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Socialisation and the Security Function : Defining a Positive Role for Security in the Socialisation of New Employees

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Defining a positive role for security in the socialisation of new employees

By

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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

Abstract

The role of security has evolved beyond a guard standing at a post. Although such activities are still vital, more proactive measures are required to combat increasing incidents of internal theft, workplace violence and fraud. However, the development of pro-active security activities cannot occur in a vacuum, therefore the Security Function must look to other organisational activities for support.

Socialisation has an important role in assisting individuals to familiarise themselves with their new environment, and develop an understanding of their role within an organisation. Failing to socialise an employee effectively may negatively impact upon individual behaviour, job satisfaction and organisational commitment. This behaviour can then be manifested in incidents of theft, sabotage, workplace violence and absenteeism.

The aim of this study is to provide security practitioners with a theoretical framework that assists in identifying a role for the Security Function in the socialisation of new employees. The framework model defines how the Security Function can positively and pro-actively impact upon the likelihood of criminal and unethical behaviour, and facilitate a security conscious and ethical culture.

The successful completion of the framework was based upon addressing the study's primary research question – *Can the Security Function impact upon the socialisation of new employees entering an organisation?* Four subsidiary research questions were defined to ensure this objective was achieved. The research process focused on

applying both a structured interview and a Likert test to examine security and human resource managers attitude toward these subsidiary questions, and their associated concepts of socialisation, culture and motivation.

The results of the testing process indicated a support for the subsidiary research questions. Furthermore, the study outcomes demonstrated that the socialisation process does have a significant impact upon the activities of the Security Function, and its ability to manage employee behaviour and promote a security conscious and ethical work environment.

In addition, the study results indicated that the socialisation process and subsequent behaviour of new employees are impacted upon by a number of cultural and motivational concepts. An understanding of how these concepts effect the socialisation of new employees enabled selected concept components to be applied to the model. This process ultimately culminated in the development of a comprehensive socialisation and security framework.

The socialisation and security framework provides a sufficiently large knowledge base with which to initiate a role for the Security Function in the socialisation process. The application of the framework, whilst considering contextual issues, should result in a positive impact on employee behaviour and the fostering of an ethical work environment.

Declaration

I certify that this thesis does not, to the best of my knowledge and belief:

(i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;

(ii) contain any material previously published or written by another person accept where due reference is made in the text; or

(iii) contain any defamatory material

Signature _____

Date   24 / 1 / 2002

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Definition of Terms

Human Resource Function: "The management of various activities designed to enhance the effectiveness of an organisation's workforce in achieving organisational goals" (Bartol, Martin, Tein & Matthews, 1996, p. 371).

Security: "...implies a stable, relatively predicable environment in which an individual or group may pursue its ends without disruption or harm and without fear of destruction or injury" (Fischer & Green, 1992, p.3).

Security Function: An activity operating in public or privately funded business entities and organisations, which provides security-related services to specific clientele for a fee, or for the organisation or entity that employs it, in order to protect their persons, private property, or interests from varied hazards (Fischer & Green, 1992, p.74).

Socialisation: The process by which individuals come to accept the values, expected behaviours, and social knowledge essential for assuming a role within an organisation (Louis, 1980).

Culture: A system of shared values, assumptions, beliefs and
                      norms, which unite individuals within an organisation
                      (Bartol et al, 1996, p. 244) and influence individual
                      behaviour.

Group: A Cultural Theory definition that defines to what
                      degree (positive or negative) an individual is bound to
                      the membership, acceptance and behaviour of a
                      particular social group.

Grid: A Cultural Theory definition that defines to what
                      degree (positive or negative) an individual's life and
                      behaviour is bound and isolated by external group
                      restrictions, traditions and rules.

Mechanistic Organisation: An organisation characterized by centralised decision
                      making, defined procedures, rules and regulations,
                      hierarchical communication channels and a defined
                      chain of command (Ashforth, Saks and Lee, 1998).

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Those who are skilled in combat do not become angered. Those who

are skilled at winning do not become afraid. Thus the wise win

before they fight, while the ignorant fight to win.

Sun Tzu (The Art of War)

CHAPTER 1

INTRODUCTION

Every organisation has its own unique culture, which includes longstanding and often unwritten rules and regulations that define what is appropriate and "smart" behaviour. If a new employee is to be accepted into an organisation's culture, they must learn how things are "done" within the workplace. An employee who has been successfully socialised knows what behaviours and perspectives are considered acceptable and desirable. That individual can then be expected to behave in a manner appropriate to the organisation's culture.

Socialisation has an important role in assisting new employees to familiarise themselves with their environment. The socialisation of a "new comer" represents a process of adaptation, which takes place as an individual attempts to learn the values and norms of their work role. Failing to socialise an employee effectively may negatively impact upon individual behaviour, job satisfaction and organisational commitment. This behaviour can then be manifested in incidents of theft, sabotage, workplace violence and absenteeism.

Background

For organisations operating in the first years of the new millennium, increasing incidents of white-collar crime, internal fraud, workplace sabotage and violence

Since negative behaviour originating from employees is destined to continue (Fischer & Green, 1992, p. 463), the Security Function should look towards a pro-active involvement in human resource management. Burstein (1998) suggests that one of the greatest potential dangers to the performance of the Security Function can come from new employees, and their assimilation or "socialisation" into an organisation.

Human Resource (HR) departments actively attempt influence to socialisation of employees. However, traditional involvement of the Security Function in human resource activities has often been restricted to identifying and enforcing policies and procedures. Consequently, security has failed to be involved in understanding the motives for employee behaviour. This study expands upon this traditional involvement, by facilitating a pro-active role for the Security Function in the socialisation process.

During the literature review, a number of concepts were identified as being applicable to the Security Function and its potential role in socialisation. These concepts related to individual motivation, the influence of culture upon individual and organisational behaviour and the impact of occupational roles upon individual behaviour. This study identifies the appropriateness and relevance of these concepts to Security Function activities and organisational socialisation practices.

The aim of this study is to provide security practitioners with a theoretical framework, which will assist in identifying a role for the Security Function in the socialisation of new employees. This will be aimed at, positively and pro-actively impacting upon the likelihood of criminal and unethical behaviour, and the facilitation of a security conscious and ethical culture.

Study Significance

The role of security has evolved beyond the traditional guard standing at a post. Although such activities are still vital, the Security Function should now focus less on enforcement and more on anticipating and preventing loss through pro-active programs (Fischer & Green, 1992, p. 21). In order to develop future orientated and pro-active security activities, the Security Function must look to areas, such as human resources, to achieve more comprehensive protection (Burstein, 1998). This study aims to develop a larger knowledge base from which such activities can be pursued more effectively.

Socialisation appears to be a little discussed topic within security literature. The two explanations of socialisation presented by Purpura (1998) lacked clarity, and failed to convey an understanding of its impact upon security. Statements, such as "employers who understand the socialisation process are likely to enhance the value of employees to the organisation" (Purpura, 1998, p. 113), do little to highlight the importance of socialisation. The inclusion of such explanations however, would imply that socialisation is gaining importance. One of the outcomes of this study is a clearer understanding of the relationship between socialisation and the Security Function.

This study may also have ramifications for activities outside of the security field, which also depend on correct employee behaviour for success. For example, research into safety is heavily reliant upon understanding what influences individual behaviour to facilitate the development of successful safety education strategies

(Beaudin, Jacoby & Quick, 1997; Dougherty, 1997). A theoretical framework that identifies the involvement of the Security Function in the socialisation process may also provide the safety field with a knowledge base, with which to positively impact employee behaviour.

The study develops the currently limited body of research available to security practitioners, as compared to other more established disciplines (McClure, 1997, p. 1). The discipline can only be advanced by developing the body of knowledge available to the practice of security. Such advancement is essential to the continuing success of the security industry, if current and future practices are to meet the changing requirements of the government sector, private business and the wider community.

Purpose

The purpose of this study is to identify how the Security Function can positively impact upon the socialisation of new employees entering an organisation. The attitudes of Security and HR managers toward selected behavioural, motivational and cultural concepts will be evaluated. These data will then be used to define how and where the Security Function can be positively involved in socialisation. This study will provide security and human resource practitioners with a security and socialisation framework that defines this involvement.

CHAPTER 2

LITERATURE REVIEW

Socialisation

Robertson (1987, p. 115) defines socialisation as a "process of social interaction through which people acquire personality and learn the way of their society". A medium for societal learning, the process of socialisation represents an essential facet of an individual's ability to adapt to their environment. Socialisation enables an individual to learn the values, norms, skills and beliefs, and other patterns of thought and action essential for participation in society.

The socialisation process involves a myriad of social agents that impact upon an individual during the course of their life. In adulthood, an agent of socialisation can take the form of a corporation, company or organisation (Robertson, 1987, p. 131). These institutions provide a structured environment in which an individual can be socialised, thereby "acquiring" the consciousness of an organisation and "learning" the ways of its culture.

Organisational Socialisation

An organisation is more than a collection of roles and people brought together to produce goods and services, a by-product of this conglomeration is the development of a culture that is unique to the business and the environment in which it operates

result in a positive impact upon job attitudes, ability to cope, job performance and intention to resign.

However, there will be occasions when an organisation's purported culture and environment will differ to that of the actual work place. In such an environment the institutionalised socialisation program will present a great deal of information concerning official policy and the "company line", and may not take into account the organisation's prevailing culture and practices. Consequently, individualised socialisation can have a greater influence upon socialising new employees than institutionalised tactics.

Individualised socialisation occurs when new employees are thrust directly into the workplace, and exposed to the prevailing work environment. Social channels can be quickly formed with current employees who will be willing to speak "off the record", and share local norms and behaviours with the new employee (Louis, 1980). This "jump in the deep end" approach means social acceptance may occur more quickly, as new employees will be interacting from almost the first day. This feeling of acceptance can reduce anxiety levels, and lessen the possibility that an "outsiders" mentality will form about "newcomers". Individualised socialisation is inevitable if an institutionalised program is absent.

Jones (1986) and Ashforth, Saks and Lee (1998) have identified however, that individualised socialisation can be negatively associated with ambiguity, role conflict and misdirected innovation. An unstructured introduction to an organisation has the potential to expose new employees to unethical behaviour, poor values and

substandard work practices. Feldman and Wietz (cited in Anakwe & Greenhaus, 1999) suggest that while new employees prefer the social aspects of more casual orientation, the uncertainty and confusion created by unstructured programs may counteract the potential benefits of individualised socialisation.

Socialisation Techniques and the Mechanistic Organisation

Van Maanen and Schein (1979) state that socialisation techniques are not tied to a specific organisational context. However, Ashforth et al (1998) argued "that in practice institutionalised socialisation is more likely to be associated with certain contexts than individualised socialisation". Pursuing this line of thought, research by Ashforth et al (1998) identified that institutionalised socialisation is "likely to be seen as functional for large and mechanistic organisations". This is due to their tendency toward maintaining control over new employee behaviour, attitudes and values.

The stability of a mechanistic organisation is dependent upon a controlled and structured internal environment. Consequently, roles in a mechanistic organisation are relatively specialised, a chain of command exists and member behaviour is predominately formalised (Bartol, Martin, Tein & Matthews, 1996, p. 352). Individualised socialisation threatens a mechanistic organisation's ability to maintain the status quo. These factors suggest that an organisation tending toward individualised socialisation will require a greater level of structured involvement by the Security Function in the socialisation process, to temper the negative effects of role conflict and ambiguity.

These factors suggest that the likelihood of risk behaviour is not only affected by relative levels of personal satisfaction directly resulting from the socialisation process, but also affected by social-cultural affiliation, and the structure and definition of organisational roles.

Culture

The influence of an organisation's cultural and social components is highlighted by Mars (1982, p. 35), who states "there is a link between the social environment of jobs and individual satisfaction". Since human beings are social creatures, there is a need for individuals to interact and relate with other members of an organisation. To achieve this "fit" requires congruence between an employee's attitudes and values, and the workplace expectations and norms. A lack of "fit", and the resultant alienation (Thompson & Wildavsky, 1986), can lead to criminal or unethical behaviour.

Cultural Theory

An understanding of socio-cultural affiliation, and how it impacts upon individual behaviour within work cultures and occupations, can be developed through the application of Cultural Theory. This theory is derived from research in the areas of anthropology and sociology, and argues that individual perception and behaviour is defined, perceived and managed according to principles inherent to a particular socio-cultural organisation or group (Rayner, 1992). Cultural Theory seeks to structuralise the concept of an individual's alignment to a particular cosmology, and the effect this association has on their behaviour.

In an *organisation* where relationships are considered weak *(group)*, social channels will tend to be open ended, resulting in infrequent contact between members. At best contact will relate to specific activities or interactions required to achieve certain objectives (Rayner, 1992). By contrast, the behaviour of a strong *group organisation* is manifested in close frequent interaction and strong support of *organisational* norms, resulting in individual dependency upon one another. What the *organisation* ethos ultimately emphasises is a strong distinction between "us" (members) and "them" (non-members) (Lupton, 1997).

Where the *group* describes the extent and range of interaction within an *organisation*, the grid defines how this interaction takes place (Rayner, 1992). A highly positive grid system is dependent upon the public classification of appropriate behaviour, a framework of institutional life and a socially acceptable distribution of power (Douglas, 1973, p. 61). To exist on the positive grid requires an individual to participate in an acceptable mode within an *organisation*.

However, as one moves away from a highly positive association to the grid, these collective boundaries decrease. In and around the negative regions of the grid exist the margins of society, where individuals choose not to participate in socially acceptable behaviour within an *organisation*. In wider society, positive and negative grid represents the border between conformity and innovation (Douglas, 1973, p. 61).

What evolves out of grid and *group* are four social types that reflect the positive and negative association to these two dimensions. The system of control within these social types is drawn from the distinctive cosmologies of each, and validated by a typical bias in their system of belief (Douglas, 1973, p. 66). These four social types

are commonly defined as individualists, hierarchicalists, fatalists and egalitarians (*organisations* will now again be referred to as groups).

An Occupational Typology

By applying the Cultural Theory hypothesis it is possible to predict how an individual will behave, and the types of risks they are willing to take, in relation to their role within an organisation. Mars (1982) proposes that through the application of Cultural Theory a typology of occupations and organisational roles can be developed, which can determine how a person behaves and the risk opportunities inherent to the role. These types are:

- **Donkeys (Fatalists)** – who work in isolated structured and subordinate roles, where opportunities for undesirable behaviour are restricted by their structured position eg. Factory workers.

