**Lesson 13: Socialization**

**Introduction**

This lesson consists of:

1. Socialization

2. Case Study

3. Student Journal Entry

**Assignment**

1. **Read the Course Guide**, pages 2 - 13.

2) **Find and Read** your Department’s Mission Statement, Goals, Values, and Objectives. Bring a copy to class.

3. When you solve a case study or act as a leader in your organization:

I. ***Identify*** the **Areas of Interest**.

II. ***Analyze*** how individuals are socialized into a group by describing the socialization process.

A. ***Identify*** the key socialization agents present in the situation, the processes they are trying to use, and the goals they hope to achieve.

B. ***Identify*** the socialization goals that the leader is trying to achieve.

C. ***Describe*** how the leader’s socialization goals are not being met.

III. ***Explain*** an Area of Interest in terms of how the current socialization program affects the group’s outcomes.

IV. ***Select*** an appropriate theoretical leader strategy(ies) to address the Area(s) of Interest.

V. ***Apply*** the theoretical leader strategy(ies) to the situation in the form of a specific leader plan that addresses all Areas of Interest.

VI. ***Assess,*** evaluate, and revise your leader plan.

4. **Complete a Student Journal entry** for Socialization Theory.

Think of a time when you were a new member of a group or organization in your department. This can be when you were new to the department or when you switched jobs/responsibilities within the department. Use Socialization Theory to describe how you were made aware of the new group’s goals and norms of behavior.

Who were your most influential socialization agents? What socialization processes were used? Were you effectively socialized into the new group? What goals did these processes achieve? Which goals were not met? How did this process impact your personal motivation, performance, and satisfaction? How did it impact the group and organization’s GOSM outcomes? What role did your leader play in this socialization process? What might he/she have done differently to achieve a more productive outcome?

**Socialization**

**What Is Socialization?**

Let's examine socialization in relation to other learning processes. As we discussed earlier, both biological and social development are integral to the normal human development process. We learn how to navigate our society from an early age. For instance, young children grasp simple rules of conduct. Schoolchildren learn to sit at desks, take turns, and ask politely when they want something. They also learn, sometimes through challenging experiences, the importance of fair play. This early social development establishes a foundation for transitioning between various roles within society.

As young people approach adulthood and enter the workforce, they develop social skills that help them function in different organizational roles. This capability enables them to transition from one organization to another with minimal difficulty, allowing them to become part of a secondary culture—the world of organizations.

However, they must also learn the subculture, which includes the norms, values, and attitudes specific to the groups they wish to join. Therefore, socialization is the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role.

To truly understand socialization, it's important to recognize that individuals bring certain skills, behaviors, attitudes, and values to an organization. These attributes serve as the inputs to the socialization process. The outputs, or goals, of this process include individual commitment, internalization of new organizational values, and innovative contributions to the group. Ultimately, the end product of socialization can be viewed as a psychological contract between the new member and the group. To fulfill this contract, some degree of individual adjustment is typically required. This adjustment, or transformation, constitutes the throughput of the socialization process.

**The Goals of Socialization**

The psychological contract between a new member and the group typically has three main objectives: commitment, internalization, and innovation. As the term "contract" suggests, the final outcome should provide mutual benefits for both parties involved. Here, we will focus on the advantages that the organization and its leader can gain from this relationship.

Commitment

Group achievement typically results from the strong efforts of its members toward a common goal. For instance, adequately preparing for an inspection requires numerous hours of work. However, excelling during that inspection demands even more time and effort. When individuals willingly engage in the diligent work necessary for excellence, it usually stems from their commitment to the group they belong to.

Commitment is the primary objective of socialization. It reflects the desire to stay with and contribute to a group due to strong connections and loyalties to fellow members or the time and effort already invested.

For those who are committed, productive efforts often bring inherent satisfaction rather than serving merely as a means to obtain tangible rewards. Consequently, fostering commitment is a valuable goal not only for leaders but also for individuals within the group.

