

Organizational socialization process of employees in businesses in Cameroon: a study by temporal dynamics

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ABSTRACT:*The purpose of this research is to study the organizational socialization of employees over time in order to understand how it is spread and what different tactics are put in place to deal with changes. Through an exploratory approach in the context of companies, we have been able to understand that organizational socialization is not only a phenomenon that can be explained when new employees are integrated. It is a process that evolves over time with respect to several situations, including transition periods, periods of organizational change, and situations of learning. In addition to these situations, strategies are also in place to facilitate the re-socialization of employees. On the one hand, the strategies developed by the employees themselves and on the other hand the strategies developed by the decision-makers. Our research allows us to understand that in most strategies of organizational re-socialization, employees are first and foremost the first to develop proactive behavior in order to socialize with the company. These results are discussed and the theoretical, empirical implications are explained as well as the future limits and prospects.*

KEY WORD: *Socialization, change, professional relations, mentoring, mobility*

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I. INTRODUCTION

The economic, political and social environment in which companies are operating today highlights the major interest of taking employees into account as indispensable resources for improving the competitive position. No one needs to explain it and prove it, especially since the reputation of the company and even its performance depend on the accumulation of the individual performance of all employees. Performance, yes! But how do we reach it? This is the question that leads the company to the point where simply recruiting employees is not enough to ensure that employees perform as they wish. They need to be socialized first and foremost, and their socialization must be controlled over time.

The issue of employee organizational socialization is raised in all sectors of activity today, especially since sustainable socialization leads to continuous improvement in the way of management through the performance generated. In a very general sense, organizational socialization is defined as the ongoing process (Schein, 1968) by which an individual, outside the organization (or any structure), is transformed into a participatory and effective member (Feldman, 1976). Socialization has traditionally been conceived as the individual learning of the strings of an organizational role, combined with a system of values, norms and behaviors. Thus, for Schein (1968), it is "the process of learning the "strings" of a job, indoctrination and training ... through which an individual receives the teaching of what is important in an organization and in sub-units" relating to his daily activities, while Van Maanen and Schein (1979) refer to it as acquisition. "social knowledge and know-how necessary to assume a particular role". More recently, Lacaze (2005) sees it as "the process by which an individual is taught and by which that individual learns the strings of an organizational role. All of this literature is compelling enough to demonstrate to us clearly the adequacy of research in the field of organizational socialization. However, this research only partially covered the scope of investigations into the process and tactics of organizational socialization of employees, leaving aside the question of the evolution of the latter over time, as there are a few rare studies based on the study of the sequentialization of this concept over time (Van Maanen, 1976); Feldman, 1976, 1981; Emery, 1990).

Indeed, most of the research on the organizational socialization of employees takes into account the absolute time (Rollag, 2004), corresponding to an objective duration (duration in equal measure for both the former and the new employee) of employees in the organization. However, other seniority meanings are possible. In particular, Rollag (2004) defines relative time in socialization as individuals' subjective perceptions of their seniority differences. This notion of perceived time also corresponds to the normal time of adaptation that varies with context (Nicholson, 1984). This research, very rare in the field of organizational socialization,

refers to a conception of time as a social construct (Zaheer et al., 1999). At this level of analysis, there is no doubt that there is research on the organizational socialization of employees by seniority (Perrot, 2008). But, while they exist, understanding temporal dynamics remains insufficiently addressed and remains a strong theoretical issue. Indeed, research has focused on the factors that explain the adjustment of new hires under the implicit assumption that the socialization of former employees is already achieved. This is not the case, however, because, depending on the work environment and organizational changes, a former employee becomes new if these events occur and is led to re-socialize. This raises the problem of the continuity or discontinuity of the organizational socialization of employees over time. It is in this area of analysis that this research is based on which the aim is to study the organizational socialization of employees over time in order to understand how it is spread and what different tactics are being put in place to deal with changes.

There are three points in this research. In the first point, we highlight the theoretical framework of research. It incorporates the theoretical definition of the organizational socialization of employees and the theoretical conception of the time-taking into account in the previous study of this notion as important for the dynamics of organizations. The second study examines the methodological framework of the research. The purpose of this report is to present the epistemological posture of the research, to justify its choice, to present in detail the information collection tool used and to report on the tool for processing and interpreting the information collected. Finally, the third point highlights the results of the research. These results are discussed gradually with a return to the theory. The conclusion will be an opportunity for us to summarize briefly the future contributions, limitations and perspectives of research.

II. RESEARCH THEORETICAL FRAMEWORK

Organizational socialization is a very broad concept that is difficult to identify. To study socialization, it is wise to choose the most interesting field. This choice cannot be made without a prior analysis of the work already in place. The theoretical corpus of this research is centered mainly on the understanding of the notion of organizational socialization of employees. However, in order to better establish the continuity of this research with the theoretical investigations, a return on the theoretical conception of time in the organizational socialization of employees will be discussed. At the end of this corpus, we will draw attention to the definition used in our investigation.

II.1. Organizational Socialization of Employees: a conceptual apprehension

The concept of socialization has been the subject of considerable interest in the business world since the late 1970s (Allen, 2006); Anakwe and Greenhaus, 1999; Ashforth, et al., 2007; Chao et al., 1994; Lacaze, 2005; Louis et al., 1983; Schein, 1978; Van Maanen, 1976; Van Maanen and Schein, 1979). Each giving, in consideration of existing theories, a specific definition of the sector under study. We note, however, that Schein's (1978) is the first definition of this concept, and it is on it that the other authors have relied. We can summarize the multiple definitions available as follows: Organizational socialization is the process that allows an individual to be immersed in the social norms, expectations of the organization vis-à-vis him and the skills necessary to exercise within the organization. This definition suggests the evolutionary aspect of this notion in an organization that is just as evolutionary as the organization. Two concepts will be used in this subsection: socialization as a process of social learning and socialization as a process of identity transformation.

II.1.1. The organizational socialization of employees, a process of social learning

The organizational socialization of employees built around social learning is attributed to Bandura (1969). In his theory of the individual in a social learning system, Bandura (1969) presents socialization as a process of identification. Indeed, social models enable individuals to learn appropriate behaviors faster and more effectively than, say, the error-testing method. According to the author, a learning process takes place if a similar behavior appears between a model individual and an individual learning. Bandura recognizes that socialization is a process that takes place throughout life and that becomes more difficult when the individual leaves the family's inner circle. The workplace has a great influence on the development of people. The individual at work learns what is allowed in the work and what is to be prohibited. And so over time, he becomes a defendant agent of the organization. Comparable to cartoons for children, organizational changes over time are an important source of social learning for working adults. In the approach proposed by the latter, socialization is above all a process of learning. It is necessary to identify individual learning processes to understand the mechanisms of socialization of individuals in a given social context.

