

A STUDY OF THE  
ORGANIZATIONAL SOCIALIZATION STRATEGIES  
USED BY THE CIVIL SERVICE COMMISSION

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OrCom 200 (Organizational Communication  
Research)


Presented to  
Prof. Ronald Henson  
Department of Arts and Communication  
College of Arts and Sciences  
University of the Philippines Manila  
Padre Faura, Manila


by

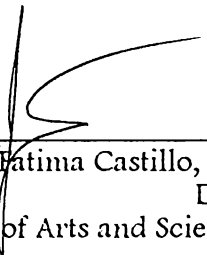
CHRISTINA R. DELOS SANTOS  
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APPROVAL SHEET

This undergraduate thesis entitled A Study of the Organizational Socialization Strategies used by the Civil Service Commission presented by Christina R. Delos Santos in partial fulfillment of the requirements for the degree of Bachelor of Arts in Organizational Communication is hereby accepted.

  
\_\_\_\_\_  
Mr. Ronald Henson  
Adviser

  
\_\_\_\_\_  
Prof. Ricardo de Ungria  
Chair  
Department of Arts and Communication

  
\_\_\_\_\_  
Dr. Fatima Castillo, PhD  
Dean  
College of Arts and Sciences

\_\_\_\_\_  
Date

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God bless you!

And I hope to return the great help someday!

## ABSTRACT

Everytime employees enter an organization and join the workforce they undergo the inevitable and significant process of learning about their task, their role, and how to relate well with their co-workers. This process is called organizational socialization. It is the process where organization members learn or acquire the things relevant to them and to the organization, and its success or failure is a major determinant of the level of productivity, commitment, and turnover.

A lot of learning is involved in organizational socialization but they can be classified under the three areas, namely the Task, Role, and Interpersonal Areas. Further, since the demands of the three areas pose the major sources of organizational stress, then successful socialization can result in a stress-free organizational life for the employees.

To ease and hasten the employees' learning process, managers of organizations initiate activities that facilitate organizational socialization. These activities are the organizational socialization strategies. Organizations can be creative and innovative in coming up with different activities for the employees, but all entail investment (in terms of time, money, and manpower) on the part of the management. Because of this, management needs to identify the organizational socialization strategy that has the best ability to socialize the employees so as to save on resources but still derive quality results. For government offices, such as the Civil Service Commission, this need is even more significant and urgent due to the limited budget appropriated them.

Recognizing the above, the researcher conducted a comparative study of the different organizational socialization strategies of the Civil Service Commission to be able to identify the strategy that can best socialize the employees. Using the five parameters set in the three areas of organizational socialization, this paper aimed to answer the major problem "Which of the organizational socialization strategies used by the Civil Service Commission has the best ability to socialize the employees?"

The researcher had also set objectives to answer the major problem of this paper. They are the following:

1. To find out the different organizational socialization strategies used by the Civil Service Commission to socialize its employees.
2. To determine the employees' level of awareness and participation to the organizational socialization strategies of the CSC.
3. To find out the perception (in terms of sufficiency, need for improvement and additional strategies) of the employees regarding the organizational socialization strategies of the CSC.

The data gathering for the study was conducted at the Central Administrative Office of the Civil Service Commission, and the qualitative-quantitative design of the paper was achieved via the questionnaires given to the employees and the interview schedule conducted with the management. For the quantitative part, the measure used was frequency and percentile.

Findings of the study revealed that the Civil Service Commission uses several organizational socialization strategies, namely: CSC Orientation Course and ALAB Induction Program; Continuing Seminar on English Skills; Information Technology Training; Regular Meetings and Assemblies; Supervisory Development Course; Local Scholarship Program; Values Orientation Workshop; Mass; Sports Programs; Social Activities; and Hasik-Diwa.

It was also found out that the employees of the Central Administrative Office of the CSC have different levels of awareness towards the different organizational socialization strategies, with the required activities (like the CSC Orientation Course and ALAB Induction Program) receiving the highest level of awareness. The same also applies with the level of participation of the employees which also varies from strategy to strategy but with the compulsory activities receiving the highest level of participation. In general, the level of awareness and participation is just around fifty percent with the level of participation even lower than the level of awareness.

The results also showed that, generally, the employees perceive the current organizational socialization strategies as sufficient, and majority indicated that the activities do not need any improvements nor is there a need for additional organizational socialization strategies.

Finally, the study yielded that the strategy with the best ability to socialize the employees is the Values Orientation Workshop, which maintained relatively high percentages in all the three areas. It is followed by the CSC orientation Course and ALAB Induction Program and Regular Meetings and Assemblies. Then, the Information Technology Training came in third, while the Continuing Seminar on English Skills ranked fourth. Meanwhile, the following activities were ordered from the fifth to the least able organizational socialization strategy starting from the Social Activities, to the Sports Programs, then the Hasik-Diwa, and finally the Mass.

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## Background of the Study

Organization leaders, acknowledging the importance of human resources, have continually devised ways to assist and develop their employees. At the same time, all employees pass through the inevitable process of learning about their task, their role, and their relationship with their superiors and colleagues, everytime they enter an organization and join the workforce. Thus, keeping this in mind, managers and employers use different strategies to facilitate the learning process for the members.

Organizational Socialization has been defined as the process of "learning the ropes," of being indoctrinated and trained and being taught what is important for the organization or the subunit thereof (Gordon 196). It is also the process "whereby individuals come to terms with their new jobs" (Kakabadse 96).

This process of learning things that are relevant to the organization and the employee when he gets into the company and becomes its member, includes a lot of information. However, all these things an employee has to learn can be classified into the following: the task area which covers things important to the work for which the employee was hired, the role area which covers the information that can affect employee behavior in the organization, and the interpersonal area which include the establishing of favorable interpersonal relationships with co-workers. Hence, the ability to socialize employees should be the ability to make employees learn about the things relevant to the task, role, and interpersonal areas.

## CHAPTER I INTRODUCTION

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For the part of the organization, their response to this process that workers go through is the different organizational socialization strategies initiated to facilitate the learning. There are various methods that managers can use. Orientation programs, training sessions, communication activities, recreational and social activities, and performance appraisal constitute the more common organizational socialization strategies, but companies can use other innovative means as well.

Aside from the reason that organizational socialization is an inevitable process that all employees go through, organizations need to devise methods to facilitate the process for they can also benefit a lot from it. On the one hand, the outcome of socialization can be very positive for both the individual and the organization; in which case there would be increased productivity, high commitment, low turnover, and satisfactory relationship with co-workers. Also, since task, role, and interpersonal demands pose the three major sources of organizational stress (Newstrom 50), then, socialization activities that address these three areas can make employees' organizational life less stressful. On the other hand, failed organizational socialization efforts can lead to just the opposite results with employees feeling insecure and having the tendency to leave the company even before they become worthwhile investments. Furthermore, to implement organizational socialization strategies can indeed be beneficial, but implementing the most effective method would yield even more favorable results. Hence, companies need not only be aware of the activities they can use to socialize their employees, but also the strategies that can give better results. If this is accomplished, companies will not only have productive and committed employees, but will also save on other resources (time and money) involved in devising organizational socialization strategies.

### Statement of the Problem

In view of the significant role that organizational socialization plays on employees, and the important contribution of the different organizational socialization strategies in the socialization of workers, this paper seeks to answer the question "Which of the organizational Socialization Strategy used by the Civil Service commission has the best ability to socialize employees?" The researcher had also identified several sub-problems:

1. What are the different organizational socialization strategies used by the Civil Service Commission to socialize its members?
2. What are the employees level awareness and participation to the organizational socialization strategies of the Civil Service Commission?
3. How do the employees perceive the different organizational socialization strategies used by the Civil Service Commission?

### Statement of Objectives

Given the problems stated above, the researcher endeavored to identify the organizational socialization strategy that has the best ability to socialize employees. The researcher tried to meet the following objectives:

1. To find out the different organizational socialization strategies used by Civil Service Commission to socialize its employees.
2. To determine the employees' level of awareness and participation to the organizational socialization strategies of the CSC.
3. To find out the perceptions (in terms of sufficiency, need for improvement and additional strategies) of the employees regarding the organizational socialization strategies used by the CSC.

### Significance of the Study

Organizational Socialization is an inevitable and significant process that all employees undergo. Several positive and negative outcomes depend on the success or failure of this process. Hence, it would contribute a lot if organizations can implement strategies with the best ability to socialize employees.

Moreover, all organizational socialization strategies entail some expenses on the part of the organization; thus, with the objective of this paper to determine the strategy that can contribute most to the socialization of the employees, the organization would be able to save on financial resources, but still derive quality results.

This paper can also provide organization leaders insights on how much their employees have been organizationally socialized or how many things relevant to the workers and to the organization the employees have learned. Also, by classifying the things that employees need to learn under the Task, Role, and Interpersonal Areas, managers can identify which area they need to focus on to improve employee productivity, and commitment, as well as minimize employee turnover.

For the employees, this paper can serve as a means to communicate to management the organizational socialization strategy/strategies they deem most useful which, when focused on by the organization, can help minimize the negative results of failed organizational socialization due to inappropriate strategies.

Finally, this paper can contribute to the further understanding of organizational socialization and be the basis for the development of helpful organizational socialization strategies.

### Scope and Limitation

This paper covered the various organizational socialization strategies used by the Civil Service Commission. This study tried to determine the ability of the organizational socialization strategies used by the CSC to socialize its employees using the measures involved in the task, role, and interpersonal areas.

The resources used to substantiate this paper were limited to books, and journals, as well as the results yielded by the questionnaires and interviews.

This study was limited to the Central Administrative office of the Civil Service Commission from where the respondents came from.

Comparison of the different organizational socialization was based upon the perception of the respondents of the said office

## CHAPTER II FRAMEWORKS OF RESEARCH

### REVIEW OF LITERATURE AND RELATED STUDIES

#### I. Organizational Socialization

Organization leaders have long realized that an organization's success does not depend on financial resources alone. In fact, human resources have been so recognized as a very significant factor that managers continuously devise ways to develop them. But before they evolved into such efficient workers, all employees underwent the experience of being a newcomer and almost knowing nothing about the organization they are getting into. In other words, they all passed through the process of learning about their tasks, their role, and establishing good interpersonal relationships with their co-workers.

##### A. Definition and Objectives of Organizational Socialization

The process of "learning the ropes," of being indoctrinated and trained, and of being taught what is important in an organization or subunit thereof is referred to as organizational socialization (Gordon 156).

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Generally, the term socialization is used in the social sciences to mean "the process of learning to participate in social life" (Hall 92) and which conditions the

individual's behavior pattern in ways that are customary and acceptable to the individual's social environment (Hodgetts 83). But other authors have applied the name to organizations and aptly adjusted the definition into "the process whereby individuals come to terms with the new job" (Kakabadse 36).

Moreover, others say that socialization of newcomers to organizations is an ongoing process that occurs as part of organization entry (Newstrom 53). It is the process that makes sure that new employees acquire and maintain skills, role perception and motivation relevant to the organization (Albanese 81). It involves learning, but only of those values, norms, and behavior patterns which, from the organization's point of view, is essential to the new members (Schein 85). More specifically, it includes the learning of: (1) the basic goals of the organization; (2) the preferred means by which those goals should be attained; (3) the basic responsibilities of the member in the role which is being granted him by the organization; (4) the behavior patterns which are required for the effective performance in the role; and (5) a set of rules and principles which pertains to the maintenance of the identity and integrity of the organization (Gordon 156).

## B. Organizational Socialization Strategies

It is fortunate that many organizations devise a variety of ways to facilitate socialization. The following summarizes the names and definition of social strategies.

Table 1: NAMES AND DEFINITION OF SOCIALIZATION STRATEGIES

STRATEGY	DEFINITION
Collective	Puts newcomer through a common set of experiences as part of a group
Individual	Process recruits singly and in isolation from each other.
Formal	Segregates newcomers from regular or organizational members
Informal	Treats newcomers as not differentiated from other member
Sequential	Requires entrants to move through a series of and identifiable steps to achieve a defined role
Non-sequential	Accomplishes achievement of a defined role in one transitional stage
Tournament	Separates clusters of recruits into different programs on the basis of presumed differences
Contest	Avoids sharp distinctions between clusters of recruits
Fixed	Gives the recruit complete knowledge of time required to complete passage
Variable	Offers timetable which does not fix the length of socialization
Serial	Provides experienced members as role models for newcomers about to assume similar positions to follow
Disjunctive	Has no role models available since newcomers do not follow in footsteps of recent predecessors
Investiture	Ratifies and documents the usefulness of personal characteristics of new recruits
Divestiture	Seeks to deny and strip away recruits' personal characteristics

Source: Gordon, Judith R. A Diagnostic Approach to Organizational Behavior. Newton, Massachusetts: Allyn and Bacon Inc. 1983.

