

Onboarding:

A Vehicle for Employee Retention

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Abstract

Professional and paraprofessional retention is a problem within public libraries. Turnover is expensive and time consuming for libraries. Onboarding is a vehicle to retention, especially if it is structured and intentional. There is limited research on specific onboarding practices in public libraries, best practices and their implications. Utilizing the Inform, Welcome, Guide framework of the Klein, Polin, & Sutton (2015) study conducted across industries, current onboarding practices were surveyed for public libraries across Georgia. The survey included questions on the presence, timing and helpfulness of specific onboarding tactics. The survey yielded 114 respondents statewide. Respondents were both part time (16.7) and full-time (83.3) workers and included Paraprofessional (65.8) Professional MLIS/MLS (34.2). Over half of the respondents work in a system with 61 employees or more.

Keywords: onboarding, employee retention, socialization, libraries, public libraries

Introduction

During the first week of the 2018-2019 Public library INstitute for New And Creative Leadership Education (PINNACLE) program, our facilitator posed a question to the cohort: what percentage of the people in your organization would say work matters, work doesn't matter, or that it depends? Surprisingly, the cohort's consensus was that work didn't matter or it depends for 65% of people in our organizations.

The culmination of the PINNACLE program is a white paper that addresses a significant problem facing libraries. Our group found it fitting to address a problem that the cohort identified during the first week: low staff buy-in that leads to low morale and high turnover.

We replicated a survey by Klein, Polin, and Sutton regarding onboarding practices. One respondent from our survey remarked, "My Director was my manager. She was not helpful and basically expected me to learn on my own. I suppose because of my background and education, she assumed I would be able to. I have wonderful coworkers and a can-do attitude however, and that got me through." There is a big disconnect between theory and practice. Only 41% of respondents surveyed in a survey of library employees felt they had sufficient opportunities to participate in training (Ingles et al., 2005). That same survey found that "Less than half of paraprofessionals working in all other sectors felt their training opportunities were sufficient" (Ingles et al., 2005, p. 137). The goal of this paper is to provide recommendations for successful onboarding practices.

Literature Review

This literature review endeavors to show a cross-sectional view of the available resources illustrating the definitions, conceptual frameworks, case studies, techniques, outcomes, and

measurement methods of onboarding. A search of online research databases for academic and professional literature on onboarding within libraries resulted in two articles, each specific to the experience of degreed academic librarians. Broadening the search to include literature from human resource professionals and academic research yielded a large number of studies worth consideration, including those focused on small to mid-sized organizations and onboarding principles, techniques, and recommendations.

Onboarding Defined

Onboarding, also known in the academic literature as “organizational socialization” is defined in very similar ways by each of the resources reviewed. A summary definition is as follows:

“Onboarding” is the process by which organizations provide tools and opportunities to new employees with the goal of bringing them fully into the organization in terms of job knowledge, familiarity with organizational policies, procedures, history, culture, and social inclusion.

Onboarding is not orientation. Orientation is an event while onboarding is a process. Most of the resources stress the distinction between “orientation,” which is typically seen as a one-time event that mainly addresses job tasks, rules and regulations, and “onboarding,” which is seen as a system of programs, which may include an orientation step, designed to develop a new employee’s identity as a full-fledged member of the organization in a measurable way.

Onboarding helps indoctrinate the employee and brings them “on board” to the company culture and company values. Fursman (2014) sums up that proper onboarding ensures that the employees “start off on the right foot.”

Using the term “organizational socialization,” Klein, Polin, & Sutton (2015) define onboarding as “the learning and adjustment process by which individuals assume an organizational role that fits the needs of both the individual and the organization” (p. 263), and Bauer, Bodner, Erdogan, Truxillo, and Tucker (2007) define it as “the process by which newcomers make the transition from being organizational outsiders to being insiders” (p. 707). Klein et al. (2015), whose work forms the foundation of the study detailed in this paper, explain that onboarding consists of ““formal and informal practices, programs, and policies enacted or engaged in by an organization or its agents to facilitate newcomer adjustment.”” (Klein et al., 2015, p. 263). Socialization tactics impact newcomer adjustment and includes role clarification, organizational culture, assimilation and conveying information and resources needed to succeed (LaPointe, et al., 2014).

