thought out and intentional new student orientation to help new students become successful in their collegiate careers, but many of these same professionals have not recognized that the same principles apply to the new professionals they hire and bring to their institutions (Tull, 2006; Winston & Creamer, 1997; Saunders & Cooper 2009; Winston & Hirt, 2003) .

Winston and Creamer (1997) pointed out that new professionals' "chances of success on the job are improved by a quality new-staff orientation experience" (p. 165). Just as institutions have invested time and energy into student orientation programs, they would do well to do this for new professionals. Higher education institutions must remember that the first impression new professionals obtain impacts them greatly. Thus a purposeful, holistic orientation program that combines individuals, processes, and technology of the institution is the beginning of institutional commitment for new student affairs professionals. This type of orientation impacts the new professionals' effectiveness and efficiency (D'Aurizio, 2007). Senior student affairs professionals in Cilente et al. (2006) study echoed the importance of orientation for new professionals. In this study, the senior student affairs professionals believed orientation

programs helped new professionals understand culture and organizational perception, all elements that are critical for new professionals' success.

Higher education institutions would better retain their best employees if they would acknowledge the benefits that well-designed orientation programs provide to new professionals. These benefits include increased commitment to the organization, reduced attrition, expectation clarification, increased productivity, shortened learning curves, fewer mistakes, increased employee confidence, reduced anxiety, and positive contributions to the organization through relationships with colleagues and supervisor (Wallace, 2009; Saunders & Cooper, 2009). In addition, Flion and Peperman (1998) also concluded that the size of the organization may have a relationship to the components included in the orientation. Larger organizations may include only the important information for employees compared to smaller organizations that may be able to have a more inclusive orientation program.

Supervisors who want to take advantage of these research results in order to plan and then carry out the most effective orientation programs will need to create clear leaning outcomes early in the planning process. Among the most important learning outcome is when new professionals understand their institutions' organization. This can be done by providing new employees with

- employee benefit programs and options (Saunders & Cooper, 2009; Flion & Peperman, 1998);

- information on the responsibilities of the position and they how fit into division goals (Saunders & Cooper, 2009; Flion & Peperman, 1998);

- tour of department (Flion & Peperman, 1998);

- introduction to colleagues (Saunders & Cooper, 2009; Flion & Peperman, 1998);

25

- educational and operational philosophies of the position, divisions, and other areas that will have direct contact (Saunders & Cooper, 2009);

- divisional goal overview (Saunders & Cooper, 2009);

- explanation of how the division and other areas of the institution interface with the position (Saunders & Cooper, 2009);

- information on office, division, and institutional culture (Saunders & Cooper, 2009; Flion & Peperman, 1998);

- understanding of faculty, staff, student culture, and key relationships (Saunders & Cooper, 2009);

- expectations regarding performance (Saunders & Cooper, 2009);

- details on how to complete appropriate forms, reports, and protocols (Flion & Peperman, 1998);

- understanding division decision making process (Saunders & Cooper, 2009);

- explanation of appropriate interpersonal relationship expectations within the division (Saunders & Cooper, 2009);

- information regarding reward system within office, division, and institution (Flion & Peperman, 1998);

- explanation and understanding of past concerns and history of interpersonal conflict related to predecessor (Saunders & Cooper, 2009); and

- ethical standards and expectations provided (Winston & Creamer, 1997; Saunders & Cooper, 2009; Flion & Peperman, 1998).

Through such structured orientation programs, new professionals progress in their socialization within the organization. This socialization provides collective experiences that help

facilitate sensemaking as new professionals experience their new environment. This collective sensemaking experience reduces anxiety and role ambiguity while it heightens organizational commitment, communication satisfaction, and feelings of confidence in new professionals (Barge & Schlueter, 2004; Cooper-Thomas & Anderson, 2005).

In the absence of orientation, new professionals typically become highly frustrated with their positions and the institution. With this frustration, negative job satisfaction, impaired institutional morale, and lower quality of work may occur. In order for new professionals to be successful in their careers, they need to seek information and spend time in their position. One effective means to understand institutional culture, environment, and traditions is through the interaction and power of storytelling. Davis (2005) stressed "when these stories are told to new hires, the narratives simultaneously create and convey organizationally sanctioned forms of power and control within organizations" (p. 119). This allows new professionals to develop greater understanding of the organization.

Dean, Thompson, Saunders, and Cooper (2011) reviewed important elements of new professional orientation and sought to discover whether the items were adequately addressed in their study of about 300 new professionals who had been in the field for five years or less. The research showed that what new professionals felt they needed to know compared to what they were provided in orientation were often very different. They also lacked needed socialization with others at the institution. New professionals believed that, in order to become successful in their current position, they needed to understand many elements that were associated with organizational socialization such as the understanding of student body culture, detailed job expectations, introduction of colleagues, "unwritten" expectations, institutional culture, office culture, office procedures, understanding of ethical standards, anticipation of real or potential

concerns, and the role of student affairs on campus. New professionals also expressed frustration with orientation when their supervisors were not involved in the orientation process and if their orientation lacked structure (Dean, et al., 2011).

New professionals require information, strategies, and tools. Such resources include the introduction of the organizational language, jargon, slang, acronyms or as some may call it the organization's alphabet soup. Additionally, new professionals need to have an understanding of the history, goals, and values of the organizational unit. Through all of this, successful organizational socialization can occur and will allow new professionals to develop the behaviors and responses that are appropriate for the institution, as well as a stronger organizational commitment (Davis, 2005).

Winston and Creamer's Orientation Study

The Winston and Creamer (1997) study assessed staffing practices that included orientation programs for new professionals in student affairs from 151 institutions. Only twenty-three percent of the individuals in their study who were in their positions for three years or less had experienced some type of orientation program for their positions. This low percentage demonstrated that the majority of institutions neglected the importance of orientation programs for new professionals.

Winston and Creamer (1997) asked individuals specific questions about the orientation programs that were provided. More than half of the respondents felt the following areas were covered poorly or not at all during their orientation: job expectations, personnel policies, office procedures and policies, relevant resources, potential or real problem situations, institutional culture, student affairs culture, performance evaluation process, staff development policies, and characteristics of the faculty. Concerning matters that were covered effectively during their

28

orientation, they believed the following items were adequately covered: performance expectations; benefits; introduction to staff they would be working with directly, and student population characteristics.

Higher education institutions must recognize that orientation programs help new professionals to become successful in their positions and are a key to organizational retention. Orientation actually begins at recruitment, continues through selection, and does not end until after the first year of employment. Everyone within the department must recognize their important role in the orientation process, to help new professionals understand their position and organizational culture. Orientation has been noted to reduce turnover and improve retention by 25% (Hacker, 2004). Effective orientation has also assisted with communication breakdowns, clarification of standards and expectations, empowerment, confidence, and reduction of anxiety (Winston & Creamer, 1997).

Orientation is the beginning of new professionals' road to confidence in their positions, increased productivity and efficiency, as well as a stage for them to feel welcomed and to become loyal members of the team. All of this saves the institution money through effective productivity and lower attrition rates. By allocating appropriate funds and focusing attention on orientation, the institution will devote fewer resource funds and less time in future marketing, recruitment and selection practices, all of which take time away from the productivity and needs of the organization (Hacker, 2004; Barge & Schlueter, 2004; D'Aurizio, 2007).

A Nursing Orientation Model

With the high turn-over rate in the health care profession, nursing orientation is viewed as successful if the orientee is retained for one year. Ward (2009) recognized that nursing orientation can be attributed to collaborative efforts with other co-workers and departments as

they provided information and trained new employees. New employee nurses became more

comfortable and interacted more with other areas of the organization when individuals from the

different departments presented the nursing orientation together. Organizational socialization is

enhanced for new employees due to this collaborative model.   Through this orientation

collaboration, employees indicated they felt more comfortable and confident with expectations as

they entered their new positions. This also reduced the stress level orientees felt in their

positions.   Participation of the CEO/president in orientation was also an important factor in the

delivery of the vision and mission of the institution. The conveyance of the vision and mission

of the institution allowed for a consistent organizational understanding (Davis, 2005).

Business Orientation Studies

Corporations have begun to recognize that the turn-over of employees is an important

concern so they have launched studies to determine the impact orientation programs have on

employee retention (Zemke, 1989; Chapman, 2008; Wesson & Gogus, 2005). For example,

Corning Glass Works compared employees who went through orientation with those who did

not. From this comparison, Corning Glass Works noted 69% fewer employees who went

through orientation left their positions than those individuals who did not progress through an

orientation program (Zemke, 1989). In addition, Texas Instruments revised their orientation

program and found that 40% fewer employees left their positions who went through the new

orientation program compared to those who completed the former orientation program (Zemke,

1989). This same pattern of employee retention held true for Wal-Mart, as they improved their

orientation and recruitment programs. With these changes, Wal-Mart went from a turn-over rate

of 70% in 1999 to 44% in 2003 (Zemke, 1989). Chapman (2008) suggested that if corporations

develop human resource plans that include orientation, they can improve how they retain and motivate employees.

Organizational Socialization

Van Maanen and Schien (1979) defined socialization as "a process in which an individual acquires the attitudes, behaviors and knowledge needed to successfully participate as an organizational member" (p. 2). Van Maanen and Schein, (1979) expanded this explanation by stating that socialization was "an ongoing process that sometimes lasts for a year. It represents a sense-making process that helps new hires adapt to work relationships and find their place in the organization" (p. 5).

Organizational socialization is an important process through which new professionals adjust to employment and assimilate within the organization. Through socialization, new professionals increase their knowledge and learn behavioral expectations of the organization. Organizational socialization is an important process not only for the new professionals, it is also very important for the organization. How new professionals adjust with the organization can impact the employee attitudes, production, and behaviors, since socialization involves the interaction between individuals and organizational cultures (Jokisaari & Nurmi, 2009; Collins, 2009; Davis 2005; Tull, et al., 2009; Ballard & Blessing, 2006). When new professionals do not transition well, low job satisfaction and morale along with staff departures typically occur. Also, services to students may be impacted because new student affairs professionals struggle with their own socialization; they will not be able to provide needed support and services to students (Tull, et al., 2009; Davis, 2005).

For effective socialization, it is important to understand socialization as a complex process that integrates personal and professional elements, both formally and informally (Tull, et

31

al., 2009).   Supervisors play a very important role in assisting new professionals to successfully

move through the socialization process and have greater role clarification (Tull, 2006; Jokisarri

& Nurmi, 2009; Wallace, 2009). Role clarity for new professionals is a vital element of

socialization, since low understanding of individuals' role impacts the institution through low job

performance and job confidence of the new professional. When new professionals have

confidence in their jobs, they make stronger efforts and show greater perseverance towards their

tasks as well as cooperate with their co-workers more effectively. This demonstrates how new

professionals begin to make progress toward organizational socialization (Jokisarri & Nurmi,

2009).

This socialization journey is an "understanding and adapting to the culture of an

organization" (Saunders & Cooper, 2009, p. 110).   One of the first steps of socialization is

providing new employees with formal orientation. New professionals, who attend formal

orientation that includes information about organizational expectations, history, culture and

values have a stronger sense of their institution than those who do not have these areas addressed

in an orientation.   It has been found that as new professionals develop an awareness of the

institution, employees' morale, job satisfaction and commitment to the institution is typically

high compared to those who don't develop an understanding of their institution (Saunders &

Cooper, 2009; Barge & Schlueter, 2004; Ballard & Blessing, 2006). Through organizational

socialization new professionals sensemake their organization, while they develop skills and

abilities, establish identity, attach meaning to organizational events, practice and procedures

(Barge & Schlueter, 2004).

