UNIVERSITY OF EDUCATION, WINNEBA

ORGANISATIONAL ASSIMILATION AND EMPLOYEE SOCIALISATION: A STUDY OF THE UNIVERSITY OF MINES AND TECHNOLOGY

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A DISSERTATION IN THE DEPARTMENT OF COMMUNICATION AND MEDIA STUDIES, FACULTY OF FOREIGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE MASTER OF ARTS DEGREE COMMUNICATION AND MEDIA STUDIES (BUSINESS COMMUNICATION) DEGREE.

DECEMBER, 2017

DECLARATION

STUDENT'S DECLARATION

I, **ABIGAIL ADWOA ANOOH HAGAN** declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE …………………………….......................

DATE …………………………….................................

SUPERVISOR'S DECLARATION

I, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **DR. MAVIS AMO-MENSAH**

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DEDICATION

I dedicate this work to my beloved mother, Mrs. Elizabeth Hagan of blessed memory.

Rest well.

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ABSTRACT

The study examines organisational assimilation and employee socialisation of the University of Mines and Technology, Tarkwa. The case study particularly draws on Jablin's organisational assimilation theory. Data for the study were collected through in-depth face-to-face interviews. Six participants were selected for this study made up of two (2) senior members, two (2) senior staff and two (2) junior staff. The findings of the study indicate that participants went through assimilation process to fit into the culture of the organisation and to be able to perform their duties accordingly. The study also revealed that the University of Mines and Technology's socialisation process includes orientation and training, mentorship and a 'Day of relaxation' to aid the newcomer to become a member. These socialisation processes are conducted through communication. The study will help improve policies and programmes used to assist new employees to be members of organisations. It will also contribute knowledge to the field of organisational socialisation.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Organisations are complicated collective network of individuals, each bringing unique skills, perceptions and beliefs into the organisations and at times, putting the collective network into a state of flux (Weik, 1995). This is the more reason why employees of an organisation should be socialised in order to fit into organisations and produce results, in this case, the university. On the need to study organisational socialisation and assimilation in the university; Ross (1976) postulated that "the university is an important institution in society it has survived because it has provided people with a place to satisfy an insatiable desire to learn and provided society with advanced knowledge and skilled labour" (p.4). The university as an organisation is going through transformation; for example, issues surrounding university education, the knowledge produced at universities, curriculum, and the roles administrators, faculty, and students fulfill are all under review (Gismondi *et al.,* 1998). New employees have high uncertainty regarding how to do their job, how their performance will be evaluated, what types of social behaviours are normative and what personal relationship within the organisation might be beneficial to them (Miller, 1996; Miller & Jablin, 1991).

The University of Mines and Technology (UMaT) is a public university which was established on 12th November, 2004 and has two faculties namely the Faculty of

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Engineering and the Faculty of Minerals and Resources Technology with eleven Departments and three Centres providing education in the mining, engineering and allied sciences. Though the name of the university has been changed to George Grant University of Mines and Technology, the parliament of Ghana is yet to ratify the name change in accordance with the laws of the country. The University of Mines and Technology is currently expanding and plans are underway to introduce more engineering and possibly management courses to provide more opportunities for the youth in the Western Region and Ghana to gain quality education in a renowned full-fledged university. The University has staff strength of three hundred and sixty and a student population of One Thousand Nine Hundred and Thirty Five. As the university continues to expand, more employees both academic and non-academic staff are being employed into the university. The entry and socialisation of newcomers play a significant role in the performance of any organisation (Henderson, 1994).

Louis (1980) defined organisational socialisation "as the process by which a newcomer learns the values, abilities, expected behaviours, and social knowledge essential for assuming an organisational role and for participating as an organisational member" (p.229-230). Organisational socialisation is essential since its enables the individual to fit into the organisation's culture and work to produce results. Through assimilation and socialisation, individuals become members of organisations by internalising the behaviours, norms, rules and values of their organisations (Allen, 2000; Ashcraft, 2004 & Jablin, 2001). The importance of employees' socialisation cannot be underrated.

According to Saks and Ashforth (1997a) the experience of socialisation and re-socialisation is likely to become an increasingly frequent occurrence for individuals, groups, and organisations as the nature of work and careers continue to evolve. Thus, research on organisational socialisation can be expected to become more important than ever in the years ahead.

Every individual goes through some phases in the workplace, these phases aid the employee to stay or leave the organisation. The process of people joining, becoming part of, and leaving organisations has interested many organisational scholars and generated considerable research. One of the main theories of organisation socialisation was developed by Jablin (1987). In particular, Jablin's theory of organisational assimilation integrates existing studies on separate elements of organisational entry, assimilation, and exit into a singular, developmental theory. Jablin's (1987) organisational assimilation theory is considered to be the most comprehensive model to date inspiring extensive research (Wien, 2006). The first stage of organisational assimilation is anticipatory socialisation. Anticipatory socialisation, more simply phrased as organisational entry, is the first point at which the newcomer joins the organisation. Within this stage, individual factors such as personality and situational factors such as timing can affect the beginning stage of the assimilation process. The second stage is the encounter stage; this occurs after the individual enters the organisation and begins to interact directly with the organisation and its existing members. During the encounter stage, through their communicative behavior, newcomers will specifically partake in information acquisition

and feedback in order to further understand the culture of the organisation (Mignerey *et. al*., 1995). Metamorphosis is the next stage of socialisation which explains the long-term process of settling in, when newcomers transition to become full members of the organisation and no longer consider themselves as newcomers (Jablin, 1987; 2001). In the Disengagement stage, which ends Jablin's organisation theory, employees exit from the organisation involuntary or voluntary. The involuntary exit will occur when the individual or employee resigns from the organisation, while the voluntary exit will take place when the employee ends his or her term of mandatory age of working or when one's contract expires (Jablin1987).

Despite the involuntary nature of organisational exit, many consider it more important to pay attention to cases of voluntary exit because organisations do not want high turnover rates, and therefore try to find ways to prevent it. Hatmaker (2015) stated that "over two decades of organisational socialisation, research in the private sector firms have revealed that it positively influences organisation committment and job satisfaction (Ashforth *et al*., 2007; Bauer *et al*.,1998). While this research offers important insights that apply to public sector organisations, the process of organisational socialisation within public agencies has not been widely investigated" (p.1147). This study will explore Jablin's (1987) organisational assimilation theory in organisational socialisation within the context of the University of Mines and Technology, Tarkwa.

1.2   Statement of the Problem

Universities have gone through significant changes over the past twenty years and face economic and environmental dilemmas that challenge their continued survival: mounting funding cuts from government, and calls for greater accountability from parents, students, and government (Jacob & Hellström, 2000 & Lechuga, 2006). All these create challenges for the new employee who must make sense of a new situation, a new organisational culture and one's place in the organisation. The new employee apart from making sense of his or her place in the organisation is actually involved in the co-creation of a socially constructed and changing organisational culture (Gergen, 2001b & Weick 2001). Over the years the University of Mines and Technology has had some staff resigning within few years of employment; some employees also embark on study leave to update their knowledge and upon their return to the university voluntarily exit from the service of the university after a short while. Others have also gone on retirements after serving the university up to the mandatory age of sixty years. These are but a few of the scenarios by which staff and faculty get socialised and exit from the university.