Onboarding is an interactive process requiring the participation of all parties. The components of onboarding will vary for each organization but there are key concepts that are universal when it comes to onboarding. The goal of onboarding should be to not only bring the new hire "onboard" but to "integrate" them into the company culture, the job position and develop fully functional employees (Byford, 2017, p.80). Graybill, Hudson Carpenter, Offord, Piorun, & Shaffer (2013) explain that the fundamental goals of onboarding include welcoming new employees; setting expectations; communicating expectations fully; and providing employees with the organization’s mission and vision and their role in fulfilling these.

Importance of onboarding

Onboarding is important because according to research, 20% of employee turnover occurs within employees' first 45 days (Bortz, 2017). When people start new jobs, they experience an "adjustment [period] during initial entry [that] is generally believed to be the most intense and problematic" (Klein & Heuser, 2008, p. 280). They have to adjust to new job duties, new processes, and new social and political contexts. Onboarding helps relieve new employees' "anxieties and uncertainties about the demands of, and fit with, their new position and organization" (Klein & Heuser, 2008, p. 280). The 8Rs Canadian Library Human Resource Institutional Survey highlights how much onboarding is needed in public libraries. That survey found that 72% of respondents believed that new and early career public librarians needed "significant" amounts of "ongoing training to meet the needs of [their employers]" (Ingles et al., 2005, p.131).

Onboarding is one way to satisfy both the needs of new library hires to understand their jobs and workplaces and the employer's goals for that particular staff member. Fursman (2014) sums up that proper onboarding ensures that the employees "start off on the right foot" (p. 18). Bortz (2017) explains that according to a Career Builder Survey, successful onboarding shows that you are investing in employees and that employees matter.

Conceptual Frameworks

The onboarding literature offers a number of useful conceptual frameworks for viewing the process. Bauer (2010) identifies four levels of onboarding known as the "Four C's." These levels are compliance, clarification, culture and connection. Compliance, the lowest level, introduces new hires to basic rules and regulations of the job. Clarification goes a step beyond

by making sure employees learn the expectations and day-to-day work of their jobs. Culture teaches new employees the formal and informal norms of an organization. Finally, Connection fosters the important relationships and information networks needed by the employee to thrive in the new position.

Bauer (2010) goes on to classify organizations into three levels. Level 1 organizations (approximately 30 percent, according to research) provide Compliance, and possibly some level of Clarification. Organizations at this level essentially engage in “Passive” onboarding. Level 2 organizations (50 percent) cover Compliance and Clarification well, but lack an organized process to encompass Culture and Connection. These organizations conduct “High Potential” onboarding. Level 3, or “Proactive” onboarding firms (20 percent) formally address all of the four C’s, taking a systematic approach to bringing new hires into the organization.

Within Bauer’s (2010) framework there are four “levers” available to organizations to help newcomers succeed in becoming part of the organization: self-efficacy, role clarity, social integration and knowledge of and fit within an organizational culture (p. 4-6). “Self-efficacy” refers to the confidence acquired by employees as they become proficient and knowledgeable in their job duties. “Role clarity” includes how well the new hire “understands his or her role and expectations” (Bauer, 2010, p. 5). “Social integration” describes the means by which employees begin to feel socially accepted within the organization by their colleagues and managers. Finally “Knowledge of and fit within an organizational culture” involves the employee fully accepting the organization’s goals, values and mission.

Klein et al. (2015) use another effective model (developed by Klein and a colleague in an earlier work) for conceptualizing onboarding in a practical sense. This is known as the

Inform-Welcome-Guide (IWG) framework (see Appendix A for further details). The Inform category is “aimed at helping newcomers learn what they need to know to adjust successfully” to their new jobs and is comprised of communication, resources, and training for new hires (Klein et al, 2015, p. 265). Welcome gives new employees opportunities to be appreciated and celebrated on their way into the organization while offering the means to begin a personal relationship with managers and colleagues. The Guide category provides recent hires with “active, direct assistance (e.g., an assigned buddy) to help them navigate the[ir] transition” (Klein et al, 2015, p. 265). Both Bauers’s (2010) Four C’s/Organizational Level’s model and Klein et al.’s (2015) IWG framework give organizations a simple and effective means of thinking about and exploring the process of onboarding new hires.

Case Studies in Onboarding and Organizational Socialization

In the earliest study in our literature sample, Klien and Weaver (2000) performed a field study on whether or not an organization’s orientation program contributed significantly to the social development of recent hires. With 116 subjects from a large educational institution across a range of employment levels who did or did not attend a three-hour orientation session, the researchers attempted to measure the session attendance, employee tenure, socialization (history, politics, and language), reactions to the orientation, and organizational commitment using a questionnaire that was mailed to the employees. They found that the orientation program positively impacted some aspects of socialization (organizational goals/values and history), but had no measurable impact on others such as language (job terminology), performance, or political understanding. This finding supports the Bauer “Four C’s” framework in that Level 1

organizations' "rules and regulations" approach does not address the goals of Culture and Connection.