The above names may overlap to describe some of the concrete activities organizations use to facilitate socialization. Some of these methods include orientation

programs, training, communications, recreational and social activities, and performance appraisal.

### 1. Orientation Programs

Orientation programs are probably one of the widely used organizational socialization methods by companies. A researcher (Arthur 139) suggests that a comprehensive orientation for new employees consists of three different stages: the newcomer's first day of work; a formal organizational orientation program; and a departmental orientation program.

During the first day of work, it is important that the boss or the employer is there to greet the newcomer. Introduction should be carried out, as well as familiarization with the office (Arthur 41). If possible, taking the new employee to lunch would go a long way to ensure more effective employer-employee relations. Ending the employee's first day of work should also be given attention.

The second stage tackles a lot of issues such as organizational history, function, philosophy and so on. It emphasizes what the new employee can receive from the organization, and at the same time, what the organization expects from the newcomer. Here, care should be taken so as not to bombard the employee with too much information he cannot remember, which is why an employee handbook would be useful. Lastly, is the departmental orientation which is a miniature type of the organizational level.

### 2. Training

This method can reinforce the values, norms, and behavior patterns introduced during the orientation program (Gordon 156). Its contribution to the socialization process is teaching specific job skills. However, the proficiency of the worker

for the job should first be ascertained by demonstration or tests. Then, as much as possible, conduct the training away from the actual place of work. And finally, training intensity, length and content should be determined by the ability of the new employee, the type of job to be learned, the skill and comprehension desired, and the overall training objective (Bienvenu 38). For this method, an instruction manual can be of assistance.

### 3. Communication, Recreational and Social Activities

This method can include activities that reflect organizational traditions which can facilitate newcomer's understanding of company culture. Other companies even employ communication through movies, news announcements, brochures, policy and procedure manuals, and historical manuals to acquaint the worker with the organization (Albanese 84).

### 4. Performance Appraisal

This method is not actually used during initial socialization, but for those who have stayed in the company, this can serve as feedback regarding the appropriateness of their attitudes and behaviors (Cherrington 337).

#### C. Oversocialization and Undersocialization

Organizations should remember that knowing the significance of organizational socialization strategies and using different methods does not ensure success. Rather, companies should also be conscious that they should arrive at a balance between oversocialization and undersocialization.

On the one hand, undersocialization of employees can lead to workers who are rebels and who work against the interests, policies, and procedures of the company (Albanese 84). This is a socialization failure.

On the other hand, if the newcomer is overwhelmed by the socialization, or is oversocialized, then the organization also loses because it can lead to employees who will not generate ideas. The employees will also suffer due to loss of creativity, individuality, and spontaneity (Cherrington 338).

Table 2: BALANCE IN SOCIALIZATION

---

Undersocialization	Oversocialization
* Poor performance	* Mindless conformity
* Rule violation	* Lack of creativity
* Rebelliousness	* Loss of spontaneity
* Unacceptable conduct	* Dogmatic thinking

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Source: Cherrington, David. J. Organizational Behavior: The Management of Individual and Organizational Performance. Massachusetts: Allyn and Bacon. 1989.

However, a third type of basic response to organizational socialization is possible and should be aimed for by companies. This is called creative individuality (Schein 91). This is characterized by employees who display their individuality while still adhering to the social expectations of the organizations (Cherrington 338).

#### D. Other Factors That Can Affect The Outcome of Socialization

All in all, in order for organizations to reach the ideal outcome, they should also pay attention to the other factors that can affect the result.

Individuals are different. They acquire different past experiences, and this can affect the result. "To the extent that the values and norms of their former organization conflict with those of their new one, the task of organizational socialization may be impeded" (Baron 65). Similarly, the characteristics of the person can spell the

difference. It is suggested that individuals with relatively high self-esteem or feelings of competence adjust more easily than others who are low in such dimensions (Baron 65).

Furthermore, the initial motivation of the entrant to join the organization can also determine the success of socialization (Schein 86).

## II. TASK, ROLE, and INTERPERSONAL AREA

From the definitions of organizational socialization from various authors, as well as from the number of organizational socialization objectives different writers have named, it can be said that organizational socialization involves the learning of things classified under the task, role, and interpersonal areas.

### A. Task Area

Every job consists of a set of specific tasks or duties. One of the concerns of organizational socialization is the things related with the task area. And rightfully so, because, from the behavioral perspective, the tasks that compose a job are critical in determining the outcomes from the jobholder and the organization (Albanese 223).

Primarily, job tasks determine the abilities and skills the job holder must possess in order to be successful. Many authors use the terms 'abilities' and 'skills' interchangeably, but the two are actually distinguishable from each other. Abilities have been defined as relatively enduring traits that are products of biological and physiological factors, as well as of learning processes and environmental factors (Albanese 65). These traits are said to be difficult to change due to the boundaries set by genetic factors. Nevertheless, variations are still possible because of the influence of learning and environment in the acquisition of abilities. Skills, on the other hand, are specific proficiencies (Albanese 65).

The connection between abilities and traits is, presumably, that the skills involved in the complex activities can be described in terms of the most basic abilities (Albanese 68). Also, both are referred to as "can do" dimensions of individuals. But for managers and employers, it would be beneficial to take note of the distinction between abilities and skills for it suggests the need for congruence between skills training and abilities training. Furthermore, if employees lack appropriate skills, job performance will approach zero, despite accurate role perceptions and high levels of motivation.

Another concepts included under the task area is task uncertainty. This is the knowledge that an employee possesses about how to perform tasks in the job (Hellriegel 369). It has been noted that groups, or for this matter, individuals who know exactly what they are supposed to be doing are much more likely to have high performance than those that lack such knowledge (Hodgetts 171). Clearly, it is important that task uncertainty be diminished to achieve better performance, and one factor that can make the difference is clarity of the work. This means the degree to which the responsibilities and requirements of the group or individual are stated and understood (Hodgetts 171).

Task interdependence is still another concept literatures often include when discussing tasks. This means the degree to which decision-making and cooperation between two or more employees is necessary for them to perform the job (Hellriegel 370). Three types of task interdependence have been named: pooled interdependence; sequential interdependence; and reciprocal interdependence. The first type occurs when each employee is not required to interact with other individuals to complete the task. The second occurs when one employee must complete certain tasks before other employees can perform their tasks. And the third occurs when the outputs from one individual

become the input for others and vice versa (Hellriegel 370). Employee's knowledge of task interdependence can give him an idea on how to perform the task, how long he should take to do the job, and how his job is situated in the whole work process.

#### B. Role Area

Things related to the role area comprise another aspect of the matters that an organization member must learn and which organizational socialization strategies can help facilitate. It is even said that organizational socialization often includes learning norms or "feeling rules" about which emotion ought to be displayed and which ought to be hidden (Rafaeli 128). But to limit the role area to emotion would be a simplification.

Role has been defined as a set of activities expected of a person holding a particular office or position in a group or organization. It is also the "prescribed set of attitudes, beliefs, and behaviors that define the domain of the position in a social system" (Albanese 77). To these, one can add organizational values, policies, and norms because these, too, influence how an employee will be expected to behave in the workplace.

Behavior is the most directly observable aspect of a social system (Cohen 62). This can include work-related activities, which is more focusedly discussed under the task area, interactions, which is more appropriately placed under the interpersonal area, and a variety of non-related activities such as drinking coffee, listening to music, or tapping a pipe on the table (Cohen 62). For the purpose of this paper, the last type of activities will be the area referred to when talking about role behavior.

Attitudes, on the other hand, include perceptions, feelings, and values. When these three are combined, the outcome is how one perceives a given situation or how one reacts to others (Cohen 62).

Norms has been defined as "unwritten rules, shared beliefs of most members about what behavior is appropriate and attainable to be a member of good

standing" (Cohen 62). Norms can be derived from a number of sources such as culture of the organization, members with common background or interests, or those arising out of critical incidents where the group learns "the way things ought to be" (Cohen 65). Norms are also related to the to the rewards for proper behavior, and punishment for inappropriate behavior.

For the most part, when one talks about role, role expectations are usually included. These expectations are given by the people that comprise the role set.

Managers

are part of the role set of the their subordinates, and for the subordinates the role expectations communicated by the managers or superiors are likely to include instructions about desired behaviors, behaviors to be avoided, instructions regarding the allocation of rewards, and evaluation of past performance.

It is evident that success in the role area involves a great deal of communication, that if the transfer of information about role expectations is distracted by barriers, then, role ambiguity may occur which can be very stressful for the employees.

Role ambiguity is "a situation in which the role occupant perceives, accurately or inaccurately, that inadequate information exists about a role" (Albanese 77). This happens when the person in a role is uncertain about the role expectations of one or more members of the role set and "when an individual is unclear regarding his or her authority, responsibilities, and or job duties" (Hodgetts 148). Once more the importance of organizational socialization is underlined when Gordon and her associates stated that "new employees who receive no orientation often experience role ambiguity because they lack the information about both the activities and responsibilities of the job and about the organization."

To concretize the role area, Kahn and his associates suggested that role holders must know these six basic types of information:

1. what the expectations of others are (i.e. what attitudes and behaviors does a supervisor require of subordinates);
2. role holders must know the activities they should perform and the interpersonal interactions they should demonstrate to fulfill the expectations of others;
3. know the consequences of performing or not performing the activities, or of interacting with others in certain ways;
4. know the kinds of behaviors or attitudes that will be rewarded or punished;
5. what types or rewards and punishments will be given and assess their likelihood of receiving them;
6. determine the kinds of behaviors and attitudes that will satisfy or frustrate personal needs (Gordon 491).

### C. Interpersonal Area

Simply put, the interpersonal area involves how a worker gets along with co-employees, establishing relationships, and even making friends. The importance of this aspect of organizational life is underlined by the situation that "in a work setting where everybody is required to work with somebody not of their own choosing, they may have added difficulties with which to cope," and "even where the interaction is only peripheral to the task, the relationships can still become sources of satisfaction or frustrations," thus, affect the total work effort in an important way (Cohen 214).

Moreover, interpersonal relations occur at all levels of an organization; therefore, being interpersonally competent, or being able to make an effective relationship is part of what an organization member should know (Cohen 214).

Listed below are the findings of Carl Rogers on the conditions that make up an effective interpersonal relationship:

1. encounter each other personally, meeting on a person to person basis;
2. empathize accurately with each other's private world and communicated that understanding significantly to each other;
3. regard each other positively despite the particular behavior of either party at a given moment;
4. regard each other positively and unconditionally without evaluation or reservation;
5. perceive the mutually experienced genuineness, acceptance, and empathy for another;
6. perceive that a mutually maintained open and supportive climate reduces the tendency to distort meaning;
7. exhibit trustful behavior, while at the same time reinforce feelings or security about each other (San Juan 22).

These characteristics will aid in determining if the organizational socialization strategies used are effective in facilitating interpersonal relationship.

## CONCEPTUAL FRAMEWORK

Many of the models provided about organizational socialization illustrate only the stages of the process. However, Porter, Lawler, Hackman Entry Model, which will be used here, shows both the stages and the outcomes of organizational socialization.

Stages of Organizational Socialization

It should be noted in the first place that organizational socialization is related to the other facets of organization entry, namely, recruitment and selection, all of which contribute in making the transition process less stressful for the individual and the organization (Newstrom 53). The stages enumerated by the various authors have almost similar descriptions.

Table 3. FOUR MODELS OF SOCIALIZATION STAGES

Stage	Hackman's Early Career Model	Porter, Lawler, Hackman's Model	Feldman's Entry Model	Schein's Socialization System Model
1	Basic training and Initiation Year 1	Prearrival	Getting in	Entry
2	Performance Years 2, 3, and 4	Encounter	Breaking in	Socialization
3	Organizational Dependability Years 5 and beyond	Change in Acquisition	Setting in	Mutual Acceptance

Source: Albanese, Robert, and Von Fleet, David D. Organizational Behavior: A Management View Point. New York, New York: CBS College Publishing, 1983.