Various research studies have been conducted on organisational socialisations in the university on academic staff (faculty) Cawyer & Friedrich's (1998) research claimed that socialisation is often a trying and frustrating process and faculty claimed to frequently feel isolated. A study by Tierney (1997) focused on junior faculty, departmental chair and senior academic administrators and asserted that conflicts and discontinuities exist in the socialisation of new recruits because they do not know what is expected of them, and the

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consequence is, the new recruits fall back on their own interpretation of how to fit within the organisational culture. Another key reason to undertake this study is that the socialisation process takes on even greater importance in educational institutions, which have comparatively loose linkages and little direct control over professional-level employees (Henderson, 1994). This study therefore seeks to answer the question of how new employees, senior members, senior staff and junior staff, get socialised and assimilated and how these employees perceive the socialisation processes in the University of Mines and Technology.

1.3   Research Objectives

The primary objective of the study is to investigate organisational assimilation and socialisation among employees of the University of Mines and Technology, Tarkwa. The specific objectives of the study are:

1. To examine the socialisation process employees of University of Mines and Technology go through.
2. To investigate the factors that assist employees assimilate in the University of Mines and Technology.
3. To investigate how employees perceive the socialisation process in the University of Mines and Technology.

1.4   Research Questions

The questions that this research sought to answer are:

1) How do employees of the University of Mines and Technology get asimilated?

2) How do employees perceive the socialisation process in the University of Mines and Technology?

1.5   Significance of the Study

The purpose of the study is to investigate organisational assilimilation and employee socialisation in a public tertiary institution. Organisational socialisation is crucial for both the employer and employee. According to Watchfogel (2009), the organisation provides necessary tools, information and resources for the response of their employee to the change in the environment. The employee then learns the required knowledge, skills, attitudes and behaviours for adapting to the new job, role or culture of the workplace through a successful organisational socialisation process (Chao *et al*., 1994; Watchfogel, 2009). The findings of the study have the potential to assist individuals, institutions and educational policy-makers in addressing the issue of socialisation in the tertiary education sector. The findings of the research will also guide management of the University of Mines and Technology to put in structures to create a welcoming environment through communication for staff employed in the university to be socialised.

1.6   Chapter Summary

Chapter one provided insights into the need for socialisation and assimilation in the university. Jablin's theory of organisational assimilation provides the framework to investigate organisational socialisation and assimilation among employees of the University of Mines and Technology. The need for an individual to be socialised is essential because of the enormous challenges universities face as they cope with the demands of changes in the environment. The statement of the problem also connotes the minimal research of organisational socialisation which has been conducted on all the three categories of staff in the university namely senior members, senior staff and junior staff.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

In this chapter the most relevant research pertaining specifically to organisational socialisation is reviewed. The chapter is divided into three parts: socialisation in the university, factors that aid the socialisation process and sources of socialisation information. The following section focuses on studies on employee socialisation in the university. It throws light on studies which have been conducted with the socialisation of new university employees in mind.

2.1   Socialisation in the University

Organisational socialisation is defined by Van Maanen (1976) as "the process by which a person learns the values, norms, and required behaviours which permit him to participate as a member of the organisation" (p.67). The work of Jablin (1987) describes the stages of socialisation through the organisation assimilation model. The model proposed that communication tactics is used to facilitate the socialisation process. Research indicates that both part-time work and education serve as information resources during the socialisation process for new faculty (Jablin, 1987). Research has also revealed that regardless of the context of how messages are communicated, what is communicated affects newcomer's perception of their environment (Alison & Cawyer 1997; Jablin

1987). Recent investigations among untenured faculty indicated that they are dissatisfied in their work environments (Bowen, 1986; Olsen, 1993). Among the many reasons for their dissatisfaction are uncertainty about what is expected by their institution and department and an atmosphere of isolation that fosters a lack of collegiality (Holton, 1995; Olsen, 1993). Bullis (1993) stated that messages used to socialise employees are recognised as avenues through which new work relationship and organisational roles are mediated.

Cawyer & Friedrich (1998) assessed how academic departments and academic institutions socialised new faculty members in the communication discipline in the United States of America. Participants for Cawyer & Friedrich's (1998) study were three hundred and forty-one (341) individuals listed in the 1995-1996 Speech Communication Association Directory. The result of the research indicates that it is imperative for institutions of higher education to assist new faculty to integrate and be efficient as quickly as possible by paying greater attention to new faculty socialisation as this will assist them to be socialised and adapt into the environment more effectively. Insights from the study suggest that, socialisation of the new faculty can be achieved through activities such as developing a departmental mentoring programme, offering opportunities for informal interaction with colleagues, and providing adequate information on departmental policies and procedures. If these activities are practiced, novice faculty members will adapt more easily to their new work environment.

Schrodt *et al.* (2003) examined the relationship between academic mentoring behaviour and organisational socialisation of new faculty members within the communication discipline. The data for the study were collected from two hundred and fifty-nine (259) respondents who were members of the National Communication Association Directory in the United States of America and had completed their Masters or Doctoral degrees since 1993 and had faculty status. Since the study aimed at mentoring relationship of non-tenured faculty, only faculty listed as assistant professors, instructors and or lecturers and who were unlikely to have achieved tenure were included in the sample. Respondents completed a 50-item survey on academic mentoring behaviour and academic socialisation. The results that emerged from the data are that mentors' tendencies to provide support and encouragement, a sense of collegiality, and research assistance are related to an organisational newcomer's feelings of connectedness and ownership within the work environment. Overall, the results suggested that the benefits of mentoring are reciprocal and benefit the institution as well as the protégé. Mentoring is a process practiced in the University of Mines and Technology.

Socialisation of student affairs professionals at Midwest and Upper Midwest community colleges in the United States was explored by Hornack *et al*. (2016). The study adopted the Van Maanen and Schien's (1979) theory of organisational socialisation which involves six dimensions that include ways, means, and processes by which socialisation is framed within the organisation. Within each dimension are dichotomous tactics that reflect the range of approaches to socialisation within an organisation. The six

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dimensions are (a) collective vs. individual, (b) formal vs. informal, (c) sequential vs. random, (d) fixed vs. variable,(e) serial vs. disjunctive, and (f) investiture vs. divestiture. The study employed the qualitative design using a hermeneutical phenomenology approach (Creswell, 2013). The participants for the study were selected from seven community colleges through convenience sampling and purposeful sampling. Data consisted of interviews with seven senior student affairs officers, four interviews with the student affairs staff by professional positions and seventeen focus groups. The results suggested that the student affairs professionals experience socialisation in a varied, complex, and contextual manner. There were two major forms of socialisation described by participants namely institutional and professional. Institutional socialisation reflects the ways that an institution socialises its employees, in this case student affairs and services professionals, into its expectations, norms, culture, policy, and procedures while professional socialisation is the process in which individuals enter the student affairs and services profession.