II.1.2. The organizational socialization of employees, a process of identity transformation

The debate about the formation of the personality of individuals in a social system seems to have taken a clear direction in recent years. While researchers in Freud's line believe that personality is mainly formed in childhood, recent developments argue that it is formed throughout life and especially in experiments. The

question of identity is central to any structure that seeks to enhance its prescriptions and reputation. Sociologists, who approach socialization in the organization from an identity perspective (Sainsaulieu, 1977), point to a dual movement that leads to the integration of new recruits into an organization or working group. On the one hand, the organization is considered to be "an oven of identity production" where a sense of belonging to a stable organizational culture can develop among employees (Sainsaulieu and Segrestin, 1987). However, by integrating individuals with various qualifications, companies are exposed to the evolution of these collective representations and, on the other hand, new recruits are actively involved in the identity process that takes place within the working groups. Here we can see the integration of individual identity with organizational identity.

It is very important, indeed, to take these two aspects of the question of the construction of the organizational identity of employees. On the part of the organization as "an identity-producing kiln", the main interest is to be able to put in place a set of factors which are not part of the striking force of the employees, but of the management policy of the men which the organization promotes. As for the employee who comes to the identity of the company, it is a question of knowing what plays in his mind (individual factors) to accept or refuse what the organization conveys in terms of standards and values. Socializing an employee thus amounts, according to the prescriptions of the previous authors, to a check on his level of apprehension and acceptance of the organizational precepts that he faces day to day in his working situations. This then refers to the control of the integration of the individual over time. How is the plan phased and what actions are required for its scheduling? This is the question to which the following lines will respond.

II.2. Time in the organizational socialization of employees: a state of the literature

Socialization refers to an individual's organizational transition process, that is, a process that results from crossing organizational boundaries during an individual's career within the same organization. Van Maanen and Schein (1979) identify three organizational boundaries that can be crossed over a lifetime in an organization: "the inclusive border whose crossing is analogous to the entry of a foreigner into a group, the hierarchical boundary ... which separates the different hierarchical levels, and the functional or departmental boundary ... which separates departments, services, functional groupings". Thus, an individual may experience several organizational socializations during his or her career within an organization. This will be a sequential approach to employee organizational socialization.

The work in this sequential approach to socialization has a common point in identifying the evolution of an individual's organizational adjustment process over time, since, as Fabre (2005) points out, "time is an essential element to be taken into account in the study of socialization, because this phenomenon is above all a dynamic process. ". On this basis, the sequential approach is concerned with the different sequences (possible arrangements) that follow one another or overlap and characterize the process of socialization. This sequential approach places the overall socialization of employees around three distinct stages:

Step 1: Early Socialization

This stage of organizational socialization begins even before an individual enters his or her new organization. The so-called "early socialization" stage (Feldman 1976, 1981) or "pre-entry" stage (Porter et al. 1975) characterizes the period before the individual's actual entry into the business or into his new position. The main activities of the individual at this crucial time of his or her integration are the formation of expectations about the work and the business, as well as the decision to accept or refuse the work in question. But the formation of expectations or expectations on the working relationship is not exclusive to the individual in question; it also develops on the company side, both based on a specific set of information that is recorded and memorized by the latter. We can mention here the importance of realism in the information provided by the company (information on the goals and the atmosphere of the organization) during this stage, for the success of integration. Realism limits the gap between the expectations of the employee and the reality she will face (Feldman, 1976 and Van Maanen, 1976).

Step 2: The initial confrontation

Several terms are used to refer to this stage of employee organizational socialization (notably "accommodation" by Feldman (1976), "meeting" by (Porter et al., 1975), "initial confrontation" by Green (1976). Almost all of these authors consider this step to be crucial in the process of organizational socialization, as the individual will experience a real shock of reality. This shock arises from both the gap between expectations and reality (in most cases, the information disseminated during the previous phase accentuates the positive points of the organization and minimizes the negative points (Van Maanen, 1976). He (the individual in question) is entering an unfamiliar organizational framework, where time and space can become problematic. The information he receives is not familiar to him, sometimes he does not know what information is, or how to interpret and select information. This phase of the process is marked by the relatively high stress felt by the individual in question. It is during this stage that role conflicts and perceived ambiguities of role are formed

which can alter the perceived environment of work to the point of making it more problematic. This step is very crucial to initiating the next two.

Step 3: Adapting to the organization

The final stage of the organizational socialization process is characterized by the shift from outsider status to insider status, by the resolution of conflicts and ambiguities related to defined tasks, by the affirmation of an identity that adapts to the standards of commitment, performance and loyalty of the organization. The individual becomes an insider when given autonomy, responsibility, privileged information, inclusion in the informal network, or being encouraged to represent the organization and solicited by other members of the organization for advice. The main activities of individuals during the adaptation phase are thus to master their work and to adjust to the norms and values of the social group. The conflicts and ambiguities that developed during the previous phase are overcome here.

In the same vein, Dufour and Lacaze's sequential approach (2007) stands out among the corpus of the sequential approach to organizational socialization that we have just given. Their work is not concerned with identifying the sequences of the process of adjustment of the individual to the organization, but with identifying those of the process of mutual adjustment of the individual and the organization, i.e. the sequences of the linking of the areas of identity of the individual and the areas of conformity of the organization. They thus show that "at the beginning of the integration phase, the non-negotiable area of the individual is large while that of the organization is narrow. Then, over time and as the individual becomes connected to the organization, the phenomenon is reversed as the individual identifies what is negotiable and what is not and as his employer begins to trust him. (Dufour and Lacaze, 2007). Thus, both authors identify a "trial" phase in which individuals comply completely for fear of being deported, and then a phase in which they regain some of their freedom of action that they use to express their true identity. Their sequential model of organizational socialization as mutual adjustment helps explain the failure of integration by the incompatibility between the tradable areas of the individual in the workplace and the organization.

From previous analyzes, a definition is needed to capture the concept of organizational socialization in the temporal component. Organizational socialization is the process of continuously adjusting an individual to his or her work situation. It is a process by which an individual in a working situation acquires, over time in an organization, all the knowledge of his or her field of work, all the relationships maintained in his or her daily work and all the values conveyed by the organization. This definition highlights the major interest in seeing man in a continuous vision over time to better understand how he integrates and what factors are involved in his total integration. This is the theoretical design of this research that we have just presented. The developments that follow will place a specific emphasis on the methodological framework of the research.