The first model by Porter, Lawler, Hackmann enumerates three stages of socialization. The primary part, the prearrival or anticipatory stage, involves forming

expectations about an employer and organization from the job interviews and other information from potential employers (Hall 95). This stage involves all learning that takes place before an employee joins an organization, where he/she thinks about what she will do in the job, and where the newcomer adjusts his/her perspective about what is achievable in this job (Newstrom 58). Two important variables are involved here. One is the realistic assessment of the organization, meaning a degree to which a complete and exact view of organizational goals, climate and philosophy is held by the newcomer. This variable is significant because it can decrease anxiety and increase the job survival of the newcomer by enabling him to design preliminary coping strategies (Newstrom 49). The second variable involved is the realistic assessment of the job or the degree to which a complete and accurate view of the job's responsibilities is held by the newcomer. Similarly, this variable is significant because it enables the newcomer to construct a scheme for interpreting organizational experiences and to be more aware of interpersonal demands involved when they accept the job (Newstrom 49).

The second stage in this model has been termed the encounter stage. This begins on the first day of work up to six or nine months on the job. Here, the expectations set in the first stage is met with the realities of the organization, and may cause "reality shock" on newcomers. Encounter stage is characterized by three activities: learning the tasks necessary for the new job; clarification of roles through the role senders; and establishing new relationships. This stage is significant because its three activities coincide with the major sources of organizational stress which are task demands, role demands, and interpersonal demands (Newstrom 50).

Finally, in the change and acquisition stage, the employee strives towards the resolution of the demands discovered in the encounter stage. Others have named the

process involved in this stage as coping, which can lead to positive or negative results depending on its level (Newstrom 50).

Another model presented in the table is Feldman's Entry Model. It also names three stages, the first being Getting In. This lasts from the recruitment process to the end of the first day. It is necessary that would-be employees are given realistic job previews to decrease the likelihood of early turnover. Getting In also sets the stage for the rest of the orientation process that failure in this preliminary step can entail failure in even the best orientation efforts (Moberg 37).

The length covered by the second stage, which is Breaking In, depends on the nature of the job. The expected outcome of this stage is that employees become positive contributors and accepted by the group. Mentorship, is often incorporated in this stage. An experienced person, the mentor, looks after and advises the new worker regarding his task. Mentorship should be done carefully so as to allow the newcomer to create his individual approach to the job. Not only that, a mentor can also facilitate the acceptance of a newcomer into the team (Moberg 40). After this stage, he is more confident of his technical skills and is more comfortable with his co-workers (Moberg 41).

The last stage in this socialization model is Setting or Staying In -- the more tranquil period but still not devoid of conflicts coming from the outside of the employee's immediate work. New employees are now exposed to the "political realities" of the organization and it is now necessary for them to learn the "informal" knowledge necessary to make the bureaucracy function, as well as the individual personalities that are behind the impersonal public forms of communication that they have to deal with. Same with the second stage, mentors also play a crucial role in this stage (Moberg 42).

Aside from the four models presented in the table, other researchers have proposed alternatives, some exceeding the three-stage models. Nevertheless, the processes they discuss are basically the same.

An example of this different approach to the stages of socialization was taken from an analysis of the professionals in a variety of organizational settings. In the first stage, apprenticeship, new professionals engage in routine duties under the supervision of an established person, or mentor, in the field. In the second stage, the individual now becomes independent, already a competent performer, and able to work without the mentor's assistance. The third stage is marked by the professional now becoming a mentor to those new employees undergoing the first stage. In this stage, he also learns managerial skills. Finally, the individual is removed from day-to-day details and becomes the sponsor of other key people in the organization. This fourth stage is not undergone by all professionals, but this does not mean failure; only, those who move to the fourth stage have more power in the organization (Hall 96).

Another alternative enumerates three stages: getting used to the place, re-learning, and what one becomes. In the first phase, where effectiveness drops slightly because of the change in the work or in the organization, the newcomer is overwhelmed and unfamiliar with the way things are done in the new place. However, in just a few weeks, he becomes accustomed to the people and work and has found people to talk to or ask assistance from (Kakabadse 41). In the re-learning stage, not only does the newcomer have to re-learn how to interact with his superiors/subordinates and colleagues, he has to learn how to "play the system" also and become acquainted with their culture. Due to this, he may feel depressed which, in fact, is the first stage to re-learning (Kakabadse 42). And the final phase where one determines what he becomes is one of internalization. This

means new behaviors and attitudes are incorporated into what is left of the old attitudes and behaviors. The phases discussed here are approximated to last for eighteen months for middle managers and up to four years for top management (Kakabadse 43).

### B. Importance of Organizational Socialization

It is clear to see that organizational socialization is simply one of the most significant processes that an employee undergoes when he/she joins an organization. In relation to this, many researchers agree that organization entry can be very stressful and anxiety-producing for the employees (Kakabadse 36; Moberg 37; Newstrom 47, Bienvenu 35; Von Bleicken 140). An individual, when he first enters an organization, is concerned with a lot of factors involving the work, the organization, and even his family. Though entry into an organization involves positive stressors such as challenges presented by the new job, potential rewards and opportunities, still, it entails negative stressors as well (Newstrom 47). They face new work skills, new friends, new values, new behavior patterns, and adjustments that are intimidating and often difficult to undergo (Moberg 37). Aside from this, they face loneliness and possible social isolation as they endeavor to identify with the new organization (Newstrom 47).

The stressors have been found to affect turnover of newly hired employees (Bienvenu 35). Organizational entry stressors can also cost companies, for one thing new employees generally work below capacity while they are learning their jobs (Kakabadsen 38). The resulting confusion and bewilderment can also incite negative effects on employee attitude and productivity.

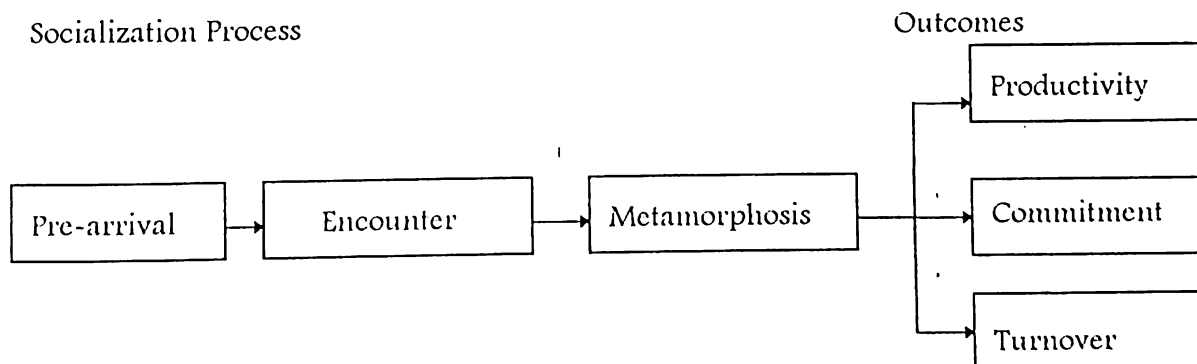
For these, organizational socialization strategies are very important. In fact, the speed and effectiveness of these strategies determine employee loyalty, commitment,

productivity and turnover (Schein 84). It even goes far to say that the basic stability and effectiveness of an organization depends upon their ability to socialize its members (Schein 84). Job orientations are often determinants of turnover and productivity, that poor introduction or no introduction at all can cause work discomfort, frustration, and a feeling of insecurity which, in turn, affect their ability to cooperate and be efficient (Bienvenu 28). Other consequences of failed organizational socialization, aside from the new recruits leaving the firm even before they become worthwhile investments, are workers who, though have stayed on, feel needlessly passive, and isolated.

Integrating the stages of organizational socialization and the importance of this process as evident in its outcome, the Porter, Lawler, Hackman Entry Model is presented below.

#### The Porter, Lawler, Hackman Entry Model

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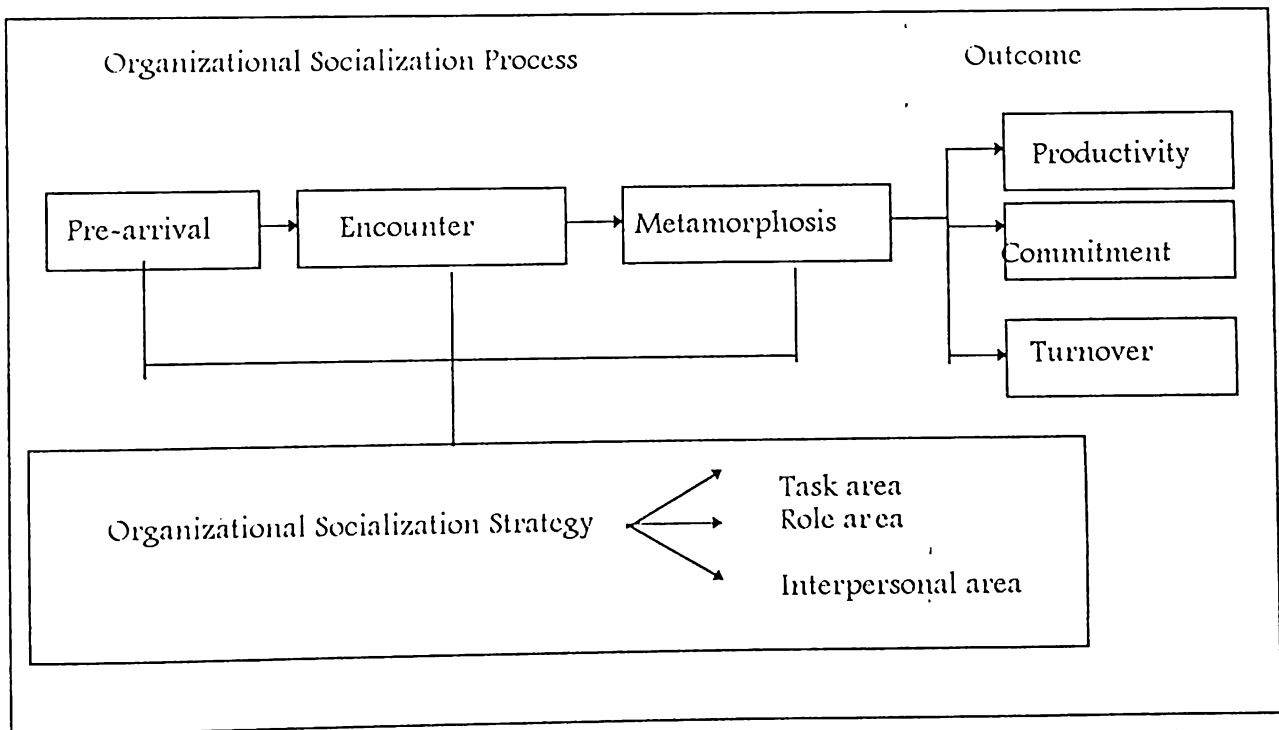

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Source: Robins, Stephen R. Organizational behavior: Concepts, Controversies, and Applications. Englewood Cliffs, New Jersey: Prentice Hall. 1986.

As illustrated, the three stages of organizational socialization, namely, prearrival, encounter, and metamorphosis, determine levels of productivity, commitment, and turnover.

Combining the Porter, Lawler, Hackman model to what Newstrom stated that task, role, and interpersonal demands pose the three major sources of organizational stress (Newstrom, 50), and the involvement of the organizational socialization strategies in the organizational socialization process, we arrive at the model:

The Modified Porter, Lawler, Hackman Model



The model shows the progression of the organizational socialization process from the pre-arrival to the encounter to the metamorphosis stage as was shown earlier in the Porter, Lawler, Hackman model. And within this process are the organizational

socialization strategies that address the three areas of the task, the role and the interpersonal. These strategies and its attention to the three areas underlie the process from the initial to the latter part of organizational socialization which eventually results in increased productivity and commitment and decreased turnover.

## OPERATIONAL FRAMEWORK

**Organizational Socialization** -- the process all employees go through when joining an organization. It involves learning about things relevant to the employee and the organization, particularly classified under the task, role, and interpersonal areas.

**Organizational Socialization Strategies** -- are the activities initiated by the organization to facilitate the organizational socialization of employees.

**Task Area** -- this area covers things relevant to the work for which the employee was hired. This includes:

1. the responsibilities and scope of the task
2. the abilities and skills needed to perform the task
3. the development of these needed abilities and skills
4. guidelines on how the task is to be performed
5. other aspects such as the presence or absence of the help from other people in the accomplishment of the task, the materials needed, and the deadlines, if any, of the outputs.