In addition, Korte's (2010) qualitative study of engineers recognized that relationship

building of co-workers and managers, communication and the understanding of context and tasks

needed for their positions were also important elements in the new employees' socialization process. Positive relationships for the engineers meant higher levels of learning related to the contexts, tasks, and procedures of their positions. These positive relationships led employees to higher satisfaction of their positions and perceptions of the company.

Thornton and Nardi's Four Stages of Socialization

Thornton and Nardi's (1975) theory of socialization included four stages: anticipatory, formal, informal, and personal (Table 5). Each stage required individual and external expectations to interact. The stages were developmental as individuals acknowledged their roles to engage and expand their roles. An individual's role "is not fully acquired until an individual has anticipated it, learned anticipatory, formal, and informal expectations comprised in it, formulated his own expectations, reacted to and reconciled these various expectations, and accepted the final outcome" (Thorton & Nardi, 1975, p. 873). Through this process, individuals moved through the socialization process.

Collins (2009) adapted Thornton and Nardi's theory with new professionals by explaining that during the anticipatory stage, expectations and assumptions are established by new professionals of their roles. This is done as new professionals observe others or interpret others' notions of their roles. New professionals are typically eager to learn and grow professionally in their new position. In the formal stage, new professionals enter the new employment role. Formal orientation and training regarding expectations of behaviors, values, and attitudes provide new professionals an understanding of their roles. The primary task for new professionals is to negotiate and master the new environment. The informal socialization stage occurs when new professionals observe differences between formal rules and actual expectations. In this stage, new professionals create their own style within the role. As new

professionals integrate their personal and employment identities, they enter the personal stage of socialization. During this stage, new professionals develop their professional identity. This professional identity brings "together others' expectations and self-expectations for the role, a personal style emerges, linking the role and the person" (Collins, 2009, p. 5).

Three Stages of Socialization

Noe (2005) discussed socialization, but his model had three stages: anticipatory socialization, encounter, and settling in (Table 5). During the anticipatory stage new professionals paralleled the experience in this stage to one of the first day of school, when individuals try to determine what to wear, whether they will like their supervisor, and will colleagues like them (Saunders, 2003). In the anticipatory stage, new professionals developed expectations about the institution before they even began employment. As new professionals enter the position they attempt to decipher as much information about their position and role as possible during the encounter stage. When employees began to feel more comfortable with their positions and the demands of the job, along with social relationships, they transitioned to the settling in stage (Noe, 2005).

Throughout their socialization process, new professionals had to learn and master skills and abilities required for their jobs. These individuals also had to establish successful and satisfying relationships with organizational members as they gained information about the organization, formally and informally, along with an understanding of the institutional culture. All organizations have their own jargon, acronyms, or what some may call "alphabet soup." It was important for new professionals to understand this information about their organization, along with rules, traditions, and customs so they could work toward maintaining the integrity and traditions of the organization (Chao, O'Leary, Wolf, Klein, & Gardner, 1994).

Hirt and Creamer's Four Realms of Professional Practice Socialization in Student Affairs

Hirt and Creamer (1998) identified four realms of professional practice and they explored their influence on socialization in student affairs (Table 5). The four realms of professional practice included: personal, institutional, extra-institutional, and professional. Within the personal realm, professionals view their career and the impact it had on them personally through career mobility, work-life balance and obligations, along with cultural and social experiences. The institutional realm included demands placed on the professionals by institutions that may have included enrollment management, demographics, assessment and accountability, and reduction of resources. The extra-institutional realm was impacted by outside influences from governing boards, alumni, parents, and national offices of fraternity and sorority organizations. During the final realm professionals were influenced by their profession of student affairs as a whole.

As new professionals worked through each stage of socialization, they attempted to sensemake the professional realms during each stage of socialization as they worked to comprehend their own professional capacity. The influence of the profession was impacted through accreditation standards along with ethical standards of professional organizations (Tull, et al., 2009; Collins, 2009).

No matter what socialization theory one chose to follow, new student affairs professionals progressed through each of these realms as related to socialization. When new professionals became aware of these realms and socialization stages, they successfully transitioned effectively during their professional experience. As Collins (2009) stated, the "key to the socialization process was taking time to reflect on personal goals, values, and beliefs and determine how these fit with those of the institution" (p. 23).

Table 5
Organizational Socialization Theories

Thornton and Nardi	Noe	Hirt and Creamer

Anticipatory
   expectations/assumptions are established by the new profession through observation
	Anticipatory
	  new professional is concerned with what to wear and if will be liked. Also begin to develop expectations of institution before they begin work
		Personal
		  views career and its impact on personal life (work/life balance; mobility; etc.)

Formal
   orientation and training provide expectations of behaviors, values, and attitudes for new professional as they learn to negotiate in new environment
	Encounter
	  begin to decipher information with position
		Institutional
		  demands placed on professional institution

Informal
  new professional observes differences between formal rules and actual expectations. New professional creates own style within role
	Settles in
	  begin to feel comfortable within position and demands of position
		Extra-institutional
		  outside resources of institution impact new professional

Personal
  new professional develops own professional identity
		Professional
		   influence of student affairs profession impacts new professional

Thornton and Nardi, 1975	Noe, 2005	Hirt and Creamer, 1998

Orientation and socialization

Chapman (2008) recognized that orientation was an important component for new

employees to transition within organizations. Orientation assisted new employees with their

socialization as they began to feel part of the organizations. In addition, Chapman (2008) also

noted that the acceptance new employees received from their supervisors and co-workers was "critical to whether or not that person will fit in and stay with the organization" (p. 129).

Ballard and Blessing (2006) noted that supervisors were critical components of the socialization process for new employees of the NCSU libraries. The North Carolina State University Libraries (NCSU) established an orientation program that had socialization as the principal goal of its program. In this program, key components of the orientation program included involvement of supervisors to review policies and procedures as well as to establish regular one-on-one meetings with new employees and tours of the facilities.

Wesson and Gogus (2005) also reviewed orientation programs and socialization connections as they compared a computer-based orientation program with a social-based orientation program. The social-based orientation program included group interactions and presentations where the computer-based orientation involved self-guided multi-media orientation techniques. Individuals in the computer-based program had lower levels of socialization compared to those in the social-based orientation programs. Wesson and Gogus (2005) concluded the missing element in the computer-based orientation was socialization with others.

Summary

In summary, those who wish to improve retention efforts would do well to study the relationship between orientation programs for new student affairs professionals and organizational socialization. Identifying the relationship between new student affairs orientation programs and organizational socialization and creating programs based upon that relationship may provide many gains. For example, increased retention, job performance, job satisfaction, and organizational commitment may occur and all of these lead to improved services to students and the institution.

CHAPTER 3

METHODOLOGY

Through this quantitative study, the researcher explored self-reported orientation and

organizational socialization experiences of new student affairs professionals. Individuals who

belonged to American College Personnel Association (ACPA) who identified themselves as

entry level professionals were asked to complete an online sixteen question survey which was

constructed by the researcher. In this correlational study, the researcher sought to determine if a

relationship existed between orientation for new student affairs professionals and organizational

socialization. For the purpose of this study, the experiences of institutional culture, fit, and

position competencies are referred to as organizational socialization. Further analyses explored

differences in participants' demographic variables and their organizational socialization.

Research Design

According to Johnson and Christian (2008) "designing a research study requires thought

about components to include and pitfalls to avoid" (p. 305).   Therefore, the researcher utilized a

cross-sectional survey design to gather data from selected individuals at a single point in time for

this correlational study. The cross-sectional design provided the researcher with a "snapshot of

current behaviors, attitudes, and beliefs in a population" (Gay, Mills, & Airasian, 2009, p.176)

and allowed information to be collected to be done expedited (Creswell, 2009). To determine if

a relationship existed with the dependent variable, organizational socialization, the researcher

utilized the demographic independent variables of gender, ethnicity, primary student affairs

position, highest educational degree obtained, length of time in current position, previous full-

time professional student affairs experience, institutional type, and institutional size.

Additionally, the components of a purposeful orientation programs included the verbal

explanation of the vision, mission, and goals of the institution; position expectations provided to the employee by the supervisor; supervision throughout the entire year by the supervisor; and personal introductions to staff and faculty who will have direct contact with new professionals in order to complete job responsibilities.

Statement of Problem

Much research has been done to demonstrate the importance of well-structured orientation programs for college students, but little research has been done regarding what is needed for effective employee orientation programs for new professionals in student affairs departments in higher education. In addition to limited research on orientation, insufficient research has occurred regarding organizational socialization of new student affairs professionals. Since the lack of organizational socialization has been linked to attrition in diverse professions (Ward, 2009; Hacker, 2004; D'Aurizio, 2007), it is important to gain further understanding of the relationship between organizational socialization and orientation programs of new professionals.

Population

The researcher obtained the sample from the membership list of the American College Personnel Association (ACPA) by selecting all individuals who self-identified themselves as individuals who were entry level professionals in student affairs. According to ACPA policy, ACPA emailed the sample the invitation to participate in the survey (Appendix A).

ACPA membership was utilized for the sample due to its history and reputation within the student affairs profession. Overall membership of ACPA included over 7,000 members from 1,200 diverse institutions (public, private, research-based, community college, technical institutions, for-profits, and faith based) (ACPA, 2012).   As of August 14, 2012, 718 individuals included in the ACPA membership database categorized themselves as entry level employees in

higher education (V. Wall, personal communication, September 5, 2012).   The goal of the

researcher was a 30% response rate, resulting in usable responses of 215 participants. In order to

utilize the ACPA member database, the researcher completed the ACPA application for research

upon approval from Indiana University of Pennsylvania's Institutional Review Board (IRB).

ACPA's Senior Director provided the data of the sample requested. It was recognized that

membership of ACPA does not provide an accurate representation of the student affairs

profession since individuals may select other professional organizations or they may choose not

to obtain a membership with a professional organization.

Research Questions

1. Are new student affairs professionals who participate in purposeful orientation programs

   more highly socialized within their organizations than those who do not participate in

   purposeful orientation programs?

2. Are there significant differences in the levels of organization socialization of new student

   affairs professionals based on:

   a. educational level (masters, pre-masters)?

   b. years in profession (0-3 years)?

   c. having participated in a purposeful orientation?

   d. previous student affairs experience?

   e. gender?

3. Can a new student affairs professional's level of organizational socialization be predicted

   based on:

   a. elements used in orientation program?

   b. years in the profession?

c.   educational level?

d.   previous student affairs experience?

e.   gender?

f.   size of institution?

g.   primary job function?

Instrumentation

The researcher constructed a survey instrument since an instrument to address the research questions for this study was not available. This survey (Appendix A) was administered utilizing Qualtrics, an on-line survey tool.   In formulating the survey, the researcher established three sections. The first section gathered information about the new employee's student affairs' orientation program. The second section surveyed the socialization perceptions of new student affairs professionals. The final section collected demographic information, both personal and institutional, as well as the area of concentration.

Section one examined respondents' orientation programs. Question three asked the respondents to identify if their orientation program contained the components of a purposeful orientation program (vision, mission, values, and goals of their institution; provided with expectations for position; directions provided for responsibilities as they arise throughout their entire first year of employment; personally introduced to staff and faculty, who they have direct contact). Based on the answers to question three respondents were placed in two groups, those who had purposeful orientation and those who did not have purposeful orientation.