Tierney (1997) examined organisation socialisation in higher education and addressed the issue from a modernist and postmodern perspective. In modernism the socialisation processes of an institution are merely observed as having multiple paths for enabling people to acquire knowledge. Regardless of the view of cultural relativism or cultural deficit the theoretical underpinnings about how one conceives of culture and socialisation are similar in the modernist thinking. Postmodernism points out that totalisation hide contradiction, ambiguities and are a means for generating power and control (Bloland,

1995). Contrary to the modernist theory, the postmodern theory suggests that culture is not waiting 'out there' to be discovered and acquired by new members. If socialisation is a cultural act then it is the interpretive process involved in the creation rather than the transmittal of meaning. Therefore socialisation involves a give and take where new individuals make sense of an organisation through their own unique background. Tierney's (1997) findings were based on data collected from a two-year study of promotion and tenure based on interviews of over three hundred individuals, junior faculty, department chairs, tenure review committee chairs, and senior academic administrators from eight colleges and universities in the United States. The data was on faculty work including teaching, research and service. From the modernist viewpoint faculty members had to 'acquire specific skills' such as time management in order to juggle the multiple demands of teaching, committee works and writing for publication. From the postmodernist standpoint Tierney's (1997) findings showed the people are not all alike and their joining together in an organisation indicate involvement in the creation not discovery, nor duplication of socialisation. One socialisation format does not fit everyone, thus, each individual brings to an organisation a unique background and insights to build the culture of the organisation rather than have recruits fit into predetermined norms (Tierney, 1993). One radical interpretation might be that colleges and universities have a postmodern culture operating within a modernist framework: conflict and discontinuities exist because people do not know what is expected of them and the consequence is they fall back on their own interpretations of how to fit within the culture. The following literature indicates studies on processes that assist the newcomer to become a member of the organisation.

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2.2 Factors that Aid the Socialisation Process

Eberl *et al*. (2012) investigated how corporate employers deliberately seek to foster and build employees' trust in the organisation through socialisation tactics. The authors looked at trust in the organisation as a generalised and collective shared expectation that other members of the organisation can basically be trusted. The research, which adopted an explorative qualitative case study design, focused on socialisation policies, which are aimed at fostering employees' trust in the organisation (Eisenhardt 1989, Yin 2009). Two cases were used for the study in order to determine what kind of socialisation policies may enhance newcomers' trust in the organisation. The findings of the research indicated that five components are of particular importance in trust socialisation process; (a) sense giving related to familiar trust setting (b) psychological empowerment (c) organisational support (d) efficacy of organisational needs and (e) exemplification of cultural norms by role models; these components have to be well balanced to be most effective. The most important contribution of the study is that socialisation tactics should also effectively support a consistent alignment with newcomers' existing mental models of a trustful setting. Though the research focused on apprentices it should have included new, skilled and experienced employees to determine if there would be any differences in the socialisation process. The socialisation process of the University of Mines is geared towards aiding the newcomer to trust the people he or she will work with and adapt quickly.

Uddin & Ahmed (2016) explored organisational socialisation in the microfinance sector in Bangladesh. The main purpose of the research was to examine how context influences the socialisation process within the microfinance institution. The article emphasised organisation socialisation as a critical area which requires research because working contexts are complex, dynamic and designed for multiple reasons. Uddin & Ahmed (2016) found that the socialisation of new employees can be facilitated or constrained by socialisation domains factors such as structure, goal, job role and highlighted communication gaps, power, nepotism, favouritism , and unrealistic targets as factors that impede organisational socialisation. A comparative study of two or more microfinance organisations or a tertiary institution and a microfinance institution would have brought out how context differences affect newcomer socialisation. It can be deduced that through socialisation, newcomers can gain an overall understanding about the organisation particularly what their role is in it. Positive experiences through early socialisation can foster learning, confidence and credibility which are essential for long-term adjustment and stabilisation (Ashforth *et al.,* 2007*)*.

Applying the measurement tool based on Van Maanen and Schien's (1979) theory on organisational socialisation, Filstad (2011) investigated whether Van Maanen and Schien's (1979) organisational socialisation tactics account for the complexity and contextualisation of newcomers' learning. The studies addressed how these tactics affect newcomers' effective organisational commitment. Respondents of the study were drawn from the administrative staff of two state enterprises, the University of Oslo and the

Ministry of Children, Youth and Family Affairs. Both organisations are knowledge-intensive companies exercising social responsibilities. Questionnaires were distributed to three hundred and sixty (360) newcomers using a web based tool (Questback). The data processing was performed by the statistical software SPSS. The data revealed that there was no significant relationship between organisational socialisation tactics on the context and content dimensions and affective organisational commitment. This means that facilitating formal training and timetables for career development does not necessarily lead to organisational commitment. The research found, however, a significant relationship between institutionalised social dimensions and organisational commitment. That means providing newcomers with role models; support and acknowledgement from experienced colleagues positively affect their organisational commitment. Consequently, the extent that newcomers have the chance to participate in work activities and socially interact with established colleagues, positively affect their affective commitment and learning processes. The researchers should have included other staff aside the administrative staff to gain access to rich insight and information from other sectors to enhance the data collection and hence the results.

Tucker & Aderiye (2016) undertook a research on Cultural Integration of External Service Provider Employees into Client Workplace. The research centred on how employees of Facilities Management outsourced companies are socialised into the client's organisation for them to perform effectively. A qualitative research method was selected for the collection of primary data in this study, and it was determined that the

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aim of the research would be better met through a multi-method qualitative research. The data were gathered through face-to-face interviews to develop the first stage of the framework and then reined through focus groups and further interviews. The interviewees were selected using a purposeful sampling method. The data were transcribed and then subsequently analysed using NVivo software by coding the data into relevant key themes. The major findings of the study are that organisational socialisation can be successful in socialising external service provider staff into the client workplace despite the current lack of awareness of its use. The research developed a framework that can be used to achieve this integration if client organisations and service providers work together to socialise external service provider staff. The study concluded that employees of external service providers are not prepared to adopt to the set-down cultures in the workplace they are contracted to work in thus their employer (service providers) and the organisations they work at (client organisations) should socialise them to integrate them in their workplace culture. The study focused on an area which is new and emerging that is socialisation of outsourced employees. The research provides a significant contribution to knowledge and to the service delivery sector of Facilities Management by applying a theoretical framework on organisational socialisation to external service provider employees in facilities management companies.

Adopting the Ballard & Seibold's (2003) temporality dimension and measures to explore the relationship between organisational socialisation practice and organisational temporality, Gomez (2009) used responses from one hundred and thirty-one (131)

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respondents drawn from a population of educational administrators supervising teacher development and teacher induction programmes in Independent State Districts (ISD) within the state of Texas. The study centered on the rules and resources created by organisational members that socialise newcomers. The approach is consistent with the views of socialisation as people-processing strategies (Van Maanen & Schien, 1979). The study forwarded online questionnaires to a population of eight hundred and fifty-four (854) with one hundred and thirty-one (131) responding to the questionnaires. Using the quantitative approach; Ashforth & Saks (1996) canonical correlation was used to analyse the relationship between the structural dimensions of socialisation as well as their relationship with temporality dimensions. The outcome of the research indicates that temporality dimension is a perception that time is a scare, non-renewable resource thus human resource functions such as training and socialisation may be losing this allocation battle to other functions. As Pelrow (1997) proposed, when time is scarce, communication that applies to the productive core is also reduced across organisational members. The scarcity of time inherently may reduce communication within the organisations. Practically, the study informs managers and administrators to understand the need not to reduce effort in socialising newcomers when time is perceived as scarce.

