


## Contextualization of organizational socialization in public institutions

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### ABSTRACT

The research aimed to map the theme of organizational socialization in public institutions and identify how knowledge is shared among the newly entered civil servants at this stage. To this end, the scoping review was used following the PRISMA protocol. A total of 117 records were found in the databases with the acronyms searched, of which 33 were selected for full reading and 15 were considered eligible. The results showed that the findings of organizational socialization generally focus on 5 subareas: definitions of organizational socialization, benefits of socialization, challenges of socialization, organizational learning, and socialization strategies.

**Keywords:** Organizational socialization, New arrivals, Public institutions, Organizational behavior, Organizational culture.

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## INTRODUCTION

As soon as an individual arrives in an organization or when he or she is assigned to a new assignment, this person must be integrated into the institution's culture to guide him or her in the performance of the function and to know the values, customs, beliefs, and purposes of the organization. This process is called Organizational Socialization (OLIVEIRA; LOUREIRO, 2018) and refers to a continuous procedure, which can begin even before the employee joins the organization and occur whenever there is any change in their function (TOMAZZONI et al., 2016). Schein (2009) highlights organizational socialization as a reflection of organizational culture.

Borges and Albuquerque (2014), after reviewing the literature on organizational socialization, highlight the evolution of Organizational Socialization in 4 approaches, which, although distinct, are integrated and complementary: organizational tactics, developmental, content and information, and integrative tendencies.

The approach of organizational tactics refers to the various strategies that aim to facilitate the socialization process in an organization. The developmental approach focuses on the sequences of the phases of the Organizational Socialization processes. On the other hand, the content and information approach refers to the cognitive processes essential for an individual's learning related to the contents and information about the organization and its processes, in such a way that he feels adapted and belongs to the new role to be played. Finally, the approach of integrative tendencies associates the previous approaches, but with the focus on the process of Organizational Socialization in its context (BORGES et al., 2010; ANDRADE et al., 2012).

Many definitions of Organizational Socialization are related to a learning process (TOMAZZONI et al., 2016). For Correia and Montezano (2019, p. 106), for example, Organizational Socialization can be considered "as a process of learning the necessary skills and adapting the server to the new work environment, in order to perform the duties proposed by the position". However, learning is a broader process than socialization, because "while all socialization presupposes the intervention of certain learning mechanisms, not all learning is the focus of analysis on the individual subject" (OLIVEIRA; LOUREIRO, 2018, p. 377). Schein (2009) observes that, although not always explicit and formal, the socialization process of any member in an organization is always related to a teaching process.

The fact is that Knowledge Management practices and tools, including learning mechanisms, such as training programs, visits to departments, mentoring, among other initiatives, are commonly used in Organizational Socialization, although they are not always explicit and standardized. The adoption of these initiatives by the managers of an organization has strategic relevance, as it tends to favor the sharing of organizational knowledge, which, in turn, facilitates integration and promotes Organizational Socialization in the work environment (SILVA; ODELIUS, 2019).



Thus, in order to map the theme of organizational socialization in public institutions and to identify how knowledge is shared among the newly entered civil servants at this stage, a scoping review was chosen.

## THEORETICAL FRAMEWORK

### ORGANIZATIONAL BEHAVIOR

At a time when organizations are inserted in a competitive environment and that a lot is demanded of the people who work in them, Organizational Behavior helps both managers and employees, as it is a field of study whose main objective is to understand and predict human behavior in organizations (ROBBINS; JUDGE, 2014).

### ORGANIZATIONAL SOCIALIZATION

#### METHODOLOGY

In this scoping review, all the complete articles that addressed the process of organizational socialization of public servants at the time of entry into the institution were included. Articles that addressed the relationship between Organizational Socialization and Knowledge Management were also included, according to the search strategy defined in the research. In addition, the results found in the period from January 2012 to December 2022 were considered eligible for this research. In addition, there was no language restriction regarding the documents sought.

Articles that addressed the socialization of students in public spaces or of teachers in the exercise of teaching in the classroom were excluded from this review, as well as documents found on the socialization of immigrants when they arrived in a new country. Gray literature articles published prior to 2011 were also not included.