In section two, organizational socialization was examined. Organizational socialization is the process whereby new professionals transition within their new work environment and learn to understand the institutional culture (Strayhorn, 2009). Since components of employee

orientation programs help to develop relationships and create an understanding of the institution, it is important to identify the connection these relationships and institutional knowledge have upon individuals' organizational socialization.

Organizational socialization was explored by asking participants how their orientation helped them with understanding their position and institution as well as assisted them in gaining increased confidence of their position. In addition, questions that were related to interactions with supervisors and peers in the department and faculty were also addressed. Finally, the new professionals were asked about their intentions to remain in their current position. Research has reinforced supportive relationships for employees' improved job satisfaction. If individuals have high job satisfaction, they are more likely to remain in their position and feel more socialized within the institution (Winston & Creamer, 1997; Strayhorn, 2009).

Section three's demographic data included gender, ethnicity, primary job function, educational level, previous student affairs experience, institutional type, and institutional size. It was through this section that the researcher hoped to determine if any of these demographic variables impacted individuals' organizational socialization level.

Pilot Test: Validity and Reliability

Content and construct validity of the survey were established using three experts in the field of student affairs and one social science faculty member. The three student affairs experts were identified based on their professional experience and the researcher's personal knowledge of their role in development of orientation programs for new professionals. The three student affairs experts were current or former student affairs professionals, two experts were current faculty who taught master level courses to student affairs students. The social science faculty

member specialized in quantitative research. These individuals were asked to provide feedback

regarding each question.

The experts were provided with the survey along with the research questions. They were

asked to judge each survey question on its relevancy to gather information appropriate to the

research questions and to ensure face validity of the instrument. The experts were also asked to

share their feedback on survey questions in order to ensure the clarity and readability of items

(Gay, et al, 2009).   This was done through email, word document editing, as well as personal

conversations.

The researcher modified the survey instrument between the first review and second

review of the three student affairs experts through the elimination of several sub questions that

did not pertain to the research questions. After feedback was provided and the survey was

revised, the researcher asked the experts to review the modified instrument again. Positive

feedback was provided by the experts that the instrument was more precise, direct, and reader

friendly.

The social science faculty member worked with the researcher to ensure that the survey

questions were directly related to the research questions.   Data from question three was very

important since it was used to group the survey respondents into two groups, those who had

experienced purposeful orientation and those who did not have purposeful orientation. In

addition, the formula to measure organizational socialization (OS) was developed:

$$OS = \frac{\frac{Q4a+Q4b+Q4c+Q4d+Q4e+Q4f+Q4g}{7}+\frac{Q5a+Q5b+Q5c+Q5d+Q5e+Q5f}{6}+\frac{Q6a+Q6b+Q6c+Q6d}{4}+\frac{Q7a+Q7b+Q7c+Q7d}{4}+Q8}{5}$$

Q = Question; OS = Organizational Socialization

Finally, specific questions that would be used to address each specific research question were

identified (Table 6).

Table 6
Survey Questions used for Research Questions

Research Questions	Survey Questions
1. Are new student affairs professionals who participate in purposeful orientation programs more highly socialized within their organizations?	Q 3, 4, 5, 6, 7, 8
2. Are there significant differences in the levels of organization socialization of new student affairs professional based on:	Q 4, 5, 6, 7, 8
a. Educational level (masters, pre-masters)	Q 13
b. Years in the profession (0-3 years)	Q 14
c. Having participated in a purposeful orientation.	Q 3
d. Previous student affairs experience.	Q 15
e. Gender	Q 10
3. Can new student affairs professional's level of organizational socialization be predicted based on:	Q 4, 5, 6, 7, 8
a. elements used in orientation program;	Q 3
b. years in the profession;	Q 14
c. educational level;	Q 13
d. previous student affairs experience;	Q 15
e. gender;	Q 10
f. size of institution;	Q 17
g. primary job function?	Q 12

Q = Question

A convenience sample of new student affairs professionals reviewed the reliability,

concurrent validity, length of time to complete the survey, and external validity.   Three new

student affairs professionals determined the reliability of the survey. These individuals were

asked to review the survey based on readability of questions. After they provided feedback,

corrections were made by the researcher and the new professionals were asked to review the

survey for any further corrections related to readability. Then two additional individuals

completed the survey to determine the estimated time needed to complete the survey (Johnson & Christensen, 2008). Results from these individuals were used to review the concurrent and external validity, to ensure results correlated and could be generalized to an overall population (Cresswell, 2009). In addition, data collected was processed through Statistical Package for Social Sciences (SPSS) to analyze the results and confirm that the formula established would provide appropriate scoring results for organizational socialization.

Procedure

Seven hundred eighteen individuals, who self-identified as entry level employees of higher education (V. Walls, personal communication, September 5, 2012), received an email invitation on August 14, 2012 to participate in this study from ACPA with an embedded link to the survey instrument (Appendix A). The email explained the purpose of the survey and included the informed consent statement (Appendix B). The consent form informed participants that their involvement was voluntary and confidentiality would be maintained. A reminder email was sent on September 5, 2012 to participants who had not already completed the survey.

Data Analysis

Data were collected utilizing Qualtrics. The anonymous survey responses were transferred into (SPSS) software to be analyzed. The data were screened to ensure accurate transfer of data. The researcher analyzed each research question and used the tools and statistical analysis processes listed in table 7.

Table 7
Statistical Analysis of Research Questions

Research Questions	Type of Statistical Analysis
1. Are new student affairs professionals who participate in purposeful orientation programs more highly socialized within their organizations than those who do not participate in purposeful orientation programs?	t-test
2. Are there significant differences in the levels of organization socialization of new student affairs professionals based on:	
a. Educational level?	ANOVA
b. Years in the profession (0-3 years)?	ANOVA
c. Having participated in a purposeful orientation?	ANOVA
d. Previous student affairs experience?	ANOVA
e. Gender?	ANOVA
3. Can new student affairs professionals' level of organizational socialization be predicted based on:	
a. Elements used in orientation program?	Multiple Regression
b. Years in the profession?	Multiple Regression
c. Educational level?	Multiple Regression
d. Previous student affairs experience?	Multiple Regression
e. Gender?	Multiple Regression
f. Size of institution?	Multiple Regression
g. Primary job function?	Multiple Regression

The researcher created two groups, those that participated in a purposeful orientation and those that did not. In order to determine if they participated in a purposeful orientation, the respondents had to answer positively to all components of question three. With the establishment of the two groups, the researcher used a t-test to analyze to determine if the type of orientation had a relationship to the organizational socialization of an individual.

It should be noted that originally the sum of all components of respondents answers for questions four, five, six, seven and eight were to be utilized to determine organizational socialization. An error in the survey was identified that did not allow respondents before September 6, 2012, to answer question four. Through the Pearson correlation coefficient the researcher determined there was a positive correlation between organizational socialization with question 4 and organizational socialization without question 4. Thus, the researcher used the formula that did not include responses from question four.

$$OS = \frac{\frac{5a + 5b + 5c + 5d + 5e + 5f}{6} + \frac{6a + 6b + 6c + 6d}{4} + \frac{7a + 7b + 7c + 7d}{4} + 8a}{4}$$

The researcher sought to determine if there was a significant difference between the dependent variable of organization socialization by using an ANOVA test of organizational socialization scores comparing the independent variables of educational level, years in the profession, purposeful orientation participation, previous student affairs experience, and gender. Finally, the researcher attempted to discover if organizational socialization could be predicted through multiple regression scores of the dependent variable, organizational socialization, and independent variables of elements used in orientation program (years in the profession, educational level, previous student affairs experience, gender, institutional size, and primary job positions).

Summary

As outlined in this chapter, this quantitative study was designed to determine if there was a positive relationship between employee orientation programs and organizational socialization for new student affairs professionals. Members of a national student affairs professional organization, ACPA, who identified themselves as entry level professionals were asked to

voluntarily complete an on-line survey. Results of the survey were analyzed using t-tests, regression, and ANOVA statistics.

CHAPTER 4

RESULTS

This purpose of this study was to explore if there was a relationship between purposeful orientation for new student affairs professionals and their organizational socialization. For this study, the researcher defined a purposeful orientation program as one that includes four components: verbal explanation of vision, mission, and goals of the institution; position expectations provided to the employee by the supervisor; supervision throughout the entire year by the supervisor; and personal introductions to staff and faculty with whom the new professionals had direct contact. Organizational socialization was considered as the experiences of institutional culture, fit, and position competencies.

The researcher looked for significant differences between individuals who were part of a purposeful orientation program compared to those who were not participants in such an orientation program. In addition, differences in new professionals' organizational socialization were explored based on educational level, years in the profession, purposeful orientation participation, pervious student affairs experience, and gender. Finally, the researcher sought to determine if organizational socialization could be predicted for new professionals based on elements in their orientation programs, years in the profession, educational levels obtained, previous student affairs experience, gender, size of the institution, and their primary job function.

In this chapter, the researcher provided an analysis of raw data from the research questions by using descriptive and inferential statistics. An overview of participants is first shared with the reader followed by the results of each research question.

Participants

A total of 718 individuals, who labeled themselves with ACPA membership as entry level professionals, were sent an invitation from the American College Personnel Association (ACPA) to participate in the study with a URL link to the survey. The original invitation was sent to participants on August 14, 2012 with a follow up reminder sent September 6, 2012. Seventy-nine of those who received the invitation participated in the study, allowing for an 11% return rate. Of those who participated, 13 surveys were removed from data analysis due to survey responses being incomplete and one response due to being the only transgender respondent. A total of 65 survey responses were used for this study, allowing a 9% return rate. Due to the overall low turn-out, the researcher included in the survey results the nine respondents who identified themselves as being in the field more than three years.

Description of New Professionals

The characteristics of those that participated are described in Table 8. Of this population, the majority of individuals who participated in this study were Caucasian (n=59, 90.8%), female (n=42, 64.6%), had obtained a master's degree (n=59, 90.8%), had previous student affairs experience before their current position (n=35, 53.8%), and worked in residence life and housing (n=26, 40%). Most participants had been in their current position for one year or less (one year: n=25, 38.5%; less than one year: n=17, 26.2%). The participants came from diversified institutional sizes (20,000 or more: n=16, 24.6%; 10,000-14,999: n=15, 23.1%; 1,000-4,999: n=14, 21.5%; 5,000-9,999: n=12, 18.5%; 15,000-19,999: n=5, 7.7%; less than 999: n=3, 4.6%).