Addressing the issue of organisational socialisation tactics and how it affect organisational turnover, Allen (2006) examined how socialisation tactics influence newcomer embeddedness and turnover The study was conducted in the financial services organisations in eighty-two (82) cities in the South East, Mid-west and few on the West

Coast of the United States of America. The study proposed that behaviour is a function of the field or life space of the individual considering the interdependent field of physical, psychological, environmental and social forces, which the individual is embedded within. The embeddedness in this context represents the extent to which an individual becomes enmeshed in a web of different types of forces connecting the person to a job and organisation; it has been shown to predict turnover beyond the explanatory power of job satisfaction, organisational commitment, and perceived job alternatives (Mitchell *et al.,* 2001). The author suggested that embeddedness is a mediator of the relationship between organisational socialisation tactics and newcomer turnover. Allen's (2006) research sampled two hundred and fifty-nine (259) employees in the financial services organisations who had been employed less than 12 months. Participants voluntarily completed an electronically administered survey during work time. The results showed that organisation socialisation tactics that are serial and investing lowered the odds of subsequent turnover. Conceptually, both of these tactics are classified by Jones (1986) as constituting the social aspects of socialisation. Thus, these results emphasised the importance of considering the social nature of the newcomer learning and adjustment process, as suggested by Cooper-Thomas *et al*. (2004). The results also divulged that on-the-job embeddedness mediated the relationship between investiture socialisation tactics and turnover. In this study, serial tactics that provide experienced organisation members as role models and investiture tactics that provide positive feedback from experienced organisation members influenced turnover. These findings are consistent with research on the role of positive social support in the turnover process (Allen *et al.,* 2003).

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Griffeth & Hom (2001) argued that organisational turnover is often high among new employees. Van Maanen and Schein (1979) classified socialisation tactics organisations use to socialise newcomers into six types namely collective-individual, formal-informal, sequential-random, fixed-variable, serial-disjunctive, and investiture-divestiture. Research suggests these tactics may be related to turn-over (Griffeth & Hom, 2001). Collective socialisation tactics represent newcomers experience; common learning experiences such as with a group or cohort, whereas with individual tactics, each newcomer is exposed to learning experiences individually. Formal tactics segregate newcomers into clearly defined socialisation activities such as training classes while they learn their roles, whereas informal tactics involve learning on the job during activities that may not clearly define socialisation activities. Sequential tactics provide specific information to newcomers about the sequence of learning activities and experiences, whereas this sequence is unknown in a random process. Fixed tactics provide information to newcomers about the timing associated with completing each socialisation stage or step. Serial tactics provide experienced organisational members as role models or mentors, whereas disjunctive tactics do not provide experienced models. Investiture tactics provide newcomers positive social support from experienced organisational members, whereas divestiture tactics provide more negative social feedback until newcomers adapt. Tactics that are more collective, formal, sequential, fixed, serial, and investiture have been suggested to enhance newcomer loyalty and reduce turnover (Griffeth & Hom, 2001).

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Socialisation as a predictor of employee outcome was explored by Madlock & Chory (2014). The study assessed newcomer socialisation in three ways; the study addressed the unique view of socialisation scholarship, investigated the differences between task and organisational socialisation and focused on a set of newcomer outcome that have been shown to reduce turnover and increased organisational commitment. Three hundred and eighteen (318) full time working adults who had worked for a year at a large mid Atlantic University completed questionnaires for the study. The completed questionnaires were analysed with the Pearson coefficients and standardised regression coefficients. The study revealed that organisational socialisation positively predicted organisations commitment and job involvement and both organisational and task socialisation predicted role ambiguity and work alienation negatively. Organisational socialisation indicated a stronger predictor of organisational communication, job involvement and work alienation than task socialisation. The study suggested that mentoring or coaching should be initiated by organisations to minimise the possible negative effects of inadequate newcomer socialization. This next section discusses literature on sources of socialisation information which help the newcomer to adjust to the work environment.

2.3   Sources of Socialisation Information

A study by Son (2016) focused on mentors serving as a guide and learning resources to assist protégés during their socialisation period. One widely known intervention for newcomers' organisational socialisation is formal mentoring relationships, which facilitate interactions between newcomers and others in workgroups (Chao, 2007;

Slaughter & Zickar, 2006). The study highlighted the role of mentors' Learning Goal Orientation (LGO) and proposed that the perceived quality of relationships by mentors is a critical boundary in the relationship between mentor's LGO and their reflection. This reflection is concerned with the purposeful cognitive process by which individuals make sense and reconstruct the meaning of what has been planned, observed, or achieved in practice, in order to achieve deeper meaning and understanding of the experience (Kember 2000). The sample for the research was one hundred and thirty-one (131) matched mentor-protégé dyads recruited from the energy, construction and trading and insurance companies. The companies had a formal mentoring process for newly hired employees. Two sets of questionnaires were submitted to the companies; one set for the mentors and the other set for the protégés. Descriptive analysis and correlations were used to analyse the data. The study revealed that reflections are related to mentoring functions given to protégés by their mentors which enhance protégé's socialisation; mentors who had a high LGO and engaged in learning activities such as reflections have high-quality relationships with their protégés than those who don't.

Another study on role model in organisation socialisation by Filstad (2004) draws on the concept of newcomers using their established colleagues as role models and how it influences the organisational socialisation outcome. The study looked at organisational socialisation through multiple sources. Literature indicates that role models are important in organisational socialisation (Nauta & Kokaly, 2001). The sample of the study was eleven (11) newly appointed employees' real estate agents in Norway. The study addressed

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each newcomer as representing one exploratory qualitative case. In-depth interviews, observations, informal interviews and notes were the sources of data collection. The data was collected four weeks after the new real estate agents were employed and lasted for twelve to sixteen months. The results obtained from transcribing the data indicated that newcomers learn from supervisors, co-workers and even secretarial staff more or less actively through observation, interaction and communication and there was a strong correlation between early experiences (four to six weeks of employments) and socialisation outcome.

Klatzke (2016) examined the exit phase of organisational assimilation. One of the primary functions of communication in this phase is to reduce the uncertainty of those who are leaving and staying. Klatzke (2016) collected data through an interview with participants who voluntarily resigned from their paid jobs within a period of six months. Twenty three (23) participants were selected through snowball sampling. The findings of the study suggested that announcing exit is a phased process which links the exit phase. The exit phase consists of three phases namely 'telling the inner circle' employees inform friends, spouses or co-workers of their desire to resign, 'formal announcement' involves employee writing a formal letter of resignation or verbally tell their bosses or supervisors, the next phase is 'spreading the word' whereby the employee informs everyone else. The exit phase usually creates some degree of surprise among some groups and can be associated with rites and rituals (Jablin, 2001).

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Scholarios *et al.* (2003) study focused the anticipatory socialisation stage for students planning to be employed in the working world and the extent of career-related, pre-employment work recruitment, and selection experiences and the relationship between these experiences and career expectations. Literature states that employers prefer graduates with a broader range of skills than just academic knowledge and greater appreciation of the business need. (Stewart & Knowles, 1999b). The study adopted the quantitative approach; questionnaires were distributed to two hundred and ninety-one (291) students in law, accountancy and Human Resources Management at the University of Strathclyde, Glasgow in the United Kingdom in the 1998-1999 academic year. The results of the study revealed that students in law and accountancy reported greater exposure to employers than students in Human Resources Management. This exposure was achieved through work activities, more proactive engagement in recruitment events and more extensive pre-work experience.