**Role Area** -- This area covers information about the organization such as organizational values, beliefs, norms, rules, and policies that influence employee behavior. Since the expectation of the co-workers, the rewards and punishment, as well as the evaluation of past performance also affect behavior, then, they too are covered by the role area:

Note that behavior, as used in the role area, refer to the non-work related and non-interpersonal behaviors for the work related and interpersonal aspects are included in the task and interpersonal areas respectively.

**Interpersonal area** -- this area covers the establishing favorable relationships with co-workers. For the purpose of analyzing the success of the organizational strategies in this area, Kahns findings on what make up effective interpersonal relationships will be used.

## CHAPTER III

### METHODOLOGY

#### A. Research Design

The design of this paper was both qualitative and quantitative. It was qualitative in the discussion in the organizational profile and history, and the organizational socialization strategies used. While, it was quantitative in its analysis of the abilities of the organizational socialization strategies to socialize the employees.

This design was chosen by the researcher to achieve flexibility in data gathering and analysis.

#### B. Variables

Through the various literature and resources, the following measures were assigned by the researcher:

##### 1. Task Area

- a. employee's knowledge of the responsibilities and scope of the job
- b. employee's knowledge of the abilities and skills needed to perform the job.
- c. development of the abilities and skills needed to perform the job.
- d. employee's knowledge of the guidelines on how to perform the job.
- e. employee's knowledge of the other people involved in the job, the materials needed, and the job deadlines

## 2. Role Area

- a. employee's knowledge of the values, beliefs, objectives, and goals of the organization.
- b. employee's knowledge of the organization's rules, procedures, and norms.
- c. employee's knowledge of the behaviors that are desirable in the organization.
- d. employee' knowledge of the reward system (the kinds of punishments and rewards appropriated and for what they are given).
- e. employee's knowledge of the evaluation of past performance.

## 3. Interpersonal Area

- a. employees' ability to tease and greet each other.
- b. employees' ability to communicate advice, support and empathy to each other.
- c. employees' ability to treat each other positively despite another's particularly less favorable behavior.
- d. employees have feeling of acceptance as member of the group and
- e. employees' ability to trust each other with personal and work-related information.

## C. Data Gathering

Based on from literature and related studies, the researcher formulated the questionnaire to be answered by the employees, and the interview schedule for the top management.

Prior to the actual survey, the questionnaire was pre-tested 3 times so that a comprehensive and polished questionnaire was provided to the actual respondents. Twice, the pre-test was conducted at the Office of Student Affairs of UP Manila, while the third pre-test was done at the Printing Services of the Department of Justice. These organizations were chosen for they are the same with the organization where the actual survey was conducted. All are service-oriented government services.

#### D. Respondents

Thirty percent of the total population of the Central Administrative Office of the Civil Service Commission which equaled 31 respondents, was taken. The sampling used was convenience sampling and the respondents were from the approximately 90 employees of the office.

#### E. Instrument

The questionnaire is a three-part survey. The first part is related with the awareness and participation of the employees to the various organizational socialization strategies. It also addressed the communication media used to disseminate information about the activities and the reasons for attending and missing the management-initiated organizational socialization strategies.

The second part of the questionnaire addressed the major objective of this paper by focusing on organizational socialization activities that are helpful in enabling the respondents to learn the items classified under the task, role and interpersonal areas. Open-ended questions were also included to enable the respondents to write additional information.

The third part is composed most by open-ended questions that would solicit the perception, comments, suggestions, and reaction of the employees towards the organizational socialization strategies used by the organization.

All the questions, except the open-ended ones and the questions on the frequency of attendance to the activities, are answerable by checking the categories.

#### **F. Measure**

The measure used for the study was taking the frequency of the answer and dividing it over the n number of respondents to get the percentage (the frequency-percentile method). The equivalent of n varies as some questions are not applicable to the total number of respondents (i.e. the n equals the number of respondents who have attended a certain organizational socialization activity is used to determine the ability of the strategies to socialize the employees).

## CHAPTER IV PRESENTATION AND ANALYSIS OF DATA

### I. Organizational Profile

#### A. The Civil Service Commission

The Civil Service Commission started as the Civil Service Board that administered civil service examinations and set standards for the appointment in government offices. From there, the Commission has gone a long way in improving the standard of public service and strengthening the public administrative system.

The CSC has six offices in its structure namely: the Research and Development Office; Office for Legal Affairs; Office for Recruitment, Examination, and Placement; Management Information Office; and the Central Administrative Office. Aside from these, the regional offices are also included while the field offices fall under the regional offices.

The different programs of the Commission (like the Mamamayan Muna, Bago Mamaya Na) are all efforts towards the vision of the organization which is “building human resources for good governance” and its mission of ensuring that “the government attract, develop, maintain and manage a service-intensive corp of public servants.

#### B. The Central Administrative Office

The Central Administrative Office or the CAO is one of the six offices of the Civil Service Commission. Its general function is to provide the government with [personnel, financial, logistics and other basic support services. The CAO is also in-

charge of formulating internal policies on personnel matters and of administering the personnel programs.

Achieve the multiple function of the CAO, the office has several divisions under it, namely: Budget; Accounting; Personnel; General Services, Property and Supply; Cash and Disbursement; Building and Ground Maintenance; and the CSC Library.

The Central Administrative Office has currently 91 people under it.

## II. The Organizational Socialization Strategies

Generally, the Civil Service Commission has the Employee Welfare and Benefits Program, which is embodied in the organization's policies and circulars, and which guides the CSC in its organizational socialization strategies specially those regarding sports and social activities. As a model to the other government agencies, the CSC comes up with various activities for its employees.

### A. The CSC Orientation Course and ALAB Induction Program

The ALAB, or Alay Sa Bayan, training is the first step one undergoes upon entering government service. For the Civil Service Commission, this organizational socialization strategy aims to establish awareness and appreciation of the nature and expectation of public service, as well as the organization's culture and values so they can be professionals and responsive to the needs of the people. This activity also briefs employees on his or her role in public service, including the expectations, standards, and disciplines.

The CSC Orientation Course and ALAB Induction Program are participated in by 1<sup>st</sup> and 2<sup>nd</sup> level employees who are new entrants in government service, appointed under permanent status, and have rendered service of not more than one year. This activity lasts for seven days and is usually held around July or August.

#### B. The Continuing Seminar on English Skills

The aim of this organizational socialization strategy is to provide the employees the skills for effective written communication. Related to this is the Put It In Writing Course designed to enhance the writing skills of the CSC employees.

This activity lasts for five days and is participated in by 1<sup>st</sup> and 2<sup>nd</sup> level employees. Each year, this activity is held about two to three times with different batches attending each time.

#### C. Information Technology Training

This is also known as Computer Training Program. The Civil Service Commission is quite updated when it comes to computer technology. They already have Internet and E-mail services. And they have their very own training facilities.

This training teaches employees computer operation, computer software, maintenance, and some programs such as Microsoft and power point. This is one of the organization's short courses and lasts only for three days.

#### D. Regular Meetings and Assemblies

Meetings in the Civil Service Commission take up most of the time due to side topics and conversations, and the results of these meetings are not always productive.

The presiding officer varies from meeting to meeting, and the number and topics of the meeting vary according to needs. An example is the staff meeting which tackles issues that the employees want to talk about.

#### E. Supervisory Development Course

The Supervisory Development Course is limited to first line supervisors. It consists of several modules focusing on critical competencies required for supervisory effectiveness.

A five-day, live-in intensive course, this organizational socialization strategy is often held twice a year – one in January and another in June.

#### F. Local Scholarship Program

The Local Scholarship Program was initially for those who are planning to have masteral degrees since one of the requirements to be a division chief is a masteral degree. However, since many employees reason out that they cannot finance their education, the CSC came up with this Local Scholarship Program.

Budget for this activity is solicited from the Congress. Presently, the CSC received a considerable amount, but in the testing the CSC gave to determine who are qualified for scholarship, only very few employees passed. Because of this, the budget provided them is not maximized.

Now, they have expanded the program to cover not only those who want to finish their masteral degrees, but also include the skill workers, and undergraduates who want to finish their bachelors degree. The CSC came up with this since many employees do not qualify for promotion because they have not received they bachelors degree.

#### G. Values Orientation Workshop

The Values Orientation Workshop (VOW) of the Civil Service Commission is geared towards clarifying one's operative values within the context of RA 6713. This is designed for 1<sup>st</sup> and 2<sup>nd</sup> level employees and lasts for three days.

Attendance to the Values Orientation Workshop (VOW) is often just once since the context of the workshop is just the same. Employees who have attended this are expected to have internalized the values discussed. Two satisfactory ratings are given to the employees, and failing the evaluation is already ground for separation.

#### H. Mass

The Civil Service Commission also seeks to contribute to the spiritual development of its employees. Mass is held every first Friday of every month and during feasts of some saints.

#### I. Sports Programs

One of the major concerns of the Employee Welfare and Benefits Program, full-blown sports programs suffered cost restrictions for some time. Nevertheless, the CSC never failed to hold sports festivities that feature fun games.

The agency even sends employees to join the GOAL or Government Offices' Athletic League on a limited basis, and comes up with a mini sports feast every summer. Sometimes, these activities are also made to coincide with the Civil Service Celebration every September.

And with the construction of a multi-purpose gymnasium in the CSC grounds, this year's sports program is expected to include real sports such as volleyball, tennis, pingpong, and basketball.

## J. Social Activities

The social activities of the CSC covers several activities. First, there is ballroom dancing ( a rumor even spread before that the CSC is spending too much ballroom dancing). They hire dance instructors for several months and everybody can participate and learn ballroom dancing every Tuesdays and Thursdays. They had this for six months but after a survey which showed that the employees would prefer to push through with the other activities, the CSC stopped this ballroom dancing activity.

In place of ballroom dancing, CSC now conducts aerobics every Mondays and Wednesdays, and art class every Fridays. They also have the bi-monthly socials where they honor the birthday celebrators. Aside from these, they also hold Christmas parties, and even a search for Mr. And Ms. Valentine every February. And every summer, there is the outing for the employees.

## K. Hasik-Diwa

Hasik-Diwa is a gathering of employees where they will be in one place or hall and the management invites speakers to discuss on various topics. Also part of this activity is interaction and sharing of experiences among the employees.

## III. Communication Media

The Civil Service Commission employs various communication media to inform its employees of the details (time, place, date) of the organizational socialization strategies.

The office memorandum is the most common. Bulletin boards are also utilized. The Civil Service Commission has two publications – the CSC Update and the CSC Reporter – that are both used. General assemblies also serve as communication

media. And the updated computer facilities of the CSC also helps in conveying information about the organizational socialization strategies through the local area network.

#### IV. Presentation and Analysis of Tables

Thirty one employees of the Central Administrative Office of the CSC served as respondents for this study. Table 1 presents the profile of the respondents in terms of what division under the CAO they belong to.

TABLE 1: Profile (Division respondents belong to)

DIVISION	Frequency	%
1. Budget	2	7%
2. Accounting	5	16%
3. Personnel	5	16%
4. General services	9	29%
5. Property and Supply	3	10%
6. Cash and Disbursement	1	3%
7. Building and Ground Maintenance	5	16%
8. CSC Library	1	3%
TOTAL	31	100%

The profile of the respondents in terms of their length of stay with the company was also sought and Table 2 presents the findings.

TABLE 2: Profile (Respondents' Stay with the Company)

LENGTH OF STAY WITH COMPANY	Frequency	%
1. 1-2 years	1	3%
3-4 years	6	19%
5-6 years	8	26%
7-8 years	7	23%

9-10 years	3	10%
11-12 years	3	10%
13-14 years	1	3%
15-16 years	1	3%
17-18 years	1	3%
TOTAL	31	100%

Prior to attending the various organizational socialization strategies of the Civil Service commission, awareness to these activities is necessary. Table 3 shows the level of awareness the employees have towards the various organizational socialization strategies of the CSC.

TALBLE 3: Level of Awareness towards the organizational socialization strategies

ORGANIZATIONAL SOCIALIZATION STRATEGY	YES		NO	
	Frequenc y	%	Frequency	%
1. CSC Orientation Course and ALAB Induction Program	31	100%	0	0%
2. Continuing Seminar on English Skills	12	39%	19	61%
3. Information Technology Training	11	35%	20	65%
4. Regular Meetings and Assemblies	25	81%	6	19%
5. Supervisory Development Course	5	16%	26	84%
6. Local Scholarship Program	7	23%	24	77%
7. Values Orientation Workshop	27	88%	4	12%
8. Mass	12	39%	19	61%
9. Sports Programs	21	68%	10	32%
10. Social Activities	26	84%	5	16%
11. Hasik-Diwa	11	35%	20	65%
12. Others	0	0%	0	0%
TOTAL	188	55%	153	45%

The results show that the CSC Orientation Course and ALAB Induction Program is the activity most known by the respondents. The said activity got 100% level of awareness, followed by the Values Orientation Workshop with 88% and a close third are the Regular Meetings and Assemblies with 81% level of awareness. Among the eleven organizational socialization strategies, the least known were the Supervisory Development Course (which is probably because none of the respondents were first line supervisors because at the time the study was conducted they were on a seminar) and the Local Scholarship Program.