Table 8

Demographic Characteristics of Participants (N=65)

Characteristics	n	%
Gender		
Female	42	64.6
Male	23	35.4
Ethnicity		
Africana American	3	4.6
Asian Pacific Islander	1	1.5
Multiracial	1	1.5
Caucasian	59	90.8
Prefer not to answer	1	1.5
Highest Educational Degree Obtained		
Bachelor	5	7.7
Masters	59	90.8
Doctorate	1	1.5
Length of Time in Current Position		
Less than 1 year	17	26.2
1 year	25	38.5
2 years	8	12.3
3 years	6	9.2
More than 3 years	9	13.8
Previous Student Affairs Experience		
Yes	35	53.8
No	30	46.2
Primary responsibility in Student Affairs		
Academic Advising	8	12.3
Admissions	1	1.5
Assessment	2	3.1
Career Services	3	4.6
Commuter Services	1	1.5
Counseling Services	1	1.5
Financial Aid	1	1.5
Fraternity and Sorority Advising	1	1.5
Health/Drug/Alcohol Education	1	1.5

Orientation	3	4.6
Residence Life and Housing	26	40
Service Learning/Civic Engagement	4	6.2
Student Activities	11	16.9
Living Learning Communities	1	1.5
Missing	1	1.5
Institutional Size		
Less than 999	3	4.6
1,000-4,999	14	21.5
5,000-9,999	12	18.5
10,000-14,999	15	23.1
15,000-19,999	5	7.7
20,000 or more	16	24.6
	65	100

Research Questions

The survey gathered information on the three research questions. The first question sought to determine if new student affairs professionals who participated in purposeful orientation were highly socialized within their organization compared to those who were not participants in purposeful orientation programs. The second question was designed to determine if there was a significant difference in the levels of organizational socialization based on educational level, years in the profession (0-3 years), participation in purposeful orientation, previous student affairs experience, and gender of new student affairs professionals. Finally, the researcher explored if new student affairs professionals' organizational socialization could be predicted based on: elements used in orientation programs, years in the profession, educational level, previous student affairs experience, gender, size of institution, and primary job function.

In order to measure the dependent variable of organizational socialization (OS) the researcher totaled the sum of questions five to eight. These questions addressed supervisor interaction (question five), interactions with colleagues (question six), relationship with

colleagues (question seven), and if the respondent planned to return for another year (question eight).   The researcher established organizational socialization by the following formula

$$OS = \frac{\frac{5a + 5b + 5c + 5d + 5e + 5f}{6} + \frac{6a + 6b + 6c + 6d}{4} + \frac{7a + 7b + 7c + 7d}{4} + 8a}{4}$$

OS = Organizational socialization   Q = Question

It should be noted that before the reminder email was sent to participants on September 6, 2012 an error with the on-line Qualtrics survey was identified. Participants who took the survey before September 6, 2012 were not able to answer question four of the survey. Because of this error, the researcher correlated the OS formula with question four and without question four to determine how to proceed. Through the use of the Pearson correlation coefficient the relationship between OS with question four and OS without question four was investigated. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a strong, positive correlation between the two variables, $r = .853$, $n = 65$, $p < .0005$, for organizational socialization formulas with and without question four   (Table: 9).

Table 9
Pearson Corrleations OS With and
Without Question 4

	Without Q4	With Q4
Without Q4	1	.853**
With Q4	.853**	1

**Correlation is significant at the 0.01 level (2-tailed)

The researcher also correlated results through a simple scatterplot (Figure 1). Due to the high correlation, the researcher decided to use the OS formula without question four. This

allowed 65 responses to be used for data analysis of the research questions. All research

questions were analyzed using IBM SPSS Statistics, Version 20, Release 20.0.0.

Organizational Socialization with Question 4
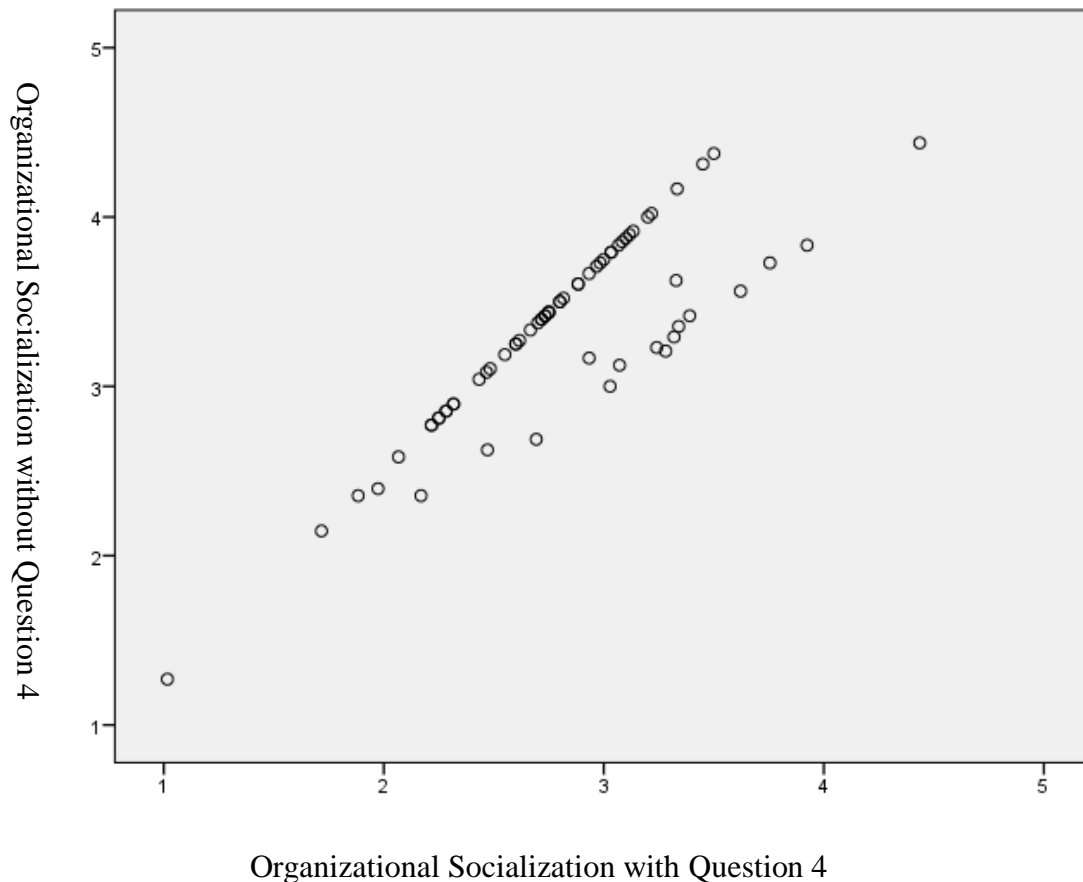
Figure 1. Scatterplot organizational socialization with and without question 4

Purposeful Orientation vs. Non-Purposeful Orientation

For question one, a t-test was performed to determine if there was a statistical difference

between those who participated in a purposeful orientation (PO) and those that did not participate

in a purposeful orientation (Non-PO). The assignment into each of the two groups was

determined by how participants responded to question three of the survey. Participants who

responded to "yes" (n=22, 34%) for questions 3a to 3f, of the survey, were considered to have

completed PO, those that responded "no" (n=43, 66%) to any or all questions 3a to 3f, were

considered to not have completed PO.

An independent-samples t-test (Table 10) was conducted to compare the organizational

socialization scores for PO and non-PO respondents. There was a significant difference between

the mean score for PO *(M=3.66, SD=0.417)* and the mean score for non-PO *(M=3.17,*

SD=0.548) The magnitude of the difference in the means (mean difference = -.481) was

statistically significant (*t(63)=3.613, p=.001*).

In reviewing all of the elements of PO it was determined that all elements, except the

introductions to staff and faculty, indicated significant differences as "stand-alone" elements

with organizational socialization. Through a series of independent-sample t-tests, the

significance of the differences in scores for these elements was determined. Table 10 shows the

results of these t-tests.

Table 10
T-Test: PO

	n	M	SD	df	t	P	Eta Squared
Purposeful Orientation							
No	43	3.17	0.548	63	-3.613	0.001	0.171
Yes	22	3.66	0.417				
Vision							
No	27	3.08	0.561	63	-3.449	0.001	0.200
Yes	38	3.52	0.475				
Mission							
No	23	3.06	0.465	63	-3.228	0.973	0.142
Yes	42	3.49	0.544				
Goals							
No	31	3.14	0.582	63	-2.897	0.005	0.118
Yes	34	3.52	0.467				
Expectation							
No	17	2.95	0.674	63	-3.618	0.001	0.172
Yes	48	3.47	0.437				
Directions							
No	12	2.93	0.661	63	-2.961	0.004	0.122
Yes	53	3.43	0.489				
Introductions							
No	20	3.23	0.409	63	-1.055	0.295	0.017
Yes	45	3.39	0.605				

PO = Purposeful Orientation

Significant Differences in Organizational Socialization

For the second research question, significant differences in the levels of organization socialization of new student affairs professionals based on educational level, years in the profession, participation in purposeful orientation, previous student affairs experience, and gender were explored by the researcher. The researcher performed an analysis of variance

56

(ANOVA) procedure, and associated post-hoc tests to determine if there were significant

differences for new student affairs professionals based on the independent variables of

educational level, years in the profession, purposeful orientation, previous student affairs

experience and gender.   Using a Levene's test for homogeneity of variances it was determined

that the researcher had not violated the assumption of homogeneity of variance for any of the

independent variables (Table 11).

Table 11
Levene's Test Results

	Levene's Statistics	df1	df2	P
Educational Level	2.404	1	62	0.126
Years in the Profession	2.339	4	60	0.065
Purposeful Orientation	0.93	1	63	0.339
Previous experience	1.731	1	63	0.193
Gender	0.004	1	63	0.949

The researcher also ran a Shapiro-Wilk test. This test indicated that population distribution was

normal except for those that did not participate in purposeful orientation and for female

respondents (Table 12).

Table 12
Shapiro-Wilk Test Results

	Statistics	df	P
Educational level			
Bachelor's Degree	0.851	5	0.198
Master's Degree	0.966	59	0.103
Years in the Profession			
Less than 1 year	0.951	17	0.479
1 year	0.971	25	0.658
2 years	0.938	8	0.593
3 years	0.833	6	0.113
More than 3 years	0.977	9	0.949
Purposeful Orientation			
No	0.946	43	0.044
Yes	0.971	22	0.744
Previous Experience			
Yes	0.975	35	0.583
No	0.944	30	0.113
Gender			
Male	0.972	23	0.744
Female	0.94	42	0.029

Since more than 90% of the 59 respondents had obtained a master's degree, statistical analysis was not obtained due to the inability to compare the three different groups of educational levels (bachelors, masters, doctorate degrees.). No significant differences were found among the five groups of years in the profession $(F(4, 60) = .684$ $p = .606)$. Similarly, no significant differences were found between males and females $(F(1, 63) = .296$ $p = .589)$ (Table 13).

Table 13
OS Differences

	M	SD
Educational Level		
Bachelor's Degree	3.46	0.258
Master's Degree	3.32	0.573
Doctorate Degree	3.83	
Years in the Profession		
Less than 1 year	3.35	0.56
1 year	3.44	0.443
2 years	3.08	0.956
3 years	3.22	0.447
More than 3 years	3.34	0.457
Purposeful Orientation		
Non Purposeful	3.17	0.548
Yes Purposeful	3.66	0.417
Previous experience		
Yes previous years	3.47	0.46
No previous years	3.18	0.619
Gender		
Male	3.39	0.546
Female	3.31	0.563

Participants were divided into two groups, those that participated in PO and those that did not. There was a statistically significant difference between the two groups ($F (1, 63) = 13.057$, $p = .001$). With this statistical difference, the difference in means scores between the groups was large. The effect size, calculated using eta square, was .172. Since there were fewer than three groups, post hoc and multiple comparison tests were not performed.

Table 14
Means of OS
Difference for PO

	M	SD
Yes PO	3.66	0.417
Non PO	3.17	0.548

To analyze if there were differences due to years in the profession, respondents were divided into two groups, those that had previous years in the profession and those that did not. There was a statistically significant difference ($F(1, 63) = 4.575$, $p = .036$) (Table 15). With this statistical difference, the difference in means scores between the groups was medium. The effect size, calculated using eta square, was .894. Since there were fewer than three groups, post hoc and multiple comparison tests were not performed.