Keisling and Laning's (2016) study of onboarding in academic libraries relies on 10-question in-person and telephone interviews with 20 recently-hired academic librarians to ascertain their experience with orientation and onboarding. In the course of their project, they discovered what they consider the "other purpose" of onboarding, "for the organization to learn and broadly share knowledge about the new employee's signature strengths" (p. 382). Though they attempted to capture feedback about this in their interview process, they found that "very few of the respondents were able to articulate what would be important to know about them" (p. 388) because "it appeared that they had not considered organizational learning about them to be a component of the onboarding process" (p. 390). In their recommendations, they include a suggestion for hiring managers to "[e]xplain to recently hired librarians and to their new colleagues what strengths led to their selection" (p. 392).

As Graybill et al.'s (2013) article reveals, "[t]he library literature has limited information regarding onboarding best practices" (p. 204), and the authors do their best to make recommendations to correct this omission. Again focusing on academic libraries, the researchers surveyed documentation from 17 institutions on their onboarding practices for coverage of the key variables they identified from the combined documentation. The variables include socialization, support programs, checklists, review of policies, communication processes, and other noteworthy activities (Graybill et al., 2013, p. 205). They recommend beginning implementation of the onboarding process at the recruitment stage and to address the above variables. According to Graybill et al. (2013), the fundamental goals of onboarding include

welcoming new employees; setting expectations; communicating expectations fully; and providing employees with the organization's mission and vision and their role in fulfilling these.

Meyer and Bartels (2017) explicitly reference and use Bauer's "Four C's" construct as the basis for their broad study of its effectiveness in practice. Surveying 734 respondents across multiple vocations and levels of responsibility, they measured the assumed onboarding outcomes of organizational commitment, perceived organizational support, and job satisfaction. They found that employees who were onboarded at the Culture and Connection levels "reported significantly higher levels" of each outcome than workers onboarded at the Compliance or Clarification levels (p. 23). Once again, Bauer's Four C's model is borne out by a systematic study.

Bauer et al. (2007) examined the state of the professional and academic literature by performing a metaanalysis of previous studies on newcomer socialization. Using a model that divides the efforts of the organization to onboard the employee from the employee's own information seeking efforts, Bauer et al. map those efforts onto three of the "four levers" mentioned earlier: Role Clarity, Self-Efficacy, and Social Acceptance. Then the researchers examined the expected outcomes of job performance, job satisfaction, organizational commitment, intentions to remain at the job, and turnover. They conclude that "organizations should consider the types of adjustment (role clarity, self-efficacy, and social acceptance) as key indicators of newcomer socialization" (Bauer et al., 2007, p. 717).

Methodology

Key to our group's approach to our own original research is Klein, Polin, and Sutton's 2015 study of the presence, timing, and helpfulness of specific onboarding practices. The researchers identified 30 onboarding practices that fell neatly within the Inform-Welcome-Guide framework referenced above and surveyed human resource managers and employees as to how they offer or experience each practice, along with when the practice was experienced and a gauge of helpfulness. Our group immediately saw the value of this survey and decided to adapt it to a library setting. We made adjustments to the question wording to make it more friendly to library staff and added demographic information to capture the types of positions, the length of time they were in their positions, and which Georgia public library system they represented. We shared the survey on several Georgia library email distribution lists.

Results

Between July 25th and August 13th, our survey received 114 responses and sampled all levels of library workers throughout the state. Roughly 83% of respondents were full time workers and the remainder were part time workers. Paraprofessionals made up the majority with 65% of responses and the remainder came from those with their Masters. While we did receive responses from outside the state of Georgia, we decided to weed those from the response pool so that we were only sampling our state.

One of the most surprising stats from our survey was the fact that 7% of respondents answered that they received no on the job training. Supervisors may believe that education or experience have already prepared the employee for the job, but this does not mean that new employees should be tossed into the deep end on their first day. One respondent commented that,

“because I had previous library experience in a PINES library, it was assumed that I knew the rules and what to do.” However, each work environment is different and a little training can go a long way. That is evidenced by the fact that everyone who responded that they did receive on the job training found the training beneficial. This is a clear indication that any training is better than no training.