Also, the table shows that general awareness level of the Central Administrative office employees to the eleven activities is just 55%. This is because while knowledge of the existence of some of the activities is quite high, there is still minimal awareness to the other activities, hence, pulling the total percentage down.

This finding, that the average level of awareness barely exceeds the halfway mark, is significant considering that the activities are for the employees and that they should be aware of them so that they could participate, and that these activities may help them in their socialization. Even if the Supervisory Development Course is removed (since none of the respondents are first line supervisors), still, the result is just medium level of awareness.

Table 4 contains the responses of the employees to the question whether the information (date, time, place) disseminated about the organizational socialization strategies is enough.

TABLE 4: Are the information disseminated about the activities enough?

YES		NO	
Frequency	%	Frequency	%
30	97%	1	3%

It can be seen that there is high affirmative response (at 97%), meaning the respondents perceive that there is enough information disseminated about the activities. Relating this finding with that of the previous table, it is evident that even if the level of awareness to the activities is low, still, the employees believe they are given enough details about these activities

Related with the level of awareness towards the organizational strategies and the amount of information disseminated about these activities are the communication media used by the CSC. Table 5 has the findings pertaining to this:

TABLE 5: Communication Media used in disseminating information about the organizational socialization strategies.

COMMUNICATION MEDIA	YES		NO	
	Freq.	%	Freq.	%
1. Bulletin Board	28	90%	3	10%
2. General Assembly	13	42%	18	58%
3. Local Area Network	1	3%	30	97%
4. Colleagues	16	52%	15	48%
5. Newsletter	8	26%	23	84%
6. Memos	27	87%	4	13%
7. Others	0	0%	0	0%
TOTAL	93	50%	93	50%

From the above, it can be gathered that the bulletin board is from where 90% of the employees get the information about the organizational socialization activities. The other top communication media are the memos, with 87%, and

colleagues, at 52%. That colleagues as source of information got a comparatively high percentage underscore the significance of the grapevine that it almost equals some formal, management-governed sources of information. The result also shows that though one or two of the communication media got very high responses, still, the average usefulness of the media used by the CSC is low because of the low averages of the other communication media which pills the general average down.

To the management claim that they have very effective information dissemination system, the resulting level of awareness of the employees to the organizational socialization strategies is a contradiction. However, the answer of the big majority of the respondents that they receive enough information about the activities reflect the completeness of the messages disseminated about the organizational socialization strategies. Meanwhile, the below average response to some of the communication media indicate that these means of information dissemination are not well utilized.

The attendance to the organizational socialization activities was also sought and Table 6 presents the findings.

TABLE 6: Level of participation (attendance)

ORGANIZATIONAL SOCIALIZATION STRATEGIES	YES		NO	
	Freq.	%	Freq.	%
1. CSC Orientation Course and ALAB Induction Program	31	100%	0	0%
2. Continuing Seminar on English Skills	8	26%	23	74%
3. Information Technology Training	5	16%	26	84%
4. Regular Meetings and Assemblies	18	58%	13	42%
5. Supervisory Development Course	0	0%	31	100%
6. Local Scholarship Program	0	0%	31	100%
7. Values Orientation Workshop	24	77%	7	23%
8. Mass	12	39%	19	61%
9. Sports Program	15	48%	16	52%
10. Social Activities	24	77%	7	23%
11. Hasik-Diwa	6	19%	25	81%
12. Others	0	0%	0	0%
TOTAL	143	46%	198	54%

It can be seen from the table that the level of participation of the employees is even lower than that of awareness with a total average of 46%. This is the result even with the exclusion of the Supervisory Development Course (because the attendance to this organizational socialization strategy would definitely be zero because none of the respondents are in the first line supervisory level to which the said activity is limited). Again, the same trend applies with some getting high level of participation (again, the CSC Orientation Course and ALAB Induction Program got the highest percentage at 100%, followed by the VOW and social activities both with 77%) while the others got low (again, like in the level of awareness, the Local Scholarship Program got the lowest at 0%), hence, offsetting the general average of participation to only 46%.

After determining the level of participation, the reasons why the employees attend the organizational socialization strategies was also determined. Table 7 contains the findings.

TABLE 7: Reasons for Attending the organizational socialization strategies

REASONS	YES		NO	
	Frequency	%	Frequency	%
1. Required	28	90%	3	10%
2. Interested in Activity	25	81%	6	19%
3. Reward for Attendance	6	19%	25	81%
4. Colleagues are also attending	12	39%	19	61%
5. Others	0	0%	0	0%

Ninety percent of the respondents indicated that the activity being required is the reason for their attendance. The second highest motivation is interest in the activity which gathered 81% of the responses, while reward for attendance got the lowest percentage at 19%

Relating the above finding with the level of participation to the organizational socialization strategies, it can be seen that activity being "required" as the most common reason agrees with the one hundred percent attendance in the CSC Orientation Course and ALAB Induction Program where participation is compulsory. On the other hand, the result also shows that the second most common reason, which is interest in the activity, agrees with the social activities receiving also relatively high participation.

The next table shows the frequency of attendance to the different organizational socialization activities.

TABLE 8: Frequency of Attendance to the Organizational Socialization Strategies

ORGANIZATIONAL SOCIALIZATION STRATEGIES	1-3 TIMES		4-6 TIMES		7-9 TIMES		More than 9 Times		No Answer	
	freq	%	freq	%	freq	%	freq	%	freq	%
1. CSC Orientation Course and ALAB Induction Program	25	81%	0	0%	0	0%	0	0%	6	19%
2. Continuing Seminar on English Skills	4	50%	1	12%	0	0%	0	0%	3	38%
3. Information Technology Training	4	80%	0	0%	0	0%	0	0%	1	20%
4. Regular Meetings and Assemblies	1	6%	0	0%	0	0%	7	39%	10	55%
5. Supervisory Development Seminar	0	0%	0	0%	0	0%	0	0%	0	0%
6. Local Scholarship Program	0	0%	0	0%	0	0%	0	0%	0	0%
7. Values Orientation Workshop	20	83%	0	0%	0	0%	0	0%	4	17%
8. Mass	0	0%	1	8%	0	0%	8	67%	3	25%
9. Sports Programs	9	60%	3	20%	0	0%	3	29%	0	0%
10. Social Activities	2	8%	3	12%	1	4%	7	20%	11	46%
11. Hasik-Diwa	2	33%	1		0	0%	1	17%	2	33%
12. Others	0	0%	0	0	0	0%	0	0%	0	0%

It can be seen that attendance to most of the activities (CSC Orientation and ALAB Induction Program, Continuing Seminar on English Skills, Information Technology Training, Values Orientation Workshop, and Sports Programs) is just from 1-3 times, while attendance to the mass is mostly more than 9 times. The finding further shows that the responses the Table 8 are in congruence with the level of attendance and the reason for attending. The frequency of attendance to the CSC Orientation Course and ALAB Induction Program being from one-three times is related

to the fact that all employees are required to attend this activity at least once. While the frequency of attendance to the social activities being mostly more than nine times agrees with the result that "interest in the activity" is the second most common reason for attendance and that social activities got second to the highest level of participation.

Next table contains the responses to the questions whether the employees have missed any of the organizational socialization strategies.

TABLE 9: Have you missed any organizational socialization strategies?

YES		NO	
Frequency	%	Frequency	%
10	32%	21	68%

It can be seen from the table that only 32% of the respondents answered that they have missed any of the activity, as opposed to the 68% who indicated that they have not missed any. It is worth taking note that even with the low attendance level, majority of the employees answered that they have not missed any of the organizational socialization activities. This finding is likely related with the level of awareness, which is just barely 50%, hence, even with the low participation level the employees believe that they have not missed any of the activities since they are not aware of some of these strategies in the first place.

Meanwhile, for those who have answered affirmatively to the question whether they have missed any of the organizational socialization strategies, their reasons are indicated in Table 10.

TABLE 10: Reasons for missing any organizational socialization strategies

REASONS	YES		NO	
	Frequency	%	Frequency	%
1. Hectic Schedule	7	70%	3	30%
2. Unaware of the Activity	5	50%	5	50%
3. Health Problems	3	30%	7	70%
4. Activity is not interesting enough	0	0%	0	100%
5. Others	0	0%	0	0%

“Hectic schedule” got the highest percentage at 70%, followed by unawareness to the activities at 50%, then health problems got 30%, while ‘activity is not interesting enough’ was not at all indicated as the reason for missing the activities.

Going to the three areas addressed by the organizational socialization activities, which are the Task, Role, and Interpersonal areas, the findings indicate that the respondents have greatly learned or acquired the items included under each area. Starting with the Task Area as indicated in Table 11.

TABLE 11: Level of socialization in the Task Area

ITEMS RELEVANT TO THE TASK AREA	YES		NO	
	Freq.	%	Freq.	%
1. knowledge of the responsibilities and scope of the job	30	97%	1	3%
2. knowledge of the abilities and skills needed for the job	29	94%	2	6%
3. development of the abilities and skills needed	27	87%	4	13%
4. knowledge of the guidelines on how to perform the job	29	94%	2	6%
5. knowledge of the other people involved in the job, the materials needed, and job deadlines.	30	97%	10	6%
TOTAL	145	94%	10	6%

For the Task Area alone, the table shows that the level of learning of the things relevant to the job for which the employees were hired is 94%. Percentages in

each of the of the five items under the Task Area are also quite high with “knowledge of the responsibilities and scope of the job” having the highest degree of learning at 94%, but with "development of the abilities and skills needed" receiving the lowest percentage of affirmative responses at 87%. Relating this with the level of attendance, this finding can be explained by the low participation level in organizational socialization strategies that could enhance the skills of the employees -- the Continuing Seminar in English Skills got only 26%, while the Information Technology Training got only 16%. Taken together, the level of attendance to skills development activities is just 21%, hence, the relatively lower level of development of abilities and skills needed for the job. In general, the level of socialization in the Task Area is shown to be quite high at 94%.

Moreover, aside from the items listed under the Task Area, Table 12 contains answers to whether the employees have learned other things that have helped them perform their jobs.

TABLE 12: Have you learned other things that have helped you perform your job?

YES		NO	
Frequency	%	Frequency	%
3	10%	28	90%

Ninety percent answered that they have not yet learned other things that have helped them perform their job, while 3% responded 'yes' and elaborated that these things are those "a clerk is underqualified technically to perform but easy enough if your peers are patient enough to teach you." .Eventhough this 3% is just a very small percentage, it nevertheless presents a picture of organizational socialization that is not

initiated by the management of the Civil Service Commission. The 3% also shows the role of interaction with peers in the learning process of some employees.

The results in the Role Area also shows a high degree of learning of the things that influences the behaviors of the employees in the organization. The result of the level of socialization in the Role Area is in Table 13.

TABLE 13: Level of socialization in the Role Area

ITEMS RELEVANT TO THE ROLE AREA	YES		NO	
	Freq.	%	Freq.	%
1. knowledge of the values, beliefs, objectives, and goals of the organization	30	97%	1	3%
2. knowledge of the organization's rules, procedures, and norms	30	97%	1	3%
3. knowledge of the desirable behaviors in the organization	31	100%	0	0%
4. knowledge of the kinds of rewards and punishments appropriated	26	84%	5	16%
5. knowledge of the evaluation of past performance.	23	74%	8	26%
TOTAL	140	90%	15	10%

The most that the respondents have learned in the Role Area is “knowledge of the desired behaviors in the organization” at 100%, while “knowledge of the kinds of rewards and punishments appropriated” got only 84% and “knowledge of evaluation of past performance” had only been learned by 74% of the respondents. This agrees with the result of the interview schedule which showed that no special organizational socialization strategy is initiated by the CSC to address the rewards and punishments appropriated, and that the only evaluation that the employees get is for internalizing the values taught in the Values Orientation Workshop. The total level of socialization in the Role Area is 90%.

Meanwhile, the next table shows the respondents' answer o the question whether they have learned other things that have influenced their behavior in the organization.