III. RESEARCH METHODOLOGICAL FRAMEWORK

Any scientific work worthy of the name follows a well-defined methodology. In fact, it is the framework that should guide the researcher's work throughout his study until the results of his survey are produced. In this section, we will describe the epistemological posture used in this research, the data collection tool, the tool for analyzing and processing the information collected, and how we have carried out our field survey.

III.1. The epistemological field of research

The aim here is to define and adopt a research approach in line with the nature of the questions formulated in the problem. In other words, to define an epistemological position and working methods that allow to result in a perfectly questionable and falsifiable research. The research we conduct is logically part of an exploratory posture in holistico-inductive form. The problem previously raised in this research is to understand how the process of organizational socialization of employees evolves over time. We seek to detect in a holistic way all the events experienced by employees that may moderate, transform or cancel their organizational socialization. We are therefore in a qualitative research posture aimed at understanding how individuals integrate over time through the many transformations that they face in their working relationships. To complement the epistemological framework developed so far, it remains to be determined which methodological choices can be made to answer questions of research and which are part of the holistic positioning of the humanities and social sciences. Among the collection tools available, the choice was on individual and directional maintenance. Why this choice?

Our research is part of the social vision proposed by the social interactionism stream, and this mainstream of understanding, it is as an instrument in this way of seeing things that individual and semi-directional maintenance has been retained in our research. Indeed, for this current of social interaction, the overall methodology of the social sciences is of the order of understanding the phenomena studied in a global vision, without taking into account the personal convictions that the researcher may have in the field of his

research. "On the basis of his pre-knowledge of the human activity in which he participates, the researcher is always confronted with the interpretation of actions and texts, through which he tries to read the modalities of the organization of human representations, and through which he tries to better understand himself" (Bronckart et al., 1996). In this analysis, the social link is not defined a priori, it is through exchanges with the actors on the ground that we will draw the outlines of the concept of organizational socialization. In Taylor's words (1997), the interview will capture the definitions/descriptions that officers have of themselves, that is, the subjective and intersubjective meanings they make in their daily work situation.

III.2. The Data Collection Tool: maintenance guide

Using a qualitative survey requires a pre-construction process of an interview guide that is directly relevant to the central problem of research and its objectives. An interview grid summarizes all the themes that form the core of the data collection work during the interviews. In the following developments, we present the logic of building our maintenance grid, the content of the grid and the coding unit of the grid.

II.2.1. The logic of constructing the maintenance grid

The construction of the maintenance guide led us first to define the objectives of this data collection in a precise way. A phase of personal reflection was therefore necessary before it was written. Indeed, we seek to know how the organizational socialization of employees evolves over time in the light of the various transformations which employees face day to day in their working situation. This issue raised several questions within us, which we wanted to explore further through the drafting of this guide. During the drafting of the interview grid, we organized ideas around several themes that we wish to address in a logical and fluid way, in order to ensure consistency in the sequence of questions and also in the speech given by the interviewee during the exchange. To do this, we chose to start with general questions aimed at building confidence in the interlocutor, and then pursue more specific questions to gather the most objective comments.

III.2.2. The content of the maintenance grid

In addition to the theme of identifying the company and the respondent, the interview grid includes nine questions divided into three themes, all reflecting the central problem of the research set out in the introduction of this work, as well as all questions about the understanding of the concept of organizational socialization by the employees themselves. These themes have been developed by our personal intuitions cumulated upon reading the theories related to them.

The first theme relates to the design and understanding of the concept of organizational socialization. It seeks to understand how field specialists (the employees in question) design their own socialization to the company in which they work and how they define their level of organizational socialization. The second theme takes stock of the daily experiences of employees in the organization as measured here by the work and the evolution of the work they do on a day-to-day basis. This theme allows us to understand the process of organizational adjustment of the employee in relation to the work received. The third theme deals with the process of making changes in the organization. Are these changes abrupt or are they staggered and programmed over time? And how does the employee in a working situation react to them? This is an opportunity for us to understand the process of adjustment of the individual in the face of change (both abrupt and staggered and programmed over time). To conclude with the interview, we ask the interviewees to give us a summary of everything that was discussed during the interview and to give us his perception (in view of the current situation of the company) of the evolution of the understanding of the different fields related to the company.

To complete the data processing process that we will be collecting in this research, it is necessary to report the interview unit that we have chosen for our research. Indeed, several analytical units can intervene when talking about the exploratory approach to research. The analysis is retained by the sentence because it reflects the essence of the speech given by the respondent. The sentence analysis requires a more in-depth interpretation of the different sentences issued by the investigator which the investigator considers important for the analysis and where they are directly related to the objectives and purpose of the ongoing research.

III.3. Sample and conduct of interviews

The managerial literature on organizational socialization offers a wide range of measurement tools for well-defined investigative contexts (Piétraç and Perez 2003); Starnes, 2007; Koskina, 2013; Becker et al., 2006; Schaninger and Turnipseed, 2005; Lacaze, 2005; Allen, 2006; Ashforth et al., 2007). In this theoretical range, we already find, more or less explicitly, a set of variables facilitating the understanding of this notion. However, in order to use even more fresh information, we considered it important to carry out a qualitative exploratory survey of employees in companies. As part of our research, we used the individual, directional interview to collect a set of testimonials that are specific to the respondents and that allow us to understand their reasoning by going beyond professional practices, testimonies that lead to "verifying and illustrating theories by providing

a reservoir of opinions and anecdotes" (Couvreur and Lehuède, 2002). We first present the sample of the research.

III.3.1. Sample search

The selection of the target population for this qualitative survey identified a key question for having people to provide us with all the information that is relevant and necessary to the conduct of our research: who is to question in the context of our research problem? We already note at this level so as not to lose sight of the fact that it is very important to target the right person who will be available to provide all the necessary information for the problem covered. Given that our main concern is to study the organizational socialization of employees over time in order to understand how it is spread and what different tactics are put in place to deal with changes, we felt it necessary to use two categories of individuals for this qualitative phase: employees and decision-makers of the company. For employees, they should work in the company regardless of the activity performed. With respect to decision-makers (if possible the company's own managers), they should be an employee in the overall hierarchy (and necessarily in a position directly related to the company's staff) and whose words and actions can influence the employee's evolution in the company. Based on our hope on the knowledge and relationships we have in the city of Garoua, we were able to obtain a total of 90 participants for this qualitative phase, including 60 employees and 30 decision-makers (mainly the persons mandated by the companies involved for this survey, of which no business manager in the account).