Internalization

A leader aims for their officers to safely and effectively achieve both the group's and the department's mission. One way to ensure this compliance is by using actual or implied punishment, or even offering extrinsic rewards. While this method can be effective, it can also be costly and potentially dangerous for the leader. Ensuring compliance often requires the leader to be physically present to monitor their followers' work and guarantee satisfactory performance. This level of engagement can prevent the leader from attending to other essential leadership duties.

An alternative to enforcing compliance is to encourage officers to perform well based on their own attitudes. This approach involves helping officers internalize the values and attitudes of the group and department. When officers genuinely believe in these values, they no longer need the leader's presence to ensure compliance. This process is known as internalization, which is the second goal of socialization.

The psychological shift from compliance to internalization typically involves an intermediate stage where individuals identify with the leader. In this stage, an officer performs well because they find satisfaction in maintaining a good relationship with the leader. While this identification requires less monitoring than pure compliance, the leader must still be physically or imminently present. In this case, the fear of disappointing the leader is enough to sustain performance.

Ultimately, it should be evident that leaders greatly benefit from officers internalizing the department's values. A successful socialization process will lead to the internalization of all attitudes and values essential for the group's success and survival.

Innovation

From a leader’s perspective, one of the greatest advantages of adding new members to a group is that they introduce fresh and innovative ideas or values. This influx of innovation rejuvenates the group and contributes to its success. Innovation is one of the key objectives of socialization. The process of socialization significantly influences the level of innovation within a group. For instance, if the socialization process requires excessive conformity, it can stifle innovation.

However, too much innovation can be just as detrimental to a group as too little. If group members are allowed to completely reject the socialization process and rebel against the group's core tasks, chaos can ensue, leading to potential ruin for the group. Therefore, while groups need innovation, they also require a degree of conformity to accomplish their tasks clearly and effectively. Striking a balance between these two elements is an ongoing challenge for leaders.

Noted organizational psychologist Edgar H. Schein provides guidelines for assessing this balance between conformity and innovation. He emphasizes that the appropriate type of behavior depends on the significance of specific norms, role demands, or values to the group. When these elements are vital for the organization’s success or survival, conformity becomes essential. Schein refers to these critical attributes as "pivotal." For example, if a group cannot achieve its primary objective without trust among its members, then trust is a pivotal attribute that necessitates conformity.

Conversely, attributes that are not essential to the group’s success or survival—though beneficial—allow for either conformity or innovation. These attributes are termed "relevant." An example of a relevant attribute is the expectation of maintaining a well-organized workspace, which aids in efficiently locating work items or supplies. However, a lack of organization in this regard may not significantly hinder the group's primary tasks.

The final category of attributes includes those that are neither critical for the group's success nor survival and may even hinder it. A norm that prohibits questioning the boss's authority exemplifies such a "peripheral" attribute. Schein suggests that outright rebellion may be an appropriate response to these peripheral demands.

When the responses of group members and the nature of attributes are misaligned—such as when compliance is demanded for peripheral attributes or rebellion is allowed against pivotal attributes—group members may experience frustration and a decline in commitment.

The Psychological Contract

The ultimate goal of the socialization process is to create a mutually satisfying psychological contract between individuals and the group. This overarching aim includes individual commitment, internalization, and innovation. Members may expect recognition for their past achievements, opportunities for advancement, and the freedom to work with minimal supervision. Meanwhile, the leader may expect adherence to policies, acknowledgment of their authority, and support for the group's goals.

Since both parties have specific expectations, there’s typically an early opportunity to express these expectations, which can then be confirmed, modified, or denied. The psychological contract should be open for ongoing review and can be viewed as a set of mutual expectations, both explicit and implicit, that shape the relationship between the parties involved.

How the psychological contract unfolds is critical to the relationship between the leader and group members. From the leader’s perspective, the psychological contract can significantly influence the amount of effort members contribute. Conversely, for individuals, the contract can affect their level of satisfaction and self-esteem derived from their contributions, potentially influencing their decision to remain with the group. Ultimately, successful psychological contracts are those that benefit both the leader and the group members.