The databases used for the searches were: Scopus, Web of Science and Dimensions. The searches were all carried out on the same day in January 2023. In the Scopus database, the Boolean search strategy was used with the keywords, defined by the following descriptors:

TITLE-ABS-KEY (("organizational socialization" OR "organizational adaptation" OR "newcomers" OR "organizational integration") AND ("public administration" OR "public organization" OR "public management" OR "public server" OR "government employee"))

In the Dimensions database, the same descriptors were used, selecting the results option in "Title and abstract", but the *strings* were searched both in Portuguese and in English:

("organizational socialization" OR "organizational adaptation" OR "newcomers" OR "organizational integration") AND ("public administration" OR "public organization" OR "public management" OR "public server" OR "government employee")

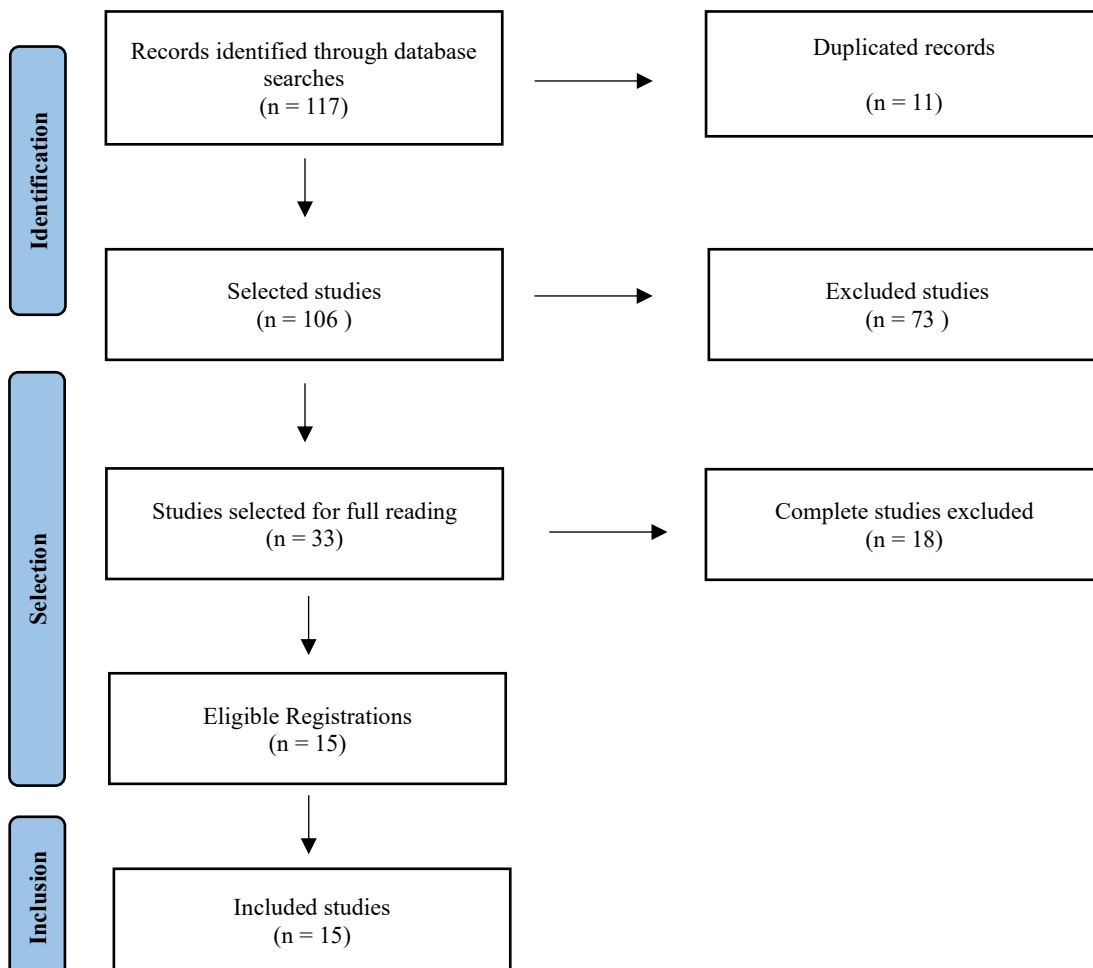
("organizational socialization" OR "organizational adaptation" OR "newcomers" OR "organizational integration" OR "newbies") AND ("public administration" OR "public organization" OR "public management" OR "public servants" OR "civil servant" OR "public institution")