Table 15
ANOVA Results of PO and OS

	SS	df	MS	F	Effect Size	P
Educational Level						
Between Groups	0.344	2	0.172	0.553	0.02	0.578
Within Groups	19.297	62	0.311			
Total	19.642	64				
Years In the Profession						
Between Groups	0.856	4	0.214	0.684	0.04	0.606
Within Groups	18.786	60	0.313			
Total	19.642	64				
No PO/Yes PO						
Between Groups	3.372	1	3.372	13.057	0.17	0.001
Within Groups	16.27	63	0.258			
Total	19.642	64				
Previous Student Affairs Experience						
Between Groups	1.33	1	1.33	4.75	0.07	0.036
Within Groups	18.312	63	0.291			
Total	19.642	64				
Gender						
Between Groups	0.092	1	0.092	0.296	0.00	0.589
Within Groups	19.55	63				
Total	19.642	64				

The researcher then broke down PO into its constituent elements and analyzed for differences. All elements of PO revealed large and statistically significant differences except for personal introductions to staff and faculty with whom the new professionals had direct contact. There was a statistically significant difference at $p < .05$ for the two groups: $F (1, 63) = 2.95$, $p = 1.113$ (Table 16).

Table 16
ANOVA Results with PO Elements and OS

	SS	df	MS	F	Effect Size	P
Mission						
Between Groups	2.788	1	2.788	10.42	0.14	0.002
Within Groups	16.854	63	0.268			
Total	19.642	64				
Vision						
Between Groups	3.119	1	3.119	11.894	0.16	0.001
Within Groups	16.523	63	0.262			
Total	19.642	64				
Goals						
Between Groups	2.309	1	2.309	8.39	0.12	0.005
Within Groups	17.333	63	0.275			
Total	19.642	64				
Introductions						
Between Groups	0.341	1	0.341	1.113	0.02	0.295
Within Groups	19.301	63	0.306			
Total	19.642	64				
Expectations						
Between Groups	3.38	1	3.38	13.093	0.17	0.001
Within Groups	16.262	63				
Total	19.642	64				
Directions						
Between Groups	2.4	1	2.4	8.768	0.12	0.004
Within Groups	17.242	63	0.274			
Total	19.642	64				

With this statistical difference, the difference in means scores between the groups was small

(Table 17). The effect size, calculated using eta square, was .02. Since there were fewer than

three groups post hoc and multiple comparison tests were not performed.

Table 17
Means of OS Differences for PO Elements

	M	SD
Mission		
Yes	3.49	0.544
No	3.06	0.464
Vision		
Yes	3.52	0.475
No	3.08	0.561
Goals		
Yes	3.52	0.467
No	3.14	0.582
Introductions		
Yes	3.39	0.605
No	3.23	0.409
Expectations		
Yes	3.47	0.437
No	2.95	0.674
Directions		
Yes	3.43	0.489
No	2.93	0.661

Organizational Socialization Predictability

In order for the researcher to determine if individuals' organizational socialization is

predictable for elements used in orientation programs, years in the profession, pervious student

affairs experience, gender, institutional size, primary job function several multiple regression

tests were performed. The researcher was not able to perform a multiple regression analysis on educational level, since the majority of respondents (90.8%), had obtained a master's degree.

The researcher had to re-code several variables to allow for multiple regression tests to be performed (Table 18). Years in the profession values changed from less than one year, one year, two years, three years, more than three years to one year and less and two years or more. The researcher determined the new values since after one year the majority of tasks and responsibilities for new professionals would have already been performed. Institutional size was recoded into two values of less than 10000 to more than 10000 students.   This divided institutional type options in the middle. Primary job function was recoded by combining Student Activities and Residence Life and Housing into one value with 27 respondents and all other respondents into another value that included 28 respondents. The researcher selected this division since Student Activities and Residence Life and Housing had the largest number of responses and typically are the position types new professionals begin their careers.

Table 18

Demographic Characteristics of New Codes for
Multiple Regression (N=65)

Characteristics	n	%
Purposeful Orientation		
Yes	43	66.2
No	22	33.8
Years in current position		
1 year or less	42	64.6
more than 1 year	23	35.4
Previous student affairs experiences		
Yes	35	53.8
No	30	46.2
Size of institution		
Less than 10,000	29	44.6
10,000 or more	36	55.3
Position in Student Affairs		
Housing/Student Activities	27	41.5
All other		
positions	37	56.9
Gender		
Male	23	35.4
Female	42	64.6
	65	100

      Multiple regression was used to assess if PO, years in the profession, previous experience, size of institution, position, or gender could predict levels of OS (Table 19). Preliminary analyses were conducted to ensure no violation of the assumptions of normality linearity, multicollinearity, and homosedasticity. The findings identified 53.7% of purposeful orientation, gender, previous years in student affairs, current position and size had a prediction on organization socialization. $R^2 = .537$, $F(6, 57)$, = p. 003.

Table 19
Means, Standard Deviation, and Intercorrelations for OS and PO

Variable	M	SD	1	2	3	4	5	6	7
1. OS	3.340	0.554	--	0.414	-0.157	-0.260	0.108	-0.213	-0.068
2. PO	1.340	0.477		--	-0.053	-0.140	0.250	0.085	-0.015
3. Years in Position	1.354	0.482			--	0.089	-0.113	0.046	0.278
4. Previous Experience	1.460	0.502				--	-0.100	0.078	-0.025
5. Size of Institution	1.554	0.501					---	-0.201	-0.074
6. Position	1.578	0.498						--	-0.085
7. Gender	1.650	0.482							--

A summary of regression coefficients is presented in table 20. This table shows 42.5 % of the variability in OS score of the 65 respondents can be attributed to the variables of PO, years in the profession, previous experience, size of institution, position, and gender. Of these factors over half, 16.2%, are uniquely attributed to PO.

Table 20
Regression Analysis Summary for Factors Predicting OS

Variable	B	95% CI	$\sim$	$\sim^2$	t	P
PO	0.493	[.220 .767]	0.425	0.181	3.611	0.001
Years in Position	-0.11	[-.380, .161]	-0.095	0.009	-0.812	0.42
Previous Experience	-0.2	[-.453, .051]	-0.182	0.033	-1.6	0.115
Size of Institution	-0.09	[-.357, .174]	-0.083	0.007	-0.698	0.493
Position	-0.28	[-.539, -.022]	-0.252	0.064	-2.169	0.034
Gender	-0.09	[-.357, .188]	-0.074	0.005	-0.622	0.536

Note: $R2 = .537$; $F(6,57) = $; $P = .003$ CI = Confidence Interval for B

Summary

Significant differences were found for new student affairs professionals who participated in purposeful orientation compared to those who did not, in regards to being highly socialized within their organization or not. All elements of purposeful orientation had significant "stand-

66

alone" results except for personal introductions to staff and faculty with whom the new professionals had direct contact. In addition, significant differences in the level of organizational socialization were determined for individuals who had participated in purposeful orientation as well as for individuals who had previous student affairs experience. It was found that purposeful orientation uniquely attributed to organizational socialization prediction.

CHAPTER 5

DISCUSSION

The relationship between purposeful orientation and organizational socialization for new student affairs professionals was examined in this study. Purposeful orientation was defined as an orientation program that contained four components: verbal explanation of the vision, mission, and goals of the institution; position expectations provided to the employee by the supervisor; supervision throughout the entire year by the supervisor; and personal introductions to staff and faculty to whom the new professionals will have direct contact in order to complete job responsibilities. For this study, organizational socialization was considered as the process whereby employees transition to an institution and learn their role along with institutional values and goals. Findings of data from this study were collected, analyzed, and presented. In this chapter, the researcher provides a discussion of the results beginning with the statement of the problem, review of the method, and summary of the results. This is followed by a review of the results and discussion of literature to explain the results. Finally, a presentation of limitations of the study, implication for practice, and suggestions for further research are provided.

Statement of Problem

New professional orientation programs for student affairs personnel have not been comprehensively researched (Saunders & Cooper, 2009). With little research in this area, there is a lack of understanding of the relationship organizational socialization may have with professional orientation programs for new hires. Van Maanen and Schein (1979), pioneers in the research of organizational socialization, recognized the adjustment of newcomers within organizations is assisted by orientation programs as a means for newcomers to progress through organizational socialization. Research continues to progress on methods new employees use to

gather information that leads to successful organizational socialization in the business and nursing field (Jokisarri & Nurmi, 2009; Noe, 2005; Lockwood & Tia, 2006; Ward, 2009; Davis, 2005; Klein & Weaver, 2000; Taormina, 1994), but little research focuses on the field of student affairs. With attrition rates of student affairs professionals of 20-60% in the first five years of their career (Barham & Winston, 2006; Tull, Hirt, & Saunders, 2009; Renn & Hodges, 2007; Davidson, 2009) it is important to develop a better understanding of how individuals become socialized in their organization. This knowledge could ultimately lead to improved retention of professionals within organizations and the field of student affairs (Tull, 2009).   As Taormina (2009) shares, organizations put a considerable amount of time and money into hiring individuals; because of this fiscal obligation within organizations, it is necessary to have a comprehensive understanding of organizational culture and fit for the new employee. This awareness may help reduce staff turnover and provide financial benefits to organizations due to fewer personnel searches to replace individuals who leave institutions. Other researchers also support Taormina's belief that successful transition of new employees can reduce staff turnover (London, 1998; Collins, 2009; Winston & Creamer, 1997).

Review of Methods

The researcher constructed a survey instrument since an instrument to address the research questions was not available. The survey was pilot tested to ensure validity and reliability. Three sections of the survey were established to gather information about orientation, social organization, and demographics.   Individuals who identified themselves as entry level professionals through the American College Personnel Association were sent links to the online Qualtrics survey, requesting their participation in the study (Appendix B). The same email was sent to participants, as a reminder 23 days later. Of the 718 invitations for participants, 79

69

individuals responded, an 11% return rate. Only 65 survey results could be utilized due to incomplete data. In addition, one respondent's survey was removed due to being the only transgender response. This brought the response rate to 9%. Data were analyzed and results were reported in chapter 4.

Discussion

Universities embrace research demonstrating the benefits of orientation for college students but little research has occurred regarding the recognition of orientation for student affairs professionals. The current study adds to the limited research on the importance of orientation programs for the new student affairs professionals and its relationship with organizational socialization for the new professionals. Purposeful orientation, in this study, was investigated as a strategy to assist new professionals with successful organizational socialization. The researcher compared the socialization of individuals who participated in orientation programs (n=22, 34%) with those that did not (n=43, 66%).

Purposeful Orientation vs. Non-Purposeful Orientation

A positive significant difference in individuals' socialization for those who participated in orientation compared to those who did not participate in orientation was discovered. Findings from this study support other research (Van Maanen & Schien, 1979; Anderson, Cunningham-Snell, & Haigh, 1996) that demonstrates orientation can be considered a tool in the organizational socialization process that helps "an individual acquire the attitudes, behaviors and knowledge needed to successfully participate as an organizational member" (Van Maanen & Schien, 1979, p. 2).