III.3.2. Conduct of interviews

We already note that we have not set a time frame within which the talks should take place. As soon as the opportunity arises, we set up meetings for the talks. Given their ever-increasing occupancy, some respondents could not accommodate us in their place of duty. They had to go to their residence to collect information. The interviews followed a specific logic with materials such as the dictaphone for the voice recording of the respondent's speech, the mobile phone for days when the dictaphone was not accessible, our interview guide that allows us to synchronize the questions, a note block in which we took notes to calibrate the chain of the respondent's speech and for a possible revival of the respondent when we were not satisfied with the answers given. Note-taking during interviews helps to reassure the respondent that he or she is not injured in his or her speech and that he or she also clarifies the information sought. However, the quality and reliability of the analyzes we make of the data collected from these materials are the key factors in our assessment of the quality of these materials.

III.4. The processing of information collected: content analysis

Content analysis, like any other method of data analysis, is an approach based essentially on a specific framework with as rigorous a principles and path as possible. The following lines highlight its definition and principle of realization. Mucchielli (2006) defines it as a set of diverse, objective, methodical, quantitative and exhaustive methods whose common aim is to obtain, from documents, as much information as possible concerning persons, facts, subjects explored, but also and above all to discover the meaning of such information. The author recalls that content analysis is intertwined in a stalemate where two contradictions exist they face each other: stay objective while inferring. Since any content analysis is concerned with the meaning of communication, it is necessary to clarify the methods chosen in order to remain as objective as possible. Content analysis is organized around three time phases: pre-analysis, exploitation of equipment and processing of results, inference and interpretation. Pre-analysis is the preliminary step of intuition and organization to operationalize and systematize the initial ideas in order to arrive at a concrete plan or analysis for the process of interpreting the results. The exploitation of material and the processing of results is a step in the setting of interviews and the detection of all the key ideas important for understanding the problem posed by research. The inference and interpretation phase consists in giving meaning to the different ideas collected and proposing a closer understanding of the phenomenon that triggers research. However, why the method of content analysis as a tool for interpreting research results?

In any case, the choice of an analytical methodology is never random. All contours of the data that the researcher is led to analyze must be considered. As part of our research, content analysis was deemed necessary for the analysis of our interviews for several reasons. This analysis is based on a rigorous interpretation of the interview data. Evidence-based interpretation is the logical continuation of content analysis (Louart and Penan, 2000). It determines in writing what data is understood and what it means. She comments on the results (the viewpoint of the interviewees) based on the questions asked by the survey. It diagnoses the information analyzed and classifies it by identifying the most significant and least significant, the strengths and weaknesses, the assumptions verified or not validated (Mucchielli, 2006). This is the strong point that led our view on this method of interpreting interviews in qualitative research.

IV. RESULTS AND DISCUSSION

The main concern of a research is to draw a conclusion to the various concerns raised in the investigation. Thus, after presenting the epistemological and methodological scope of research, the instruments for collecting information and the method adopted, it is time to take stock of the various results obtained by the study through the analysis of the content of the interviews. We note that these results, which will follow the logic of three themes, are obtained by analyzing the content of the respondents' discourse according to the content of our research interview guide. Before presenting the results of each of these themes in turn, a description of the sample of this search is provided in the following lines.

IV.1. Description of the search sample

The sample of our research is composed of individuals in different occupations with core activities that are not entirely equivalent. It includes Human Resources, Accounting and Finance, Marketing and Communications, IT and Logistics. In addition, we find that eight out of nine respondents (88.88%) have at least three years' seniority in the companies concerned, which reinforces the study of the temporal dynamics of socialization. But also, all of our respondents have at least the license. This, in our view, adjusts the understanding of the various issues contained in our grid.

Table 1: Characteristics of the qualitative study sample

Investigations	Professions	Main Activity	Ages	Gender	Ancients	Diplomas
Investigated 1	Human Resources Manager	Microfinance	39 years	Male	3 years	Bac + 5
Investigated 2	Client Portfolio Manager	Commerce	45 years	Female	4 years	Bac + 3
Investigated 3	Human Resources Officer	Trade and Services	48 years	Female	5 years	Bac + 5
Investigated 4	Computer Engineer	Education	42 years	Male	1 year	Bac + 5
Investigated 5	Communications Manager	Trade and Services	37 years	Female	4 years	Bac + 3
Investigated 6	Accounting Assistant	Bank Transactions	28 years	Female	3 years	Bac + 3
Investigated 7	Sales Manager	Hotellery	39 years	Female	7 years	Bac + 3
Investigated 8	Director Internal Audit	Trade and Services	40 years	Male	6 years	Bac + 5
Investigated 9	Logistics Officer	BTP	36 years	Male	4 years	Bac + 4

Source: Our investigations

IV.2. Empirical design of employee organizational socialization

Beyond the theoretical analyzes of the concept of organizational socialization, it is clear that all individuals interviewed in this research have a very thorough knowledge of the concept of organizational socialization. The answers given in relation to the first concern of our research are all calibrated around the acceptance of the company over the time they had to work for the company. Entitled "What do you mean by organizational socialization?", this issue had a real concern, that of understanding and contextualizing the notion of organizational socialization of employees within the framework of the dynamic employment relationship. In the summary table below, we provide a summary of the definitions mentioned by the interviewees and a summary that we ourselves make to help us understand these definitions.

Table 2: Empirical Design of Organizational Socialization

Investigations	Organizational socialization Design	Summary
1	"Socializing means learning family life, learning what is right or wrong in the framework of the norms governing behavior, and it is even learning what is doable and gives a place to an individual in a society".	Organizational socialization is the construction of habits and behavioral norms around
2	"By organizational socialization, I mean the construction of organizational knowledge, linked to the activities that the employee carries out, the specificities of the organization in which he works and the values of that same organization, he builds that knowledge and they make it his own."	
3	"Organizational socialization is the control of the business after learning. I am practically referring here to all the missions, values, objectives and the various members that are part of the internal working team. "	
4	"Organizational socialization is the birth of a habit of behavior related to a given activity in the employment relationship. It is about accepting the company as an entity with its different personal characteristics. "	
5	"Organizational socialization is the collective acquisition of a shared knowledge, either of innovations or changes in the organization that can be perceived as a competitive advantage available to the employee in carrying out his or her daily activities. "	
6	"I mean by organizational socialization of employees the skills acquired by the employee in the achievements of the business activities. This cognitive aspect is the result of knowledge created by the activities of employees within an organization over the time they work there. "	