Waldeck *et al.* (2004) investigated the relationship between three types of information-seeking channels. The authors examined advance Communication Information Technologies (ACIT), traditional media and face-to-face communications and perceived socialisation effectiveness. Most studies of organisational socialisation had concentrated on traditional communication means of socialisation including formal and informal face-to-face interaction among organisations (Jablin, 1982; Hart *et al.,* 1998) and traditional paper documents such as memos, house news, letters and employees' handbook (Allen & Meyer, 1990; Jablin, 1987, Miller & Jablin, 1991). Sample for the study consisted of

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four hundred and five (405) employees selected from four organisations in the West Coast of the United States. The respondents were selected from a mid-sized business-travel hotel, a mid-sized luxury hotel, a central bank and the South County Association of Realtors. The results from the data revealed that face-to-face communication appears to be the most important predictor of effective assimilation, and traditional technologies (such as handbooks, memos, other written materials, and telephone conversations) are the least predictive of assimilation effectiveness. Thus, ACITs fall between face-to-face communication and traditional technologies as sources of assimilation-related information and uncertainty-reducing interaction. The data gathered from the participants' responses to feedback they receive regarding their ACIT use demonstrated that users responded by continuing current practices, supplementing the channel, discontinuing use, expanding use, learning new uses, or by implementing a variety of these strategies. Technology is important however the impact of human relations cannot be overemphasised.

On the other hand, Hart (2012) examined the nature of two key communication dimensions identified by Jablin's (1987; 2001) comprehensive reviews, message content and message resources and addressed two of the most important aspects of learning what was taught (message content) and who the teacher was . Barge & Schlueter (2004) also examined the new employee at the encounter stage and how memorable message aids in the socialisation process. The entry point or encounter stage is a key moment for people as they construct their relationship; this stage represents the initial point of entry into the

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new organisation where newcomers may begin perceiving discrepancies between their preconceptions of the organisation, and actual job demands and other organisational realities (Nicholson & Arnold, 1991). Stohl (1986) defined a memorable message as a message that individuals remember for a long period of time that had a major influence on their life. Memorable messages tend to be short discursive units that articulate behavioural injunctions through the use of such linguistic devices as proverbs, colloquialisms, and 'rules of thumb'.

From the review, it can be observed that the message communicated to new employees during socialisation is critical to employee indoctrination and adjustment (Jablin, 1987, Saks & Ashforth, 1997). Jablin (1987) argued that one of the significant roles of organisation socialisation's goal is to communicate to newcomers work role expectations (role sending). Role sending directs the new employee on things such as appropriate work-related behaviour (example showing up to meetings early) and performance requirements (example process so many claims in a day without any errors).

2.4   Chapter Summary

The chapter reviewed literature on organisational socialisation and organisation assimilation. The areas reviewed include socialisation tactics, context and content, information seeking, mentorship, role models and memorable messages among others.

The literature reviewed is grouped under the topics of socialisation in the university, factors that aid the socialisation process and sources of socialisation information.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter presents the methodology of the study. The research examines Organisational Assimilation and Employee Socialisation at the University of Mines and Technology (UMaT). The research approach, research design, participants, sample strategies and size, and instruments of data collection will be discussed in this section**.**

3.1   Research Approach

 The qualitative research paradigm was used in this study to investigate of organisational assimilation and employee's socialisation in the tertiary education sector. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; data is typically collected in participants' settings and analysed inductively building from particulars to general themes, with the researcher interpreting the meanings of the data. Those who engage in this form of inquiry support a way of looking at research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2014) "Fundamentally, qualitative researchers seek to preserve and analyse the situated form, content, and experience of social action, rather than subject it to mathematical or other

formal transformations" (Lindlof &Taylor, 2002, p.18). The qualitative approach facilitated the understanding of how employees are assimilated in the University of Mines and Technology.

3.2   Research Design

To achieve the objectives of this research, a case study approach was employed. "Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes" (Creswell, 2007, p.73). Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009, 2012). A single case study was used to investigate organisational assimilation and employee socialisation among the staff of the University of Mines and Technology. If the researcher only wants to study one single thing (for example a person from a specific group) or a single group (for example a group of people; employees of the University of Mines and Technology), a single case study is the best choice (Yin, 2003). Dyer & Wilkins (1991) argued that single case studies are better than multiple cases because a single case study produces extra and better theory and gives the researcher the ability to look at subunits that are located within a larger case (Yin, 2003).

3.3 Sampling

The study focused on employees working in the University of Mines and Technology namely academic staff and non-academic staff. The population of workers of the University of Mines and Technology is three hundred and ninety six (396). The senior members are made up of eighty-two (82) academic staff and eighteen (18) administrative staff, while the senior staff consists of One hundred and twenty three (123) staff and the junior staff are one hundred and seventy three (173). Lindlof &Taylor, (2002) posited that most qualitative studies are guided by purposeful sampling. Purposeful or purposive sampling was adopted for this research. Purposeful sampling is a sampling method whereby " sites or cases are chosen because there may be a good reason to believe that 'what goes on there' is critical to understanding some process or concept, or to testing or elaborating some established theory " (Schwandt, 1997, p.128).

The participants for the research were selected from the categories of employees in the university which are the senior members, senior staff and junior staff. Though the researcher sought to sample persons who had worked for up to a year (Feldman, 1994), an initial enquiry from the Registry Unit indicated that it will be difficult having access to junior staff who had been in the service of the university up to a year, therefore the time range was shifted to a period of two years. Cawyer & Friedrich (1998) in their research in the university adopted two years as a time duration to assess socialisation and assimilation of employees. Sample sizes in qualitative research are much smaller than those for quantitative studies. They typically depend on the insights sought, the purpose

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of the study and factors relating to credibility, validity, time, and resources (Patton, 2002). Qualitative research does not generalise from the sample to a population, but to explain, describe, and interpret a phenomenon (Maxwell, 2013) in this case socialisation. According to Creswell (2014) case studies can include about four to five cases. Consequently, sampling is not a matter of representative opinions, but a matter of information richness. Appropriateness and adequacy are paramount in qualitative sampling (Morse & Field, 1995). The participants for the study were six (6) employees who had been employed up to two years in the university. The six participants of the study consisted of two senior members (Lecturer and Assistant Lecturer), two senior staff (Administrative Assistants) and two junior staff (A Campus Security Guard and a Cleaner). The participants consisted of four (4) males and two (2) females. For ethical issues, names of participants have not been stated in the work. More male participants were used in the study because males outnumber females in the university.