- **Hawks (Individualists)** – who are entrepreneurs and innovators that commonly operate alone, and take risks for results.

- **Wolves (Hierarchicalists)** – who operate in tight knit work groups, and take risks as a collective, but only within certain boundaries and rules eg. Dock worker.

- **Vultures (Egalitarians)** – who function within loose social work groups but will take risks individually or as a group eg. Autonomous or semi-autonomous salesperson.

This typology of occupations and organisational roles provides valuable insights into how culture influences individual behaviour. Firstly, the pervasiveness and strength of cultural affiliation, means the failure of socialisation to "fit" an individual within

their socio-cultural group may ultimately lead to "risk" behaviour. Secondly, socialisation failure will mean individuals within a socio-cultural group will commonly participate in undesirable behaviour in line with their work culture, and the opportunities inherent to their organisational role.

Socialisation and Security Framework

To structuralise the Security Function's potential involvement in socialisation, a framework that defines a relationship between the two is required. This framework brings together selected cultural and motivational concepts that could be used by the Security Function to positively impact upon socialisation. The objective of this discussion is to produce a preliminary framework with defined elements that can be analysed and tested.

Socialisation Outcomes

The *Socialisation* discussion identified that the majority of new employees joining an organisation will be involved in the socialisation process. Depending on the relative success of this process, negative and/or positive impacts upon employee behaviour can be expected. Negative outcomes may be manifested in the form of lower employee productivity, turnover, absenteeism and lower levels of job satisfaction. Positive outcomes may be high productivity, employee retention, job satisfaction and positive behaviour.

The primary focus of the Security Function in the socialisation process relates to *positive behaviour* and *"risk" behaviour* that can impact upon security activities.

Behaviour relating to issues, such as productivity and performance, fall within the boundary of human resources and are not related to this study. The outcomes of the socialisation process are identified in *figure 2*.
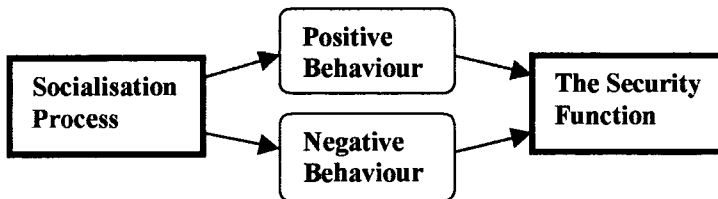
Figure 2. **Preliminary Socialisation & Security Framework (Section 1)**

Reinforcement Theory

Correct behaviour is critical to supporting the overall success of the Security Function, and a conscious effort should be made to ensure its continuation (Fischer & Green, 1992, p. 331; Meyer, 1984). The Security Function can attempt to strengthen behaviour through the use of behaviour modification techniques, such as reinforcement (Gray & Starke, 1988; Francis & Milbourn, 1980; Hersey & Blanchard, 1993; Martin & Pear, 1996).

Reinforcement can play a pivotal role in new employee learning and motivation, by assisting them to define the boundaries of acceptable and unacceptable behaviour (Luthans, 1989, p. 299). The theoretical underpinning of reinforcement is based on the law of effect, which states that:

> "Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction (reinforcement)...will be

more likely to reoccur; those which are accompanied or closely followed by discomfort (punishment)...will be less likely to occur." (Thorndike cited in Luthans, 1989, p. 299).

As a behaviour modification technique, the principle of reinforcement theory "refers to an increase in the frequency of a response when that response is immediately followed by a certain consequence" (Kazdin, 1994, p. 31). To achieve reinforcement, the consequence following a particular behaviour must be contingent upon that behaviour. Contingent consequences that increase the frequency of a behaviour are known as positive and negative reinforcers.

Positive reinforcement occurs when consequences presented after a behaviour has been performed increase the strength and frequency of that behaviour (Kazdin, 1994). This approach to reinforcement is well accepted in HR research as an organisational behaviour paradigm, and is widely practiced in employee motivation techniques (Stajkovic & Luthans, 1997). The acceptance of positive reinforcement as a legitimate organisational practice provides an avenue for the Security Function to introduce positive reinforcers for security related behaviour.

Since motivating employees to be vigilant and supportive can be difficult to achieve, positive reinforcement is necessary if an organisation's security practices are to be successful in the long term. Examples of behaviour that can be reinforced include security conscious and ethical behaviour, reporting dishonest activity, and adherence to policy and procedures. Such behaviour will positively impact upon the activities

of the Security Function, and improve the overall perception of security within the organisation.

When a current employee's positive behaviour is reinforced, this influence is passed back (positive feedback) through the socialisation process to positively impact upon new employees. This influence is critical to the continuing success of the socialisation process. For new employees quickly form social channels with current employees who will speak "off the record" and share local norms and behaviours (Louis, 1980). What is formed, is a *positive feedback loop* that constantly cycles through the socialisation process. The role of positive reinforcement is identified *in Figure 3*.

Reinforced Positive Behaviour
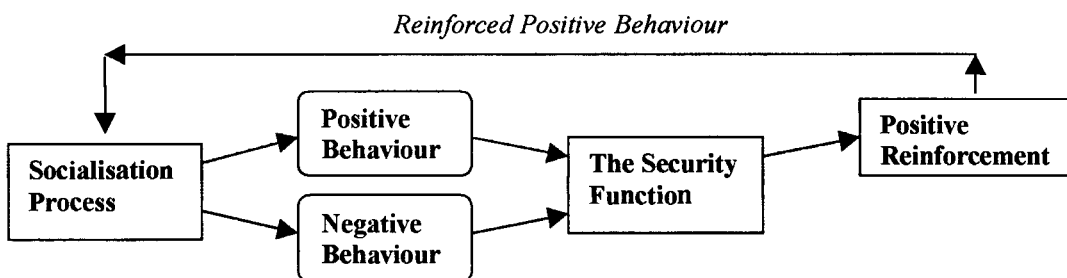
Figure 3. <u>**Preliminary Socialisation & Security Framework (Section 2)**</u>

The selection of correct positive reinforcers to change or strengthen operant behaviour is critical to the successful application of reinforcement theory. Sarafino (1996), Luthans (1989, p. 303) and Stajkovic & Luthans (1997) suggest that reinforcers are expressed as tangible and intangible consequences. Tangible consequences represent rewards that are contrived, which taken in an organisational context, involve financial costs, such as money, gifts and time off. Conversely,

intangible consequences are manifested as non-financial reinforcers, such as feedback, while social reinforcers can come in the form of recognition and awards.

The selection of positive reinforcers is very much dependant upon the organisation, and the organisational function involved in the application of the reinforcement. Mawhinney (cited in Stajkovic & Luthans, 1997) argues that contingent reinforcers cannot be generically applied, since effective reinforcement depends upon the features of the organisation in question. For example, the motivations of employees in software engineering firm could be expected to differ from employees employed in the manufacture of widgets, resulting in variable success from the same reinforcer.

The accepted involvement of HR in socialisation practices will commonly support the application of financial reinforcers by this organisational function. However, due to the relatively limited role of the Security Function in employee related activities, support for financial reinforcers will be difficult to achieve. Consequently, reinforcement of security related behaviour will predominately focus on social and non-financial reinforcers. The application of positive reinforcers is identified *in Figure 4.*

Reinforced Positive Behaviour

Socialisation Process → Positive Behaviour → The Security Function → Positive Reinforcement

Socialisation Process → Negative Behaviour → The Security Function

Positive Reinforcement ← Financial Reinforcers

Positive Reinforcement ← Non-Financial Reinforcers

Positive Reinforcement ← Social Reinforcers
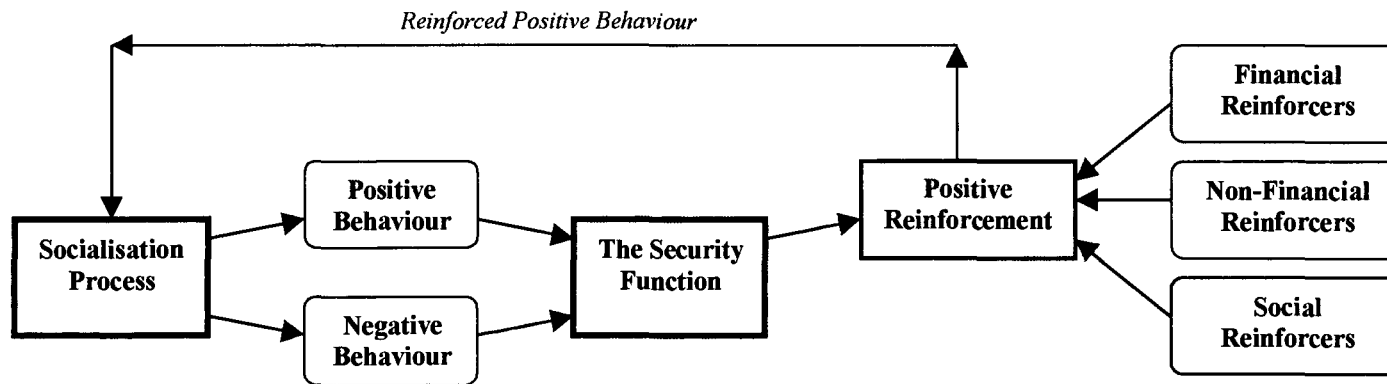
Figure 4. <u>**Preliminary Socialisation & Security Framework (Section 3)**</u>

Negative reinforcement can also be applied in a similar manner to positive reinforcement. Although this type of reinforcer may appear to be synonymous with punishment, this is not the case (Gray & Starke, 1988). Negative reinforcement "refers to the increase in the frequency or strength of a behaviour by removing an aversive stimuli immediately after the behaviour has been performed" (Kazdin, 1996, p. 35). In practical terms this means an employee will exhibit appropriate behaviour to avoid the punishment associated with undesirable behaviour.

In contrast, punishment seeks to decrease the behaviour on which it is contingent. This simply means the application, rather than the threat of punishment, in the event of undesirable behaviour. While punishment can be necessary under certain circumstances, negative reinforcement is usually preferable, since the long-term use of punishment to encourage correct behaviour is problematic (Francis & Milbourn, 1980). Punishment should only be considered when attempting to decrease undesirable behaviour, whilst encouraging the exhibition of appropriate behaviour (Hersey & Blanchard, 1993).

Ultimately, the purpose of both negative reinforcement and punishment is to encourage an employee to exhibit appropriate behaviour. As with positive reinforcement, this behaviour is then passed back through the socialisation process in the form of a *negative feedback loop*. The aim is to ensure that a new employee is re-indoctrinated with positive behaviour, which can then be positively reinforced by the Security Function. This element of the process is identified in *figure 5*.
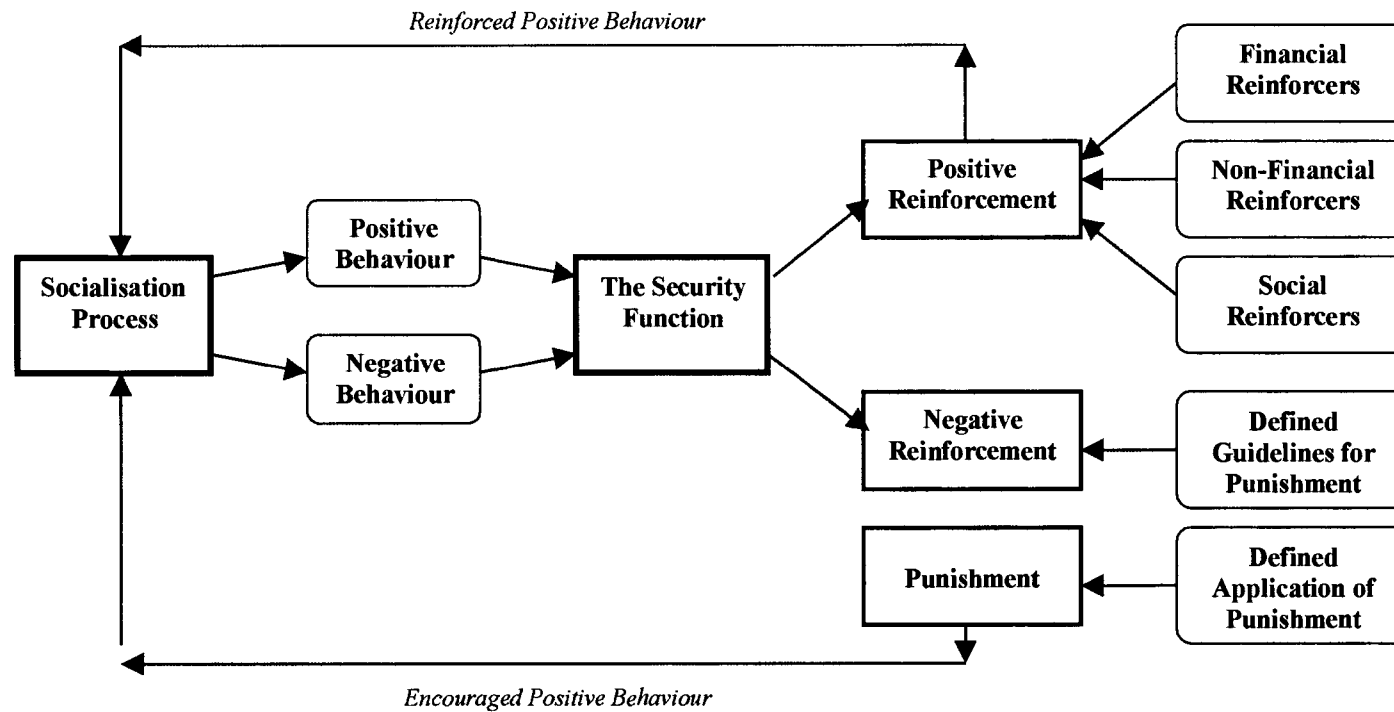
Figure 5.   Preliminary Socialisation & Security Framework (Section 4)

Cultural Theory

An understanding of how culture and organisational roles impact upon individual behaviour provides an opportunity for the Security Function to positively influence the socialisation process *(refer to Culture discussion)*. The socialisation and security framework aims to identify specifically *where* and *how* this knowledge can be applied to the socialisation process to reduce the likelihood and incidents of "risk" behaviour.