The orientation for new professionals should not be overlooked as a means to socialize employees (Taormina, 2009). Orientation programs help to develop an understanding of

organizational goals and culture as skills are learned that are needed to be successful in new positions (Wallace 2009; Kennedy & Berger, 1994). This understanding is how new professionals sensemake the institutions they work (Weick, 1995). If new professionals do not create a positive understanding of their place of work, negative attitudes and poor job satisfaction will develop (Stensaker, Falkenberg,& Gronhaug, 2008; Battles, Dixon, Borotkanics, Rabin-Fastman, Kaplan, 2006). A well-designed orientation program can assist institutions in the retention of their best employees. In addition, as new professionals transition positively in their positions, confidence, organizational commitment, positive contributions to the institution are increased as anxiety and mistakes are reduced (Wallace, 2009; Saunders & Cooper, 2009; Taormina, 2009).

In the analysis of the constituent elements of purposeful orientation, it was determined the only element that did not show a significant difference with organizational socialization was the introduction to staff and faculty with whom individuals worked. Some potential explanation for this could be due to the size of the institutions respondents originated. The larger the institutions the more likely individuals may be in specialized positions and have less of a need to work with individuals outside of their departments. At smaller institutions, new professionals may find themselves involved with more committees and activities that involve an array of faculty, staff, and administrators from across the campus, thus creating the need to meet others (Oblander, 2006; Winston & Creamer, 1997). Since 73.9% (n = 48) of respondents from this study are from institutions with a student population over 10,000, this may lend to the explanation that institutions with larger populations often have specialized staff positions. In these specialized entry level positions, new professionals may not work directly with individuals outside of their work area (Oblander, 2006; Winston & Creamer, 1997).

71

Significant Differences in Organizational Socialization

When reviewing what actually contributes to new professionals' level of organizational socialization, the researcher sought to determine significant differences of organizational socialization based upon the new student affairs professionals' educational level, years in the profession, participation in purposeful orientation, previous years in student affairs, and gender. The only variables that showed a significant difference in the new professionals' level of organizational socialization were purposeful orientation and previous years in the field. In addition, all constituent elements of purposeful orientation made a significant difference on the new professionals' level of organizational socialization. These findings, of the contribution of purposeful orientation's relationship to individuals' organizational socialization, continue to confirm the importance of intentional orientation programs for new professionals (Saunders & Cooper, 2009;   & Peperman, 1998; Winston & Creamer, 1997).

New professionals echo Dean, Thompson, Saunders and Cooper's (2011) research on the importance of the specific components needed in orientation programs to assist them with the success of their positions. New professionals highlighted items that facilitate sensemaking of their work environment. Items new professionals identified that foster an understanding of the work environment include cultural awareness of the student body, colleagues, institution, division, department and office. In addition, new professionals seek to learn both formal and informal expectations. Dean, et al. (2011) support the need for new professionals to have specific orientation components to assist with successful institutional transition.   One could conclude that the successful transitions Dean et al. (2011) describes could also be considered organizational socialization.

Previous years of experience for new professionals may show a positive significant difference in organizational socialization since individuals bring the knowledge of past experiences to their new positions. The previous experience provides new professionals with confidence and the ability to adapt to tasks and responsibilities more quickly than those who do not have previous experience (Gioia & Manz, 1985; Gioia & Poole, 1984; Adkins, 1995). New professionals with past experience also demonstrate they can balance conflicts in job demands (Adkins, 1995) and develop role identity earlier than those who do not have previous experience (Feldman, 1976). The development of the understanding, or sensemaking, of their positions and the institutions where they work are all factors that contribute to the organizational socialization process (Barge & Schlueter, 2004).

Organizational Socialization Predictability

In comprehending organizational socialization, it is also essential to discover what variables may lead to new professionals' level of organizational socialization. In doing so, the researcher analyzed data collected regarding predictability of individuals' socialization level based on a purposeful orientation program; years in the profession; educational level; previous student affairs experience; and gender. The researcher determined that purposeful orientation is a unique attribute to individuals' organizational socialization level. The contribution of purposeful orientation to the predictability of organizational socialization can be understood due to the intentionality of the components that are part of purposeful orientation.

Verbal presentation of mission, vision, and goals are part of purposeful orientation as a means to safeguard that an uniform message is provided to new professionals in order for them to begin the sensemaking process of their work environment (Saunders & Cooper, 2009; Davis,

2005). Position expectations are included since expectations are essential tools that contribute to the development of new professionals' role clarification.

Supervision throughout the year was incorporated as a component of purposeful orientation since supervision is an integral part of the sensemaking and organizational socialization processes. Supervisors assist new professionals with how they learn their work environment, develop role clarification, and confidence in their work environment (Tull, 2009; Tull, 2006; Jokiasarri &Nurmi, 2009; Wallace, 2009; Saunders & Cooper, 2009).   As self-confidence, productivity, and loyalty increase, retention rates for employees also improve (Collins, 2009; Renn & Hidges, 2007; Hamrick & Hemphill, 1998; Jones & Segawa, 2004).

Finally, introductions to individuals were included as part of purposeful orientation for this study. Introductions can lead to heightened comfort for the new professionals when they need to interact with other individuals to accomplish responsibilities within their positions. This comfort can assist the new professionals in the development of their self-confidence (Davis, 2005).

All the previously mentioned components were utilized for purposeful orientation since these components demonstrate positive relationships in the process of organizational socialization through previous studies (Van Mannen & Schien, 1979; Tull, et al., 2009; Tull, 2006; Jokisarri & Nurmi, 2009; Wallace, 2009; Saunders & Cooper, 2009; Noe, 2005; Dean, et al., 2011; Hirt & Creamer, 1998; Lockwood & Tai, 2006; Thornton & Nardi, 1975).

Limitations

As with any study, there are limitations that need to be recognized when interpreting results. The sample size was small (9%), limiting potential generalizability of the study. Due to the limited sample, lack of diversity in respondents also hinders results. For example, 90% of

respondents have a master's degree, compared to 9% who obtained either a bachelor or doctoral degree. In addition, 90% of respondents are Caucasian and 65% are female.

Since respondents were asked to self-report their orientation program they may not recall all components of their orientation program. In addition, individuals who provided the respondent's orientation program may have had certain intentionality in the development of the orientation that individuals did not recognize or recall. Since no follow up with those that established orientation for new professionals occurred, one cannot confirm the accuracy of individuals' recall and interpretation of their orientation program components.

The design of this study limits any qualitative follow-up to gain clarity and potentially expand on information regarding individuals' responses. The researcher did not take into account institutional characteristics or control any social dynamics, such as supervisory skills. In addition, it must be understood that an element of orientation may have been provided but this study does not evaluate the adequate quality of the experience. Finally, the population of this study only included individuals who are associated with the American College Personnel Association (ACPA), limiting information from individuals who may not be part of this organization. Furthermore, due to the hyperlink embedded in email communication, the potential of the ACPA invitation being forwarded to individuals who are not members of ACPA is conceivable. This makes it impossible to know if all respondents are ACPA members.

An error in the survey instrument did not allow 57 of the respondents to answer question 4. This did not appear to impact the results of organizational socialization since there was a positive correlation between the formula of organizational socialization with question 4 and without question 4. Further study is needed with a different sample in order to ensure that the appropriate measure of organizational socialization occurred.

Implications for Practice

Institutions recognize the value of orientation for students but continue to not identify the advantages of orientation for new professionals   (Tull, 2006; Winston & Creamer, 1997; Saunders et al., 2011; Winston & Hirt, 2003).   Researchers in the fields of business and nursing identify the benefits orientation programs have on individuals' organization socialization. Business and healthcare organizations that provide new employees with orientation note an increase in retention rates and in productivity, compared to employees who did not participate in orientation (Zemke, 1989; Chapman, 2008; Wesson & Gogus, 2005). The author of this study recommends that higher education institutions need to develop a human resource plan that includes orientation for all new employees since results in this study support orientation programs are tools in the process of organization socialization found in the professional fields of nursing and business (Zemke, 1989; Chapman, 2008; Wesson & Gogus, 2005).

The human resource plan should be intentional in its components. This study focused on a limited number of components to be included in the orientation program.   The researcher recommends that those creating the orientation plan should identify components of the plan that match the desired needs and outcomes of the institution. In the development of orientation, organizational size should be considered, as Flion and Peperman's (1998) acknowledge orientation components may be different based on institutional size.

Consistent with this research and other research (Davis, 2005), the mission, vision, and goals shared verbally is needed for the process of organizational socialization. Davis (2005) went so far as to recommend institutional mission, vision, and goals should be provided by the president of the organization, even if it is done through a video recording. This verbal delivery

will develop organizational understanding for the new professional and ensure a consistent message is delivered to all new employees.

The human resource plan must view orientation as a yearlong process where supervisors have an integral role in orienting and facilitating new hires through the organizational socialization process. Supervisors need to understand their role is a "function intended to promote the achievement of the institutional goals and to enhance the personal and professional capabilities and performance of staff" (Winston & Creamer, 1997, p. 42). Furthermore, supervisors must be knowledgeable of different supervisory styles and strategies in order to utilize the most effective style and strategy for their supervisees (Hersey, Blanchard, & Johnson, 1996). Finally, it will be important for supervisors to establish written expectations of their new employees to help the new hires develop an understanding of the performance that is expected of them (Dean, et al., 2011). All of these effective supervisory strategies and techniques will assist supervisors in the facilitation of the new professionals' understanding of the environmental setting and position responsibilities.

Universities should also understand that the human resource orientation plan is a component of fiscal responsibility for universities. The financial cost and time of orientation will be replaced with reduced attrition rates and higher productivity of employees. Research demonstrates individuals who participate in orientation programs are considered more highly socialized (Chapman 2008; Ballard & Blessings, 2006; Wesson & Gogus, 2005) and are more productive (D'Aurizio, 2007; Wallace, 2009; Saunders & Cooper, 2009) than those individuals who do not participate in orientation programs.

For this study, introduction of other faculty and staff was a component of a purposeful orientation program. Through the results of this study, introductions do not appear to be a

necessary component of orientation. It does not mean introductions should not be included in orientation but the desired outcomes, organizational needs, position responsibilities, and institutional size should be considered when determining if this component of orientation may be necessary in the orientation plan.

Suggestions for Further Research

Since this study used a self-developed instrument and had a low return rate, it is recommended this study be duplicated with another population to strive for a larger return rate and allow for generalization of results. With replication of this study a future researcher may want to consider a different time of the year to distribute the survey to the see if that may increase the response rate of the sample. In addition, since introductions of faculty and staff do not appear to have a relationship or statistically significant difference for those individuals who are part of purposeful orientation, it is recommended to do further research to determine if this result may vary based on institutional size.

Researchers (Jokisarri & Nurmi, 2009; Noe, 2005; Lockwood & Tia, 2006; Ward, 2009; Davis, 2005; Klein & Weaver, 2000; Taormina, 1994) demonstrate that organizational socialization has a relationship with job satisfaction and retention of employees for the nursing and business fields. Future research should be conducted within the area of student affairs in higher education to determine if similar connections to these are found.   Identifying orientation components needed for new professionals verses those professionals who join a university as middle and senior level mangers could be examined to recognize if there are different needs for distinctive types of positional levels within student affairs. In addition, exploration on the development of organizational socialization for new professionals versus middle and senior level managers could also be examined.