3.4 Data Collection

The data for this study was collected through in-depth interviews. In qualitative interviews, the researcher either conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with about six to eight interviewees in each group (Creswell, 2014). I adopted the face-to-face interviews. The researcher explained the aim of the interview and the topic of the thesis to the participants. A scheduled day and time was selected by the participants. An interview guide was used for data collection. The interview guide involved unstructured and

generally open-ended questions that were few in number and intended to elicit views and opinions from the participants (Creswell, 2014). The in-depth interviews were conducted with an interview guide in the offices of the participants except for one junior staff (Cleaner) whose interview was conducted in an enclosed area in front of the university library. The responses of the participants were written down; with the permission of the participants the interviews were recorded with my smart phone. The researcher translated the questions into Akan, an indigenous language for the two (2) junior staff participants namely the campus security guard and the cleaner.
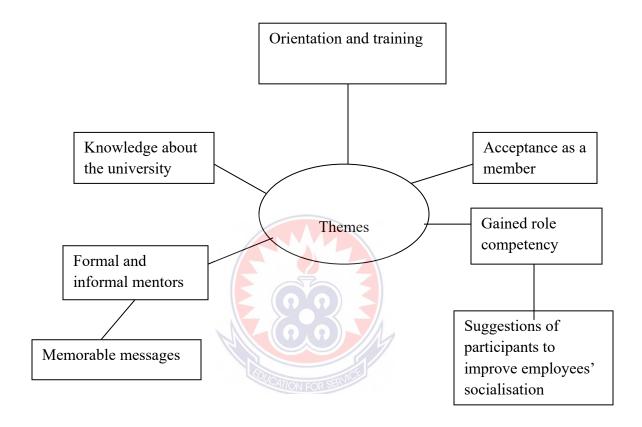
3.5 Data Analysis

According to Creswell, (2014) because qualitative research data are so dense and rich not all of the information can be used in a qualitative study. Thus, in the analysis of the data, researchers need to "winnow" the data. (Guest *et al*., 2012). The researcher analysed the data using thematic analysis and the deductive or theoretically approach. (Braun & Clarke, 2006). The researcher transcribed the participant's interview responses in a written form. Transcribing enabled the researcher to familiarize herself with the data. (Riesman, 1993). The researcher read and re-read the transcripts of the six participants and attached codes to data 'chunks' of varying sizes. (Miller et al., 2013, p.71). Coding organises the data into meaningful groups (Tuckett, 2005). The coding was theory-driven based on the research questions of the study. The researcher grouped the codes to form categories by assigning labels to each code. (Corbin & Strauss, 1990; Glaser & Strauss, 1967). The themes were identified through techniques such as repetition; some of the

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most obvious themes in data corpus of are those "topics that occur and reoccur" (Bogdan & Taylor 1975, p.83) for instance learning about the organisation, the expression through a relative and friends were both repeated twice. Similarities and differences in concepts expressed by the participants also stand out as themes (Charmaz, 2000). Differences and similarities existed among accounts of the six participants concerning organisational socialisation and their assimilation in the University of Mines and Technology, Tarkwa. The researcher also adopted identifying metaphors as technique to identify themes. According to Strauss & Quinn (1997) the search for qualitative themes can be achieved through metaphors and analogies. The qualitative analysis, then, becomes the search for metaphors in rhetoric and deducing the schemas or underlying themes that might produce those metaphors. Examples of metaphors identified in the data include the 'university community' and 'system'. Generating clear definitions and names for each theme the researcher engaged in cutting and sorting of the selected codes. Cutting and sorting involves identifying quotes or expressions that seem somehow important and then arranging the quotes or expressions into piles and naming each pile. These represent themes. (Ryan & Bernard, 2003). It is important to recognise that qualitative analysis guidelines are exactly what they are; not rules, and, following the basic precepts, will need to be applied flexibly to fit the research questions and data (Patton, 1990). The five themes (See, figure 1) derived from the study are:

1. Knowledge about the university

2. Orientation and training

3. Acceptance as a new member

4. Formal and informal mentors

5. Gained role competence

Figure 1: Thematic map showing themes based on the research questions

3.6 Chapter Summary

Chapter three discussed the methodology used for the study and the justification for using them. The research approach, research design, participants, sample strategies and size, and instruments of data collection were discussed in detail. The research adopted the case study design. Six (6) participants were selected for the study consisting of four males and two females. To gain data for the study the participants were interviewed face-to-face

with a semi-structured interview guide. The data corpus was transcribed and thoroughly

reading was done to bring out the themes.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter focuses on the findings and analysis of data. The data corpus was collected primarily through face-to-face in-depth interviews and documents. The salient issues in the data were coded and organised into themes. The data was coded and analysed through theoretical or deductive analysis (Braun & Clarks, 2006). Six (6) participants consisting of two (2) senior members, two (2) senior staff and two (2) junior staff were interviewed for this study. They comprised of two (2) females and four (4) males.

Five themes were derived from the study. These are:

1. Knowledge about the university

2. Orientation and training

3. Acceptance as a new member

4. Formal and informal mentors

5. Gained role competence

These themes are discussed in relation to the research questions of the study

4.1 RQ1: How do employees of the University of Mines and Technology get assimilated?

4.1.1 Knowledge of the Organisation

The findings suggest that before the newcomers were employed in the University of Mines and Technology, they had gained information or knowledge of the university through family and friends. Participants indicated their knowledge of the University of Mines and Technology before they were employed. This falls in line with organisational anticipatory socialisation. Anticipatory socialisation is the process an individual goes through as he or she attempts to find an organisation to join (Kramer, 2010). In the study by Gibson & Papa (2000) it was revealed that "through communication encounter with family, friends, and neighbours, individuals learned the rites, rituals, values, beliefs and heroes before entering the organisation"(p.79). This effortless indoctrination and socialisation into the organisation culture and practices was termed organisational osmosis (Gibson & Papa, 2000). Participant 3 commented that he learnt about the university through a friend who is an employee before he was employed. Participant 6 indicated that his father worked at the university and through him that he was employed stated that *"I got to know about the university of Mines and Technology through my husband's brother".* (Participant 2).

Jablin (2001) proposed that the first step in organisational entry is termed as the preentry and he stressed that during the preentry stage the types of messages a new employee receives from or about the organisation prior to starting work must be considered. These

messages acccording to Jablin (2001) could include realistic job previews or surprises. The suprises could be positive or negative. The positive surprise could be messages that are pleasant, for example honesty, or organisational justice while the negative surprises could focus on messages that are contradictory to what was discussed during the hiring which can include work schledule, benefits and organisational expectations. Jablin (2001) revealed that preentry period is also essential to the current organisational member who "converse about and make sense of new hires during this period, and in particular how they socially construct or create a reputation for newcomers in everyday conversation" (p.753). Participants 4 and 5 are academic staff who are alumni of the University of Mines and Technology. Participant 4 who gained his postgraduate qualification from the University of Mines and Technology stated that since he is an alumnus, he knows much about the traditions, culture as well as the "mission and vision" of the university. There were other similar responses derived from the data. Another participant for example said that, as an alumnus of the university, he was encouraged by one of his lecturers to take up an appointment with the university on completion of his PhD, "*I applied and went through the routine and I was picked to come and work here*" (Participant 5).

Participants 4 and 5 are alumni working in their alma mater but that does not guarantee a smooth transition to be accepted as members of the university. Reynolds (1992) study which examined social adjustments by junior faculty in a research university found that their experiences fell into two categories: socialisation and acculturation. Socialisation, according to Reynolds, (1992) described the experiences of individuals whose initial worldview was generally compatible with the environment they faced after entering the institution. Acculturation consists of a much more demanding process experienced by

new faculty, whose initial world view is extremely different from the reality of the institutional environment.