7	"I would say that the organizational socialization of employees refers to all the data relating to both the organization, the work team and the activities of the organization that the employees get to know through the post of learning and to remember. "	all the variables that characterize the company and its way of functioning: the organizational family framework, the company values, the missions assigned to each task, the objectives for the organization and ultimately the human component of the enterprise.
8	"To ask about organizational socialization is to seek to accept even this organization, how it works, what its objectives, its functions, its raison d'être are. In a sense, it is to accept the very reason for the existence of this organization to make it known to other members. "	
9	"Organizational socialization is therefore a process through which employees, over time, perform better the tasks entrusted to them in an efficient way, thanks to the fact that they have already agreed to work for the company. "	

Source: Our investigations

IV.3. Positive situations of organizational re-socialization

Organizational socialization is a process that depends on several situations in its dynamic study. First, the respondents set out the concept of a role transition that generates the change in the routine already acquired in the previous employment with a view to a new mental scheme of the execution of tasks. Second, the survey respondents largely refer to situations of organizational change as the company grows as a result of these organizational changes. Finally, reference is made to employee learning periods, especially when the company is preparing to win new contracts or if the company is preparing an employee to fill the gap in a vacant position due to the departure or resignation of an employee. However, the latter case is not addressed by the respondents. We propose in the following lines what our investigators support in relation to these three situations and we also justify by their words why these situations are said to be conducive to re-socialization.

IV.3.1. Role transitions

The role transition period, still referred to as internal mobility, focuses on the movement of staff within the organization. It is defined for the individual as "the shift of work within the company or group" according to Peretti (1998). In this logic, two periods are cited by the respondents to explain the transition period of the position. First, the pre-transition period from the acceptance of future mobility to the first day of assignment on the new position. The second position of role transitions is the mobility phase itself, during which the actor seeks to better understand his new environment and the junctions of his different missions. In total, three out of nine respondents were interested in the issue of role transition within the company and their comments are explained in the following lines.

The pre-transition phase in internal mobility

The pre-transition phase is practically marked by several aspects which may call into question the cognitive pattern that the employee has developed since his recruitment into the company: stress, frustration of not being up to expectations, emotion. "The first time I heard that I would be transferred to the company's representation in Douala, I had to see my face today. It's almost like I've been given a non-wall lawyer and asked to swallow without chewing. I was scared, it's true, and I didn't feel completely in the bath. And with my entourage then, it was so much as if I had become an alien. This is not really good..." (Investigated 3, 2019). This respondent is concerned about the surprise that arises in internal mobility, especially when the announcement of mobility is made abruptly. With respect to stress, survey 8 (2019) reported that role transition situations are more common amplified even before entering the new position. "I was too stressed without lying to you. I asked myself so many unanswered questions. Am I concerned? can I get there? how can i do if there is an underdiscussion of my choice? it was both good and very stressful to know that you are going to enter a position that you hear all the time outside, the internal auditor in accounting. The stress is so great, especially when you know that from time to time you meet the predecessor in the position in question," he said. Investigator 6 (2019) alluded to her frustration that she had not always been up to the job of the new position. In a position of transition, the imprecant employee always asks whether he is made to be there. "The day I even learned that I should be working in the next few days for the accounting and financial directorate as a senior assistant, my body trembled with frustration and fear because I wondered if the missions would be up to my skill. I was afraid that I could lose everything because of lack of competence. Leaving from one position to another overnight, I tell you that it is very common. I had to do what, nothing more than wait for the time of departure to the new position. " (Investigated 6, 2019).

The mobility phase itself

For a new position, the arrival of an employee is always understood in terms of the discovery of a new world which is absolutely essential to understand in order to better adapt and to better manage tasks according to the rules of the art. in order to understand precisely the tasks assigned to him, it is important that he take ownership of the contours and apprehend the various actors with which he will now live, the predecessor

appears as a guide of choice to achieve this. This phase focuses on monitoring the employee's evolution once integrated and alone on his new position. Two variables are involved here to understand how this phase unfolds: the workspace and time to build relationships with colleagues. Of course, for the three cases of role transition discussed above, these are inter-trades transitions. "It is not as if changing roles is a fundamental concern. No, no, no one said it. What I say in In fact, it is necessary to know at least the requirements of the function in general and even of the position for which you are sent in particular. Everyone hates routine. I even think that the variety of roles is what all colleagues had to expect. The only problem is the new working environment: you have to adapt to it, learn to know people you have to work with, learn to know the missions assigned to a position that you never thought was the incumbent, it adds to the frustration. Getting familiar with a new workspace is the ultimate when you're assigned, I assure you. "We are told by survey 8 (2019). The risk of failure is higher when it is the one you are not familiar with "who must be your boss in the new position", she adds.

Rehabilitation time also plays a major role in the transition phase itself. This time will be shortened if the employee in the new position has the innate affection to work with others. This is the impounder's predisposition to make himself useful to others and to make relationships at work. "I'm always thinking that what made my adaptation to the job faster was my personality myself. People always tell me that, as you see there, you think that you will ever succeed in the position of human resources manager, especially with colleagues who were being gossiped about the way of direction that didn't help us, now you are part of it. I always replied that beh hold, let's leave time to time and wait to see what it can do afterwards. I can't reassure myself 100% that I can do better yet many people have been in my situation one day or the other. (Surveyed 3, 2019) From a different perspective, the time to adapt to the new position will also depend on the quality of the relationship that the novice had initially with his colleagues in the employment relationship. In this regard, survey 6 (2019) noted that "the most important thing in the transition of the position is that the colleague in question learns to better manage his openness to others, his ability to establish relationships beyond even the professional framework". To clarify the comments around the workspace, analyzed here in the sense of a working environment as a value creator, respondent 6 highlights the notion of proximity of the content of the position and the realities to the knowledge acquired by the incumbent: "it is not uncommon to find that internal mobility does not fit with the previous position, but at least is in line with the employee's initial training. For example, I do. My previous work environment had nothing to do with what I learned in school. I was a customer account manager. It's now that I'm working on what I've learned. It makes things a little easier to understand," he tells us.

IV.3.2. Situations of organizational change

Several works in the literature have focused on situations of organizational change on the one hand and their effects on the re-socialization of employee organization on the other (Elstak and Van Riel, 2005). The point of interest in our investigation is the meaning that the actors in the company give to the very notion of organizational change. Of the nine individuals surveyed in this research, four practically report that situations of organizational change are the most important in understanding stakeholder acceptance of the business. This important issue can be justified, based on the information gathered, by four variables that are important to explain: the questioning of the trust and loyalty of employees to the company, the questioning of the new restructuring of the company, a feeling of lack of recognition of employees due to the assignment of positions and, finally, a doubt about the skills of the new management team. We note, however, that these different variables were used for cases of sudden and radical change. No cases of mild change were reported by all of these respondents.