Roughly 23% of respondents answered that their manager did not set aside a block of uninterrupted time to spend with them during their first days on the job. This can be critical during the first few days on the job because it allows the new employees to ask questions in a safe environment without the judgement of coworkers. It also allows the supervisor or manager to clearly lay out expectations for the new employee. One respondent commented that they had a “pleasant enough initial experience with unrealistic expectations to follow.” The onboarding process can not be a one day process. Managers and supervisors need to constantly communicate with their new employees so that expectations are maintained.

Over 66% of respondents answered that they did not participate in exercises to get to know their fellow employees and almost 45% did not receive a personalized welcome from their manager or supervisor. These simple steps can make a big impact on a new employees’ comfort within an organization. Those exercises can help new employees learn their coworkers’ name and connect on areas of interest. Eighty-nine percent said they believed that the exercises to get to know their coworkers were beneficial in the onboarding process.

When asked whether they were encouraged to observe a fellow employee for a period, 39% said the observation occurred formally and 32% said the observation occurred informally.

Of those that observed an employee both formally and informally, 90% found that practice to be helpful with the onboarding process. However, it is important when encouraging new employees to observe coworkers that experience should be taken into account. For example, an employee that started on Thursday should not be observing an employee that started on Monday. Observing employees with experience and high work standards will help avoid the 10% reporting that they did not find the practice helpful.

While many of our respondents were not assigned a mentor, 91% of those who were found the practice helpful. There are many different ways that this practice could be established in different library systems. It could be a voluntary program that employees could sign up for, it could be a peer to peer program that focuses primarily on experience, or it could be a selective program that requires employees to apply for participation each year.

Many respondents who received training indicated that their training did last well into the first year of their employment and they found the continuous training beneficial. This solidifies our belief that onboarding can not only take place during the first day, first week, or even the first month of employment. Onboarding should be a continuous process that completely brings new employees into the fold and sets them up for work that matters.

Discussion

General Recommendations

Get started.

Klein et al. (2015) found that “newcomers perceived nearly all specific [onboarding] practices, and all five categories [of the Inform-Welcome-Guide framework], to be at least moderately beneficial to their onboarding experience” (p. 279). This suggests that simply offering any onboarding practices will make new employees feel better prepared for their work.

Evaluate your current onboarding program and identify areas of success and growth.

Program evaluation can seem like it requires a PhD and significant finances, but many evaluation methods can be performed at low or no cost and without much additional professional development. One suggestion is to review the library’s onboarding process and compare it to the Inform-Welcome-Guide and socialization content frameworks (see Appendix A and B) or the 4 C’s framework to see where the library is (or is not) investing in onboarding efforts. For example, the review may find that a library excels at welcoming new employees but it needs to place more emphasis on teaching new employees about institutional structure and building working relationships.

Feedback from staff is also critical to this evaluation. A simple survey asking staff about their onboarding experience could supply invaluable information on how staff views and remembers the organization’s efforts to support them when they were new employees. A discussion with senior staff could elicit useful responses about about how well new employees

are onboarded and what practices could be improved or instituted to improve new employee onboarding.

Create SMART goals for your onboarding program.

SMART (specific, measurable, attainable, realistic, and timely) goals help organizations focus their onboarding program on concrete tasks (for more information on SMART goals, visit

https://www.ucop.edu/local-human-resources/_files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf). SMART goals should be developed from the needs

identified through evaluation. The following is sample SMART goal: New employee discipline referrals will decrease by 20% after the library institutes a review of key staff policies at the monthly staff meetings over the next twelve months.

Specific Recommendations

Begin before hiring.

Onboarding involves both the employer and the employee. It can be difficult to onboard a person whose perception of a job varies greatly from the position's actual duties. Specific job descriptions help prospective hires decide whether or not to apply for a position. For example, "provide patron assistance" is a vague duty. However, "assist patrons with basic Microsoft Office tasks" lets prospective employees know what kind of assistance they will be expected to provide.

When scheduling interviews, a realistic job preview may be added to the process to

further give potential employees a better idea of the position that they are applying for. A realistic job preview “introduce job prospects to the actual work they'll be doing” through various techniques like “multiple interviews, office tours, videos, online presentations and actually performing duties in the workplace during an ‘audition’” (Tucker, 2012, p. 51).

Conduct onboarding over an extended period of time.

In reviewing Klein & Heuser’s (2008) descriptions of the twelve parts of socialization content for new hires, it is clear that these topics cannot be adequately covered, much less comprehended and retained, in a day or even a week. The amount of time needed will vary based on the position and the individual employee. Certainly, some socialization content is critical early in an employee’s tenure, such as their inducements to work (pay and benefits) and rules and policies. However, other socialization content, such as working and social relationships, will take time to develop.