**Socialization in Police Groups**

Socialization is a complex and essential task for organizational leaders. To fully grasp its significance and challenges, it is helpful to consider how socialization relates to the open systems model of groups. Socialization is the process of teaching members of a group or organization the necessary knowledge and skills to navigate social interactions effectively. It involves learning that prepares individuals (with varying degrees of success) to meet the expectations set by other group or organization members. The socialization process influences values, personality traits, social roles and identities, self-conception, and the overall manner in which business is conducted. Therefore, socialization is the acquisition of a wide range of qualities that guide individuals' behavior in different group and organizational contexts.

Another important consideration for leaders is identifying who should serve as socialization agents within the organization. Since socialization agents essentially act as teachers or trainers, anyone an officer interacts with has the potential to be a socialization agent. The leader's key responsibility is to manage the environment and the socialization process to enhance interactions between newcomers and the selected socialization agents. Here are four possible socialization agents:

1. Senior Organizational Leaders

Senior officers within your department, such as lieutenants, captains, and deputy chiefs, are considered senior organizational leaders and socialization agents. Their primary contribution to the socialization process is to understand and exemplify the broad organizational goals and expectations. These leaders help new members grasp the overall vision of the organization.

2. The Organizational Leader

As the key leader in your workgroup, you act as a crucial socialization agent for the officers you supervise. Being the first officer in the chain of command, you serve as a primary role model for your followers. Your actions—whether they are proactive or lacking—demonstrate to your team what they need to know to navigate effectively within the organization. You are directly responsible for establishing a socialization program that aligns with organizational goals. This program should help new officers become significant contributors, accepted members of their work group, and ultimately feel welcomed, valued, and essential to the organization.

3. Followers/Employees

Employees also play an important role in the socialization process by modeling everyday behaviors and work roles (consider the concept of observational learning). Employees include officers of lesser ranks, such as intermediate leaders who conduct official socialization training or peers who influence newcomers through regular interactions. Ideally, these employees will assist newcomers in achieving socialization goals. However, the organizational leader needs to recognize that some employees may not contribute positively in this way. For instance, disgruntled officers who interact negatively with new assignments can hinder newcomers from learning about organizational norms, goals, and values.

4. Others

Additionally, individuals outside the organization can act as socialization agents for your officers. Family members, friends, neighbors, members of the clergy, and officers from other work groups may inform and shape the perceptions of your officers regarding the organization. Because these individuals are external, their influence on your socialization efforts tends to be informal, indirect, and difficult to manage. Although often well-intentioned, these external individuals can inadvertently convey contradictory messages and transmit inaccurate information about your organization to newly assigned officers. As leaders, it is our responsibility to monitor the impact these significant others may have on our efforts to properly socialize officers.

How do leaders effectively facilitate socialization within their teams? It is essential to recognize that socialization occurs through various processes, which we will explore in detail in the following section. However, before that, leaders must be aware of common mistakes that can jeopardize a socialization program.

One common pitfall is that leaders often focus on orienting officers within their units without emphasizing the importance of socialization. While orientation and socialization are interconnected, they are distinct processes. Orientation involves teaching explicit rules, standard operating procedures, and standard practices within a work group; it is fundamentally about imparting knowledge. In contrast, socialization addresses the more implicit concerns regarding how individuals fit into the organization and their roles within it. It delves deeper, instilling the organization's culture and values.

Another potential issue is that leaders might not oversee or may be unaware of the socialization efforts conducted by others. If the leader does not manage the socialization process, someone else will take that role. Those who are improperly socialized or influenced by someone other than the leader might later become problematic when they act inappropriately in their roles. They may also lack the necessary conformity, commitment, and internalization needed to contribute to the organization's success.