4.1.2.   Orientation and Training

The findings reveal that all the participants of this study consisting of senior members, senior staff and junior staff had received some form of orientation and training as newcomers in the university. In the assimilation process, organisational members learn their roles and functions in the organisation through communication and socialisation. Communication is considered an essential tool used to absorb new employees into the organisation and similarly, individuals use this tool to create and establish a niche in that organisation (Gibson & Papa, 2000). The organisation introduces the newcomers to the organisation's culture and work expectation of the new employee through formal training and orientation, where the newcomer 'learns the ropes' The orientation and training also introduces the rules, policies and regulations of the organisation to the newcomer.

Participants 1 and 2 who are administrative staff commented that when they were employed they were taken through training and they learnt about the departments, faculties, section and units, the management style of the university and how to perform their duties and responsibilities assigned to them. Participant 3, a campus security, also revealed that he received security training and orientation and participants 4 and 5 (academic staff and senior members) divulged that they attended one day training on teaching, research and providing service to the university to prepare them to perform their

duties as lecturers in the university. Klein and Weaver (2000) revealed that a well-designed orientation programme outlines an overview of the organisation, and establishes social relationships between new employees and established organisational members. Consequently, the programme reinforces positive emotions associated with a newcomer's attachment to, and identification with the organisation. According to Jablin (2001) the messages communicated to new employees during socialisation is critical to employee indoctrination and adjustment. Providing orientation and training to the newcomer is linked with the encounter stage of Jablin (1987) assimilation theory. This is the period where the individual learns to be accepted into the organisation. Here, newcomers learn to observe organisational culture and norms (Heiss & Carmack, 2012).

4.1.3 Acceptance as a Member

Participants indicated that they feel part of their departments and sections and have been welcomed, and thus, feel they are members of the university. Participant 3 commented that he is included in all activities in his section and does not feel exempted in his section. Participant 6 however feels that though he is a member of his section he does not feel like an 'insider' yet. A newcomer becoming a member and being accepted by their co-workers, colleagues and supervisor is associated with the metamorphosis stage of Jablin (1987) organisational assimilation theory. Jablin (1987) defines the metamorphosis stage as "attempts to become an accepted, participating member of the organisation by learning new attitudes and behaviors or modifying existing ones to be consistent with the organisation's expectations" (p. 705). In the case of participant 6, if he is to be accepted

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to be a member of his unit, he has to alter his behaviour to suit the values of the organisation or university. Jablin (2001) revealed that a newcomer will experience acceptance as they learn the specific behaviours and attitudes related to the organisations.

4.2 RQ2: How do employees perceive the socialisation process in the University of Mines and Technology?

4.2.1 Formal and Informal Mentors

The findings indicate that mentoring is a process of socialisation in the University of Mines and Technology. Academic staff are assigned official mentors in the university. Non- academic staff also have mentors but these mentors are not officially assigned by the university. Mentoring is defined as a communication relationship in which a senior person supports tutors, guides, and facilitates a junior person's career development (Hill *et al.,* 1989). Participant 4 and 5 who are academic staff stated that the Planning and Quality Assurance Unit (P&QAU) assigned professors as their academic mentors for the academic year. Faculty mentors exist to assist their mentees and new faculty members in the socialisation process. As faculty are socialised they adapt and become members of an organisation (Jablin, 1987).

New academic staff claimed to frequently feel isolated (Cawyer & Friedrich, 1998) and also experience high stress, low satisfaction, and a lack of role definition (Olsen, 1993). Thus, as Kram (1983) revealed, professionally, academic mentors act as sponsors,

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coaches, and protectors, while psychosocially, they provide counseling, acceptance, and friendships. Participant 1 and 2 are administrative staff and stressed that the university's P&QAU does not assign formal mentors to them, so they have selected senior members administrative staff to 'learn the ropes' of their jobs. Participant 3 a junior staff mentioned that his mentor is the friend through whom he was employed in the university and anytime he is challenged in the performance of his duties he goes to him for counselling and guidance. Burlew (1991) claimed that mentors engage in three relationships. The mentor acts as a trainer, improving the protégé's job skills; as an educator, teaching the protégé´ how to perform new tasks; and as a developer, facilitating the protégé's growth. Zey (1991) revealed that the mentor shares informal and formal knowledge about the institution's norms, rules, mores and taboos. Participants indicated that memorable messages served as a guide in performing their daily job roles and their interaction with other employees in the university.

4.2.1.1 Memorable messages

Memorable messages play a vital role in the socialisation process. As a newcomer interacts with co-workers, colleagues and supervisors they learn from them. In organisation assimilation the organisation tries consciously and unconsciously to teach the newcomer the behaviour, values and attitudes of the organisation (Scott & Myers, 2010). These behaviours, values, and attitudes are unintentionally taught via work group meetings, lunch break and get-togethers through memorable messages. Knupp *et al*. (1981) found memorable messages to be a rich source of information about self-

perceptions and the way in which people communicate and socialise. Some of the memorable messages which participants indicated assisted them to transition into the University of Mines and Technology and become members are:

"Always be punctual."

"Walls have ears watch what you say and where you say it."

"If you want to last in the university you have to desist from excessive alcohol drinking."

"Be a disciplined person."

"Publish as much as you can, because when you are applying for promotions you need at least ten publications and tread cautiously you don't know the person you will step on his feet which will dent your career."

"Think about your future and plan for it."

4.2.2   Gained Role Competence

All participants affirmed they gained role competence. Participants knew what was expected of them in their roles and positions or status in the university. Jablin (1982) commented that the newcomer attempts to figure out and personalise his or her role within the organisation. Participant 1 said "*my main duties are to assist my head and the lecturers in the department, provide secretarial duties like typing, and sending information around*". Participant 2 also commented that she undertakes filing,

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distribution of letters, attending meetings and preparing minutes, creating of files and typing of correspondence. Newcomers become socialised when their roles in the organisation are clarified (Feldman, 1976). Role clarification assists the newcomer to understand where he or she fits into the organisations. Assimilation is the process of integrating into the organisational culture and is not a phenomenon that happens at a specific point. Assimilation occurs when newcomers know their roles and perform them consistently (McManus & Feinstein, 2008).

4.2.2.1 Participant's suggestions to improve employees socialisation

The University of Mines and Technology organised a 'Day of relaxation' and all the participants attended. The 'Day of relaxation' is a one-day programme organised on the campus of the university whereby Management and staff play games, socialise and dance to 'live band' music. The day provided participants the opportunity to interact with other members of the university. Participant 2 noted that since she was employed at the University of Mines and Technology she had attended only one socialisation programme dubbed the 'Day of relaxation.' She added: "*I think we are too serious with work, work, work, we can have get-togethers to release the stress at the workplace.*" The University of Mines and Technology organised a 'Day of relaxation' and all the participants attended. Cawyer & Freidrich (1998) revealed that new faculty claimed that social events were significant to successful socialisation and suggested that higher education management should initiate or provide 'social occasions', 'informal lunches' and 'happy hours'.

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A participant also observed that new employees should be welcomed and informed of the rules and policies so that they will not break major rules in the university. As Jablin (1987) noted, "from the organisation's perspective, the effective communication of policy-related information is essential,…" (p. 698). A participant suggested that new academic staff should be walked through the faculties and departments alternatively and once every year a meeting should be held to introduce the new academic staff in the different faculties; this will make newcomers feel part of the university. According to Cawyer & Freidrich (1998) findings newcomers should "be friendly" and "network with colleagues." The following comment by a newcomer may best sum up a new faculty member's perceived responsibility: '*Be active! Don't wait for invitations. Ask questions-initiate discussions because they (colleagues) may not*'.