Finally, in the Web of Science database, the search strategy used was as follows:

(TS=("organizational socialization" OR "organizational adaptation" OR "newcomers" OR "organizational integration")) AND TS=("public administration" OR "public organization" OR "public management" OR "public server" OR government employee")

The results found in each database were exported to the *software* Mendeley to assist in the management of bibliographic references, including eliminating duplicate results. Subsequently, the data were exported to the Rayyan platform for the study selection process, in which two independent reviewers selected the studies within the eligibility criteria to maintain the degree of reliability, repeatability, and transparency of the research. The results of the entire process, from the screening and selection of the research, were evidenced by means of a PRISMA flow diagram as shown in Figure 1.

Figure 1: Flowchart of study selection adapted from *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA)



Fonte: Elaborado pelas autoras (2023), conforme adaptação do *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA)



The process of extracting data from the studies was carried out in duplicate, filling out a form that included data such as: authors, year of publication, journal, title, study objective, population investigated, method used, practices and tools for sharing knowledge found in the study, relevant results and conclusions of the study, and additional information relevant to the research. This review used the acronym PCC, i.e., in addition to the population and the practices and tools of knowledge sharing, the context in which these data are inserted were also analyzed.

## RESULTS AND DISCUSSION

A total of 117 records were identified in the databases with the acronyms searched. Of these, 11 records were deleted for being duplicates. After reading the titles, abstracts, and keywords, 33 articles were selected for full reading, of which 15 were eligible and included in this review, as shown in Table 1.

Table 1 – List of Included Articles

	<b>Title</b>	<b>Authors</b>	<b>Year</b>	<b>Newspaper</b>
1	From exercise to implementation: analyzing organizational socialization	Gean Carlos Tomazzoni; Vânia Medianeira Flores Costa; Andressa Schaurich dos Santos; Daiane Lanes de Souza	2016	Journal of Contemporary Thought in Administration
2	The perception of public servants about organizational socialization: a study at the Federal Institute of Education, Science and Technology of Rio Grande do Sul	Denise Genari; Camila Vanessa Dobrovolski Ibrahim; Gibran Fernando Ibrahim;	2017	HOLOS
3	Organizational Socialization in the Public Sector: Actions and Perceptions of Novices and Experienced	Diogo Reatto; Janette Brunstein	2020	Rev. Adm. UFSM
4	Resilience and socialization among public servants: a case study at the University Federal University of Mato Grosso - UFMT	Thiago Fernandes; Alex Dias Curvo; Rosa Almeida Freitas Albuquerque	2019	Indeed, Soc. Dev
5	What kind of reflection do we need in public management?	Monica Nasmuller; Renette A. Meyer	2013	Teaching Public Administration
6	How Do Socially Distinctive Newcomers Fare? Evidence from a Field Experiment	Simon Calmar Andersen; Donald P. Moynihan	2018	Public Administration Review
7	Organizational socialization: a comparative study between Brazilian and Norwegian public servants	Virgínia Donizete de Carvalho; Lívia de Oliveira Borges; Arne Vikan	2012	Electronic Journal of Management
8	The Impact of Socialisation on Graduates' Public Service Motivation – a Mixed Method Study	Jennifer Waterhouse; Erica French e Naomi Puchala	2014	Australian Journal of Public Administration
9	Factors Affecting Knowledge Transfer in Public Organization Employees	Jahidul Islam; Ikramul Hasan & Mohammad Habibur Rahman	2015	Asian Social Science