It's important to remember that the socialization process is ongoing. As organizations evolve, members must adapt to their new roles and responsibilities. Additionally, as members leave and new ones enter, existing members will advance into vacant positions and take on new duties. Consequently, re-socializing experienced officers may be necessary, which can often be more challenging than socializing those who are new to the organization. Leaders must actively engage in this process to help their teams understand functional norms. Personal interaction can be beneficial, allowing leaders to observe their followers and provide appropriate guidance. This approach also complements the clarification of role expectations through job performance appraisals.

**Transformational Processes**

It's essential to closely examine the transformation (or throughput) process, as it contains vital strategies for leaders to effectively socialize new members. There are five key considerations for socialization:

1. Should socialization occur collectively or individually?

2. Should socialization be formal or informal?

3. Should the progression through socialization follow a fixed or variable schedule?

4. Should role models be utilized?

5. Should abasement or self-image-enhancing techniques be employed?

Each option presents its advantages and disadvantages, depending on the desired outcome. The table in Figure 23 summarizes this information and may help you organize your thoughts as you read through it.

**Figure 23. Relationship between Transformation Processes  
and the Goals of Socialization**

|  |  |  |
| --- | --- | --- |
| **Transformation Process** | **Increases** | **Decreases** |
| Individual | Commitment (if mentor is respected)  Innovation (if mentor is not respected) |  |
| Collective | Commitment | Innovation |
| Formal | Commitment  Internalization |  |
| Informal | Innovation |  |
| Fixed Time | Innovation (if moderate security) | Innovation (if too much security) |
| Variable Time | Commitment (for those who advance) | Innovation |
| Role Model | Internalization (if good role model) | Internalization (if an appropriate role model)  Innovation |
| No Role Model | Innovation |  |
| Abasement | Commitment (if voluntary) | Innovation |
| Self-image Enhancement | Innovation |  |

Collective versus Individual Treatment

People can be socialized collectively as a group, which leads to a shared set of experiences. Many large organizations use this approach for training new recruits who need to acquire well-defined and similar skills. A well-known example of collective socialization is basic training in the military. Conversely, new group members can be trained individually through on-the-job training programs or apprenticeships. In this scenario, individuals work in relative isolation and each person gains a unique set of experiences. This individualized approach is common when someone is promoted within an organization or when they move from one functional department to another.

The outcomes of socialization can vary significantly depending on whether it occurs collectively or individually. In the collective method, group members can share common problems. If one person finds a solution, they can share it with the others. Through group discussions, members can reach a consensus on how to address specific challenges, fostering cohesion. A group that undergoes collective socialization tends to be more homogeneous in their views compared to those who are socialized individually. Additionally, collective socialization often leads to the establishment of strong group norms that reward conformity and discourage deviation.

In contrast, individualized socialization is more beneficial for complex role training. The outcome of this method largely depends on the relationship between the leader and the individual, often referred to as the mentor-mentee relationship. When the individual respects the leader and receives ample attention, it fosters a mutually satisfactory psychological contract and enhances individual commitment. On the other hand, if the individual does not respect the leader, it can lead to rebellion or innovation, as well as minimal commitment.

Formal versus Informal Processing

In some socialization situations, recruits are separated from other group members to undergo a specially tailored set of experiences. This formal process may require newcomers to wear specific uniforms or to be addressed with particular titles. The main goal of formal socialization is to instill specific values, attitudes, and behaviors. Performance evaluations assess whether leaders believe that sufficient progress is being made toward these objectives.

In contrast, the informal socialization process is typically found in on-the-job training or apprenticeship programs. Here, the emphasis is on learning skills that are directly related to the job. However, informal training is more likely to result in costly mistakes on the job.

The outcomes of formal and informal socialization processes differ significantly. Formal socialization is appropriate when someone is being prepared for an important new position or rank, or when there is a gap between the required attitudes, values, and behaviors of a job and those that the recruits currently possess. For example, religious orders often expect explicit, internalized values and commitment that are unlikely to be present without a formal socialization process. On the other hand, informal socialization tends to foster greater innovation among new members.