TABLE 14: Have you learned other things that have influenced you behavior in the organization?

YES		NO	
Frequency	%	Frequency	%
2	6%	29	94%

From Table 14, it can be seen that almost all the respondents (at 94%) said that they have not learned other things that have affected their behavior, other than the five given.

Table 15 has the level of socialization in the Interpersonal Area.

TABLE 15: Level of socialization in the Interpersonal Area

ITEMS RELEVANT IN THE INTERPERSONAL AREA	YES		NO	
	Freq.	%	Freq.	%
1. ability to tease and greet your co-worker	30	97%	1	3%
2. ability to communicate advice	30	97%	1	3%
3. ability to treat each other positively despite another's particularly less favorable behavior	30	97%	1	3%
4. has feeling of acceptance as member of the group	31	100%	0	0%
5. ability to trust each other with personal and work-related information	29	94%	2	6%
TOTAL	150	97%	5	3%

The table indicates that the level of learning of the items under the Interpersonal Area is also very high and equals that of the Task Area (both at 94%). This indicates that the respondents have good interpersonal relationship with their co-workers. The findings also show that all the employees have "feelings of acceptance as member of the group", while a very small percentage (6%) of the respondents indicated inability to trust their co-workers with personal and work-related information.

Table 16 shows the responses of the respondents on the question whether they exhibit other things that are indicative of their good interpersonal relations with their co-workers.

TABLE 16: Do you exhibit other behaviors indicative of your good interpersonal relations?

YES		NO	
Frequency	%	Frequency	%
0	0%	31	100%

One hundred percent of the respondents indicated that they do not exhibit other behaviors that are indicative of their good interpersonal relations, other than those already given.

Table 17 shows the level of socialization in all the three areas.

TABLE 17: Level of Socialization in the three areas

AREAS	YES		NO	
	Frequency	%	Frequency	%
1. Task Area	145	94%	10	6%
2. Role Area	140	90%	15	10%
3. Interpersonal Area	150	97%	5	3%
TOTAL	445	94%	30	6%

Overall, the findings indicate that the level of learning of the employees of the things relevant to the Task, Role, and Interpersonal Areas is quite high at 95% -- meaning that the present organizational socialization of the respondents is nearly perfect, and that currently there is little probability for organizational stress since its three major sources are greatly satisfied.

As for the comparison of the different organizational socialization strategies, findings show that different activities have different levels of ability to socialize the employees in the three areas. Table 18 first shows the level of helpfulness (or the ability to socialize the respondents) of the organizational socialization strategies in the role area.

TABLE 18: Ability of the organizational socialization strategies to socialize the respondents in the Task Area.

ORGANIZATIONAL SOCIALIZATION STRATEGIES	know- ledge of the respon- sibilitie s & scope of the job.	know- ledge of the abilities and skills needed for the job	develop- ment of the abilities and skills needed	know- ledge of the guide- lines on how to perform the job	know- ledge of the other people involved, the materials needed, and the job deadlines.	TOTAL	
						f	%
✓1. CSC Orientation Course and ALAB Induction Program (n*=31)	27	24	11	22	17	101	65%
✓2. Continuing Seminar on English Skills (n=8)	5	6	7	5	1	24	60%
✓3. Information Technology Training (n=5)	1	1	5	4	3	14	56%
✓4. Regular Meetings and Assemblies (n=18)	7	9	3	12	12	43	48%
5. Supervisory Development Course (n=0)							
6. Local Scholarship Program (n=0)							
7. Values orientation Workshop (n=24)	11	7	12	14	13	57	48%
8. Mass (n=12)	0	0	1	0	0	1	3%
9. Sports Programs (n=15)	1	1	1	1	5	9	12%
10. Social Activities (n=24)	1	0	2	0	11	14	12%
11. Hasik-Diwa (n=6)	0	0	1	0	0	1	3%
12. Others (n=0)							34%
TOTAL							57%
✓ TOTAL							

For the Task Area, the CSC Orientation Course and ALAB Induction Program was shown to be the most helpful in enabling the respondents to learn the things that are relevant to the respondents' job. This respondents' perception of the helpfulness of the CSC Orientation Course and ALAB Induction Program is in accordance with the aim of the said activity -- which is to mainly help the employees in the performance of their task as public servants. Second to the ALAB is the Continuing Seminar in English Skills whose helpfulness in enabling the employees to learn the things relevant to the Task Area can also be explained by its aim -- which is to provide the employees with the "skills needed in effective written communication." While that social activities and the mass which were not at all helpful in the Task Area can also be understood by looking at the objectives of these activities.

Overall in the Task Area, the organizational socialization strategies are only 34% helpful to the respondents in enabling them to learn the things important to their jobs, This is because the other activities are not addressed to the Task Area, hence, the low percentages of the non-task-oriented organizational socialization activities pull down the total percentage of all the activities. However, if the task-oriented activities, which can be identified by looking at the aims of the strategies, are isolated (thus, limiting it to just the CSC Orientation Course and ALAB Induction Program, Continuing Seminar on English Skills, Information Technology Training, and Regular Meetings and Assemblies) the result is a higher percentage at 57% - which is still low considering that these activities are supposed to address the Task Area. This means that these organizational socialization strategies still lack the necessary information and ingredients to enable the respondents to learn about the things important to their jobs.

Going to the Role Area, Table 19 shows the respondents' answer on how helpful the various activities are in enabling them to learn things that have guided their behavior in the organization.

TABLE 19: Ability of the organizational socialization strategies to socialize the respondents in the Role Area.

ORGANIZATIONAL SOCIALIZATION STRATEGIES	know- ledge of the values, beliefs, objec- tives and goals of the organizat ion	know- ledge of organiza- tion rules, proce- dures, and norms,	know- ledge of the desirable behavior in the organiza- tion	know- ledge of the kinds of reward and punish- ments approp- riated	know- ledge of the evalua- tion of past perform- ance	TOTAL	
						f	%
1. CSC Orientation Course and ALAB Induction Program (n=310)	19	24	13	17	6	79	51%
2. Continuing Seminar on English Skills (n=8)	1	2	4	3	4	14	35%
3. Information Technology Training (n=5)	0	1	1	1	2	5	20%
4. Regular Meetings and Assemblies (n=18)	9	7	10	8	5	39	43%
5. Supervisory Development Course (n=0)							
6. Local Scholarship program (n=0)							
✓ 7. Values Orientation Workshop (n=24)	22	18	21	9	12	82	68%
✓ 8. Mass (n=12)	1	1	2	0	0	4	7%
9. Sports Programs (n=15)	0	0	1	0	0	1	1%
10. Social Activities (n=24)	5	0	5	2	0	12	10%
11. Hasik-Diwa (n=6)	0	1	0	0	0	1	1%
12. Others (n=0)							
TOTAL							26%
✓ TOTAL							38%

The results indicate an even lower average of all the organizational socialization strategies at 26%. Again, this is because the percentages of the non-role-oriented activities off set the total average. But even if the Values Orientation Workshop and Mass were isolated, because they are the role-oriented activities as determined through their aims, the result is still low at 38%. This is because these activities barely address the rewards and punishments, and the evaluation of past performance. Thus, the organizational socialization strategies of the Civil Service Commission lack the ability to enable the respondents to learn about the things that can guide or influence their behavior in the organization.

Moreover, the finding that the Values Orientation Workshop lead in the Role Area while sports programs finished last can again be explained by the aim of the activity.

The next table, Table 20, present the findings on how much the strategies have socialized the employees in the Interpersonal Area

TABLE 20: Ability of the organizational socialization strategies to socialize employees in the Interpersonal Area

ORGANIZATIONAL SOCIALIZATION STRATEGIES	ability to tease and greet your co-worker	ability to communicate advice, support, and empathy to co-worker	ability to treat each other positively despite another's particularly less favorable behavior	have feeling of acceptance as member of the group	ability to trust each other with personal and work-related information	TOTAL	
						f	%
1. CSC Orientation Course and ALAB Induction Program (n=31)	4	2	2	5	7	20	13%
2. Continuing Seminar on English Skills (n=8)	2	0	0	0	0	2	5%
3. Information Technology Training (n=5)	3	2	2	2	1	10	40%
4. Regular Meetings and Assemblies (n=18)	7	9	5	7	6	34	38%
5. Supervisory Development Course (n=0)							
6. Local Scholarship Program (n=0)							
7. Values Orientation Workshop (n=24)	9	17	13	9	16	64	53%
8. Mass (n=12)	0	5	8	4	4	21	35%
✓ 9. Sports Programs (n=15)	9	6	7	9	1	32	43%
✓ 10. Social Activities (n=24)	20	17	12	18	11	78	65%
✓ 11. Hasik-Diwa (n=6)	2	4	2	3	1	12	40%
12. Others (n=0)							
TOTAL							39%
✓ TOTAL							49%

The Interpersonal Area is where there is the highest total percentage at 39%. And when the interpersonal-oriented organizational socialization strategies are isolated, there is an even higher percentage at 49%. It is also noticeable that each of the activities showed generally higher ability to socialize in the Interpersonal Area than in the other two. From this, it can be said that every organizational socialization strategy, whether it is for teaching the employees about their task or role, presented opportunities for the respondents to develop good interpersonal relationship with their co-workers.

Furthermore, it is also understandable that the social activities were perceived as the most helpful in the interpersonal area since the objective of this activity is addressed to the interpersonal area. That the Values Orientation Workshop came in as the second most helpful is also not surprising since the values taught in this organizational strategy can be applied to achieve good interpersonal relations.

Now, the ability of the organizational socialization strategies to socialize the employees in the Task, Role, and Interpersonal Areas are combined in Table 21.

ORGANIZATIONAL SOCIALIZATION STRATEGIES	TASK AREA		ROLE AREA		INTERPERSONAL AREA		TOTAL	
	freq.	%	freq.	%	freq.	%	freq.	%
1. CSC Orientation Course and ALAB Induction Program	101	65%	79	51%	20	13%	200	43%
2. Continuing Seminar on English Skills	24	60%	14	35%	2	5%	40	33%
3. Information Technology training	14	56%	5	20%	10	40%	29	39%
4. Regular Meetings and Assemblies	43	48%	39	43%	34	38%	116	43%
5. Supervisory Development Course								
6. Local Scholarship Program								
7. Values Orientation Workshop	57	48%	82	68%	64	53%	203	53%
8. Mass	0	0%	4	7%	21	35%	25	14%
9. Sports Programs	9	12%	1	1%	32	43%	42	19%
10. Social Activities	14	12%	12	10%	78	65%	104	29%
11. Hasik-Diwa	1	3%	1	3%	12	40%	14	16%
12. Others								
TOTAL		34%		26%		39%		33%

Combining all the three areas, the finding is that the Values Orientation Workshop has the most ability to socialize the employees. This is because the activity has maintained a comparatively high percentage in all the area. Next is the CSC Orientation Course and ALAB Induction Program which got high scores in the task and role areas but was off set in the interpersonal area (probably because the employees have just entered the organization when they received this activity, hence, their focus is on learning about their task and not yet on establishing good interpersonal relations). Third is the Information Technology Training which did not only help the employees perform their task but also presented opportunities for the

respondents to enhance their interpersonal relationships. Meanwhile, the organizational socialization activity that came in last is the mass which, as the management says, is geared more towards the spiritual development of the individual.

Now, relating the result of the ability of the organizational socialization strategies in helping the employees learn about their task, and role, and achieve good interpersonal relations to the findings on the level of socialization in the three areas, an incongruence appears. That while respondents' answers indicate that the activities are not totally helpful, still, they indicate that they have learned almost all the items in the Task, Role, and Interpersonal Areas. This finding is a good indication that a lot of the learning of the employees did not come from the company-initiated activities, but from others means -- probably through daily performance of their task, and interaction with their co-workers.

Finally, the next three tables contains the replies of the respondents to the questions "Are the current organizational activities sufficient?," "Do the organizational socialization strategies need improvement?," and "Is there a need for additional organizational socialization strategies?" respectively.