10	The Pathways That Make New Public Employees Committed: A Dual-Process Model Triggered by Newcomer Learning	Filipe Sobral, Liliane Furtado, Gazi Islam	2017	Journal of Public Administration Research And Theory
11	Informal socialization in public organizations: Exploring the impact of informal socialization on enforcement behaviour of Dutch veterinary inspectors	Daphne of Cleves; Sweater Stone; Carina Schott	2017	Public Administration
12	Influence of organizational culture on knowledge transfer: Evidence from the Government of Dubai	Mohammad Habibur Rahman; Emmanuel Azad Munesar; MD Munir Hossain; MD Zahidul Islam	2018	Journal of Public Affairs
13	Organizational Socialization in Public Administration Research: A Systematic Review and Directions for Future Research	Stéphane Moyson, Nadine Raaphorst, Sandra Groeneveld, and Steven Van de Walle	2017	American Review of Public Administration
14	Identity focused adaptation of newcomers in organizations: resource for personnel management	Natalia Ivanova; Anna Klimova	2021	DIEM: Dubrovnik International Economic Meeting
15	Exploring Public Service Value Through Organizational Socialization: Focusing on Human Resource Management and Full-Range Leadership	WANG, T A E K Y U	2019	Korean Public Management Review

Source: prepared by the authors, 2023.

Of the 15 articles included in the review, 5 are written in Portuguese and have been published in Brazilian journals. Carvalho, Borges and Vikan (2012) observe that in the international literature, discussions about the process of organizational socialization have been going on for a longer time and, consequently, are more developed, but there are still few studies found in national publications.

Regarding the year of publication, 66.66% of the studies were published from 2017 onwards, as can be seen in Figure 2. In other words, it is a topic that has been gaining prominence in recent years in public administration. Tomazzoni et al. (2016) consider the importance of this subject, as understanding the socialization process in the organization tends to contribute to the modern public administration model.

Figure 2 – Percentage of publication from 2012 to 2022



Source: Prepared by the authors, 2023.

The studies found are mostly of quantitative approach, with the use of questionnaires, such as the ISO (Organizational Socialization Inventory). Of the 15 articles, 8 used this approach, i.e., 53.33% of the results found. The qualitative approach was found in 4 articles and the mixed approach in 3.

Analyzing the keywords of the selected studies, it can be seen that the theme of organizational socialization interacts with terms such as: public servants, people management, cultural context, behavior, motivation, education, knowledge transfer.

Figure 3 – Word cloud of the keyword analysis of the selected studies



Source: Prepared by the authors, 2023.

The word cloud illustrated in Figure 3 presents these words in the proportion in which they were found in keyword research. As can be seen in the image, the most cited was *organizational socialization*, followed by *public servants*, *public sector*, *public service motivation*, and *cultural context*.

The results of this review showed that generally organizational socialization studies address 5 subareas, namely: definitions of organizational socialization, benefits of socialization, organizational learning, socialization challenges, and socialization strategies. The definitions cited in the texts of this review are listed in Table 1.

Table 2 – Definitions of Organizational Socialization

Author	Definition
Ashford et al. (2007)	"Various approaches use the concept of organizational socialization to describe the processes of adaptation associated with personnel, which is characterized by the assimilation of the organization's values, behavioral characteristics, attitudes, and other aspects of a person's acceptance of his or her status in the organization and perception of oneself as a full member of a new group"
Ashforth, Sluss and Harrison (2007); Bauer et al. (2007)	"Organizational socialization is the process by which newcomers acquire the attitudes, behaviors, and knowledge necessary to participate as full members of the organization"
Ashtof, Sluss e Saks (2007)	"A set of work-related factors, which are important for the individual's learning process so that he can become an active member and feel comfortable in the work environment"
Haueter, Macan e Winter (2003)	"Being socialized means having knowledge about the organization, work groups, and tasks and understanding appropriate role-related behaviors"
Kleve; Stone; Schott (2017)	"Organizational socialization is not only a cognitive process, but also an emotional one. Feeling supported by one's own organization seems very important in the organizational socialization process, as it seems to influence employees' willingness to affiliate and adhere to the organizational message."
Louis (1980); Ostroff & Kozłowski (1992)	"Organizational socialization is the process by which the individual, inserted in a new organizational context, interprets, learns, and internalizes values, skills, expected behaviors, and social knowledge in order to assume a role in the organization or to act effectively as its member"
Louis (1980); Money (2019)	In the past, organizational socialization focused on "learning (learning the ropes)," but today's concept of organizational socialization emphasizes the aspect of the detailed learning process and defines organizational socialization as "individuals participate as members of an organization and understand their roles." It is defined as the process of acquiring values, skills, expected behaviors, and social knowledge that are comparable to a person's