Interestingly, the formal socialization process is often followed by an informal one, and the informal process typically persists. For instance, after extensive formal education, students in their first jobs may hear, “Forget the theoretical concepts you learned in school—this is how we do it here.” In these cases, both students and leaders may overlook an important fact: the formal aspect of socialization (studying academic or theoretical concepts) is essential for new members to understand and adapt to the informal process effectively.

Fixed versus Variable Movement

Fixed time sequences, often referred to as seniority, provide group members with a clear expectation of when they can advance to new positions. In contrast, variable time advancement relies on leader assessments of performance, offering individuals little guidance on when they might be promoted or move up.

When progression occurs at a consistent and designated rate, the psychological contract between employees and the group can be reinforced. This sense of security about their future can encourage individuals to be more innovative. However, too much security may stifle innovation, especially if employees believe promotions are guaranteed regardless of their effort.

On the other hand, variable time advancement can create anxiety about the future. Consequently, people may focus more on aligning their attitudes, values, and behaviors to those of successful individuals rather than concentrating on their actual work. Variable timing can foster conformity as people attempt to mimic the behaviors of those who have recently been promoted.

Nevertheless, variable advancement can enhance the commitment and self-esteem of those who succeed, as they feel their promotion reflects their value to the group. Conversely, individuals who do not advance may struggle to be effective team members; the competitive atmosphere created by variable timing can diminish group cohesion, trust, and willingness to take risks.

Absence versus Presence of Role Models

People are often mentored by individuals who already hold the roles or statuses that new members aspire to achieve. These role models can guide newcomers as they prepare to assume similar positions within the group. Respected role models provide an example for new recruits to emulate and offer insight into what their future in the group may look like.

However, relying on role models can lead to the perpetuation of established behaviors, which means that the group's reputation may remain remarkably stable over time, potentially stifling innovation. When role models are seen as competent and successful, new members are likely to imitate their behaviors in hopes of receiving organizational rewards.

On the other hand, if the role models are perceived negatively, new members may choose not to emulate them, which could hinder their internalization of the organization's values and norms. Additionally, the lack of role models can increase the likelihood of innovation, as there is no one for newcomers to imitate. However, this absence may also create confusion and a loss of central purpose, given that evidence indicates people learn by observing esteemed role models.

Abasement versus Self-Image Enhancement

Abasement experiences aim to undermine the self-image of new members, seeking to replace their old values with new ones. These experiences often involve harassment from long-time members, extended periods spent on menial tasks, high work demands with little time to complete them, and isolation from previous relationships. The more arduous an experience is for a new member, the more prevalent the process of abasement. Such experiences are used to "unfreeze" individuals who are joining a group, as well as those who are transitioning to roles of increased responsibility when the group believes that the current leader possesses key attributes that the new member lacks.

For individuals to persist through abasement, strong motivation is necessary. This motivation can arise from the admiration inspired by a prestigious organization and a desire to be a part of it. When undertaken voluntarily and managed properly, the abasement process can effectively bond the new member to the group. As a result, individuals often discover latent abilities, leading to a new self-image characterized by mental and physical resilience. Because these changes in personal identity are supported by both the individual and the group, the process tends to become self-reinforcing.

In contrast, self-image enhancing experiences deliver a different message to group members: "Don't change! We value you just as you are." In this case, the group focuses on building upon and enhancing existing skills, values, and attitudes. This approach is typical of groups that implement orientation programs, offer relocation assistance, provide social welcoming events, and facilitate visits to the leader’s office for a brief handshake and well wishes. Such activities serve to validate newcomers' self-perceptions. Self-image enhancement is usually associated with innovation, while abasement experiences can hinder it.

Abasement can also be enforced by group members outside formal leadership roles. As previously noted, low-ranking members often play a significant role in pressuring new, lower-ranking individuals to adopt common attitudes, values, and behaviors. This pressure aims to provide protection within the group. When informal groups wield considerable influence over new members, it can lead to decreased organizational commitment and a lack of internalization of crucial values.