TABLE 22

YES		NO	
Frequency	%	Frequency	%
30	97%	1	3%

TABLE 23

YES		NO	
Frequency	%	Frequency	%
13	42%	18	58%

TABLE 24

YES		NO	
Frequency	%	Frequency	%
6	19%	25	81%

Majority of the respondents replied that the organizational socialization strategies that the Civil Service Commission currently provides them are enough - probably because they have already learned most of the things important to their task and role, and the achievement of good interpersonal relations. However, nearly half of the respondents indicated that improvement of these activities is necessary - the strategies they said should be improved are the Values Orientation Workshop by increasing the attendance, the sports programs should be done regularly, better trainers, more activities for skills development, and that the activities should be open to all CSC employees. A majority also indicated that the addition of other organizational socialization strategies is no longer necessary because they have perceived the current activities as sufficient.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### A. Summary of Findings

The interview schedule conducted with the management indicated that the organizational socialization strategies given by the Civil Service Commission to its employees are the CSC Orientation and ALAB induction Program, Continuing Seminar on English Skills, information Technology Training, Regular Meetings and Assemblies, Supervisory Development Course, Local Scholarship Program, Values Orientation Workshop, Mass, Sports Programs, Social Activities, and Hasik-Diwa.

The findings also yield that the employees have just medium level of awareness but perceives that the information disseminated by the management about these activities is enough. In connection with this, the most successful communication media is the bulletin board, while the least is the Local Area Network. In general, the communication used by the CSC is 50% useful in disseminating information about the organizational socialization activities.

The level of participation is even lower than the level of awareness and does not even exceed the middle mark. The most attended activity is the CSC Orientation Course and ALAB Induction Program, while the least attended is the Information Technology Training, and the activity not yet attended by any of the respondents are the Supervisory Development Course and the Local Scholarship Program.

Also, findings show that the most common reason why employees attend the activities is because it is required and because of the respondents' interest in the strategies. For those who have missed any of the activities, which is just a few, the common reason is hectic schedule and unawareness to the activities.

The results show that the level of socialization in the three areas of the Task, Role, and Interpersonal is very high meaning that the respondents have learned or acquired most of the things that have helped them perform their job, and things that have influenced their behavior in the organization, and that they exhibit behaviors that are indicative of their good interpersonal relations with their co-workers. Also, the respondents have equal level of socialization in the Task and Interpersonal Areas, but have slightly lower level of socialization in the Role Area.

Moreover, aside from the items already given in the three areas, majority of the respondents indicated that they have not learned or acquired other things that have helped them perform their job or guided their behavior in the organization, and nor do they exhibit other behaviors indicative of their good interpersonal relations.

The data gathered also yield that the most helpful organizational socialization strategy in the Task Area is the CSC Orientation Course and ALAB Induction Program, while in the Role Area it is the Values Orientation Workshop, and in the Interpersonal Area are the social activities. In general, the organizational socialization strategy that has the most ability to socialize the employees in the three areas is the Values Orientation Workshop, followed by the CSC Orientation Course and ALAB Induction Program, then the Regular Meetings and Assemblies. Meanwhile, the activity with the least ability to socialize the employees is the Mass. The zero level of attendance and minimal awareness to the Supervisory Development Course and Local

Scholarship Program made it impossible to determine these activities' ability to socialize the employees.

Furthermore, the respondents perceive the current organizational socialization strategies of the CSC as sufficient, and the majority said that the present activities need no improvements. A bigger number of respondents also indicated that more additional organizational socialization strategies is required.

## B. Conclusion

The Civil Service Commission gives various organizational socialization strategies to its employees. First is the CSC Orientation Course and ALAB Induction Program for all employees who enter government service. The aim of this activity is to establish awareness and appreciation of the nature of public service as well as the organization's values.

Second is the Continuing Seminar in English Skills which should provide the employees with the skills for effective written communication. This five-day activity is usually held two-three times in a year.

Third is the Information Technology Training made possible by the up-to-date computer technology of the Civil Service Commission. Under this, employees are taught how to operate computer programs, including computer maintenance, in the span of three days.

Fourth is Regular Meetings and Assemblies presided over by different officers and tackles different topics depending on need.

Fifth is the Supervisory Development Course participated only by first line supervisors. This focuses on the critical competencies required for supervisory effectiveness.

Sixth is the Local Scholarship Program which is extended to employees who wish to finish their masters or bachelors degrees, and even to skilled government workers. However, only very few of the employees pass the qualifying exams so the budget for this activity is not maximized.

Seventh is the Values Orientation Workshop which is geared towards clarifying the employee's operative values. This is a three-day activity after which the attendees are expected to have internalized the values taught, or else this may be a ground for separation.

Eighth are the masses provided for the spiritual development of the employees. This is held every first Friday of every month and during the feast of some saints.

Ninth are the sports programs which is included in the Employee Welfare and Benefits Program. The CSC holds various sports activities and fun games every summer and sometimes during the Civil Service Celebration every September.

Tenth are the social activities which include ballroom dancing, aerobics and art classes, Christmas parties, Valentine parties and the search for Mr. and Mr. Valentine, summer outings, and bi-monthly socials to honor the birthday celebrators.

And last is the Hasik-Diwa where employees gather to share ideas and interact with each other. For this activity, the Civil Service Commission invites speakers to talk on various subjects.

The level of awareness of the employees towards the organizational socialization strategies of the Civil Service Commission barely exceeds the 50% mark with some of the activities (the CSC Orientation Course and ALAB Induction Program and Values Orientation Workshop) more known by the employees than the others like the Supervisory Development Course and Local Scholarship Programs.

Nevertheless, knowledge of the employees regarding the details of the organizational socialization strategies is very high. And, except for a single respondent, all of them indicated that they do get enough information about the date, time, and place of the activities.

Related with the awareness towards the organizational socialization strategies and their details is that the usual sources of information about the activities are the bulletin boards and memos.

Participation in the organizational socialization strategies is even lower than the level of awareness and barely makes it to the halfway mark. Though the CSC Orientation Course and ALAB Induction Program gets one hundred percent participation, and some other activities got relatively high attendance, still, average participation level is low due to the low involvement level to the other strategies.

In connection with the level of participation, a large part of the reasons why employees attend the organizational socialization activities is because participation is required - likely reason why attendance to the CSC Orientation Course and ALAB Induction Program is high while attendance to the other activities where participation is voluntary is low.

Another strong motivation for the attendance is interest in the activity while the least common reason is reward for attendance.

Another is despite the low participation, among the respondents only one third of them said they have missed any of the activities. Possibly connected with this is the result that awareness to the organizational socialization strategies is already low, so awareness that they have missed any activity is also low. And the most common reason of those for those who have missed any activity is hectic schedule.

To the major problem which organizational socialization has the best ability to socialize the employees, the answer is the Values Orientation Workshop which maintained relatively high percentages, compared with the other activities, in all the three areas - Task, Role, and Interpersonal. The second most helpful is a tie between the CSC Orientation Course and ALAB Induction Program and the Regular Meetings and Assemblies. The third most helpful organizational socialization strategy is the Information Technology Training, while the fourth is the Continuing Seminar in English Skills. On the other hand, activities with the least ability to socialize employees are the social activities which ranked fifth, the sports programs in sixth place, the Hasik-Diwa in seventh, and the mass at the last.

Generally, the employees perceive the organizational socialization strategies as sufficient, which is also reflected by the low affirmative response to the question whether additional activities are necessary. Majority also answered that the current strategies should no longer be improved.

### C. Implications

This comparative study on the ability of the different organizational socialization strategies used by the Civil Service Commission to facilitate employees' learning of the things relevant to the Task, Role and Interpersonal Areas had proved to be related with some of the things authors have said on the topic.

First is that the descriptions named by Judith Gordon in her book "A Diagnostic Approach to Organizational Behavior" indeed overlap to describe the various organizational socialization strategies initiated by the Civil Service Commission. Like, the CSC Orientation and ALAB Induction Program is collective, meaning it "puts newcomers through a common set of experiences as part of the

group," formal, where newcomers are segregated from regulars or organizational members, and fixed, meaning that the recruits are given complete knowledge of the time required to complete the activity -- all at the same time.

Furthermore, it is also true what the authors say that though orientation programs, trainings, social activities, and performance appraisals constitute the usual organizational socialization strategies, still, organizations can come up with other creative and innovative methods. For instance, the Civil Service Commission's social activities are not just limited to outings and parties but also includes ballroom dancing, aerobics, and art class. There is even the Hasik-Diwa which allows the employees to interact and share ideas about different topics.

Different books, in their discussion of the various organizational socialization strategies, have indicated that each activity has different objectives. This is also reflected in the data gathered which showed that each of CSC's organizational socialization strategies have different objectives and that these objectives affect the result. It had been shown that the organizational socialization strategy that are aimed to improve the performance of the employees received high percentages in the Task Area, and the same goes in the other areas.

Lastly, one of the significant findings of this paper, aside from identifying which organizational socialization strategy has the greatest ability to socialize employees, is that a considerable amount of learning may not be facilitated by the company-initiated activities. The importance of daily interaction of employees with their co-workers and colleagues, as well as the significance of the daily performance of the job, had been underscored by various authors. Findings of this paper that though the organizational socialization strategies' ability to socialize the respondents is low, still, the employees have learned a great deal of the things relevant in the Task, Role,

and Interpersonal Areas imply that the learning of the respondents must have been facilitated by means other than those initiated by CSC management.

#### D. Recommendation

This study provides another reference to the subject of organizational socialization strategies, about which very few comprehensive sources can be found. Nevertheless, the researcher recommends deeper study on the subject matter, particularly in the area of the effectiveness of the organizational socialization strategies as related with the reasons for attending, and the effectiveness of the organizational socialization strategies as affected by the personality or characteristics of the attendees.

The researcher also suggests application of the study to a bigger number of respondents for ore accurate data gathering.



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SERVICE COMMISSION

sources for Good Governance.

a foundation of sustainable  
civil servants make good govern

products of a merit-centered system

operated with human condition;  
ed on self-discipline;  
with creativity and innovation.

maintain the growth of strong and  
APPENDIX are that their work  
fully engaged, conducive to their  
stems productivity, and responsive  
full human beings.

are inspired by our people's  
y to stand proud and strong in the  
U.S. government that is truly global

# THE CIVIL SERVICE COMMISSION

Vision: Building Human Resources for Good Governance.

Good governance is the foundation of sustainable development; and strong civil servants make good government possible.

Strong civil servants are products of a merit-centered system that puts premium on:

1. professionalism tempered with human condition;
2. empowerment grounded on self-discipline;
3. commitment graced with creativity and innovation.

We build, promote, and sustain the growth of strong and committed Filipino servants. We ensure that their work environment is technologically updated, conducive to their continuous learning and optimum productivity, and responsive to their needs to develop as full human beings.

In all these efforts, we are inspired by our people's aspiration for our country to stand proud and strong in the community of nations, with a government that is truly globally competitive.

# THE CIVIL SERVICE COMMISSION

## Mission Statement:

We ensure that government attract, develop, motivate, and manage a service-intensive corp of public servants.

We set and maintain policies and standards of merit for performance-based, disciplined, and accountable governance.

We empower employee organizations and agencies to develop and institutionalize work-friendly human resource management systems that promote professionalism, integrity, and productivity.

We initiate, develop, and propagate programs that will ensure continuous learning, values orientation, professional growth, and career development

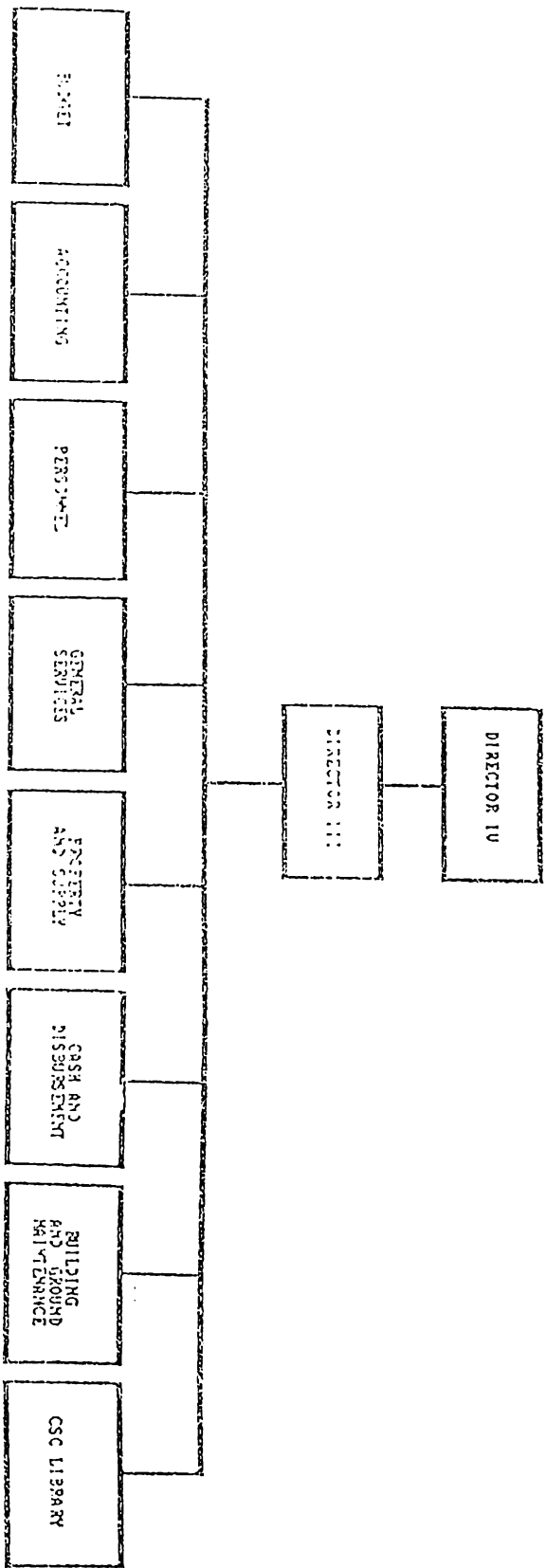
We strengthen our capabilities to become a resource center for governance innovation and human resource development.