Conclusion

The field of higher education continues to struggle with the retention of new professionals in student affairs (Barham & Winston, 2006; Tull, Hirt, & Saunders, 2009; Renn & Hodges, 2007; Davidson, 2009). As new professionals leave their position, new ideas and innovations are often hindered as other professionals have to take on additional workloads due to the hiring, training, and orienting of new hires (Tull, et al., 2009; Davidson, 2009). In addition the replacement of employees becomes a fiscal burden for institutions as it costs at least two times the individuals' salary to replace employees who leave (Kaye & Jordan-Evans, 2008).

This study demonstrates how orientation programs assist new professionals with understanding the institutions they work (sensemake). In addition, it supports that orientation is an instrument in the organizational socialization process. When new professionals understand their work environments attrition is reduced, productivity and organizational commitment are increased for the new professionals. This increased productivity and organizational commitment can lead the divisions to working towards improvements instead of utilizing time and energy constantly hiring and training new staff.

Through intentional orientation development new professionals can positively progress through organizational socialization. Components of orientation programs need to include items that assist new professionals with sensemaking their environmental culture and understanding their positions and expectations. In this study components that consistently appeared to be valuable for orientation programs included: verbal explanation of the vision, mission, and goals of the institution; expectations provided to new professionals by supervisors; and supervision of the new professional throughout the entire year. Introduction to others may need to be further

researched to determine if it is a necessary component of orientation or if the need of such a component is based on institutional size.

This study provided support for the need of orientation programs of new professionals, not just as benefits of new professionals but overall advantages to the institutions. As attrition of new hires decreases, the financial obligation to recruit and hire are reduced for institutions. In addition, as new professionals' commitment to the field develops, productivity expands that can lead to innovative ideas to further evolve higher educational divisions and institutions.

REFERENCES

Adkins, C. L. (1995). Previous work experience and organizational socialization: A

longitudinal examination. *Academy of Management Journal, 38*(3), 839-862.

Allen, N. J. & Meyer, J. P. (1990). Organizational socialization tactics: A longitudinal analysis

of links to newcomers' commitment and role orientation. *Academy of Management*

Journal, 33, 847-858.

American College Personnel Association. (2012). About APCA. Retrieved from

http://www2.myacpa.org/about-acpa

Anderson, N.R., Cunningham-Snell, N.A, & Haigh, J. (1996). Induction training as

socialization: Current practice and attitudes to evaluation in British organizations.

*International Journal of Selection and Assessment, 4(*4), 169-183.

Apker, J. (2004). Sensemaking of change in the managed care era: A case of hospital-based

nurses. *Journal of Organizational Change Management, 17*(2), 211-227.

Ballad, A. & Blessing, L. (2006). Organizational socialization through employee orientation at

North Carolina State University Libraries. *College and Research Libraries, 67* (3), 240-

248.

Barge, J. K., & Schlueter, D. W. (2004). Memorable messages and newcomer socialization.

Western Journal of Communication, 68(3), 233-256.

Barham, J. D., & Winston, R. B., Jr. (2006). Supervision of new professionals in student affairs:

Accessing and addressing needs. *The College Student affairs Journal, 26*(1), 64-89.

Battles, J. B, Dixon, N. M., Borotkanics, R. J., Rabin-Fastman, B., & Kaplan, H. S. (2006). Sensemaking of patient safety risks and hazards. *Health Services Research, 41*(4 pt 2), 1555-1575. Retrieved on March 5, 2009 from http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1955349

Boehman, J. (2007). Affective commitment among student affairs professional. *NASPA Journal, 44,*307-325.

Bolman, L. G., & Deal, T. E. (1997). Reframing organizations: Artistry, choice, and leadership (2nd ed.). San Francisco, CA: Jossey-Bass.

Carpenter, S., & Carpenter, L. (2009). Institutional socializaiton initiatives. In A. Tull, J. B. Hirt, & S. A. Saunders (Eds.), *Becoming socialized in student affairs adminstration: A guide for new professionals and their supervisors* (pp. 174-193). Sterling, VA: Stylus.

Chan, D., & Schmitt, N. (2000). Interindividual differences in intraindividual changes in proactivity during organizational entry: A latent growth modeling approach to understanding newcomer adaptation. *Journal of Applied Psychology, 85*(2), 190-210.

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

Chapman, C. (2008). Retention begins before day one: Orientation and socialization in libraries. *New Library World, 110* (3/4), 122-135.

Chaudhry, A. (2008). *A sensemaking model of psychological contract change: When and how do employees respond to change?* Unpublished doctoral dissertation, University of Illinois at Chicago, Chicago, IL.

Cilente, K., Henning, G., Skinner-Jackson, J., Kennedy, D., & Sloane, T. (2006). Report on the new professional needs study Washington, DC: American College Personnel Association. Retrieved from http://www.myacpa.org/research/newprofessionals.php

Collins, D. (2009). The socialization process for new professionals. In A. Tull, J. B. Hirt, & S. A. Saunders (Eds.), *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors* (pp. 3-27). Sterling, VA: Stylus.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mix Methods Approaches* (3rd ed.) London, England: Sage.

Cooper-Thomas, H. D., & Anderson, N. (2005). Organizational socialization: A field study into socialization success and rate. *International Journal Of Selection and Assessment*, *13*(2), 116-128. doi:10.1111/j.0965-075X.2005.00306.x

D'Aurizio, P. (2007). Onboarding: Delivering on the promise. *Nursing Economics, 25*(4), 228-229.

Davidson, D. L. (2009). *National job satisfaction of entry- and mid-level student affairs professionals* (Doctoral dissertation, Bowling Green State University, Bowling Green, OH). Retrieved from http://search.proquest.com.navigator-iup.passhe.edu/pqdtft/docview/304845999/13B04ED519E3C02A7EB/1?accountid=11652

Davis, J. (2005). Narrative as a tool in organizational socialization: Secular sermonic rhetoric in employee orientation programs. *Texas Speech Communication Journal, 29*(2), 118-130.

Dean, L., Thompson, G., Saunders, S., & Cooper, D. (2011). Efficacy of orientation for new student affairs professionals. *College Student Affairs Journal, 29(2),* 137-149.

Eddy, P. L. (2002). *Sensemaking on campus: The role of the two-year college president in framing organizational change.* (Doctoral dissertation, Michigan State University, MI). Retrieved from http://search.proquest.com/docview/305512377?accountid=11652. (305512377)

Eisenberg, E. (2006). Karl Weick and the aesthetics of contingency. *Organizational Studies,* 27 (11), 1-15.

Exum, M. E. (1998). *An examination of the relationship between organizational socialization and the organizational commitment, job satisfaction, and role orientation of new student affairs professionals* Retrieved from ProQuest (September 29, 2009)

Feldman, D. C. (1976). A contingency theory of socialization. *Administrative Science Quarterly, 21* (3), 433-452.

Flion, I. A., & Pepermans, R. G. (1998). Exploring the relationships between orientation programs and current job satisfaction. *Psychological Reports, 83*, 367-370.

Gay, L. R., Mills, G.E., & Airansian, P. (2009). *Educational research: Competencies for analysis and application* (9th ed.). Columbus, OH: Pearson.

Gioia, D. A. & Manz, C. C. (1985). Linking cognition and behavior: A script processing interpretation of vicarious learning. *A Review of Management, 10*(3), 527-539.

Gioia, D. A. & Poole, P. L. (1984). Scripts in organizational behavior. *Academy of Management Review 9*(3), 449-459.

Hacker, C. A. (2004). New employee orientation: Make it pay dividends for years to come. *Information Systems Management*, 89-92.

Hackney, C. E. (1998). Voices of women at entry level positions of

educational administration. *Advancing Women in Leadership Journal, 1*(3). Retrieved

from http://www.advancingwomen.com/awl/summer98/HACK.html

Hamrick, F. A., & Hemphill, B. O. (1998). Pathways to success in student affairs. In M. J. Amey

& L. M. Reesor, (Eds.), *Beginning your journey: A guide for new professionals in*

student affairs (pp. 87-104). Washington DC: National Association of Student Personnel

Administrators.

Hirt, J. B. & Creamer, D. G. (1998). Issues facing student affairs professionals: The four realms

of professional life. In N. J. Evans & C. E. Phelps Tobin (Eds.), *State of the art of*

preparation and practice in student affairs: Another look (pp. 47-60). Lanham, MD:

University of Press of America.

Ignelzi, M. G., & Whitely, P. A. (2004). Supportive supervision for new professionals. In P. M.

Magolda & J. E. Carnaghi (Eds.), *Job one* (pp. 115-135). Lanham, MD: University Press

of American.

Johnson, B., & Christenson, L. (2008). *Educational research: Quantitative, qualitative mixed*

approaches (3rd Ed.). Los Angeles, CA: Sage.

Jokisaari, M., & Nurmi, J.-E. (2009, June). Change in newcomers' supervisor support and

socialization outcomes after organizational entry. *Academy of Management Journal,*

52(3), 527-544.

Jones, S. R., & Segawa, J. M. (2004). Crossing the bridge from graduate school to job one. In

Job one (pp. 59-76). Landham, MD: University Press of America.

Kaye B. & Jordon-Evans, S. (2008) *Love' em or lose em: Getting good people to stay*

(4th ed.). San Francisco, CA: Berrett-Koehler Publishers.

Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.

Kegan, R. (1994). *In over our heads*. Cambridge, MA: Harvard University Press.

Kennedy, D. J. & Berger, F. (1994). Newcomer socialization: Oriented to facts and feelings?
      Cornell Hotel and Restaurant Administration Quarterly, 35(1), 58-71.

Klein, G., Moon, B., & Hoffman, R. R. (2006). Making sense of sensemaking 1: Alternative
      Perspectives. *Intelligent Systems, 21*(4), 70-73.

Klein, H. J. & Weaver, N. A. (2000). The effectiveness of organizational level orientation
      training in the socialization of new hires. *Personal Psychology, Inc. 53*, 47-66.

Korte, R. (2010). 'First, get to know them': A relational view of organizational socialization.
      Human Resource Development International, 13(1), 27-43.

Kutz, S. E. (2008). *Sensemaking for followers in leadership transition: What's going on here?*
      Unpublished Master's thesis, University of Nevada, Reno.

Lockwood, N. R., & Tai, B. (2006). Organizational entry: Onboarding, orientation, and
      socialization. Retrieved from Society for Human Resource Management website:
      http://www.shrm.org/Research/Articles/Articles/Pages/
      OrganizationalEntryOnboarding,OrientationAndSocialization.aspx.

Lorden, L. P. (1998). Attrition in the student affairs. *NASPA Journal, 35,* 207-219.

Maitlis, S. (2005). The social process of organizational sensemaking. *Academy of Management
      Journal, 48*(1), 21-49.

McKee, M. C. (2006). Workplace spirituality: Can its study help sustain people and
      organizations? *The Workplace Review*, *3*(2), 19-24.

Noe, R. A. (2005). *Employee training and development.* New York, N.Y: McGraw-Hill/Irwin.

Oblander, D.A. (2006). Student affairs staffing in the small college. *New Directions for Student Services, 116*, 31-44. doi: 10.1002/ss.223

Pallant, J. (2010). *SPSS survival manual* (4th ed.) New York, NY: McGraw-Hill.

Palus, C. J., & Horth, D. M. (2004). Exploration for development. In C. D. McCauley & E. Van Velsor (Eds.), *Handbook for leadership development* (2nd ed., pp. 438-464). San Francisco, CA: Jossey-Bass.

Panec, M. T. (2007). *Sensemaking of an identity change: A case study in higher education investigating the role of the academic vice president in facilitating change.* Unpublished doctoral dissertation, University of Southern California, CA.