Several negative outcomes related to abasement experiences warrant attention. Firstly, using an abasement strategy is more likely to reduce initial group effectiveness compared to an image-enhancing strategy. This is because abasement often results in decreased job satisfaction among new members. Those who endure it and remain usually perform worse than those who leave. Additionally, individuals who have endured abasement strategies may struggle to handle authority without becoming abusive themselves.

Secondly, abasement does not effectively bind the new member to their role or the group. If individuals are not strongly committed to the group from the outset, they may choose to resign. Those who leave are often the ones with the potential for significant contributions to the organization.

Finally, a third negative outcome of abasement is the risk of abuse by leaders. Such abuse can have damaging physical or psychological effects on new members. By isolating individuals from their support systems and subjecting them to mistreatment, the resulting stress can become dysfunctional. Repercussions can range from insomnia to suicidal thoughts. In extreme cases, leaders might inadvertently begin to view trainees as objects to be manipulated rather than individuals to be nurtured. Internal competition may also emerge among trainers, each striving to demonstrate who can be the most abusive.

Other Considerations in the Transformation Process

The leader's role in socialization can be described in three main tasks:

1. Evaluate the individual's attributes (inputs).

2. Determine the desired goals of socialization (outputs).

3. Select the appropriate methods to achieve those desired goals (throughput strategies).

In this section, we will explore additional strategies that a leader can use to positively influence the socialization process for the benefit of the group.

Creating Supportive Group Expectations

The initial expectations set by leaders significantly influence the retention and success of new members within the group. Communicating positive phrases, such as "I know you’ll do well," helps convey these expectations. Additionally, the level of difficulty in initial assignments can also reflect positive expectations. Challenging assignments signal to individuals that the group believes they can succeed.

Providing Rewarding Jobs

As previously discussed in lessons on motivation, individuals with strong growth needs seek opportunities to utilize their abilities, participate in decisions that affect them, engage in interesting work, advance in their careers, receive feedback on their performance, and have some autonomy. Therefore, an essential aspect of effective socialization is ensuring that new members are given jobs that satisfy these needs. Ideally, they should be assigned these fulfilling roles early in their careers. Evidence suggests that individuals with high growth needs who find their needs unmet in their work are likely to seek satisfaction outside the group, or may even choose to leave entirely.

However, it is important to note that for individuals with low growth needs, the challenges of a job can be overwhelming. If a job is too difficult and leads to frequent failure, individuals may disengage from their work. Moreover, if a task is perceived as impossible, it can lead to a reduction in self-esteem and result in dysfunctional stress.

Clarifying Role Orientation

When individuals view their jobs as stepping stones to more significant positions within an organization, they perceive opportunities for growth and advancement. Since these prospects are typically valued, most individuals are more likely to commit to an organization if they perceive potential for advancement. Therefore, a crucial element of socialization is for leaders to provide followers with a clear understanding of how their roles fit into a career path. Leaders can outline job path conditions and sequences so that followers are aware of their potential for progression within the organization.

Expressing Leader Acceptance

Certain jobs, such as secretarial or clerical positions, and organizations with limited opportunities for advancement due to death or retirement, offer little potential for professional movement. In such cases, it is vital for leaders to establish a developmental relationship with their followers to enhance their self-esteem. Leaders should communicate to their team that they are valuable and capable of delivering good work. Furthermore, leaders should support them in developing their abilities and competencies within their roles.

To effectively convey this acceptance, it is essential for leaders to create a work environment where followers can share their concerns without fear of judgment or feeling inferior. The focus should be on problem-solving rather than placing blame. What are the benefits of this approach? It fosters commitment—team members feel compelled to repay their leader with hard work and a willingness to learn. For individuals, acceptance from a leader can enhance their abilities and boost their self-esteem.