## In pursuit of these tasks:

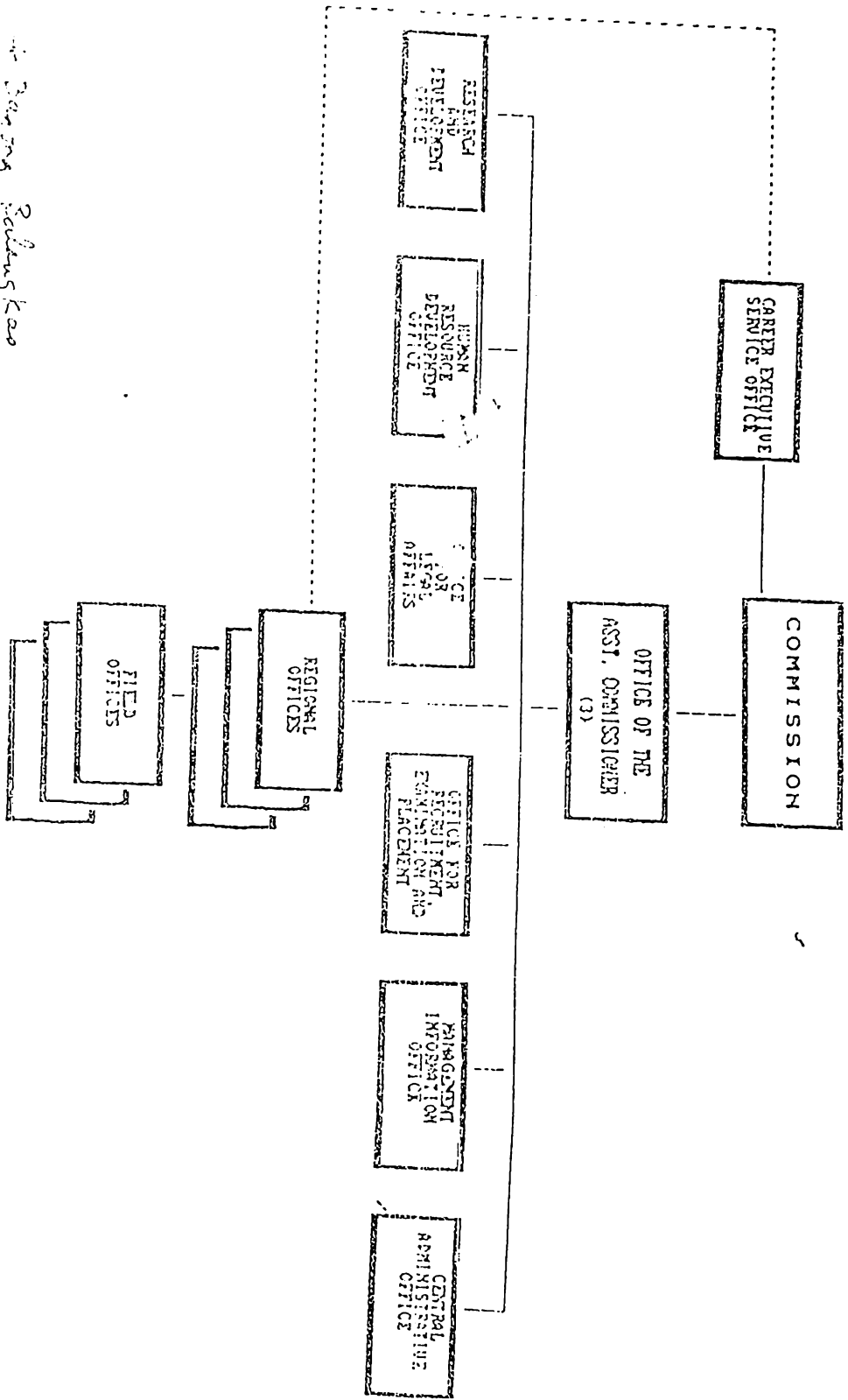
We build strong partnerships with other resource centers, both local and foreign, decentralize front line operations, and acquire appropriate and updated technologies.

We are an exemplar of the human resource systems we build. We lead by living the philosophy which breeds strong civil servants: to serve -- with integrity and excellence -- God, country, and people.

CENTRAL ADMINISTRATIVE OFFICE



# CSC ORGANIZATIONAL STRUCTURE \*



*in Bangkok Sakulangkarn*

# CENTRAL ADMINISTRATIVE OFFICE

## *GENERAL FUNCTIONS:*

1. Formulate and execute the Commission's annual, supplemental and special budgets.
2. Establish cost standards.
3. Establish a sound and efficient accounting system.
4. Prepare and submit accurate and timely financial reports.
5. Install and maintain control mechanisms to safeguard cash, checks and other accountable forms.
6. Efficiently and accurately process checks for payment of obligations and cash collections for deposit in banks.
7. Formulate internal policies on personnel matters and the administration of personnel programs.
8. Maintain and deploy transport utilities.
9. Efficiently and economically procure, store and distribute supplies and equipment.
10. Uniformly enforce policies and rules on government procurement.
11. Provide other support services.

## *BUDGET DIVISION*

1. Formulate the annual, supplemental and special budgets of the Commission.
2. Provide technical assistance to management in the presentation /defense of the budget estimates before the legislature or other government bodies.
3. Establish and maintain an allotment system with the corresponding management reporting system.
4. Establish and update cost standards.
5. Advise the Commission on budgetary and other related matters.
6. Provide liaison services with the Department of Budget and Management.

## *PERSONNEL DIVISION*

1. Develop and maintain the position classification and pay plan of the Commission.
2. Develop and administer the Commission's recruitment and placement program.

3. Procure, store and issue supplies, equipment and accountable form requirements of the Commission.
4. Conduct periodic inventory of all supplies, materials and equipment.

#### *CASH DIVISION*

1. Receive and collect cash revenue and deposit them in authorized depository banks.
2. Prepare checks for the payment of Commission obligations.
3. Encash government treasury checks to pay approved payroll and vouchers.
4. Maintain records of all cash transactions and prepare required accountability reports for submission to fiscal agencies concerned.
5. Issue official receipts and admission fee stamps to requisitioning officers.

#### *BUILDING AND GROUND MAINTENANCE DIVISION*

1. Plan, construct and maintain the building and ground facilities of the Commission.
2. Maintain all records pertinent to the design and construction of buildings and other facilities.
3. Provide carpentry, electrical, mechanical, plumbing and ground maintenance services.

#### *LIBRARY SERVICES DIVISION*

1. Issue and retrieve books and other reference materials borrowed by CSC officials, employees and the public.
2. Provide the readers with up-to-date periodicals and newspapers.
3. Provide research assistance to Commission employees and outside researchers.
4. Classify, catalogue and index subjects of important articles in books, manuals and other reference materials.
5. Collect and compile library materials, CS publications, CS laws and issuances.
6. Maintain daily statistics of readers, researchers and borrowers of books.
7. Cut out and compile relevant information from newspaper and other publications.
8. Preserve books, journals and periodicals.
9. Prepare annual book inventory.

## INTERVIEW SCHEDULE

Name: \_\_\_\_\_

Position: \_\_\_\_\_

1. What activities do you initiate to enable the employees to learn about their task and role, and achieve effective interpersonal relations?
2. What are the objectives of these activities?
3. What are done under these activities?
4. Who conducts or is in-charge of these activities?
5. Who are the specific participants?
6. How long does each activity take?
7. How often do you give these activities?
8. How do you make the employees aware of these activities?
9. What communication media do you use to inform your employees of these activities?
10. Do you think the employees are sufficiently aware of these activities?
11. How do you encourage attendance or positive reception to these activities?
12. Do you think the activities are sufficient to enable the employees to learn about their task and role, and achieve effective interpersonal relation? Why do you think so?
13. What activity/activities do you focus on the most? Why?
14. What activity/activities do you think is most important? Why?

UNIVERSITY OF THE PHILIPPINES MANILA  
College of Arts and Sciences  
Padre Faura St., Ermita, Manila

31 January 1997

Dear respondents,

This is a survey questionnaire conducted about the organizational socialization activities (activities initiated by your company for the employees to help you learn about your task and role, and to achieve good interpersonal relations). This is in connection with the researcher's undergraduate thesis entitled "A Study of the Different Organizational Socialization Strategies" for the degree of Bachelor of Arts in Organizational Communication.

Please answer all the questions carefully and honestly. Be assured that your answers and comments shall be treated in the strictest confidence.

Thank you very much.

Respectfully yours,

Christina R. Delos Santos  
93-14947





ROLE AREA

- a. knowledge of the values, beliefs, objectives, and goals of the organization.
- b. knowledge of organization rules, procedure, & norms.
- c. knowledge of the desirable behaviors in the organization.
- d. knowledge of the kinds of rewards and punishments appropriate.
- e. knowledge of evaluation of past performance.

INTERPERSONAL AREA

- a. ability to tease and greet your co-worker.
- b. ability to communicate advice, support, and empathy to co-worker.
- c. ability to treat each other positively despite another's particularly less favorable behavior.
- d. have feeling of acceptance as member of the group.
- e. ability to trust each other with personal and work-related information.

	YES	NO	CSE Orientation Course & ALAB Induction Prog.	Values Orientation Workshop	Continuing Seminar on English Skills	Supervisory Development Course	Information Technology Training	Sports Programs	Local Scholarship Program	Regular Meetings & Assemblies	Social Activities	Hasik - Diwa	Mass	Others (pls. specify)
a. knowledge of the values, beliefs, objectives, and goals of the organization.														
b. knowledge of organization rules, procedure, & norms.														
c. knowledge of the desirable behaviors in the organization.														
d. knowledge of the kinds of rewards and punishments appropriate.														
e. knowledge of evaluation of past performance.														
a. ability to tease and greet your co-worker.														
b. ability to communicate advice, support, and empathy to co-worker.														
c. ability to treat each other positively despite another's particularly less favorable behavior.														
d. have feeling of acceptance as member of the group.														
e. ability to trust each other with personal and work-related information.														

2. Aside from the items listed under the Task Area, have you learned other things that helped you perform the job for which you were hired?

( ) Yes

( ) No

What were the activities that helped you learn them? \_\_\_\_\_

3. Aside from the items listed under the Role Area, have you learned other things that have influenced or guided your behavior in the organization?

( ) Yes

( ) No

If yes, what are they? \_\_\_\_\_

What were the activities that helped you learn these things? \_\_\_\_\_

4. Aside from the items listed under the Interpersonal Area, do you exhibit other behaviors that are indicative of your good interpersonal relations with your co-workers?

( ) Yes

( ) No

If yes, what are they? \_\_\_\_\_

What were the activities that helped you exhibit these behaviors? \_\_\_\_\_

### P A R T T H R E E:

Please answer the following questions honestly and carefully.

1. Do you think that the Organizational Socialization Activities the company gives you are sufficient to help you learn about your task, role, and achieve good interpersonal relations?

( ) Yes

( ) No

2. Which activity do you think should be focused on by the company?

Why? \_\_\_\_\_

3. Do you think that the activities mentioned should be improved?

( ) Yes

( ) No

If yes, which activity should be improved? \_\_\_\_\_

What improvements would you suggest? \_\_\_\_\_

4. Would you suggest the addition of other activities?

( ) Yes

( ) No

If yes, what would these activities be? \_\_\_\_\_