Provide information.

Klein et al. (2015) found that some of the highest correlations between the extent an employee was socialized and IWG onboarding categories was found within the Inform-Resources subcategory practice, which consists of reference material for new employees. These resources may be particularly helpful as onboarding requires both the employer and the employee to invest in the employee’s “successful organizational membership” (Bauer & Erdogan, 2011, p. 51). Bauer and Erdogan (2001) note that one way that new employees onboard is through “passive methods [of information seeking] such as ...viewing the company website, reading the employee handbook, and reviewing other written literature” (p. 53). Graybill

et al. (2013) list a number of best practices in this category that they discovered in academic libraries, including FAQs, employee handbooks, and listservs (p. 210). A few potential Inform-Resources practices for public libraries include handouts regarding Dewey Decimal system and database search, ILS manuals, and compilations of library user policies.

Welcome new employees.

Klein, Polin, & Sutton (2015) found that some of the highest correlations between the extent an employee was socialized and IWG onboarding categories was found with the Welcome practice (p. 279). Unfortunately, Welcoming activities seem to be underutilized in public libraries according to our research. Fortunately, most of the welcoming onboarding practices Klein et al (2015) measured are easy to implement, such as providing “a personalized welcome ..., exercises to get to know [sic] fellow associates, [and] ...a gathering [sic] to meet [sic] fellow associates” (p. 273).

Provide mentoring/buddy system.

According to Klein et al. (2015), new employees felt that Guide strategies were the most helpful. Key onboarding practices in the Guide category include mentoring and “buddying.”

Oud (2008) explains that providing mentors or buddies

means that new librarians have someone they can ask when they are confused or need information ...Workplace socialization research has shown that having a mentor or peer buddy is helpful because it provides the new employee someone whose purpose is to help and who expects questions (p. 265).

Graybill et al (2013) note that buddies are more like “an official friend” who can be asked what may seem like minor or difficult questions without the power differential that mentoring can have (p. 203) .

Offer more onboarding practices.

Klein et al.’s (2015) findings suggest that offering and experiencing “more onboarding practices is better...” (p. 280) and that “....the number of onboarding practices experienced by new employees is positively related to the extent to which they are socialized.” (p. 275-276). A few onboarding practices are likely not enough to provide the assistance new employees need to be successful. There is so much for new employees to learn that multiple avenues of instruction are necessary, from providing opportunities for new employees to learn about their coworkers to hands-on teaching of using an ILS.

Make onboarding fit your organization

Graybill et al (2013) explain that. “... it is important for onboarding programs to be tailored to the organization.” (p.204). Some onboarding practices may work well for one library but be ineffective or out of the reach of others. A well-funded institution likely will have more resources to devote to onboarding while institutions with less funding will have to achieve onboarding goals with fewer resources. A larger library system may choose to invest in online instruction to reach more people with less personnel while a smaller library system may find that an impractical use of resources. Another library system may find online instruction too impersonal for its culture.

Libraries need to test ways of informing, welcoming, and guiding new employees to see what works for their organizations. Onboarding practices are not limited to the thirty surveyed by Klein, Polin, & Sutton, but onboarding practices should generally fit within the IWG framework. Holton (2001) found correlations between “programs to learn facts about the organization” and “programs to teach values, mission, and norms” (which would fit in the Inform category) with organizational commitment and job involvement (p. 81). Their research also uncovered a variety of different practices at academic libraries, including “library trivia, local visitors information, checklist for detailed job tasks, and [providing] business cards” (Graybill et al, 2013, p. 218). Technological solutions can also be used, such as online onboarding platforms where employees work through modules to address a number of onboarding content areas like policy and even culture, virtual tours, and welcome videos (Graybill et al, 2013).

Continually evaluate how well your onboarding works.

Evaluating the success of onboarding is important in retaining staff and for the efficacy of the onboarding process. Evaluation is a continual process and should be in place before, during, and after onboarding to provide a holistic view of the results of onboarding. Davilia and Pena-Ramirez (2018) believe metrics, measures and evaluation are key to creating a solid onboarding process. Think about metrics in terms of what represents success in your organization and for employees. What are your goals, benchmarks and inherent values and how can you enable staff to achieve or meet these? Davilia and Pena-Ramirez (2018) show that armed with this knowledge one can determine whether quantitative or qualitative metrics are appropriate. The value of our metrics can be measured and then evaluated.