Particularly focused on its past within the structure, the survey 9 (2019) points to almost a reference to the period of "before" change and feels a massive disintegration of the sense of belonging to the company due to several variables, including the loss of trust and loyalty to the company. According to him, a sudden and radical change in the company's activities sufficiently demonstrates that the company is not doing well and calls into question the confidence of working for the company: "Let's take a simple case and imagine that we are in a structure where sudden and radical changes are the daily life of the company. We have the right to ask questions about the future. Everyone is asking the question of gender and if I stay and it goes wrong tomorrow, what am I going to become with my family? And I can't fully trust a company that makes change a priority. It is true that when there is a change there are challenges to overcome, but I must say a bit of consultation with colleagues. I see that any radical change that we experience every moment here, these changes signal a future that is not always convincing," he said. In the case of the new restructuring of the company, it is covered by the survey 1 (2019) for whom, "new governors mean new governance". Indeed, this situation of organizational change needs to be studied because re-socialization is not always immediate, especially when the change brings to the head of the company "a new leader with their own principles and management methods", he adds. On the other hand, the change can also cast doubt on the assignment of positions within the company. The most deserving would

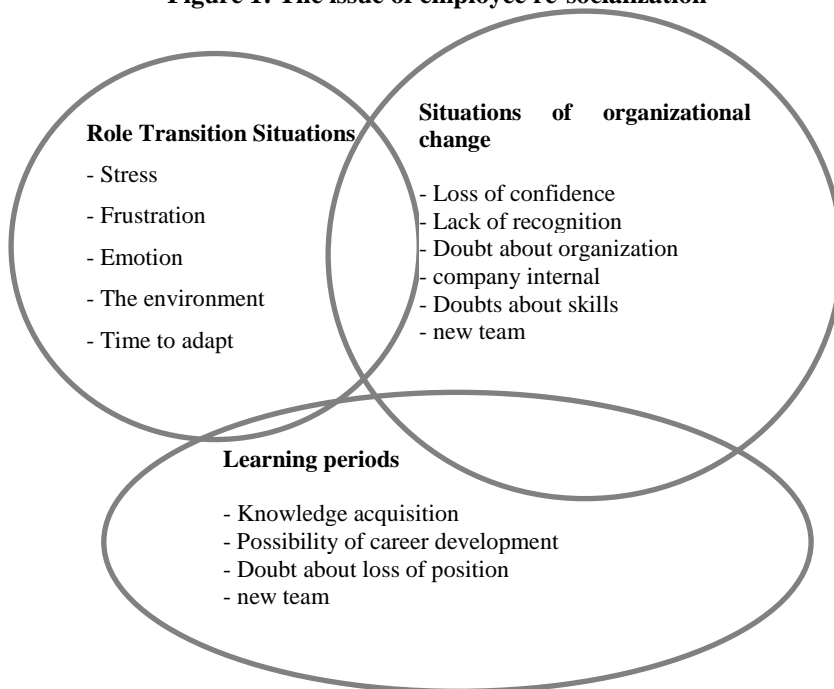
find themselves in some way in a situation of discrimination because they do not consider the job assignments to be fair from the point of view of organizational recognition. In this regard, survey 5 (2019) noted that "the very thing about organizational change is lack of recognition. You may be deprived of your functions simply because restructuring requires it. And sometimes even, you're being demoted. This makes one wonder: and why not others except me? ". Finally, survey 4 (2019) alludes to the doubt about the skills of the new leadership team when the change places new people at the helm of the company. "It is not easy at all to adapt to new people who are working. Those who arrive newly tend to neglect what predecessors built with all their strength. They often think that they are smart and forget that by changing anything, they are making a dent on the knowledge already acquired. I prefer that change be well prepared so that we can meet our new leader in complete serenity. But here, it was never like that. "

IV.3.3. Learning periods

The periods of apprenticeship indicate a significant importance for two respondents who have found themselves in apprenticeship for trades other than those they are used to in the company. First, for the respondent 2 (2019), who thinks that periods of apprenticeship result in either a loss of position for the employee in question and for the respondent 7 (2019), who speaks instead of new knowledge that guarantees good career management within the company. Indeed, these learning periods must be taken into account in the strategies of re-socialization of employees for reasons given by our respondents themselves. "I had focused on what I was asked to do while waiting for things to change to get out of this situation. If it was the internship, again it can pass, but when you know that the training you are doing is just to teach you something, and stay with it, I think that it can't make you feel like you're doing something. advance only at the same time. According to the survey 2 (2019), and more importantly, it "leads to a loss of employment due to a lack of recognition of the skills acquired through these apprenticeship training courses. ". For example, for survey 7 (2019), participating in a learning period before entering a business or even before entering a new position within the same business is a good reason for justifying his or her skills and for acquiring other knowledge necessary for the performance of his or her duties: "We must not lose sight of the fact that certain positions in the company facilitate integration into the workplace. I have had to make mentoring cases to newly hired employees and I myself have also been supervised by a lady who has clearly explained to me how to behave in complex situations, facing difficult times. This is a rewarding period, but the employee must be told that he is not sent to return without knowledge, he must learn something during that period to use it in his work. "

Periods of job transitions, situations of organizational change and periods of learning are three important situations of reflection on the organizational re-socialization of employees, and they highlight a doubt about the future of the company in terms of becoming. The following diagram explains the major challenge of these three situations and the variables highlighted to understand them from the point of view of the organizational re-socialization of employees.

Figure 1: The issue of employee re-socialization



Source: Our investigations

IV.4. Employee re-socialization strategies

Re-socialization of employees over time is not a sudden and meaningless phenomenon. It is much more marked by strategies that must be supported, both in the sense of personal will and in the context of the company's contribution to the socialization of employees. Reading the words of our respondents, any period of role transition or internal mobility, any period of organizational change and any period of employee learning are very problematic situations that encourage employees to redefine the mental pattern of the organization of tasks included in the organizational memory that it is good to accompany. In the course of the interviews, we identify the re-socialization strategies developed by the employees themselves and the re-socialization strategies developed by the company and its management team to facilitate the integration of employees.

IV.4.1. The employee as an actor in his own re-socialization

In the process of organizational re-socialization, several strategies are used by the employee himself to better integrate into his new working environment. In terms of the discussion, four strategies that are very interesting in organizational socialization over time are cited: self-management by the employee, the on-the-job learning strategy, the demand for help and the search for information and finally, the ability to manage organizational frustrations. All these strategies are favorable in the context of organizational socialization and are fully deployed by the employees themselves.