Establishing Social Support Systems

Another key aspect of effective socialization is acknowledging that the process can be stressful, regardless of how well it is managed. One way to mitigate negative socialization experiences is through robust social support systems. Peer groups can provide valuable forums for exchanging ideas on coping strategies during socialization.

This is especially important for followers in nontraditional roles. Our lesson on group cohesion will highlight the significance of social support systems in helping new organizational members manage stress.

Creating Initiation Activities

Many socialization experiences culminate in a final rite of passage—an initiation that can be challenging to complete. For instance, college sororities and fraternities are known for elaborate initiation rituals like Hell Week, while military academies often have formal recognition for lower-class members after a year of socialization activities. The purpose of such initiation activities is to affirm the outcomes of socialization. Some rites of passage, such as graduation from a training course or the transition from trainee to apprentice status, may also help boost the self-esteem and self-confidence of new members.

However, not all research supports the idea that initiation enhances socialization. One study found that individuals who receive formal feedback or ceremonies that certify their competence do not feel significantly more competent than those who do not receive such validation.

The evidence remains inconclusive on whether initiation activities effectively mark the end of the socialization process.

At this point, one can appreciate the critical role that socialization plays in the development and continuity of a group. Socialization occurs when group members enter or change roles within a group. To build and maintain a productive group, a leader must develop and actively implement socialization plans. If a leader fails to do so, someone else will take the initiative, and the leader will have to contend with the consequences.

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Case Study

You are the night watch lieutenant in Southwest Patrol. Recently you received a new probationary officer, Susan Campbell. She came in a day early to introduce herself and find out as much as she could about the station and the district. You could see that she was very intelligent and eager to start her new career. Her records indicated that she graduated near the top of her class in all aspects of training at the academy, and in fact, she scored the highest academic average. You also learn that she’s older than most new officers, having successfully completed a military tour and graduated from college before attending the academy.

During a short conversation with her that day, you noted that the Southwest Patrol has a reputation of being tough on probationary officers. You explained, however, that all you and the training officers expect from new officers is that they work hard, fit in, and learn not only their duties but also the values of the police profession fast. You tried to bolster her confidence by praising her academy performance and saying that smart, dedicated officers like her would not have any problems. You emphasized that as long as she worked hard, was officer safety conscious, and treated citizens with respect and dignity, she could expect to pass probation without difficulty. At the end of your meeting, Campbell promised she would try hard not to disappoint you. As she departed, you briefly pondered that you’d lost the last three probationary officers and hoped she’d do better.

The next day, Campbell arrived in her brand new uniform to begin evening watch. The senior officer, George Benjamin, a twenty-seven year veteran on the job, brought her into the sergeant’s office and crudely yelled to you, “Fresh meat, Sergeant.” You decided from that moment on you were going to have an uphill battle making this rookie officer feel comfortable. You knew that all rookies had a tough time being accepted, but being the only female on the watch might become an arduous experience for Campbell.

When you spoke with her, it was easy to see the tension in her face. You again congratulated her on her academy record, and then calmly explained that she was going to be assigned to one of the best training officers in the division, Officer Doug Raymond. You advised Campbell to pay attention to everything Officer Raymond taught her, and you were sure she would do well.

Officer Campbell spent the next month working with Officer Raymond. When you asked how Campbell was doing, Doug Raymond complained that Officer Campbell seemed unable to advance beyond the limited scenarios she had been taught at the academy. He said she could not improvise when the situation did not exactly match the facts she had been taught in the classroom. Additionally, Officer Raymond stated that, “Benjamin and the others have been riding her hard. They even set her up with some bad information at a training session that put her in a bind on the street. When I tried to correct the situation, she just blew me off. She just doesn’t seem very happy here, Sarge. I don’t know what’s wrong with her. She just doesn’t seem to fit in with the guys.” You decide that it’s time to speak with Campbell.

As you watch Susan Campbell walk into your office, you notice the defeated look on her face. You have seen that look many times before, like when an officer knows that he or she is going to get chewed out. You tell her you have heard about her lack of progress, and then ask, “What’s the problem, Campbell?”