The strength of culture means a failure to "fit" an individual within their socio-cultural type may ultimately lead to "risk" behaviour *(refer to An Occupational Typology)*. Therefore, an effort must be made to identify the sub-cultures within an organisation, and to define acceptable behavioural norms of those sub-cultures (in line with organisational standards). Only by defining acceptable and unacceptable behaviours can a nominal standard for behaviour be established. A standard will facilitate the early identification of undesirable behaviour, and provide new employees with a guideline for acceptable and unacceptable behaviour.

Individuals will also participate in "risk" behaviour in line with their work culture and the opportunities inherent to their organisation role *(refer to An Occupational Typology)*. Consequently, the potential "risk" behaviours relating to an employee's role and work culture should be identified. By identifying both the vulnerabilities inherent to an employee's occupation, and the relevant cultural context (as identified in *An Occupational Typology*) of the individual, action can be taken to eliminate or reduce the potential for role related "risk" behaviour. These elements of the process are identified in *figure 6.*
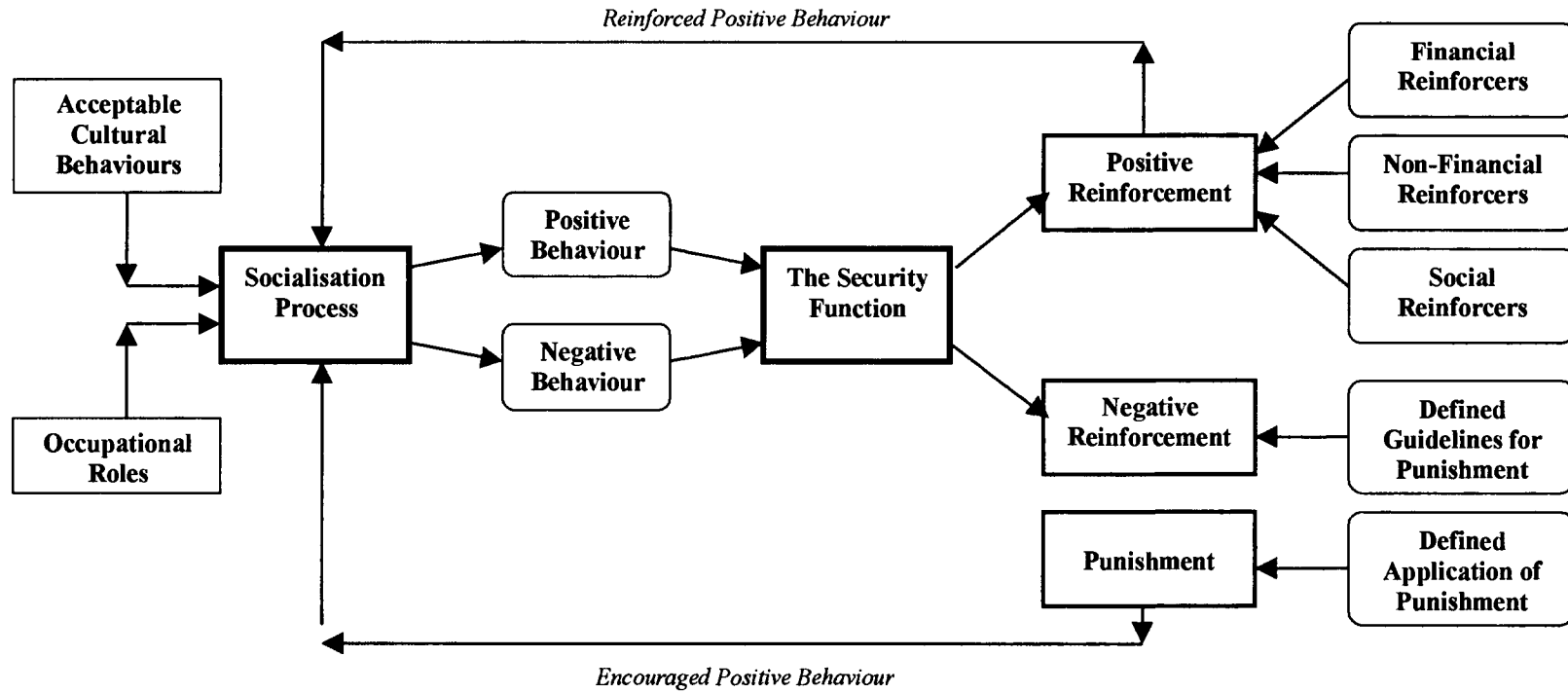
Figure 6. <u>Preliminary Socialisation & Security Framework (Section 5)</u>

Equity Theory and Behavioural Norms

Since a failure to clarify the behavioural expectations of new employees will contribute to the likelihood of "risk" behaviour *(see Socialisation Failure)*. An organisation should look to establishing and communicating the behavioural norms of the workplace, and incorporate these norms into each employee's role (Talyor & Prien, 1998). If appropriate and inappropriate behaviours are not defined, an organisation runs the risk of sanctioning "risk" behaviour, and encouraging essentially honest employees to participate in this behaviour.

In the context of the socialisation and security framework, behavioural norms can be incorporated into each occupational role. Within each role, appropriate and inappropriate behaviour relevant to each new employee, and their occupation, can be clearly identified. The definition of such behavioural norms will also mean employees will wish to see a fair and equitable punishment, in the event these behavioural standards are disregarded or ignored by another employee.

According to equity theory, employees will feel equitably treated if those around them are contributing similar inputs and receiving similar outcomes (Bartol et al, 1996, p. 430). When applied to "risk" behaviour, equity theory suggests that employees will only feel equitable and motivated if punishment or rewards are equally distributed throughout an organisation. All organisational members must be included in this distribution for a perception of equity to exist.

If employees feel that inequity exists, or organisational punishments "do not fit the crime", they may be motivated to eliminate or reduce this inequity (Bartol et al,

1996, p. 430) by participating in similar or comparable "risk" behaviour. Criminal and unethical behaviour is also encouraged and perpetuated, since employees may believe certain behaviours are at least partially sanctioned by the organisation. Therefore, equity should exist in the punishment and reward systems of an organisation. These final elements of the preliminary socialisation and security framework are identified in *figure 7*.
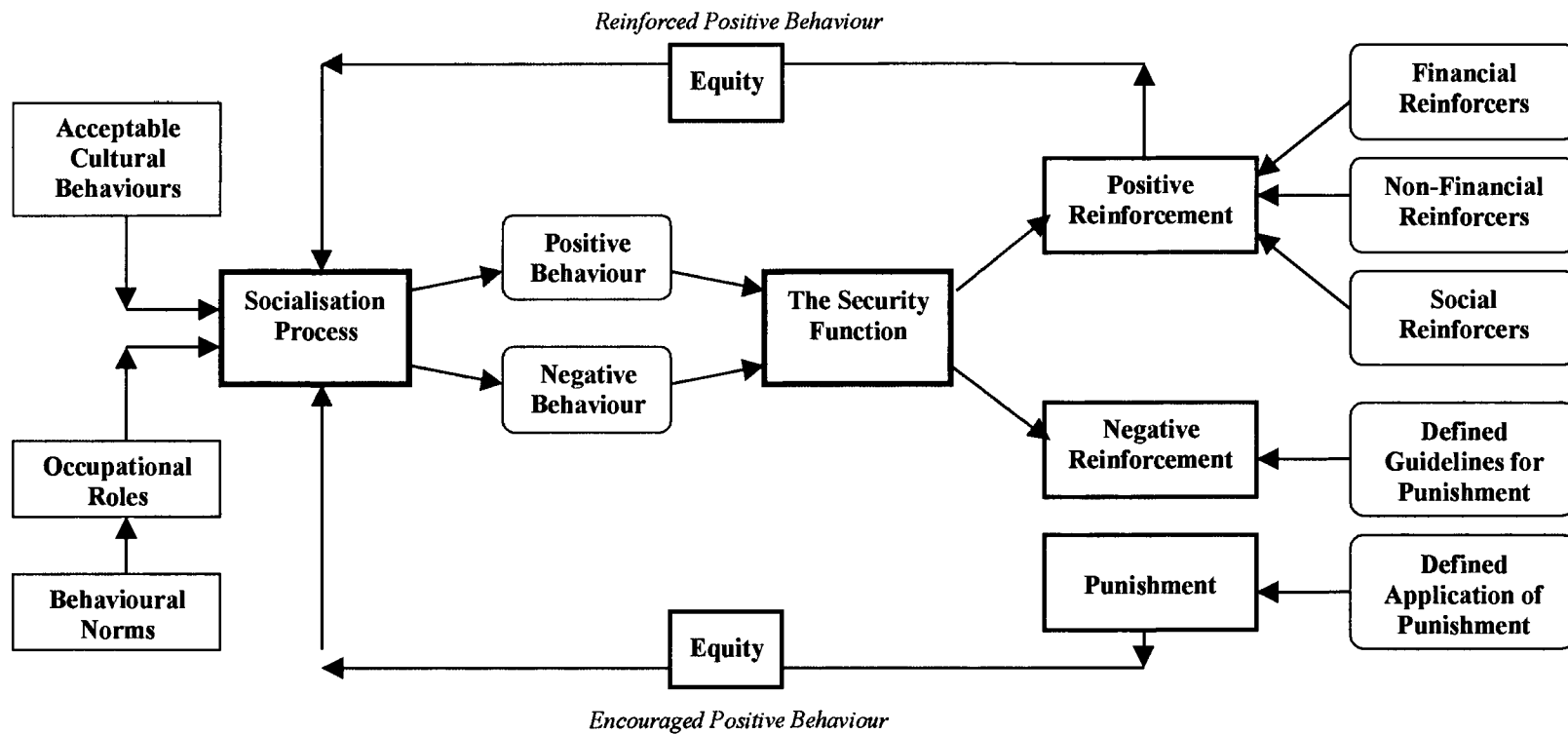
Figure 7.   Preliminary Socialisation & Security Framework (Section 6)

These two definitions are sufficiently comprehensive to provide the information, with which to determine an appropriate research approach for this study. A quantitative approach is inappropriate, since it is based on "testing a theory composed of variables, measured with numbers and analysed with statistical procedures". This study will in fact be a qualitative approach using an "inquiry process of understanding a…social problem…formed with words". The selection of a qualitative approach can be attributed to the exploratory nature of this type of research.

Leedy (1997) distinguishes certain characteristics of qualitative research, which support the selection of this methodology:

- The purpose of the research is to explore and interpret, and to describe and explain.

- The research process is holistic, flexible guidelines, emergent design and context bound.

- The data collection method is informative, utilising small samples, observations and interviews.

The Interview

An interview is a characteristic of exploratory research seeking to interpret attitudes relevant to a social context (Leedy, 1997). The application of an interview allows respondents to discuss attitudes, beliefs and values, and to develop an understanding of research concepts (Moore, 2000; Hayllar & Veal, 1997). According to Hayllar & Veal (1997) an interview is preferable when a study will involve a small number of respondents.

unfavourable manner when confronted with a particular object". Attitude is a multi-dimensional construct that contains a number of psychological elements. Lewin (1979) suggests that it is helpful to think of attitude as having three aspects or components.

1. A cognitive or belief aspect, which represents the content of an individual's attitude.

2. An evaluative or feeling component, which defines the dimensions of the "like-dislike" or "good-bad" perception.

3. A behavioural component, which represents the action expressing an attitude, eg. An opinion.

Lewin (1979) and Thorndike (1997) suggest that anything, including attitude, can be measured. However, unlike statistically orientated data, measurement and evaluation of attitude cannot be achieved in a conclusive manner. Researchers may only make inferences about attitude from an observable indicator, such as a response to a statement, or the observation of an individual's overt behaviour (Anderson, 1988, p. 423). Such indicators represent manifestations of attitude, which must then be measured against a defined dimension.

A major weakness associated with attitude measuring instruments is the ease in which they can be constructed (Thorndike, 1997; Anderson, 1988, p. 425). Failing to follow a systematic and formal approach to instrument construction can result in statements that fail to measure in a valid and reliable manner. Kifer cited in Anderson (1988, p. 424) proposes a formal "step-by-step" approach to the generation of attitude statements to avoid such an outcome.

Validity

When conducting research it is imperative that the test instruments are appropriate for the task at hand. The *validity* of test is the extent to which a test measures what it purports to measure (Hopkins et al, 1990; Lewin, 1979; Zeller, 1988, p. 322; Tuckman, 1988; Lang & Heiss, 1994). Regardless of how well a test is constructed, if the measure lacks validity, the results will be inaccurate and may end up virtually worthless.

Hopkins et al (1990) emphasis that validity is a multi-dimensional construct, and that while a test may possess a number of validities, it may only be valid for one purpose, but not for others. Consequently, a number of types of validity exist, which assist in identifying if a measure will gather meaningful information. For the purposes of this research project, the test instruments aim to achieve content validity and face validity.

Lang & Heiss (1994) and Tuckman (1988) suggest that content validity can be achieved in two ways. Firstly, the test items must be representative of the subject matter, and secondly, the test items must also be comprehensive in number and depth so generalisations about attitude toward each target concept can be made. Face validity however, refers to the self-evident nature of the validity of the test. Determining both content and face validity of test items is a question professional judgement, and is consequently non-statistical.