What to measure depends upon goals. What do you want to know or address and why? For example, measuring turnover rates before and after institution of onboarding components can address how well onboarding affects employee retention (Davila & Pena-Ramirez, 2018, p.47). If looking for general measures of organizational socialization, Bauer & Erdogan (2011) suggest three scales of socialization that have been validated.(p.58)

Lastly, Davila & Pena-Ramirez (2018) remind us to communicate results and outcomes to the organization, highlight specific metrics, and respond to negative results (p. 48). Employees have invested in the onboarding process, so they would like to see what onboarding processes are working and how the organization plans to change parts of the process that do not work well. They also influence new employees, so it is important to share information and respond to missteps in order to attempt to shape employees' perception of the onboarding process in a positive manner.

Conclusions and Future Study

Like most industries, public libraries have not paid as much attention to onboarding as they should. Due to the limited research into onboarding in public libraries, researchers and practitioners interested in onboarding in this field must look outside the field to established frameworks like Bauer's (2010) 4 C's and Klein and Heuser's (2008) Inform-Welcome-Guide and apply it to the public library context. Future public library studies should focus on the interplay between employee self-efficacy and library attempts at onboarding. Future studies should also deeply investigate to see if there are demographic differences in onboarding such as race, class, gender, and sexuality in order to address any onboarding problems that affect some groups more than others.

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Appendix A

Table 2. A Typology of Socialization Practices.

Category	Sub-categories	Description of Category or Sub-Category	Examples of Activities
Inform		Activities that provide information, materials, and experiences	
	Communication	Planned efforts to facilitate communication with newcomers Includes both the provision of one-way messages and opportunities for two-way dialogues	Providing a brochure during recruitment outlining benefits and opportunities Scheduling a conference call question and answer session for new hires
	Resources	Making materials or assistance available to new hires. These efforts differ from communication in that the new hire has to take the initiative to access them	Having a section of the company website just for new hires with things like a glossary of company terms and a list of key contacts Having a newcomer hotline
	Training	Planned efforts to facilitate the systematic acquisition	Formal orientation programs (online or classroom based,

		of skills, behaviors, knowledge	company wide or specific to the work unit) Training on job skills (on-the-job or off)
Welcome		Activities that provide opportunities for new hires to meet and socialize with other organizational members and/or celebrate the arrival of the newcomer	Planned activities to ensure new hires meet their coworkers and other key individuals Receiving a welcome phone call from an executive
Guide		Activities that provide a personal guide for each new hire	A formal “buddy” system that assigns an experienced coworker to each new hire A welcome coordinator that oversees all aspects of the orientation process

Note: Reprinted from “The Learning of Socialization Content: A Framework for Researching Orientating Practices” by H. J. Klein and A. E Heuser, 2008, *Research in Personnel and Human Resources Management*, 27, p. 319.

Appendix B

Table 4. Expanded Dimensions of Socialization Content.

Dimension	Construct Definition
Language	The extent to which the individual has learned the unique technical language, acronyms, slang, and jargon
History	The extent to which the individual has learned the history, traditions, origins, and changes
Task Proficiency	The extent to which the individual has learned the necessary job knowledge and skills needed to successfully perform required “inrole” tasks
Working Relationship	The extent to which the individual has learned the necessary information about others to establish effective working relationships including the learning of work colleagues’ expectations, needs, and working styles
Social Relationships	The extent to which the individual has learned the necessary information about others to develop a network of social relationships including the extent to which an individual has learned personal things about a work colleague (i.e., common interests, family)
Structure	The extent to which the individual has learned the formal structure including the physical layout and where formal responsibility and

	authority is assigned
Politics	The extent to which the individual has learned the informal power structure including where actual control of resources, decision making, and influence over decisions resides
Goals and Strategy	The extent to which the individual has learned the current product/ market mix, competitive position, mission, goals and strategies
Culture and Values	The extent to which the individual has learned the customs, myths, rituals, beliefs, and values including guiding principles, symbols, and ideology
Rules and Policies	The extent to which the individual has learned the formal workplace rules, policies, and procedures
Navigation	The extent to which the individual has learned the implicit rules, norms, and procedures of the workplace
Inducements	The extent to which the individual has learned what is offered in exchange for their contributions including pay, development opportunities, benefits, and intangibles

Note: Reprinted from “The Learning of Socialization Content: A Framework for Researching Orientating Practices” by H. J. Klein and A. E Heuser, 2008, *Research in Personnel and Human Resources Management*, 27, p. 319.