IV.4.1.1. Self-management by the employee

The first strategy of organizational re-socialization identified by the respondents is self-management. For the employee in question, it is a matter of self-driving in the light of all the knowledge acquired both from work experience and from school. This theme of self-management has been set out with seven occurrences among those surveyed who indicate that the important goal in their view is not to wait for the company's support before performing its duties, but to begin with this expectation: "at the beginning of my career in this new position, i was thinking that i was not going to be able to do the basics. It was too hard, especially for tasks I did was doing for the first time in my life. After that, I said to myself that this is not a matter of concern, the essential thing is to learn for yourself in order to move forward better. Learning to control yourself and set your career goals, I think that's what makes progress." reports investigator 5 (2019). In this sense, survey 7 (2019), who is the head of the commercial department in a hotel facility, talks about understanding the task to move forward: "i think the main idea is first of all understanding the task. You should not wait for someone else to tell you, but you should try to learn from yourself and coordinate your tasks personally. This is where the control of the results will be done. ". For the 2 (2019) survey, it is obvious to set yourself performance goals and self-sanction if performance is not achieved: "i am responsible for the client portfolio and the company exists because the portfolio is also full of loyal clients. Every day I set my goals and think personally, how do I make sure that customers do not turn away from the company's products? how should i attract even more customers? these issues remain for challenges of action. If I can't do it, then I failed and I'm giving myself chores like personal descent to meet clients. "

IV.4.1.2. On-the-Job Learning Strategy

On-the-job learning can be understood here as the development of knowledge and learning directly in the workplace. Several interviewees use this concept to explain how they socialize with a company or on a new workstation as part of internal mobility. Phrases like "I learn alone" or "I have never done this before, but I do it wonderfully now" explain this notion of on-the-job learning. This concept was repeated more than four times during the interviews to explain the organizational socialization of employees. For the respondent 6 (2019), "if you want to learn, learn alone and never wait for someone to come and guide you. It's not because it's never been done somewhere that you can't happen. I have my own philosophy and this philosophy is to learn and perfect myself in even the most complex work situations. ". This consideration is amplified by the survey 3 (2019), for whom "practice is an indispensable element in understanding theory. ". She continues: "it is true that there is a lot of pressure when you are a novice to a position. I always thought that it is by making mistakes that we end up making mistakes in another day. At some point, you need find tips to go faster. If I don't learn alone, I don't remember and if I don't remember, it's a good time for reproaches." On-the-job learning enhances new skills and, at a given point in the employee's history within the structure, builds a cognitive loop that facilitates business decisions. In this regard, the respondent 5 (2019) states: "learning directly at work is important for one reason only: it allows you to do perfectly what you have never done before. My current job as a communications manager, I have never done it before, but I do it wonderfully now. We are made to learn from ourselves and not rely on someone else to succeed in their professional project."

IV.4.1.3. The request for help and the search for information

Two strategies for the integration and re-socialization of employees in situations of organizational movement, the request for help and the search for information facilitate the understanding of the task. If a new employee is stuck in his job, he can either ask for help with the most experienced or get closer to the nearest branch or manager to get answers to his concerns. These two strategies were set out more than eight times by our respondents. As noted in survey 1 (2019), "with a manager, it is possible to see more in depth the concerns raised while with a member of his team, omissions can be observed here and there in the explanations. I always ask others for help, I like to get closer to the hierarchy in complex situations. This is how I learn and evolve since I arrived in this position. ". In the same vein, respondent 4 (2019) refers to the request for co-worker assistance. It is this request for help that reassures the employee about learning the trade and socializing the business. "It is easier to get convincing answers from familiar employees than to apply for help from people who are almost rare. I'm talking about line managers, of course." In the search for information, respondents use functional information. Employees gain a better understanding of their work by seeking information on how to do it. "It's weird for someone who's new to a job. I understood that in order to improve, we need to look for information on the performance of the predecessor and understand how he was doing to get out of it. This information is called performance control variables. "

IV.4.1.4. The ability to manage organizational frustrations

Talking about the integration and organizational socialization of employees is a step closer to the theory of emotional events, for which, in a role transition situation or in a situation of organizational change, employees are faced with frustrations and emotions that can destroy the process of acceptance of the structure already triggered in the integration phase. This strategy has been set out only twice by our respondents who believe that the employee is the only boss in controlling his temperament and frustration in a new employment situation. As stated in survey 3 (2019), "developing automation is a whole mental scheme to be put in place. It is not excluded that from the first day of your work in a company, you are asked to perform tasks that you have never imagined in life. It's easy to keep your temperament. Anything can happen. ". To clarify her remarks, she goes on to say that "it's difficult when you're stressed out to be in a new position with a lot of challenges, there are even some who will be bothering you every time you get out of the way, but the key is to stay calm. This is exactly what I took in the time when I was new to this company." For the survey 8 (2019), frustration arises from the eyes of others on the one hand and from role conflicts in terms of job suitability on the other. He noted that "it is even colleagues who are more frustrating at work. You come in and you have not even set up yet that he begins to remind you of the threats that fell on your predecessor and the reasons for those threats. If it makes you grow, you should note that it is stressful and stressful. ". Also, "frustration may be caused by the imbalance between the duties assigned to the position and the competencies held. But, for the most part, we have to be strong in relation to the gossip of our colleagues".

IV.4.2. The company's re-socialization strategies and management team

The company and its management team are also involved in the process of organizational socialization of employees, since employees are facilitators of employees in their reintegration scheme into their new position, or in situations of organizational change. According to the respondents, the company and its management team identify four strategies: rationalization of the work, the accompaniment of employees through a professional mentoring procedure, the construction of relations between employees. These strategies are better explained.

IV.4.2.1. Streamlining Work

The company as an actor in the organizational re-socialization of employees is an aspect that has not been much discussed by the educated. For most of them, it is necessary that the employees themselves be active for their socialization. Nevertheless, in terms of the strategy of organizational re-socialization, two respondents spoke of the rationalization of the work submitted to the employee. "I often have difficulty in this business, especially when I have been promoted. I am given tasks to do, I am not told how to do it, I am asked to do well. What's the story?" reports investigator 4 (2019). A work, if rational, facilitates the understanding of what is required. This is the case, for example, when line managers clearly demonstrate what is expected and how to achieve what is expected. "It's very practical to know that the tasks are well clarified, that the work is for something and that the employee in question knows where he is going. Do not ask someone to do a job that cannot be done in their situation as a new employee at the workplace. ". As a result of this investigation, we take the words of the investigator 1 (2019), for whom the person responsible for giving the orders must himself reflect on the feasibility of these decisions: "here i am a decision maker, and as i am telling you, i never tell an employee to do something that i cannot do myself. You really have to be rational in making decisions. What is not feasible is eliminated and employees are given orders that we can do it ourselves. Also there are work