Peterson, C. H. (2005). Employee retention: The secrets behind Wal-Mart's successful hiring policies. *Human Resource Management, 44*(1), 85-88.

Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professional in student affairs. *NASPA Journal, 44*(2), 367-391.

Roderer, P. & Hickman, S. (2000). Successful orientation programs. *Training and Development, 54*, (4), 59-60.

Saks, A. & Ashforth, B. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51, 234-279.

Saks, A. M. & Gruman, J. A. (2010). Organizational socialization and positive organizational behaviour: Implications for theory, research, and practice. *Canadian Journal of Administrative Sciences, 28,* (1), 14-26.

Saunders, S. A., & Cooper, D. L. (2009). Orientation in the socialization process. In A. Tull, J. B. Hirt, & S. A. Saunders (Eds.), *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors* (pp. 109-128). Sterling, VA: Stylus.

Schneider, R. S. (1998). Supervisor as architect, catalyst, advocate and interpreter. In M. J.

    Amey & L. M. Ressor (Eds.), *Beginning your journey* (pp. 37-52). Washington, DC:

    National Association of Student Personnel Administrators.

Scott, P. D. (2006). *How sensemaking occurred at a large public university during*

    transformational change in the absence of a permanent leader: A qualitative study.

    Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA.

Stensaker, I. Falkenberg, J., & Gronhaug, K. (2008). Implementation activities and

    organizational sensemaking. *The Journal of Applied Behavior Science,* 44

    (2), 162-185.

Strayer, T. L. (2009). Staff-peer relationships in the socialization process. In A. Tull, J. B. Hirt,

    & S. A. Saunders (Eds.), *Becoming socialized in student affairs administration: A guide*

    for new professionals and their supervisors (pp. 129-151). Sterling, VA: Stylus.

Strayhorn, T. L. (2009). Staff peer relationships and the socialization process of new

    professionals: A quantitative investigation. *College Student Affairs Journal, 28*,

    38-60.

Taormina, R. J. (1994). The organizational socialization inventory. *International Journal of*

    Selection and Assessment, 5(1), 29-47.

Taormina, R. J. (2009). Organizational socialization: the missing link between employee needs

    and organizational culture. *Journal of Managerial Psychology, 24*(7), 650-676.

Thornton, R. & Nardi, P. M. (1975). The dynamics of role acquisition. *American Journal of*

    Sociology, 80, 870-885.

Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new

    professionals in student affairs. *Journal of College Student Development, 47*(4), 465-480.

Tull, A. (2009). Supervision and mentorship in the socializaton process. In A. Tull, J. B. Hirt, &
S. A. Saunders (Eds.), *Becoming socialized in student affairs administration: A guide
for new professionals and their supervisors* (pp. 129-151). Sterling, VA: Stylus.

Tull, A., Hirt, J. B., & Saunders, S. A. (Eds.). (2009). *Becoming socialized in student affairs
administration: A guide for new professionals and their supervisors*. Sterling, VA:
Stylus.

Van Maanen, J. (1978). People processing: Strategies of organizational socialization.
Organizational Dynamitics, (7) 1, 19-36.

Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization.
Research in Organizational Behavior, 1, 209-264.

Wallace, K. (2009, Fall). Creating an effective new employee orientation program. *Library
Leadership & Management, 23*(4), 168-176.

Wanous, J. P., & Reichers, A. E. (2000). New employee orientation programs. *Human Resource
Management Review, 10*(4), 435-451.

Ward, C. W. (2009). Enhancing orientation and retention: One unit's success story. *The journal
of Continuing Education in Nursing, 40*(2), 87-90.

Weick, K. E. (1993). The collapse of sensemaking in organizations: The Mann Gulch Disaster.
Administrative Science Quarterly, 38(4), 628-652.

Weick, K. E. (1995). *Sensemaking in organization*. Thousand Oaks, CA: Sage.

Weick, K. E. (2001). *Making sense of the organization*. Malden, MA: Blackwell.

Weick, K. E., Stufliffe, K. M. & Obstfeld, D. (2005). Organizing and the process of
sensemaking. *Organizational Science, 16* (4), 409-421. doi: 10.1287/orsc.1050.0133.

Wesson, M. J. & Gogus, C. I. (2005). Shaking hands with a computer: An examination of two

  methods of organizational newcomer orientation. *Journal of Applied Psychology, 90* (5),

  1018-1026.

Winston, R. B., Jr., & Creamer, D. G. (1997). *Improving staffing practices in student affairs*. San

  Francisco: Jossey-Bass.

Winston, R. B., Jr., & Hirt, J. B. (2003). Activating synergistic supervision approaches: Practical

  suggestions. In S. M. Janosik, D. G. Creamer, J. B. Hirt, R. B. Winston, S. A. Saunders,

  & D. L. Cooper, *Supervising new professionals in student affairs* (pp. 43-83). New York,

  NY: Brunner-Routledge.

Zemke, R. (1989). Employee orientation: A process, not a program. *Training, 26* (8), 33-35, 37-

  38.

Appendix A: Survey Instrument

Section One: Student Affairs Employee Orientation (on-boarding)

Section One: Student Affairs Employee Orientation (on-boarding) programs can be both formal and informal in helping a new employee transition into his or her new position. Questions 13 will focus on your transition into your new position and will be referred to in the survey as orientation, no matter if it was formal or informal.

1. My orientation was provided by: (mark all that apply)
__ Human Resources   __ Peers   ___ Supervisors   __ Department Head
__ Others: Please list: _____

2. My orientation program lasted:

__ Did not occur	___ 6-14 days
___ Less than 1 day	___ 15-20 days
___ 1 day	___ More than 21 days (1 month) List how
___ 2-5 days	many days your orientation lasted: _____

3. During my orientation program information provided was adequate for successful job performance.

	No	Yes
a. I was verbally informed of the vision of the institution.	___	___
b. I was verbally informed of the mission of the institution.	___	___
c. I was verbally informed of the goals of the institution.	___	___
d. I was personally introduced to staff and faculty with whom I would have direct contact due to my position.	___	___
e. expectations for my position were provided to me by my supervisor.	___	___
f. Directions were provided by my supervisor regarding job tasks as they arose.	___	___

4. My orientation program helped me:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. understand my job expectations	____	____	____	____	____
b. increase my confidence within my position.	____	____	____	____	____
c. understand my environment by providing story-telling of events/situations.	____	____	____	____	____
d. understand my institution.	____	____	____	____	____
e. understand where to locate relevant resources for the position.	____	____	____	____	____
f. connecting with faculty and staff whom I would have direct contact for my job responsibilities.	____	____	____	____	____
g. understand the student population characteristics.	____	____	____	____	____

5. During my first year in my current position my supervisor:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. provided detailed guidance regarding my responsibilities for my position.	____	____	____	____	____
b. allowed me to work autonomously.	____	____	____	____	____
c. provided feedback regarding my performance.	____	____	____	____	____
d. recognized areas I can improve.	____	____	____	____	____
e. provided appropriate training for my tasks.	____	____	____	____	____
f. properly role modeled professional behavior	____	____	____	____	____

6. I met with _____ enough to be successful in my current position.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Direct supervisor	____	____	____	____	____
b. Peer(s) within department	____	____	____	____	____
c. Staff outside department	____	____	____	____	____
d. Faculty	____	____	____	____	____

7. I have a positive relationship with my _____.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Direct supervisor	____	____	____	____	____
b. Direct Peer(s)	____	____	____	____	____
c. Non-staff (administrators and staff who worked outside of student affairs office area)	____	____	____	____	____
d. Faculty	____	____	____	____	____

8. Do you plan to remain in your position for another year?

    ___ No   ___ Unsure   ___ Yes

9. Please provide any additional feedback you have regarding your transition to your institution.

What other <u>POSITIVE</u> factors impacted your transition?

What other <u>NEGATIVE</u> factors impacted your transition?

Section Three: Demographics

10. What is your gender?
   ___ Male   ___Transgender
   ___ Female   ___ Prefer not to respond

11. What is your ethnicity?
   ___ African American   ___ Caucasian
   ___ Asian Pacific Islander   ___ Multiracial
   ___ Hispanic/Latio   ___ Other: _____
   ___American Indian   ___ Prefer not to answer

12. What is your <u>primary</u> responsibility in Student Affairs (pick one)?

___ Academic Advising	___ First Year Seminar	___ Religious Programs
___ Admissions	___ Fraternity and Sorority Advising	___ Residence Life and Housing
___ Adult Student Learner Program	___Gay/Lesbian/Bisexual/Transgender Services	___ Service Learning/Civic Engagement
___ Assessment	___ Health/Drug/Alcohol Education	___ Student Activities
___ Career Services	___ International Students/Education Abroad	___ Student Code of Conduct
___ Commuter Services	___ Intramural and Recreation	___ Student Union
___ Counseling Services	___ Living Learning Communities	___ TRIO
___ Disability Services	___ Orientation	___ Women's Service
___ Financial Aid	___ Multicultural Affairs	

13. What is your highest educational degree obtained?
   ___ Associate Degree
   ___ Bachelor's Degree
   ___ Master's Degree
   ___ Doctorate Degree

14. What is the length of time in your current student affairs position?
   ___ Less than 1 year
   ___ 1 year
   ___ 2 years
   ___ 3 years
   ___ More than 3 years

15. Did you have previous full-time professional student affairs experience before your current position?
   ___ Yes. Please state position(s) and length of time in position(s)
   __ No

16.   What is the total <u>full-time</u> enrollment (undergraduate, graduate, professional) at your institution of higher education?
      ___ Less than 999
      ___ 1,000 – 4,999
      ___ 5,000 – 9,999
      ___ 10,000--14,999
      ___ 15,000--19,999
      ___ 20,000 or more

Appendix B: Invitation to Participate in Study

(Sent: August 14, 2012 & September 6, 2012)

[ACPA Logo]

Dear Colleague,

You are invited to participate in this research study. You are eligible to participate because you are a member of the American College Personnel Association (ACPA). The following information is provided in order to help you make an informed decision whether or not to participate. If you have any question please do not hesitate to ask. This research is being conducted by Amy Cotner-Klingler, a doctoral candidate at Indiana University of Pennsylvania.

The purpose of this study is to determine if there is a relationship between new student affairs professionals' orientation programs and how they transition into their institutional organization (organizational socialization). Participation in this study will require approximately 10 minutes of your time by completing the survey for this study
https://iup.qualtrics.com/SE/?SID=SV_7VP9FsLnuseLfjm   There are no known risks if you decide to participate in this study. There are no costs to you for participating in the study. Data collected will be used in the researcher's dissertation and may be used in future presentations and articles. This survey is anonymous. No one will be able to identify you or your answers. Should data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing this survey, you are voluntarily agreeing to participate. You understand your responses are completely confidential and you have the right to withdraw by contacting the researcher at any time.

If you have questions about this study, please contact:

Research Student:
Amy L. Cotner-Klingler
Doctoral Candidate, Administration and Leadership
Department of Professional Studies in Education
Phone: 570-412-1821   Email: aklingler1995@hotmail.com

Faculty Sponsor:
Dr. Jennifer Rotigel
Professor
Dept of Professional Studies
Davis Hall 111
Indiana PA 15705
Phone: 724-357-2400

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724-357-7730). This research request has

been approved for distribution by the ACPA International Office. For more information regarding requests to conduct research, please visit our Web page or contact Vernon Wall, Senior Director, Professional Development.