4.3   Chapter Summary

This chapter presents the findings and analysis of the study. The data collected through face-to-face interviews were transcribed and analysed thematically. (Braun & Clarks, 2006). The findings suggest that participants had gone through the process of assimilation aided by communication factors such as knowledge of the organisation, orientation and training, establishing interpersonal relationship, acceptance in the organisation, mentorship and memorable messages. Participants also expressed their perceptions of the organisational process and suggested measures that can be put in place to ensure a smooth transition from newcomer to an 'insider' in the university.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0   Introduction

This chapter summarises the findings from the data gathered with a view to answering the research questions designed to address organisational assimilation and employee socialisation in the University of Mines and Technology. A conclusion is drawn and recommendations made on ways of addressing the challenges of being a newcomer in a new working environment. Limitations of the work and suggestions for further studies are also discussed.

5.1   Summary of Findings

The study employed the qualitative approach to investigate the issues of how newcomers are welcomed and socialised in the university. Adopting the Jablin (1987, 2001) organisational assimilation theory and a case study to investigate the organisational assimilation and employee socialisation in the University of Mines and Technology; the data for the study were collected through face-to-face in-depth interviews. The data were analysed thematically. The findings revealed that the participants were assimilated into the University of Mines and Technology through communication. (Jablin, 1987) Additionally, the study also suggested that mentorship as a socialisation process was practised in the University of Mines and Technology. Mentors were formally assigned to

academic staff but not non-academic staff. Participants gained competence and could identify their duties and roles and perform them accordingly.

The study also found that the university had a formal orientation and training for all categories of staff in the university namely senior members, senior staff and junior staff, and employees gained information and knowledge about the university through family and friends before they were employed in the university. Another finding of the study is that the university organised a one-day social event dubbed 'Day of relaxation' for newcomers and employees already in the university to fraternise and socialise. Additionally the participants expressed memorable messages gained from interaction with colleagues and how applying these messages to their organisational life aided a smooth transition. This study concludes that the University of Mines and Technology has a formidable process of socialisation which includes mentorship, orientation and a 'Day of relaxation'. Alexander (1992) found a link between being mentored and successful career advancement, indicating that the mentor passes on the unwritten rules of professional development that allow the protégé (e) to succeed at work. The orientation and training is an effective way of introducing the newcomer to the rules and policies of the University of Mines and Technology. The 'Day of relaxation' is a social event which serves as a mode of fraternising with members of the university.

5.2   Conclusion

The study aimed at examining the organisational assimilation of staff of the University of Mines and Technology and adopted the qualitative paradigm. Purposive sampling was used to select six participants for the study; the selected participants were made up of two senior members, two senior staff and two junior staff. The mode of collecting data was through in-depth interview using an interview guide. For ethical and confidentiality reasons, the names of the participants were not mentioned in the study. The findings revealed that participants were assimilated through verbal and written communication and participants knew about the University of Mines and Technology before they were employed. Participants transitioned from newcomers to become fully fledged staff of the University of Mines and Technology due to the orientation and training they had and gained role competency to perform definite tasks assigned to them. Additionally mentorship was practiced in the University of Mines and Technology and academic staff were assigned to senior faculty members to nurture, assist and guide them in pursuance of their core duties of teaching researching and providing service to the university. In conclusion, the study highlighted the need for higher education management to plan and implement programmes that will aid the newcomer to assimilate swiftly and become members of the university community to contribute their quota to the growth and sustainability of higher education in Ghana.

5.3 Recommendations

Based on the findings derived from the study, the following recommendations are advanced. The university works with recorders, Acts and status, a staff manual can be an additional document with emphasis on providing the new staff with key information concerning the rules, and policies of the university, which are not stipulated in the existing recorders and Acts. This will aid the newcomer to settle in before the orientation and training are organised. The assignment of mentors to new staff is a credible idea however a system must be put in place to assess the progress of the mentor-protégé relationships. A questionnaire format or scheduled regular meetings with mentors and protégés can be adopted by the university assess if the mentoring relationship is beneficial to the new faculty.

The orientation and training programme should be sustained but the length of the training should be adjusted from one (1) day to three (3) days in order for the newcomers to 'absorb' new content and strategies. This recommendation is in line with Kempen (2010) who argued that, "the induction programme should stretch over a longer period of time and should not give too much information too soon, as this could lead to information overload" (p.101). Citing the Financial Express (2005). Nkoana (2010) reported that information overload is a common mistake that organisations make, where new employees are usually overloaded with information at once thus causing the whole programme to be dysfunctional and dull.

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5.5   Limitation of the study

The study contributes to theory and practice, but it is not without limitations. The researcher wanted to add senior management employees who had been employed up to two years in the university to the sample to gain their insights on socialisation in the University of Mines and Technology, however due to their busy schedules and the researcher's limited time to submit the final work, it was not possible.

5.4   Suggestions for Further Studies

The study suggests that future study could consider socialisation of senior management and the resocialisation process of graduate assistants into full time employees in tertiary institutions. Another area of key interest in organisational socialisation will be the role of mentorship and how the relationship between mentors and mentee are assessed or measured by organisations and educational institutions to ensure the effectiveness of organisational socialisation and assimilation of newcomers in organisations. The researcher also recommends that future studies could focus on gender and organisational socialisation taking into consideration Jablin's assimilation theory. Dallimore (2003), for instance suggests that gender-based differences exist among new faculty in relation to memorable messages reported by faculty members during socialisation and how the gender differences in communication shape the socialisation experiences of first-year faculty. Comparative studies can also be undertaken in organisational socialisation and assimilation between larger universities like the University of Education, Winneba, which

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have more faculties, departments and centers and another institution like the University of Mines and Technology, which is undergoing growth in terms of the population of workers and students, faculties, departments, and centers.

5.6   Chapter Summary

The chapter five summaries the key findings and offered conclusions and recommendation based on the analysis of data and findings of the study. The chapter also considers the limitations and proposed areas for further studies.

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APPENDIX A

Interview Guide

ORGANISATIONALASSIMILATION AND EMPLOYEES SOCIALISATION: A STUDY OF THE UNIVERSITY OF MINES AND TECHNOLOGY

1. Please briefly introduce yourself?

2. What is your duration of employment in UMaT?

3. How did you learn about UMaT before you were employed?

4. How did perceived the socialisation process in UMaT?

5. What are some of the socialisation process you have gone through in UMaT?

6. How did you find out about rules, regulations or policies in UMaT?

7. Can you name any socialisation tactics you have applied in UMaT?

8. Can you name any socialisation programme you have participated in UMaT?

9. Do you a formal mentor in UMaT?

10. If your mentoring relationship were to be expanded, what type of support would you request from your mentor?

11. Do you understand specific meaning of words or jargons used in your profession?

12. How do you successfully perform your job in an efficient manner?

13. Do you know who or where to ask for support when your job requires it?

14. Do you think that you fit into your Department or Unit or Section?

15. Are you included in social get-togethers given by other people in your Department or Unit or Section?

16. Do you understand what the duties of your job or position entails?

17. Do you understand the general management style used in UMaT?

18. Can you recollect a memorable message?

19. Explain how you used the memorable message in your organisations life?

20. Can you suggest any means to improve organisational socialisation in UMaT?