“Sir, I don’t know what it is exactly, but I just don’t seem to fit in here. Cops run in my family. My father was a detective for thirty years and my uncle is also a police officer. I want to make law enforcement my career, but I just don’t feel right here. With all due respect, the last thing I want to do is complain or ask for anything special. I want to be like everyone else here, but the male officers on the evening watch seem to expect me to act like a man. They tease me because I never go out with them after work. Well, they go to sleazy bars and try to pick up women. Sarge, I just don’t enjoy that kind of lifestyle, and if I did go my husband would kill me. Besides, they seem more concerned with their off-duty and social lives, not what happens on the job. I want to be a police officer, not a lounge lizard.

“Apparently, if I don’t hang out with the men they ostracize me. I’m supposed to be learning from them, but I can’t learn very much if they’re not talking to me. I’m doing the best I can to teach myself and to learn by my mistakes, but then they criticize me for making so many errors! I really want to do the ‘right thing,’ I’m just not sure what that is!

“Sir, I’ve been talking with a friend of mine who works for a nearby police department. He and his wife have gone out to dinner a few times with my husband and me. From what he says about his department, all of their rookies, both male and female, feel good about their department. I think I’m going to quit this job and apply over there to be a police officer.”

I*.* ***Identify*** the **Areas of Interest**.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

(If necessary, continue listing **Areas of Interest** on another page.)

II. ***Analyze*** how individuals are being socialized into a group by describing the socialization process.

What is the relationship among the Areas of Interest listed above? More specifically, is there a chronological order or **logical chain of events** that helps you make sense of the facts you have? If so, outline the time sequence of events.

Which socialization agents appear to be influencing Officer Campbell? What processes are they using to achieve which goals?

|  |  |  |
| --- | --- | --- |
| Socialization Agent | Processes Used | Goal/Outcome Achieved |

What socialization goals would the leader and the department like to achieve?

Describe how the department and leader’s socialization goals are not being met.

III. ***Explain*** an Area of Interest in terms of how the current socialization program affects the group’s individual, group, and organizational outcomes.

How have the current socialization practices affected Officer Campbell’s individual motivation, satisfaction, and/or performance?

Has the group’s performance and/or structural dimensions been affected by the current socialization program? How?

Has the performance of the organization been affected? How?

Do the facts of the case and your explanation form a pattern that allows you to identify a fundamental or **root cause** (i.e., is there something in the case information that suggests it is the underlying cause of all or most of the Areas of Interest)?

IV. ***Select*** an appropriate theoretical leader strategy(ies) to address the Area(s) of Interest.

Which leader strategy(ies) should the leader use to address the Areas of Interest in this situation?

V. ***Apply*** the theoretical leader strategy(ies) to the situation in the form of a specific leader plan that addresses all Areas of Interest. The plan should be realistic and holistic, address all the Areas of Interest you have identified, and translate the theoretical leader strategies into action. What will you do and say to whom, when, where, and how?

VI. ***Assess*** the effectiveness of your leader plan and revise as needed. After your leader plan, list the measures you would use to evaluate your actions. In this step, leaders need to ask, “What information do I need to tell whether or not my leadership is having the desired effects? How will I obtain the information I need? How can it be generated? Who can help me get what I need? How often should I collect data and in what form?”

Name:

**Complete a Student Journal entry** for Socialization Theory.

Think of a time when you were a new member of a group or organization in your department. This can be when you were new to the department or when you switched jobs/responsibilities within the department. Use Socialization Theory to describe how you were made aware of the new group’s goals and norms of behavior.

Who were your most influential socialization agents? What socialization processes were used? Were you effectively socialized into the new group? What goals did these processes achieve? Which goals were not met? How did this process impact your personal motivation, performance, and satisfaction? How did it impact the group and organization’s GOSM outcomes? What role did your leader play in this socialization process? What might he/she have done differently to achieve a more productive outcome?