In order to reflect these attributes and the specific characteristics of the study, the research process constituted the following stages identified in *figure 8*.
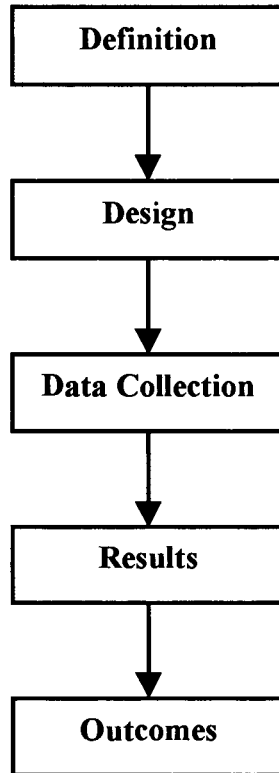
Figure 8.   **The Research Process**

Definition

To achieve the stated aims of the study a primary research question was defined. Four subsidiary research questions were generated to ensure the primary question was comprehensively explored. The study analysed a range of literature to explore the concepts in each of the subsidiary questions. These were then applied to a preliminary socialisation and security framework, which was constructed as a component of the literature review. This first stage *(refer to Figure 8)* of the research process consisted of the following steps:

1. The research problem was identified and documented.

2. The primary research question was specified.

3. The subsidiary research questions were identified and documented.

4. A preliminary socialisation and security framework was developed.

Design

The data collection process constituted two phases. *Phase one* consisted of a structured interview. The interview provided an opportunity to develop the study participant's understanding of the concepts presented in each of the subsidiary questions. The results were used to facilitate the development of valid attitude (Likert) test. *Phase Two* involved a Likert test designed to evaluate the sample population's attitude in relation to the subsidiary questions. This stage of the research process consisted of the following steps:

1. An effective data collection process was developed.

2. Appropriate instrumentation for evaluating attitude were selected.

3. Suitable study participants were identified and selected.

Data Collection

The data collection process occurred over six weeks, and consisted of two phases. The study participants were interviewed during the first three weeks of the data collection period – *Phase One*. The data gathered from each of the structured interviews was analysed and collated into relevant dimensions for the development of the Likert Test – *Phase Two*.

Upon completion, an initial version of the Likert Test (Pilot Study) was submitted to a secondary sample population. From this initial Likert Test alterations were made

to poorly worded or ambiguous statements. The Final Test was submitted to the primary sample population for completion. Phase two of the data collection process occurred over the final three weeks. This stage of the research process consisted of the following steps:

1. Structured interview questions to examine the subsidiary questions were developed.

2. The interview questions were submitted to Andrew Blades (Security Science – Lecturer) to evaluate face validity.

3. Interview questions that were ambiguous or difficult to understand were modified.

4. The interview questions were administered to the sample population.

5. Interview responses were analysed to determine the direction and focus of the Likert statements.

6. Likert statements to examine the subsidiary questions were developed. These statements also incorporated data from the structured interviews.

7. Both favourable and unfavourable statements were constructed.

8. The statements were evaluated for face validity by Associate Professor Clifton Smith (Security Science – Course Coordinator).

9. The Pilot Study was then administered to a secondary sample population.

10. Likert statements that are ambiguous or difficult to understand were modified.

11. The Remaining statements were presented and ordered into a Final Test.

12. The Final Test was then administered to the primary sample population.

13. The results were compiled and analysed.

group who will most benefit from this study, human resource managers may derive a bottom-line benefit from a pro-active attempt to reduce the likelihood and incidences of risk behaviour. The sample population consisted of two test groups, security managers and human resource managers.

Security Managers

Group one comprised security personnel whose role is to manage the Security Function within a large mechanistic organisation. Due to the level of experience required for the position of a security manager in a large organisation, individuals in this group can be expected to possess an appropriate level of knowledge in security field. This background enabled the evaluation of an appropriate and effective role for the Security Function in the socialisation process.

HR Managers

Group two comprised human resource personnel whose role is to manage this function within a large mechanistic organisation. This group had two purposes. Firstly, they were needed to identify an acceptable role for the Security Function in the socialisation process. Secondly, they determined the relevance and appropriateness of potential security activities to employee management practices.

The total sample population numbered 8 subjects, 5 security managers and 3 HR managers. While the population sample is relatively small, the use of both structured interviews and a Likert test forms a focused and comprehensive data collection process that compensates for this limitation.

Research Instruments

The research procedure for this study required each subject to participate in a structured interview and complete a Likert test. The structured interview constituted phase one of the data collection process. The data obtained from the interviews were then applied to the development of the Likert test, which was phase two of the data collection process.

Structured Interview

The structured interview was designed with two specific purposes in mind. Firstly, to identify the sample populations attitude toward the concepts of socialisation, culture, occupational roles and motivation. Secondly, to develop the sample populations understanding of the above concepts. This element of the interview was crucial to receiving informed responses, and improved the reliability of the Likert test.

The structured interview consisted of a series of questions (test items) designed to explore the dimensions of each subsidiary research question. To improve the reliability of the test items, opening statements were used to introduce each interview question and its associated concept to the sample population.

Each test item was orientated toward a yes or no response, however respondents were encouraged to provide feedback for the test items. Each subject was provided with an interview schedule documenting the opening statements and test items only. The subject's response to each test item was assigned a yes or no response, while feedback relevant to the study was also documented. The feedback was essential to

the development of a comprehensive Likert Test. The structured interview can be located in Appendix A.

Likert Test

The Likert test was constructed to identify the sample population's attitude in relation to the four subsidiary research questions, and incorporated data from the administered interviews. The test consisted of a series of statements designed to explore the elements of each interview test item dimension. Each element explored a principle the Security Function could positively apply to the socialisation process. This process is conceptualised in *figure 9*.
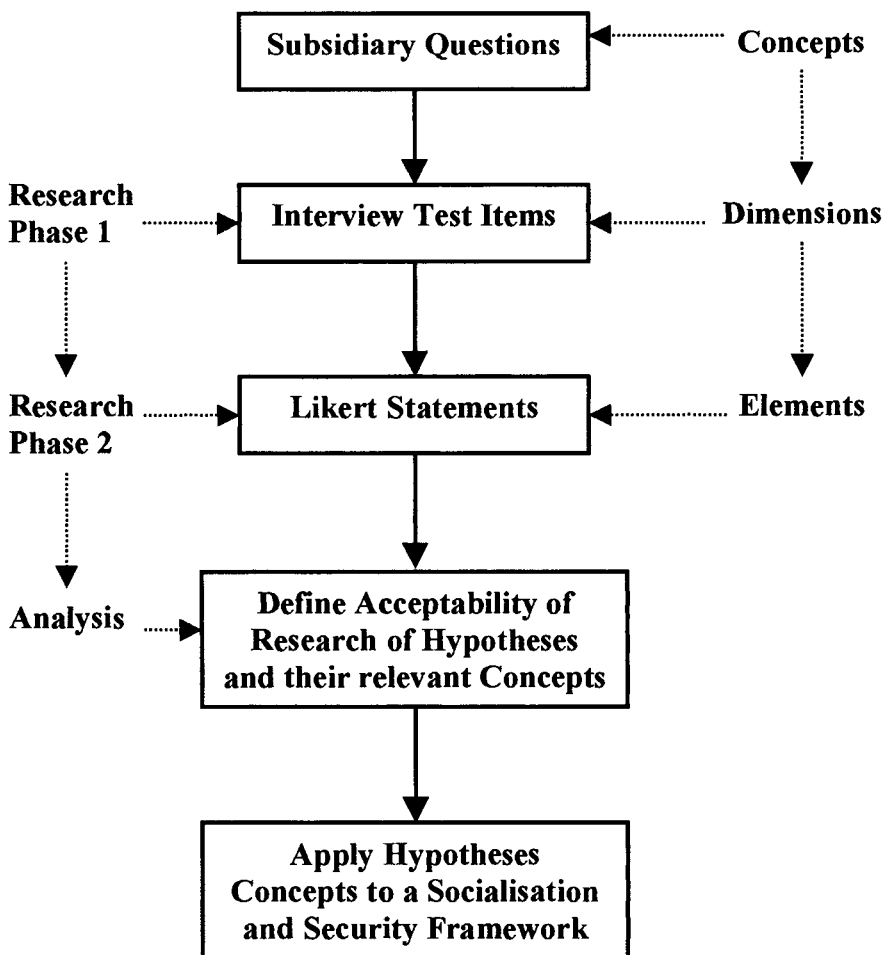
Figure 9.   The Collection and Analysis of Research Data

The subjects were directed to identify to what extent they endorsed each statement presented in the Likert test. A positive position reflected an endorsement of the dimension or element under examination, while a negative position reflected a rejection of the dimension or element. Statements were presented in random order.

The response options provided in the Likert Test were strongly agree, agree, undecided, disagree and strongly disagree. The rating scale ranged numerically from 5-1 on a positively framed statement and 1-5 on a negatively framed statement. For example, a negatively framed (polarity) statement, such as "the Security Function cannot have a positive impact upon the socialisation process" may elicit a response of strongly disagree. On the rating scale this response would correspond to a 5, while a response of disagree would correspond to 4, and so on. Conversely, in a positively framed (polarity) statement, this scale would be reversed.

Validity of Instruments

Content validity was accomplished by ensuring the test items were representative of the concept or dimension under examination. The test items were also comprehensive in number and depth so generalisations about the sample population's attitude could be made. Face validity was achieved by submitting the test items for professional judgement.

The structured interview test instruments were submitted to Andrew Blades to evaluate face validity, with modifications being made to a number of ambiguous and difficult to understand questions. The initial Likert Test (Pilot Test) was then submitted to Associate Professor Clifton Smith to evaluate face validity. The Likert

statements were examined, and changes were recommended to two statements. After these modifications had been made, the test items were considered to be valid. At the conclusion of this process the Pilot Test was then conducted (see Appendix B).

Pilot Test

The Pilot Test consisted of 57 statements constructed to explore the dimensions and elements of the subsidiary questions. The Pilot Test was broken down into three distinct sections, Socialisation, Culture and Motivation. Each section was introduced with a brief discussion of the topic before any statements were provided.

The Pilot Test was submitted to four individuals for completion. Four participants were considered sufficient, since this number represented half of the total sample population. The Pilot Test sample population consisted of three persons with management experience in security related industries, and one human resource manager.

During the course of the Pilot Test a number of statements were identified as not encouraging a significant response (agree or disagree). However, the majority of these statements encouraged a significant response for three out of the total four participants. In these instances, through consultation, the statements were modified accordingly. Other statements marked as not significant by more than one individual were removed for the Final Test. In total three statements were removed, due to the number of statements generated no effect on the validity and comprehensiveness of the test was expected.

To address these limitations, the sample population was made aware of the concepts under examination through the application of the structured interview. Sufficient information was provided during the course of the interview to ensure the subjects had informed opinions. This approach permitted the attitudes expressed in the Likert test to be relevant and consistent. A sufficient number of Likert statements were also generated, to ensure generalisations could be made about the sample population's attitude toward each target concept.

The average scores are presented in three tables. The total sample population scores are presented in *table 1*, scores for the Security manager population are presented in *table 2* and scores for the HR manager population are presented in *table 3*.

Table 1. <u>Average Scores per Element, Dimension and Concept, Total Population</u>

Dimension	Element	E/Average	D/Average	C/Average
Objectives of Socialisation	Socialisation Outcomes	4.24 (1-4)	4.24	
Approaches to Socialisation	Modes of Socialisation	4.16 (5-7)	4.08	
	Determinant of Effective Socialisation	4.0 (8)		
Security and Socialisation	Security and Employees	3.74 (9-10)	3.93	4.07
	The Role of the Security Function	4.12 (11-12)		
The Impact of Socialisation	Socialised Employees	4.25 (13)	4.06	
	New Employees	3.87 (14)		

Table 2. <u>Average Scores per Element, Dimension and Concept, Security Managers</u>

Dimension	Element	E/Average	D/Average	C/Average
Objectives of Socialisation	Socialisation Outcomes	4.35 (1-4)	4.35	
Approaches to Socialisation	Modes of Socialisation	4.26 (5-7)	4.13	
	Determinant of Effective Socialisation	4.0 (8)		
Security and Socialisation	Security and Employees	3.6 (9-10)	3.95	4.10
	The Role of the Security Function	4.3 (11-12)		
The Impact of Socialisation	Socialised Employees	4.4 (13)	4.0	
	New Employees	3.6 (14)		

Table 3. <u>Average Scores per Element, Dimension and Concept, HR Managers</u>

Dimension	Element	E/Average	D/Average	C/Average
Objectives of Socialisation	Socialisation Outcomes	**4.24** (1-4)	**4.24**	
Approaches to Socialisation	Modes of Socialisation	**3.99** (5-7)	**3.99**	
	Determining Effective Socialisation	**4.0** (8)		
Security in Socialisation	Security and Employees	**3.99** (9-10)	**3.91**	**4.07**
	The Role of the Security Function	**3.83** (11-12)		
The Impact of Socialisation	Socialised Employees	**4.0** (13)	**4.16**	
	New Employees	**4.33** (14)		

Culture Data

In response to subsidiary question two (*Is the socialisation of new employees into an organisation impacted upon by cultural factors*) and subsidiary question three (*Is the behaviour of new employees impacted upon by their occupational roles*) nine dimensions were defined. Eight dimensions focused on exploring culture in relation to its existence and pervasiveness within an organisation and its workgroups, and its impact upon individual and workgroup behaviour. One dimension was also applied independently of the subsidiary question examination process. This dimension measured if the sample population believed workgroup culture can be defined and measured.

The average scores are presented in three tables. The total sample population scores are presented in *table 4*, scores for the Security manager population are presented in *table 5* and scores for the HR manager population are presented in *table 6*.

Table 4. <u>Average Scores per Element, Dimension and Concept, Total Population</u>

Subsidiary Question 2				
Dimension	**Element**	**E/Average**	**D/Average**	**C/Average**
The Impact of Organisational Culture	Standards and Norms	**4.0** (15-17)	**4.0**	**3.84**
Cultural Approaches to Work	Acceptance of Cultural Variations	**4.06** (18,21)	**3.96**	
	Existence of Cultural Variations	**3.87** (19-20)		
Work Group Culture and the Individual	Work Group and Individual Values	**3.5** (22)	**3.81**	
	Work Group and Individual Behaviour	**4.12** (23-24)		
Occupation and Employee Behaviour	Work Structure and Opportunity	**3.37** (25-26)	**3.37**	
Propensity for Undesirable Behaviour	Workgroup Influence upon Employees	**4.07** (27)	**3.84**	
	Workgroup Culture Propensity	**3.62** (28)		
Current Employee Impact on New Employees	Co-worker Influence on New Employees	**3.87** (29)	**4.06**	
	Manager Influence on New Employees	**4.25** (30)		
Subsidiary Question 3				
Employee Behaviour Defined by their Role	Personality defines Behaviour	**4.0** (31)	**3.95**	**3.98**
	Role Structure defines behaviour	**3.87** (32-33)		
	Personality Change to Reflect Role	**4.0** (34)		
Employee Behaviour is Representative of their Role	Conduct Reflects Behavioural Expectations	**3.93** (35-36)	**4.02**	
	Employee Behaviour adapts to their Role	**4.12** (37)		
Defining Culture – Contextual Element				
Culturally Defining Work Groups	Workgroup Culture can be Defined	**3.25** (38)	**3.40**	
	Workgroups reflect Mars (1982) Roles	**3.56** (39-40)		

Motivation Data

Finally, in response to subsidiary question four – *Is the socialisation of new employees into an organisation impacted upon by motivation factors* – five dimensions were defined to enable support or rejection of the question. These dimensions focused on exploring the motivational concepts of reinforcement, behavioural norms and equity, as they effect individual behaviour and the definition of job structure.