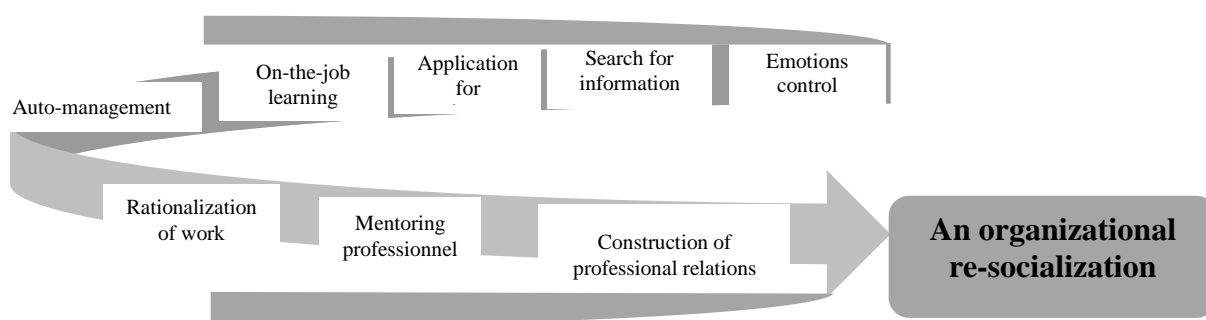
schedules that are not really for work. This means that employees must also be given some time to think about something other than work. "

IV.4.2.2. Professional mentoring

In Houde's understanding (2010), the fundamental purpose of mentoring is to reveal the mentor to himself (process of individuation of knowledge transfer), and to facilitate the implementation of his professional dream: the construction of a professional project and the self-acceptance of that project. It follows, therefore, that professional mentoring, in order for it to result in a good transfer of knowledge and a good socialization, must incorporate three criteria according to the participants' comments: first, social support, second, the will to meet the challenges and finally the construction of a project within the structure. "A new employee necessarily needs support. And in our context, it is to put the employee in question with an elder in the company or in contact with someone who had been in the same position. This is our strategy to facilitate learning from work on the one hand and to accelerate the pace of familiarization with the company. ". Professional mentoring is very affordable to ask questions of social support at work and the development of mentoring self-training and the ability to want to do better. "It all depends on the level of support given to novices. It also depends on the challenges they face within the company. An employee who seeks to move forward with professional challenges and is supported in his action plan, I think that the expected reality is a good construction of a professional project," says survey 8 (2019).

IV.4.2.3. The construction of professional relations

Rationalization of work and professional mentoring are not sufficient to ensure successful integration and learning. In addition to these strategies, the person needs to feel more comfortable in relation to his or her relationship with other members of the company. It is therefore the responsibility of management to put employees in situations of professional meetings with other colleagues. This strategy was set out by a single investigator in our exploratory investigation. This is of course the case of survey 8 (2019), which refers to "the organization of open houses, meetings of professional discussions, round tables that spread out the description of the company and the organization of workstations. ". He continues: "when i first came to this company, i knew nothing but what i learned in school. The manager on my arrival was a nice guy. Someone who likes to think about the behavior of employees in the structure. He had a day of talks and discussion and everyone should explain to others how he does to succeed in his tasks. I assure you that it was very successful for me. "



Source: Our investigations

V. DISCUSSIONS AND CONCLUSIONS

The organizational socialization of employees is a very "multiplex" process if we want to use the words of Saks and Ashforth (1997) in that the content of socialization practices, the key situations of organizational re-socialization and the impact of so-called re-socialization strategies over time are few and sometimes not compatible with each other. Our investigation sheds light on the literature related to organizational socialization. First, the value of internal mobility, periods of organizational change and situations of learning has been highlighted in several previous work (Gherardi et al. 1998; Vandangeon, 1998; Brown and Starkley, 2000; Hogg and Terry, 2000; Cahour, 2002; Kane et al. 2005; Notais, 2010) and well clarified by the people surveyed in the field. Second, earlier work referred to organizational socialization tactics by emphasizing the main role of the actor itself in terms of proactive behavior or not. In terms of proactive behavior, the research indicates that self-management, on-the-job learning and information gathering are categories of strategies that new recruits can put in place to achieve successful socialization (Vancouver and Morrison, 1995); Sacks and Ashforth, 1997; Lacaze, 2001, 2005). We note that these different strategies have been set out for cases where new employees are integrated into the company. Based on a dynamic study of organizational socialization, our research has been

able to identify, beyond the previous three strategies, the use of help and the control of emotions. In the study of the dynamics of socialization, our research proposes a five-factor model of proactive socialization practices.

In terms of organizational strategies for employee socialization, our research identified three: Streamlining work for employees, professional mentoring situations, building professional relationships. We note that these strategies are explained by employees who are old in the companies and not by novices compared to the work of Lacaze (2001) which developed for cases of socialization of new employees. The work of Lacaze (2001) and several other research (Bauer and Green, 1998); Wanberg and Kammeyer-Mueller, 2000) consider socialization as a social process and suggest developing an interpersonal climate of exchange between new and old. From our research, it follows that these strategies, while important in the socialization of new employees, must be remembered from time to time in the re-socialization of employees.

The writing of this article allows us to bring to the rich academic literature a better understanding of the situations of so-called organizational re-socialization by justifying the variables that come into play. Understanding the company and accepting its values is not just a process of organizational entry. It occurs as the employee moves within the enterprise through situations such as role transitions, organizational change situations and employee learning situations within the enterprise. Theoretically, we awaken the minds of researchers on the temporal dynamics of organizational socialization. At the managerial level, business managers should be aware that there is a need for consistency between the organizational entry discourse and role practices, and a need for consistency between the discourse of organizational change and related practices. It is equally important to regulate the selection of employees during recruitment according to their ability to develop individual strategies of re-socialization on the one hand and to take into consideration the organizational strategies of accompanying employees for the three situations presented.

However, the contributions of this research should be considered taking into account a number of limitations, including the fact that the empirical study was based on data obtained through guidelines. This design can pose the problem of bias in terms of variation of statements and respondent feeling. We note that this bias was controlled by the fact that we eliminated all hesitations during the content analysis phase. Thus, to overcome this limit, future research should prefer longitudinal designs to check the evolution of organizational socialization.

An interesting way forward for future research is to study organizational re-socialization strategies as part of a quantitative longitudinal approach, and also to involve the researcher himself in a research-action approach to better understand the functioning of the business and, moreover, to better explain the content of these organizational socialization strategies.

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