The average scores are presented in three tables. The total sample population scores are presented in *table 7*, scores for the Security manager population are presented in *table 8* and scores for the HR manager population are presented in *table 9*.

Table 7.   **Average Scores per Element, Dimension and Concept, Total Population**

Dimension	Element	E/Average	D/Average	C/Average
Behavioural Ambiguity	Behavioural Standards eliminate Ambiguity	2.5 (41)	3.12	4.01
	Ambiguity is created by Cultural Variations	3.75 (42)		
Encouraging Positive Behaviour	Encouraging Positive Behaviour	4.75 (43)	4.62	
	Supporting Behaviour Standards	4.5 (44-45)		
Influencing Undesirable Behaviour	Defined Standards reduce Negative Behaviour	4.37 (46)	4.18	
	Defined Standards Facilitate Identification	4.0 (47)		
Defining Behavioural Boundaries	Communicating Behavioural Boundaries	4.25 (48)	3.74	
	Defining Types of Behaviour	2.87 (50)		
	Definition is Effected by Job Structure	4.12 (49,51)		
Reward and Punishment Systems	Poorly defined Systems Create Ambiguity	4.31 (52, 54)	4.40	
	Clearly Defined System	4.5 (53)		

Table 8.   <u>Average Scores per Element, Dimension and Concept, Security Managers</u>

Dimension	Element	E/Average	D/Average	C/Average
Behavioural Ambiguity	Behavioural Standards eliminate Ambiguity	2.0 (41)	3.1	3.95
	Ambiguity is created by Cultural Variations	4.2 (42)		
Encouraging Positive Behaviour	Encouraging Positive Behaviour	5.0 (43)	4.7	
	Supporting Behaviour Standards	4.4 (44-45)		
Influencing Undesirable Behaviour	Defined Standards reduce Negative Behaviour	4.4 (46)	4.2	
	Defined Standards Facilitate Identification	4.0 (47)		
Defining Behavioural Boundaries	Communicating Behavioural Boundaries	4.0 (48)	3.5	
	Defining Types of Behaviour	2.4 (50)		
	Definition is Effected by Job Structure	4.1 (49, 51)		
Reward and Punishment Systems	Poorly defined Systems Create Ambiguity	4.3 (52, 54)	4.25	
	Clearly Defined System	4.2 (53)		

Table 9. <u>Average Scores per Element, Dimension and Concept, HR Managers</u>

Dimension	Element	E/Average	D/Average	C/Average
Behavioural Ambiguity	Behavioural Standards eliminate Ambiguity	3.33 (41)	3.16	4.11
	Ambiguity is created by Cultural Variations	3.0 (42)		
Encouraging Positive Behaviour	Encouraging Positive Behaviour	4.33 (43)	4.49	
	Supporting Behaviour Standards	4.66 (44-45)		
Influencing Undesirable Behaviour	Defined Standards reduce Negative Behaviour	4.33 (46)	4.16	
	Defined Standards Facilitate Identification	4.0 (47)		
Defining Behavioural Boundaries	Communicating Behavioural Boundaries	4.66 (48)	4.16	
	Defining Types of Behaviour	3.66 (50)		
	Definition is Effected by Job Structure	4.16 (49, 51)		
Reward and Punishment Systems	Poorly defined Systems Create Ambiguity	4.33 (52, 54)	4.58	
	Clearly Defined System	5.0 (53)		

The above tables presented the total information obtained and collated from the Likert test (Raw Data Tables – Appendix D). Every table has been presented in a format that clearly defines each element, dimension and concept under examination.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATIONS

The results presented in chapter 4 enable an analysis of the subsidiary research questions and their respective concepts to be conducted. In the following discussion the dimensions within each concept will be examined individually to identify their relevance to the socialisation and security framework. An analysis of the concept dimensions as a whole will establish if the sample population supported or rejected the subsidiary questions.

Socialisation

Socialisation has a critical role in assisting new employees to understand what an organisation considers appropriate or "smart" behaviour (Anakwe & Greenhaus, 1999). To acquire appropriate behaviours and become a fully active member of an organisation the socialisation process must impart this knowledge effectively. A failure to achieve this requirement can result in negative or "unacceptable" behaviour from unwitting or dissatisfied employees. Since such behaviour can be criminally or unethically inclined, a direct impact upon the Security Function could be expected. This implication forms the basis of subsidiary question one – *Does the socialisation of new employees impact upon the Security Function?*

These dimension outcomes suggest that the Security Function's broad role in the socialisation and security framework should focus on a pro-active and re-active involvement in defining, maintaining and enforcing behavioural standards. While a teaching role in the socialisation process should focus on suitable innovative approaches to protecting organisational assets. Subsidiary question one – *Does the socialisation of new employees impact upon the Security Function* – is supported by the sample population's belief that the Security Function has a role in encouraging positive behaviour, and managing negatively orientated behaviour.

The Impact of Socialisation

This final dimension relating to the socialisation concept identified whether new employees have a positive and/or negative impact upon security activities. The total sample population results for this dimension were 4.25 and 3.6 for statements 13 and 14 respectively, which resulted in a total dimension-average of 4.0. The total dimension-average score indicates that new employees do have an impact upon the Security Function and its activities. Yet the average variation between the two statements suggests some contradiction as to how this influence is manifested.

A strong agreement with Statement 13 – *Employees who comply with policies and procedures add value to security activities* – provides an indication of the sample population's belief that new employees directly impact upon security activities. This impact can be negative or positive, depending upon an employee's position and relative level of compliance. A result of undecided for statement 14 – *New employees should be viewed as a threat to security activities* – suggests that new employees can positively influence security activities by identifying vulnerabilities

Subsidiary question one is supported by:

- The negative impacts that can result from failing to communicate modes of behaviour.

- Increased likelihood of negative behaviour if employees are not socialised effectively.

- The sample population's belief that the Security Function has a role in influencing behaviour that could otherwise be negatively orientated.

- The sample population's belief that new employees can have both positive and negative impacts upon security activities.

These statements indicate that the socialisation of employees has a profound effect upon the Security Function and its activities. A lack of formal socialisation results in "risk" or negative behaviour by employees who are unaware of expected and appropriate behaviours. A defined socialisation process has the effect of facilitating behaviours that positively impact upon security activities. These impacts result in the sample population believing the Security Function should have a role in managing employee behaviour.

Finally, these implications support the final concept-average of 4.07. This score indicates that the sample population agrees with, and therefore supports subsidiary research question one – *Does the socialisation of new employees impacts upon the Security Function?*

These dimension outcomes suggest that the socialisation and security framework should focus on providing a defined standard of values and behavioural norms, which an organisation's culture/s can incorporate into their own value and belief systems. Subsidiary question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – is supported by sample population's agreement that culture does define acceptable modes of behaviour for an organisation and consequently its new employees.

Cultural Approaches to Work

The dimension identified whether cultural variations do in fact exist within large mechanistic organisations. The total sample population results for this dimension were 4.12, 4.25, 3.5 and 4.0 for statements 18,19, 20 and 21 respectively, resulting in a total dimension-average of 3.96. This total dimension-average score indicates that the sample population tends to agree that cultural variations do exist within an organisation. While the results for statements 18, 29 and 21 present a consistent level between agree and strongly agree, statement 20 – *variations to the common culture are necessary for work groups to achieve their aims* – was orientated toward undecided.

These results suggest that while an organisation must support cultural variations within groups to remain successful, the accepted practices of a work group must reflect those purported by the organisation's common culture. Furthermore, the necessity of supporting cultural variations does not extend to supporting alterations to how work groups achieve their aims. Ultimately, these outcomes indicate that

while cultural differences must be acknowledged and supported, this acceptance will not extend to an organisation's decision-making processes.

Again this perception is not consistent between the Security and HR manager population. While the Security group was in agreement with the dimension (4.05), the HR group was tending toward agreement (3.66). The variation suggests that Security managers may in fact accept the existence of cultural variations more readily than HR managers. This result may be attributable to the Security Function having a more pragmatic perception of organisational culture/s, which has stemmed from an operational involvement with culturally varied work groups. Conversely, Human Resources may possess a more traditional believe in the continuity of an organisation's common culture.

The outcomes of this dimension suggest that cultural variations between an organisation's workgroups should be factored into the socialisation and security framework. While the definition of standards and behavioural norms must display consistency between culturally varied work groups, to be accepted they must also reflect the values and norms of these cultures. An average score of 3.96 indicates that this dimension does support subsidiary question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors.* This support is based on the impact a workgroup's culture can have on a new employee's ability to "fit".

managers having to react to negative behaviour from a small percentage of employees who do not display values or behaviours consistent with their workgroup. This may lead Security managers to view workgroup values and behaviours as having little effect upon employee behaviour in a wider context.

Ultimately, the dimension results suggest employees can be expected to display acceptable workgroup behaviours. Consequently, defining standards and norms for the workgroup will result in these guidelines filtering down to a behavioural level, where they will influence the behaviour of workgroup members. The socialisation and security framework should therefore incorporate standards and norms that will impact on workgroups as well as individual employees.

This dimension supports subsidiary research question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – since an average of 3.81 has a strong tendency toward agreement. This outcome indicates that a workgroup's behavioural manifestations of culture will influence how new employees are socialised, and their subsequent "fit" within a workgroup.

Occupation and Employee Behaviour

The dimension identified if an employee's occupation influences the type of undesirable behaviour in which he/she will participate. The total sample population results for this dimension were 3.5 and 3.25 for statements 25 and 26 respectively, resulting in a total dimension-average of 3.37. These results indicate the sample population feels undecided as to whether the structure of an occupation will increase or restrict the opportunity for undesirable behaviours. This perception was consistent

role generally requires a greater focus determining how to reduce or eliminate of such behaviour than would HR managers.

The outcomes of this dimension indicate that an employee's propensity for "risk" behaviour should be factored into the socialisation and security framework. This dimension supports subsidiary question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – since an average of 3.84 has a strong tendency toward agreement. This outcome suggests that a culture of "risk" behaviour among workgroups may impact upon the success of socialisation to instil new employees with appropriate behaviours.

Current Employee Impact on New Employees

This dimension identified whether individual members of an organisation influence the behaviour of new employees. The total sample population results for this dimension were 3.87 and 4.25 for statements 29 and 30 respectively, which resulted in a total dimension-average of 4.06. The total dimension-average score indicates that current employees do influence the behaviour of new employees. The average variation between the two statements intimates that some organisational members have a greater influence than others.

A strong agreement with Statement 30 – *a manager must accept ownership of subordinate behaviour to encourage appropriate conduct* – suggests that the sample population believes a supervisor or line manager can greatly influence the behaviour of their subordinates. A result of tending towards disagreement (negative polarity) for statement 29 – *new employees will not follow the examples displayed by current*

employees – implies that the behaviour of new employees is influenced by their colleagues. However, the element of uncertainty indicates that new employees will only follow the example of their colleagues as long as such behaviour does not create cultural or ethical dissonance.

These outcomes suggest that the position of authority and trust, which supervisors and line managers hold, influences subordinates to accept and adopt their behaviour, regardless of whether it is positive or negative. Conversely, work peers are commonly viewed as equals, which means new employees will be more likely to question behaviour they consider unacceptable. These perceptions were consistent across both the Security and HR group, with total dimension-averages of 4.1 and 4.0 respectively.

The outcomes of this dimension indicate that the influence of managers and peers on new employees should be factored into the socialisation and security framework. Focus should be on ensuring supervisors and line managers display behaviour consistent with organisational standards and norms. Such behaviour will encourage both current and new employees to display appropriate conduct. Subsidiary question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – is supported, because of current employees ability to impart both positive and negative behaviours to new employees.

Subsidiary Research Question Two (Outcome)

The outcomes of each dimension relating to subsidiary research question two – *Is the socialisation of new employees into an organisation impacted upon by cultural*

factors – resulted in a number of supporting statements and one undecided statement being put forward.

Subsidiary question two is supported by:

- The sample population's agreement that culture does define acceptable modes of behaviour for an organisation and its employees.

- The impact workgroup culture can have on a new employee's ability to "fit" within their workgroup.

- The influence that behavioural manifestations of workgroup culture have on the ability to socialise and adapt new employees to acceptable modes of behaviour.

- The impact a culture of "risk" behaviour in workgroups will have on the success of socialisation to instil new employees with appropriate behaviours.

- Current employees capacity to impart both positive and negative behaviours to new employees.

Subsidiary question two was not supported by:

- The *Occupation and Employee Behaviour* dimension, since the sample population feels undecided as to whether the structure of an occupation will increase or restrict the opportunity for undesirable behaviour.

These statements indicate that culture has a significant impact on how new employees are socialised. Consequently, when attempting to change and/or manage the behaviour of employees, the influence of workgroup culture should be

considered. As individual's behaviour is closely tied to their workgroup, managing behaviour at both a group and individual level is more likely to result in appropriate behaviour. Alternatively, only targeting individual employees leaves them susceptible to adverse workgroup pressure.

Finally, these implications support the final concept-average of 3.86. This score indicates that the sample population generally believes culture does have an impact upon socialisation. This conclusion is also supported by the outcomes of all but one dimension. Therefore, subsidiary research question two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – is supported.

Employee Behaviour Defined by their Role

This dimension examined subsidiary question three, and identified whether the behaviour of employees is defined by their organisational role. The total sample population results for this dimension were 4.0, 3.75, 4.0 and 4.0 for statements 31, 32, 33 and 34 respectively, which resulted in a total dimension-average of 3.95. The total dimension-average score indicates that the sample population tends to agree that organisational roles can define an employee's behaviour. Although the results for statements 31, 33 and 34 present a consistent level of agreement, statement 32 – *Behaviour is definable in organisational roles that are highly specialised* – only tended towards agreement.

These results suggest that the accountability and specialisation of an occupation will define what types of behaviours can be expected from an employee. Therefore, occupations that are specialised or are highly accountable will be required to display

certain behaviours to enable tasks to be completed effectively. This intimates that guidelines for appropriate job specific behaviour can be applied to occupations on an individual basis.

A disagreement (negative polarity) with statement 31 – *employees are not drawn to organisational roles that reflect their personality* and an agreement with statement 34 – *employee behaviour changes over time to reflect their organisational role* – indicates that employees will attempt to "fit" their occupational mould. Consequently, employees will not only display task-based behaviours, they will also be inclined to participate in behaviours that are a reflection of their adopted role. Since occupations are commonly part of a wider workgroup, employee behaviour will reflect an occupation's cultural influence. This knowledge provides an avenue to anticipate what type of "culturally" influenced behaviour may take place.

This perception is not consistent between the Security and HR manager population. While the HR group was inclined to agree with the dimension (3.71), the Security group was in strong agreement with the dimension (4.1). This variation suggests that HR managers may view organisational roles as inherently dynamic, and having less of a defining effect on employee behaviour. Whereas Security managers may perceive occupations has having defined guidelines for appropriate and security conscious behaviour.

The outcomes of this dimension indicate that guidelines for appropriate job specific behaviour should be applied to the socialisation and security framework. The framework should also factor in behaviour that may occur as a result of an

performance. These perceptions were not consistent across both the Security and HR group, with total dimension-averages of 4.1 and 3.91 respectively. However, since the HR group is strongly tending toward agreement, a measure of consistency may be drawn from this result.

The results for this dimension indicate that an occupation's behavioural expectations should be factored into the socialisation and security framework. The inclusion of this knowledge should be based on defining behavioural guidelines for occupations that have existing expectations, resulting from responsibility or sensitivity. This dimension supports subsidiary question three – *Is the behaviour of new employees impacted upon by their occupational roles* – since the behavioural expectations inherent to a new employee's occupation will influence their behaviour.

Subsidiary Research Question Three (Outcome)

The outcomes of each Culture dimension relating to subsidiary research question three – *Is the behaviour of new employees impacted upon by their occupational roles* – resulted in two of supporting statements being put forward.

Subsidiary question three is supported:

- Since an organisation's occupations can define employee behaviour.
- The behavioural expectations inherent to an employee's occupation will influence their behaviour.

In response to these statements, it can be argued that organisational roles do have a significant impact upon employee behaviour. Since employee behaviour is greatly

influenced by their occupational role, an avenue is created for the Security Function to manage employee behaviour through their occupation. Furthermore, identifying the relevant cultural background of the individual and occupation will enable potential role related "risk" behaviour to be reduced or eliminated.

In conclusion, these implications support the final concept-average of 3.98. This score indicates that the sample population essentially believes that organisational roles do influence employee behaviour. This conclusion is supported by the outcomes of the two dimensions. Therefore, subsidiary research question three – *Is the behaviour of new employees impacted upon by their occupational roles* – is supported.

Culturally Defining Workgroups (Contextual)

This dimension represented an independent contextual element. The dimension identified whether the sample population believed workgroup culture could be identified through observation, thus allowing a measurement component to be introduced to the socialisation and security framework. The total sample population results for this dimension were 3.25, 3.7 and 3.37 for statements 38, 39 and 40 respectively, which resulted in a total dimension-average of 3.40. These results indicate the sample population feels undecided as to whether the culture of a workgroup can be identified through observation.

The result of tending toward agreement for statement 39 – *referring to the work of Mars (1982), a work group could be culturally defined as "Wolves" through observation* – intimates that workgroups can possibly be culturally defined.

However, the result for statement 40 – *referring to the work of Mars (1982), a work group can display cultural variations, such as "Wolves" and "Hawks"* – implies the sample population were undecided as to whether workgroups display a number of cultural variations.

These outcomes do suggest that the sample population is inclined to believe that the cultural groups identified by Mars (1982) do exist within organisations. This perception was consistent across both the Security and HR group, with total dimension-averages of 3.55 and 3.16 respectively. However, these outcomes do not adequately support the use of this knowledge in the socialisation and security framework. Support for this dimension would have enabled an ability to define (measure) workgroup cultures to be applied to the framework.

Motivation

Bartol et al (1996, p. 415) argues that motivation is a "force that energises behaviour, gives direction to it, and underlines the tendency to persist". Negative behaviour, like any other behaviour, is the result of a combination of internal dispositions and situational tendencies (Taylor & O'Prien, 1998). Some individuals may be predisposed to participate in undesirable or "risk" behaviour (security risk). However, an essentially honest individual may be inclined toward such behaviour, because situational tendencies have effected their motivation.

Motivational factors, such as equity, behavioural norms, behaviour reinforcement and behavioural ambiguity, all represent situational tendencies that will impact on

how a new employee behaves. These implications form the basis of subsidiary research question four – *Is the socialisation of new employees into an organisation impacted upon by motivation factors?*

Behavioural Ambiguity

This first dimension identified whether behavioural ambiguity was created by cultural variations, and if this ambiguity could be eliminated. The total sample population results for this dimension were 2.5 and 3.75 for statements 41 and 42 respectively, which resulted in a total dimension-average of 3.12. This result suggests that the sample population feels undecided toward the dimension. However, a considerable variation between the average scores indicates that the dimension outcome does not accurately reflect the belief differentiation.

A result of agree (negative polarity) for statement 41 – *defined standards for employee conduct do not eliminate behavioural ambiguity* – implies that the sample population believes defined behavioural standards do not eliminate ambiguity. Intuitively, this statement could have been expected to illicit a response orientated disagreement, given that organisations commonly apply polices and procedures to govern employee behaviour. This perspective is especially true for the Security manager population, since one of the primary functions of security is to ensure employees practice appropriate behaviour. Nevertheless, the Security group recorded an even lower average result of 2.0.

An examination of statement 41 would intimate that this result may be attributable to the inflections contained within the statement. This statement uses the word

The outcomes of this dimension indicate that the socialisation and security framework should incorporate practices that encourage and reinforce security related positive behaviour. This dimension supports subsidiary question four – *Is the socialisation of new employees into an organisation impacted upon by motivation factors* – since an average of 4.62 represents a strong agreement. This outcome indicates reinforcing the positive behaviour of new employees will encourage them to display appropriate behaviours, and assist them to adapt.

Influencing Undesirable Behaviour

This dimension identified whether defined behavioural standards reduce negative behaviour, and if such standards facilitate the identification of negative behaviour. The total sample population results for this dimension were 4.37 and 4.0 for statements 46 and 47 respectively, which resulted in a total dimension-average of 4.18. These results present a consistent level of feeling between agree and strongly agree, and indicate that the sample population believes standards and guidelines for employee conduct reduce negative behaviour.

An agreement with statement 47 – *a standard for employee conduct will facilitate the identification of undesirable behaviour* – suggests that the installation of guidelines and standards for employee conduct will enable negative behaviour to be detected promptly. The implicit benchmark that is provided by a standard or guideline averages that deviations can be readily identified. This outcome also indicates that negative behaviour can be discouraged through defined guidelines for punishment contained within the standard. These perceptions were consistent across both the Security and HR group, with total dimension-averages of 4.2 and 4.16 respectively.

A result of tending toward agreement with statement 51 – *a job's behavioural boundaries increase as tasks become more structured* – indicates that behavioural boundaries may become more specific for certain occupations, given their level of sensitivity or accountability. These outcomes suggest that generic guidelines may be applied to all occupations, however, given the attributes of individual occupations, specific behavioural boundaries may be required.

This perception is inconsistent between the Security and HR manager population. While the HR group was inclined to agree with the dimension (4.16), the Security group was undecided (3.5). This variation may be attributed to the HR group's professional background in human resource functions, such as job analysis. Alternatively, Security managers commonly have less experience in this area, since their education and training tends to be broad-based and focused on security related activities.

The outcomes of this dimension indicate that the socialisation and security framework should factor in the application of behavioural boundaries. These boundaries should be generically applied to the organisation as a whole, and to specific occupations as required. Subsidiary question four – *Is the socialisation of new employees into an organisation impacted upon by motivation factors* – is supported, since behavioural boundaries will have the effect of clarifying conduct for new employees.

Finally, the data analysis process revealed that the sample population supported each of the subsidiary research questions. As summary of the results for the four questions are identified below:

1. Subsidiary Question One – *Does the socialisation of new employees impact upon the Security Function* – **Supported**

2. Subsidiary Question Two – *Is the socialisation of new employees into an organisation impacted upon by cultural factors* – **Supported**

3. Subsidiary Question Three – *Is the behaviour of new employees impacted upon by their occupational roles* – **Supported**

4. Subsidiary Question Four – *Is the socialisation of new employees into an organisation impacted upon by motivation factors* – **Supported**

CHAPTER 6

STUDY OUTCOMES

A theoretical framework was required to conceptualise the Security Function's involvement in the socialisation process. The socialisation and security framework brings together *supported* dimension concepts and principles that the Security Function can positively apply to socialisation. The framework identifies how the Security Function will positively impact on the likelihood of "risk" behaviour, and facilitate a security conscious and ethical workplace.

In the following section the *supported* dimensions will be applied to the development of the socialisation and security framework. To facilitate a simplified development process, all dimensions relating to a particular component of the framework will be discussed and applied together. At the conclusion of the development process a completed framework utilising all components will be presented.

To verify that the framework development process is drawing on relevant data, discussion for each framework component will reference the relevant dimension/s from which the information has been drawn. To simplify the referencing format, each applicable dimension will be given a numerical reference value presented in brackets (see Appendix E). The completed *preliminary* socialisation and security framework is presented in *figure 11* for referral.

Reinforced Positive Behaviour

Encouraged Positive Behaviour
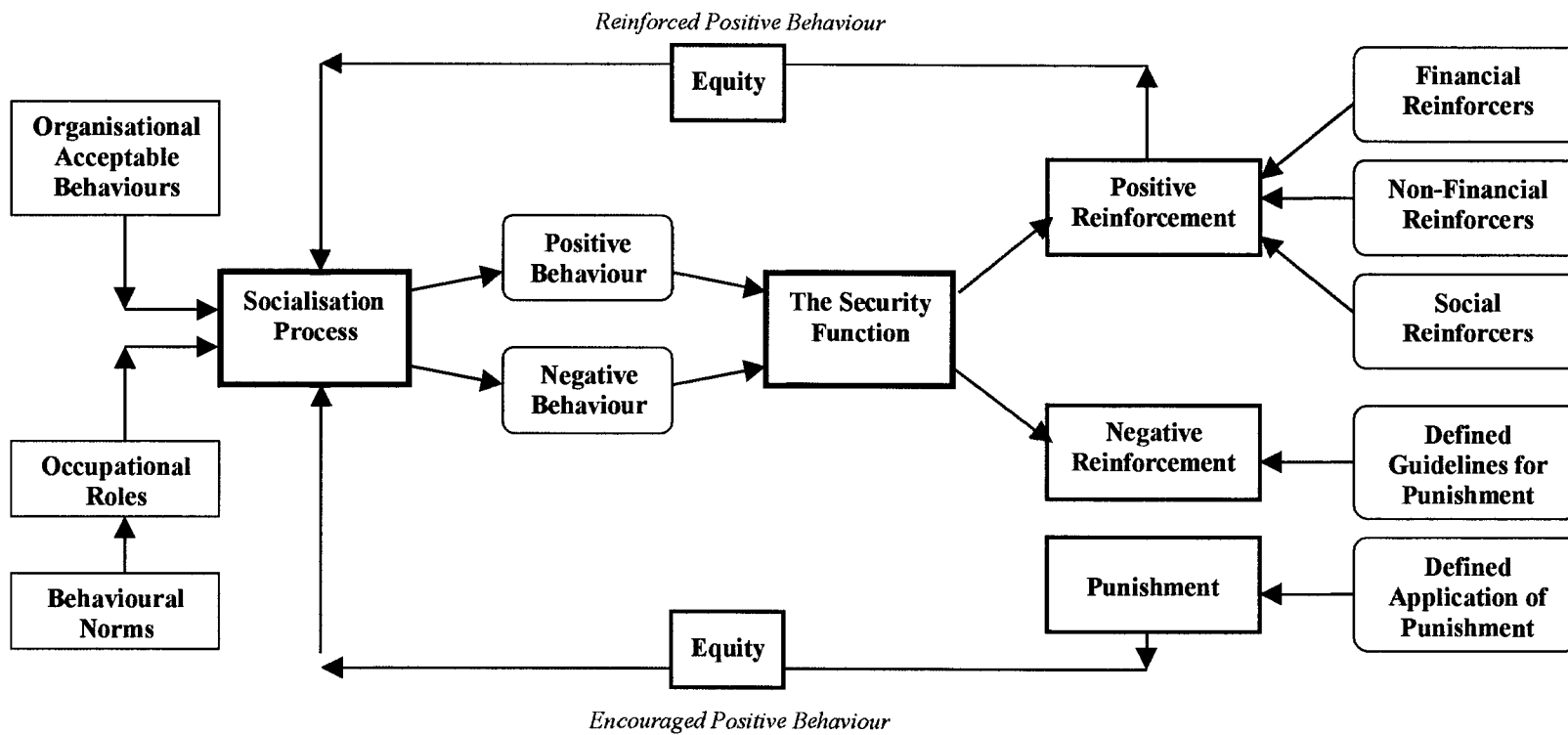
Figure 11. **Preliminary Socialisation & Security Framework**

The Socialisation and Security Framework

The components of the socialisation and security framework will be applied to the model over three stages. Component/s will be conceptualised in a series of framework "segments". These segments will be then be joined to form the completed model.

Stage One

Culture/s originating from an organisation and its workgroups (5) can have a significant influence on employee behaviour (6). Consequently, defining behavioural standards (norms, values and ethics) (4, 11) for the common culture and its workgroup variations is a critical pre-socialisation action for an organisation. These standards should be a reflection of what the organisation hopes to maintain or change in their common culture. From a security perspective, behavioural standards should promote a security conscious and ethical culture (3) that reflects an organisation's nature and the industry in which it operates.

Behavioural standards should represent a formal practice that defines acceptable and unacceptable behaviours for the organisation as whole (2). Research from this study indicates that workgroup culture cannot be imposed externally (4). Therefore, an organisation must rely on workgroups accepting defined behavioural standards, and adapting them acceptably to meet the culture of the group (4). These components of the socialisation and security framework are presented in *figure 12*.

are a reflection of their adopted role (9). Since all occupations are commonly part of a wider workgroup, employee behaviour will reflect the cultural influences imposed on their position by the workgroup. This influence and employees desire to "fit" also results in an increased propensity for "risk" behaviour among workgroup members (7).

Although the outcomes of the *Occupation and Employee Behaviour* dimension do not support the assessment of individual occupations, the influence of workgroup culture supports anticipating what type of "culturally" based behaviour may take place (9). As a result, behavioural manifestations unique to an organisation's workgroups should be identifiable within the workplace. Based on this knowledge, the Security Function will be able to monitor employee behaviour for manifestations of "risk" behaviour, and take action as required. These components of the socialisation and security framework are presented in *figure 14*.
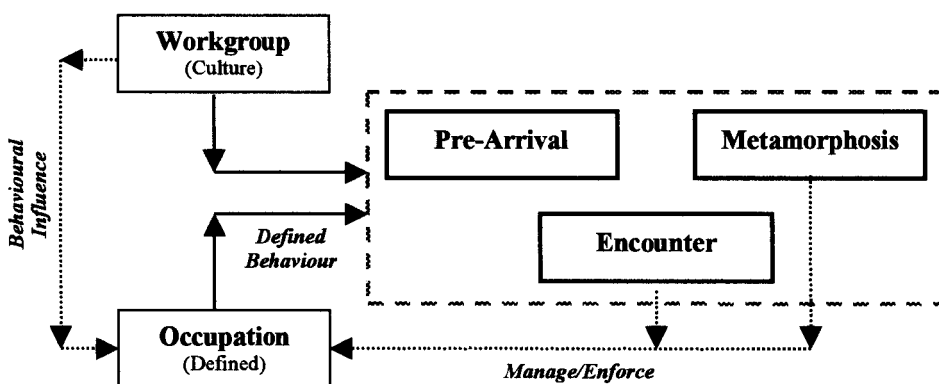
Figure 14. <u>Security and Socialisation Framework (Component 3)</u>

The study results indicate that certain occupations possess intrinsic behavioural expectations (10), which result from variable degrees of accountability and sensitivity. Given that such expectations can be identified by an organisation, this knowledge can be used to define acceptable and "expected" behaviours for an occupation possessing these attributes. Where applicable, these occupation specific guidelines should be formally communicated to new employees during the pre-arrival and encounter stages of the socialisation process (2).

This approach should also be adopted for the identification of occupation specific behavioural boundaries (14). Within the socialisation and security framework, these boundaries should operate on two levels. At a macro-level, an organisation's defined behavioural standards will identify generic acceptable and unacceptable modes of behaviour for every occupation (4, 11). While at a micro-level, occupation specific boundaries will identify unacceptable and acceptable professional and ethical behaviour (11) relevant to each employee's position.

Defining and communicating these occupational specific boundaries will assist in reducing behavioural ambiguity (11), and aid in the establishment of a standard for personal and professional conduct. The presence of a behavioural standard or "guideline" will encourage employees to act in an appropriate manner, and given enough support, an ethical and security conscious culture will develop. A behavioural standard will also facilitate the early identification of undesirable and "risk" behaviour, since employees will be able to benchmark current behaviour against an accepted "standard".
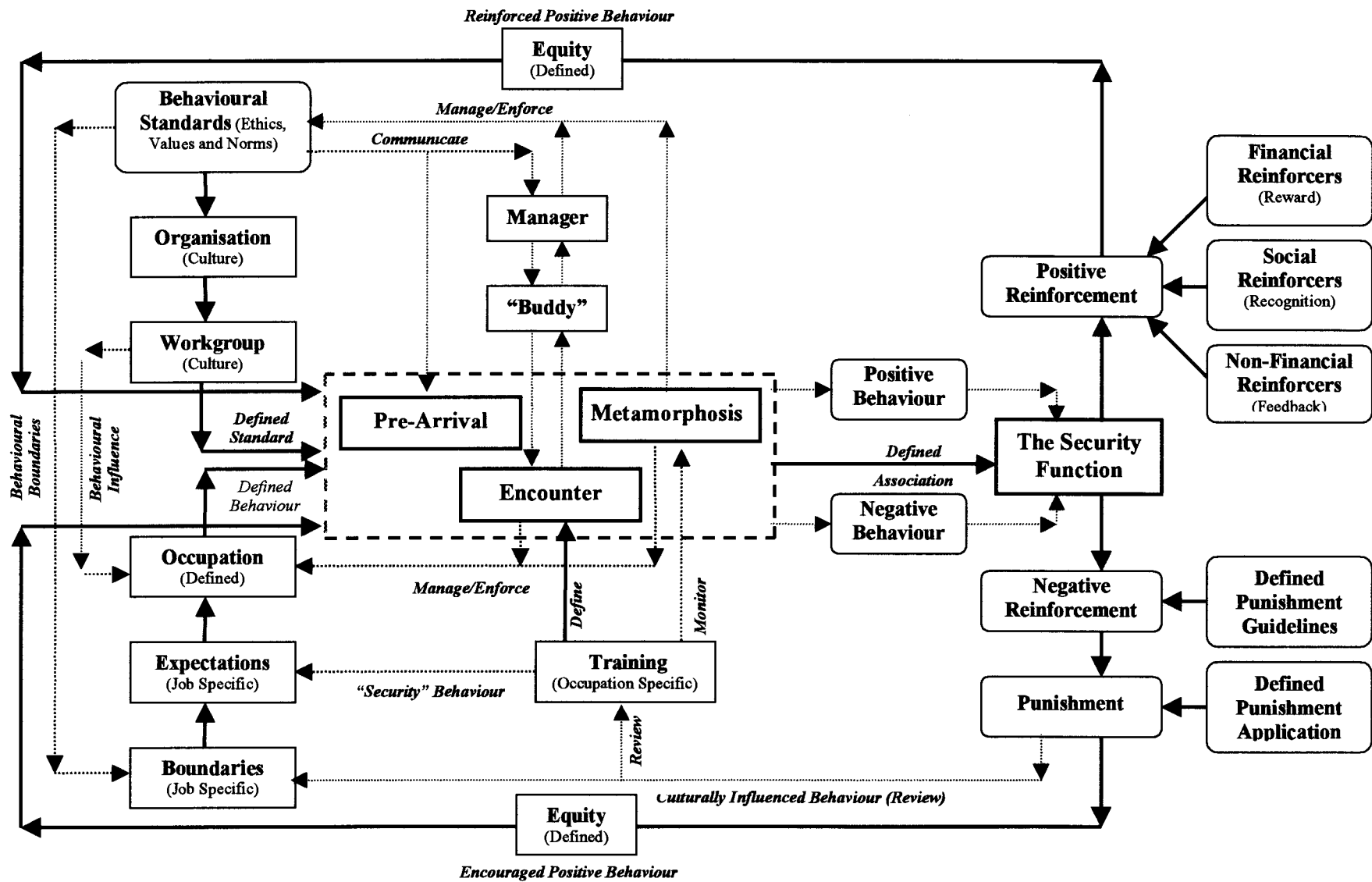
Figure 18.   <u>Security and Socialisation Framework (Complete)</u>

and motivation, provided acceptable and relevant industry based knowledge that overcomes these "practical" concerns.

The successful completion of the socialisation and security framework was based effectively addressing the study's primary research question – *Can the Security Function impact upon the socialisation of new employees entering an organisation?* Four subsidiary research questions were defined to ensure this objective was comprehensively achieved. The research process focused on testing the sample population's attitude toward these subsidiary questions and their associated concepts of socialisation, culture and motivation.

Through this process, the subsidiary research questions were supported, whilst acceptable and relevant components of the socialisation and security framework were identified. By supporting each of the subsidiary questions, the primary research question could then be positively confirmed – *The Security Function can impact upon the socialisation of new employees entering an organisation.* This outcome enabled the framework to be completed using the supported components, and resulted in a number of research conclusions and recommendations.

Research Conclusions

The introduction and socialisation of new employees can have negative and/or positive effects upon the Security Function and its ability to protect organisational assets. Ineffective socialisation practices result in employees participating in "risk" or undesirable behaviour. Such behaviour transpires, because new employees may be unaware of what behaviours are considered appropriate, or alternatively, they may

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Background

This study aims to provide security and human resource practitioners with a knowledge base and theoretical framework, which will assist in identifying a role for the Security Function in socialisation of new employees. This role will be aimed at positively and pro-actively impacting upon the likelihood and instances of criminal or unethical behaviour, and to facilitating an ethical and security conscious culture.

In the development of this study a number of concepts were identified as having relevance to the Security Function and its potential role in socialisation. These theories and principles relate to individual motivation, the influence of culture upon individual and organisational behaviour and the impact of occupational roles upon individual behaviour.

Interview Procedure

This structured interview has two specific purposes:
- Firstly, to identify your attitude toward socialisation, culture and motivation.
- Secondly, to enhance your understanding of socialisation, culture and motivation, and the relevance of these concepts to the Security Function.

To facilitate this approach, each topic of discussion will be introduced with a statement or definition identifying the key aspects of each concept under examination. Each interview question will be presented in the third person, however to make your responses as relevant as possible I would encourage you to draw on your past experiences with organisations and the industry in which you work. The content and results of this interview will remain anonymous, and you may refuse to answer any question that makes you feel uncomfortable.

Socialisation

An organisation is more than just a collection of roles brought together to produce goods and services. A by-product of these roles is the development of a culture that is unique to the business and the environment in which it operates.

Organisational culture is also made up of differing socio-cultural groups that have alternative ways of viewing the world. There are certain unwritten codes and legitimate modes of behaviour that prevail among the individuals in such groups, which may influence how a new employee will behave upon entering an organisation. This interaction between cultures, groups and individuals represents the basis of organisational socialisation.

Socialisation has an important role in assisting individuals to familiarise themselves with their new environment, and develop an understanding of their role within an organisation. New employees will experience varying degrees of socialisation, and depending upon the relative success of socialisation techniques, such as orientation and buddy programs, there will be a negative or positive impact upon an employee's work productivity, job satisfaction and organisational commitment. The negative effects of failing to socialise an employee effectively can be manifested in incidents of theft, fraud, sabotage, workplace violence and absenteeism.

Q1. **What is your understanding of socialisation?**

Q2. **Do you think that the assimilation of new employees presents problems for an organisation?**

Q3. **Do you think that the assimilation of new employees presents benefits for an organisation?**

Q4. **Do you feel that an organisation should actively attempt to socialise new employees using techniques such as induction programs?**

Q5. **What do you believe is the role of the Security Function within an organisation?**

Q6. **Do you feel that new employees can impact upon the activities of the Security Function?**

Culture

The influence of an organisation's social and cultural components upon employee behaviour have been identified by sociologists, who emphasis a link between the social environment of jobs and individual satisfaction. Being social creatures human beings need to "fit" within an organisation. This requires a balance between an employee's attitudes and values, and what their workplace ethics and values. A lack of "fit" and the resultant alienation can result in undesirable behaviour.

An understanding of socio-cultural affiliation, and its impact upon individual behaviour within work cultures and occupations, can be developed through the application Cultural Theory. This theory is derived from research in the areas of anthropology and sociology, and argues that individual perception and behaviour is largely determined by the principles inherent to a particular organisation or group. Cultural Theory seeks to structuralise the concept of an individual's alignment to a particular socio-cultural way of life, and the effect this association has on their behaviour.

By applying the Cultural Theory hypothesis it is possible to predict how an individual will behave, and the types of risks they are willing to take, in relation to their role within an organisation. Through the application of Cultural Theory (of risk) a typology of occupations and organisational roles can be developed, which can determine how a person behaves and the risk opportunities inherent to the role. These roles are based on the work of Gerald Mars (1982):

- **Donkeys (Fatalists)** – who work in isolated structured and subordinate roles, where opportunities for undesirable behaviour are restricted by their structured position eg. Factory workers.
- **Hawks (Individualists)** -- who are entrepreneurs and innovators that commonly operate alone, and take risks for results.
- **Wolves (Hierarchicalists)** -- who operate in tight knit work groups, and take risks as a collective, but only within certain boundaries and rules eg. Dock worker.

Pilot Likert Test

Pilot Questionnaire

Socialisation and the Security Function:
Defining a positive role for security in the socialisation of new employees.

Zack Gurdon
Edith Cowan University
Research Project
Bachelor of Science (Security) Honours

Background

This study aims to provide security and human resource practitioners with a knowledge base and theoretical framework, which will assist in identifying a role for the Security Function in socialisation of new employees. This role will be aimed at positively and pro-actively impacting upon the likelihood and instances of criminal or unethical behaviour, and to facilitating an ethical and security conscious culture.

The Procedure

To achieve the above objectives, this Questionnaire will explore your attitude toward the following topics:

- Socialisation
- Culture
- Motivation

The Questionnaire will be divided into three sections, each of which will be introduced with a brief overview of the above topics. The content and results of this Questionnaire will at all times remain anonymous. The results of the study will be presented anonymously, and at no time will any reference be made to yourself and your organisation.

Before you begin please remember the following:

- You do not need to put your name on this questionnaire.
- There is NO right or wrong answer – I want to know how you feel.
- Please answer honestly.
- Circle the response that is closest to what you believe.

The statements used in this Questionnaire apply the following abbreviated key:

SA	=	**strongly agree**
A	=	**agree**
U	=	**undecided**
D	=	**disagree**
SD	=	**strongly disagree**

39) Employee behaviour must adapt to their organisational role to maintain job performance.	SA A U D SD
40) The culture of a work group cannot be identified through observation.	SA A U D SD
41) A work group could be culturally defined as "Wolves" through observation.	SA A U D SD
42) A work group can display cultural variations, such as "Wolves" and "Hawks".	SA A U D SD

Motivation

A select number of motivation theories and concepts are considered applicable to this study; these are Reinforcement Theory, Equity Theory and behavioural norms.

Reinforcement Theory

Reinforcement Theory relates to the positive and negative reinforcement of individual behaviour. Positive reinforcement represents a means of ensuring employees will continue to exhibit positive behaviour, such as high ethical standards, reporting dishonest activity and adherence to policy and procedure.

Negative reinforcement can be used in a similar manner to positive reinforcement, and like positive reinforcement it strengthens behaviour. The difference between punishment and this type of reinforcement is the individual will exhibit desired behaviour to avoid something unpleasant. The purpose of negative reinforcement or punishment is to attempt to enforce positive behaviour.

Equity Theory and Behavioural Norms

By not identifying and communicating appropriate and inappropriate behaviours, an organisation runs the risk of sanctioning risk behaviour, or encouraging essentially honest employees to participate in this behaviour. To reduce ambiguity, the behavioural norms of the workplace should be communicated, and these norms incorporated into each employee's role.

In ensuring behavioural expectations have been clarified, employees will also wish to see a fair and equitable outcome, in the event behavioural standards are disregarded or ignored by another employee. According to equity theory, employees will feel equitably treated if those around them are contributing similar inputs and receiving similar outcomes. When applied to risk behaviour, equity theory suggests that employees will only feel equitable, if punishment or rewards are equally distributed throughout an organisation and its members.

If an employees feels that inequity exists, or that organisational punishment "does not fit the crime", they may be motivated to eliminate or reduce this inequity, by

participating in similar risk behaviour, or risk behaviour of a like magnitude within their own occupational role.

43) Behavioural ambiguity increases as an organisation becomes larger and more complex.	SA A U D SD
44) Defined standards for employee conduct do not eliminate behavioural ambiguity.	SA A U D SD
45) Behavioural ambiguity is created by cultural variations between work groups.	SA A U D SD
46) The Security Function should actively encourage positive behaviour.	SA A U D SD
47) Behavioural standards must be supported by every member of an organisation.	SA A U D SD
48) Compliance to policies and procedures is not enough to promote positive behaviour.	SA A U D SD
49) Defining the behavioural norms of the workplace will reduce undesirable behaviour.	SA A U D SD
50) A standard for employee conduct will facilitate the identification of undesirable behaviour.	SA A U D SD
51) The behavioural boundaries of a job can be clearly communicated to employees.	SA A U D SD
52) The boundaries for professional behaviour can be defined for organisational roles.	SA A U D SD
53) Employees will not accept behavioural boundaries that change their personality.	SA A U D SD
54) A job's behavioural boundaries increase as tasks become more structured.	SA A U D SD
55) Employees rewarded with unofficial "perks" will create a perception of inequity.	SA A U D SD

56) Punishment and reward systems should be clearly communicated to employees.	SA A U D SD
57) Punishments that are inconsistently applied will not effect employees perception of equity.	SA A U D SD

Final Likert Test

Questionnaire

Socialisation and the Security Function:
Defining a positive role for security in the socialisation of new employees.

Zack Gurdon
Edith Cowan University
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Bachelor of Science (Security) Honours

Background

This study aims to provide security and human resource practitioners with a knowledge base and theoretical framework, which will assist in identifying a role for the Security Function in socialisation of new employees. This role will be aimed at positively and pro-actively impacting upon the likelihood and instances of criminal, inappropriate or unethical behaviour, and to facilitating an ethical and security conscious culture.

The Procedure

To achieve the above objectives, this Questionnaire will explore your attitude toward the following topics:

- Socialisation
- Culture
- Motivation

The Questionnaire will be divided into three sections, each of which will be introduced with a brief overview of the above topics. The content and results of this Questionnaire will at all times remain anonymous. The results of the study will be presented anonymously, and at no time will any reference be made to yourself and your organisation.

Before you begin please remember the following:

- You do not need to put your name on this questionnaire.
- There is NO right or wrong answer – I want to know how you feel.
- Please answer honestly.
- Circle the response that is closest to what you believe.

The statements used in this Questionnaire apply the following abbreviated key:

SA	=	**strongly agree**
A	=	**agree**
U	=	**undecided**
D	=	**disagree**
SD	=	**strongly disagree**

Section 1 – Socialisation

An organisation is more than just a collection of roles brought together to produce goods and services. A by-product of these roles is the development of a culture that is unique to the business and the environment in which it operates.

Organisational culture is also made up of differing socio-cultural groups that have alternative ways of viewing the world. There are certain unwritten codes and legitimate modes of behaviour that prevail among the individuals in such groups, which may influence how a new employee will behave upon entering an organisation. This interaction between cultures, groups and individuals represents the basis of organisational socialisation.

Socialisation has an important role in assisting individuals to familiarise themselves with their new environment, and develop an understanding of their role within an organisation. New employees will experience varying degrees of socialisation, and depending upon the relative success of socialisation techniques, such as orientation and buddy programs, there will be a negative or positive impact upon an employee's work productivity, job satisfaction and organisational commitment. The negative effects of failing to socialise an employee effectively can be manifested in incidents of theft, fraud, sabotage, workplace violence and absenteeism.

1) The socialisation process should encourage new employees to be an individual.	SA A U D SD
2) If behavioural norms are communicated to new employees an organisation will reduce unacceptable behaviour.	SA A U D SD
3) Clarifying an organisation's behavioural expectations eliminates ambiguity from employee conduct.	SA A U D SD
4) Formally inducted employees know the difference between unacceptable and acceptable work practices.	SA A U D SD
5) Policies and procedures must identify acceptable modes of behaviour for new employees.	SA A U D SD

6) The socialisation of new employees must be a formal organisational process of induction.	SA A U D SD
7) Socialisation should be a formal and informal introduction to the workplace.	SA A U D SD
8) Effective socialisation is determined by the subsequent behaviour of employees.	SA A U D SD
9) The Security Function has a responsibility to teach new employees acceptable behaviour.	SA A U D SD
10) The Security Function should train all employees to protect an organisation's assets.	SA A U D SD
11) The Security Function should have a pro-active role in supporting ethical and behaviour standards.	SA A U D SD
12) From a security perspective, socialisation must encourage innovation rather than conformity.	SA A U D SD
13) Employees who comply with policies and procedures add value to security activities.	SA A U D SD
14) New employees should be viewed as a threat to security activities.	SA A U D SD

Section 2 – Culture

The influence of an organisation's social and cultural components upon employee behaviour have been identified by sociologists, who emphasis a link between the social environment of jobs and individual satisfaction. Being social creatures human beings need to "fit" within an organisation. This requires a balance between an employee's attitudes and values, and their workplace ethics and values. A lack of "fit" and the resultant alienation can result in undesirable behaviour.

An understanding of socio-cultural affiliation, and its impact upon individual behaviour within work cultures and occupations, can be developed through the application of Cultural Theory. This theory is derived from research in the areas of

anthropology and sociology, and argues that individual perception and behaviour is largely determined by the principles inherent to a particular organisation or group. Cultural Theory seeks to structuralise the concept of an individual's alignment to a particular socio-cultural way of life, and the effect this association has on their behaviour.

By applying the Cultural Theory hypothesis it is possible to predict how an individual will behave, and the types of risks they are willing to take, in relation to their role within an organisation. Through the application of Cultural Theory a typology of occupations and organisational roles can be developed, which can determine how a person behaves and the risk opportunities inherent to the role. These roles are based on the work of Gerald Mars (1982):

- **Donkeys (Fatalists)** – who work in isolated structured and subordinate roles, where opportunities for undesirable behaviour are restricted by their structured position eg. Factory workers.

- **Hawks (Individualists)** -- who are entrepreneurs and innovators that commonly operate alone, and take risks for results.

- **Wolves (Hierarchicalists)** -- who operate in tight knit work groups, and take risks as a collective, but only within certain boundaries and rules eg. Dock worker.

- **Vultures (Egalitarians)** – who function within loose social work groups but will take risks individually or as a group eg. Autonomous or semi-autonomous salesperson.

This typology of occupations and organisational roles provides several valuable insights into how culture influences individual behaviour. Firstly, the pervasiveness and strength of an organisation's culture or cultures, means a failure of socialisation to "fit" an individual within their socio-cultural group may ultimately lead to risk behaviour. Secondly, socialisation failure will mean individuals within the socio-cultural group will commonly participate in risk behaviour in line with their work culture and the opportunities inherent to that position.

15) Organisational culture defines acceptable and unacceptable modes of behaviour.	SA A U D SD
16) An organisation will impose a common culture of shared attitudes and values.	SA A U D SD
17) A standard of values and behavioural norms can be defined for employees.	SA A U D SD
18) An organisation cannot support different cultural approaches to work.	SA A U D SD
19) A work group's accepted practices mirror those of the common culture.	SA A U D SD
20) Variations to the common culture are necessary for work groups to achieve their aims.	SA A U D SD
21) To be successful an organisation needs different cultural approaches to work.	SA A U D SD
22) Employee behaviour will not reflect the values of their work group.	SA A U D SD
23) A work group determines what is acceptable and unacceptable behaviour for its members.	SA A U D SD
24) To "fit" employees will adopt the accepted behaviour of their work group.	SA A U D SD
25) Opportunities to participate in undesirable behaviour are not effected by job structure.	SA A U D SD
26) The level of freedom inherent to an occupation increases behavioural ambiguity.	SA A U D SD
27) Employees participate in undesirable behaviour because their work group considers it acceptable.	SA A U D SD
28) Some work groups are culturally inclined to participate in undesirable behaviour.	SA A U D SD

Motivation

A select number of motivation theories and concepts are considered applicable to this study; these are Reinforcement Theory, Equity Theory and behavioural norms.

Reinforcement Theory

Reinforcement Theory relates to the positive and negative reinforcement of individual behaviour. Positive reinforcement represents a means of ensuring employees will continue to exhibit positive behaviour, such as high ethical standards, reporting dishonest activity and adherence to policy and procedure.

Negative reinforcement can be used in a similar manner to positive reinforcement, and like positive reinforcement it strengthens behaviour. The difference between punishment and this type of reinforcement is the individual will exhibit desired behaviour to avoid something unpleasant. The purpose of negative reinforcement or punishment is to attempt to enforce positive behaviour.

Equity Theory and Behavioural Norms

By not identifying and communicating appropriate and inappropriate behaviours, an organisation runs the risk of sanctioning risk behaviour, or encouraging essentially honest employees to participate in this behaviour. To reduce ambiguity, the behavioural norms of the workplace should be communicated, and these norms incorporated into each employee's role.

In ensuring behavioural expectations have been clarified, employees will also wish to see a fair and equitable outcome, in the event behavioural standards are disregarded or ignored by another employee. According to equity theory, employees will feel equitably treated if those around them are contributing similar inputs and receiving similar outcomes. When applied to risk behaviour, equity theory suggests that employees will only feel equitable, if punishment or rewards are equally distributed throughout an organisation and its members.

If an employees feels that inequity exists, or that organisational punishment "does not fit the crime", they may be motivated to eliminate or reduce this inequity, by participating in similar risk behaviour, or risk behaviour of a like magnitude within their own occupational role.

41) Defined standards for employee conduct do not eliminate behavioural ambiguity.	SA A U D SD
42) Behavioural ambiguity is created by cultural variations between work groups.	SA A U D SD
43) The Security Function should actively encourage positive behaviour.	SA A U D SD
44) Behavioural standards must be supported by every member of an organisation.	SA A U D SD
45) Compliance to policies and procedures will promote positive behaviour.	SA A U D SD
46) Defining the behavioural standards of the workplace will reduce undesirable behaviour.	SA A U D SD
47) A standard for employee conduct will facilitate the identification of undesirable behaviour.	SA A U D SD
48) The behavioural boundaries of a job can be clearly communicated to employees.	SA A U D SD
49) The boundaries for professional behaviour can be defined for organisational roles.	SA A U D SD
50) Employees will not accept behavioural boundaries that change their personality.	SA A U D SD
51) A job's behavioural boundaries increase as tasks become more structured.	SA A U D SD
52) Employees rewarded with unofficial "perks" will create a perception of inequity.	SA A U D SD
53) Punishment and reward systems should be clearly communicated to employees.	SA A U D SD
54) Punishments that are inconsistently applied will not effect employees perception of equity.	SA A U D SD

Appendix D

Raw Data Tables

Table 10.   Raw Data for Sample Population, Statements 1-14

ID	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14
12649	4	5	5	4	5	5	5	4	5	5	5	5	5	4
85648	5	4	4	3	5	2	5	4	5	5	5	2	4	3
97643	4	5	5	4	4	2	4	4	2	2	4	4	4	3
91725	5	5	4	5	5	4	4	4	2	4	5	4	5	4
26469	2	5	4	5	5	4	5	4	2	4	5	4	4	4
Scy Average	4	4.8	4.4	4.2	4.8	3.4	4.6	4	3.2	4	4.8	3.8	4.4	3.6
89614	4	4	4	4	4	2	5	4	3	4	4	2	4	5
46913	4	4	4	4	5	4	4	4	4	5	5	4	4	4
85734	5	4	4	4	4	4	4	4	4	4	4	4	4	4
HR Average	4.33	4	4	4	4.33	3.33	4.33	4	3.66	4.33	4.33	3.33	4	4.33
Total Average	4.12	4.5	4.25	4.12	4.62	3.37	4.5	4	3.37	4.12	4.62	3.62	4.25	3.87

Table 11.   Raw Data for Sample Population, Statements 15-28

ID	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28
12649	4	4	4	4	4	2	4	2	4	4	1	5	4	4
85648	4	4	4	5	4	3	4	4	5	5	5	4	4	5
97643	5	4	4	4	5	4	4	2	5	2	4	2	5	4
91725	5	4	3	4	5	4	5	2	4	4	4	3	4	4
26469	5	4	5	4	5	4	4	5	2	5	4	2	5	2
Scy Average	4.6	4	4	4.2	4.6	3.4	4.2	3.0	4.0	4.0	3.6	3.2	4.4	3.8
89614	4	2	4	4	2	4	4	5	4	4	4	2	2	1
46913	4	3	4	4	4	2	2	4	4	4	2	4	4	4
85734	5	3	4	4	5	5	5	4	5	5	4	4	5	5
HR Average	4.33	2.66	4.0	4.0	3.66	3.66	3.66	4.33	4.33	4.33	3.33	3.33	3.66	3.33
Total Average	4.5	3.5	4.0	4.12	4.25	3.5	4.0	3.5	4.12	4.12	3.5	3.25	4.07	3.62