Moyson et al. (2017)	"Organizational socialization should be explored empirically as a process of mutual adaptation between public organizations and newcomers in which the results of socialization can result from organizational influences as well as from individual attitudes and behaviors"
Reichers (1987)	"Socialization occurs and can therefore be understood from three perspectives – (1) how the new employee adjusts his or her own behavior and ideas to fit the organization, (2) what actions the employer takes to adjust and mold the new employee, and (3) the interaction between employee and employer."
Tomazzoni; Costa; I'm a fan of the family Souza (2016)	"Socialization is a continuous phenomenon that permeates various moments and spheres of people's lives. Just as it happens when an individual becomes a member of a society, the employee when he joins the organization needs to socialize, acquiring the social knowledge and skills necessary to assume his role at work."
Van Maanan and Schein (1979); Fisher (1986)	"Organizational socialization is a two-way process where a new employee's actions help them acquire the attitudes and behaviors necessary to adapt to their role in the organization and the organization's actions (socialization tactics) shape the new employee to meet their needs"
Van Maanen & Schein (1979)	"Organizational socialization, in turn, refers to the process by which an individual acquires social knowledge and skills necessary to assume a certain role in or become its effective member"
Wheeler (1966)	"Organizational socialization refers to the process in which a person acquires and shares his knowledge, skills, and dispositions that make him a capable member of the organization"
Zanelli & Silva (2008)	"The socialization process establishes which mechanisms will be adopted to influence the behavior of newcomers to the company, focusing on the adoption of organizational values and purposes, in order to adapt new professionals to the social reality of the corporation"

Source: Prepared by the authors based on review research (2023)

It is evident in the findings that the process of organizational socialization is important both for organizations and for the employees who join them, as it enables the alignment of the employee's expectations with the organizational objectives, adjusting the needs of both. Consequently, the employee, being aware of his role in the organization, tends to improve his performance. To do so, this knowledge needs to be shared.

The consequential benefits of effective organizational socialization are cited in all survey results. From job satisfaction, commitment to the organization, employee performance to the lower turnover rate can be related to the organizational socialization process. Sobral, Furtado, and Islam (2017) show that in public administration, the sense of public service can be more agile with socialization, in addition to access to information, support, and resources being facilitated. In addition, Knassmuller and Meyer (2013) state that organizational socialization can also generate



innovation and improvements in processes, since employees who arrive at the organization and do not yet have the procedures as certain, can identify inefficiencies not previously observed by those who were already there.

Learning is another topic commonly addressed in organizational socialization articles. The process of learning about the values, goals and culture of the organization appears as one of the focuses of Organizational Socialization. Reatto and Brunstein (2020, p. 1315), emphasize that "learning by newcomers from work is at the heart of any organizational socialization process." The authors analyze the importance of a safe work environment that transmits confidence to the new entrant, as this facilitates the proactive behavior of the new employee in seeking the information they need, establishing relationships with colleagues and dictating their pace in the learning process.

Regarding the challenges of the organizational socialization process, Andersen and Moynihan (2018) warn about the provocation of not excluding professionals who arrive at the institution and starting to see them as an opportunity for reflection and innovation in the work environment. Carvalho, Borges and Vikan (2012) also observe that an ineffective process of organizational socialization can result in a higher turnover of employees.

The main reasons for leaving for a newcomer: the discrepancy between reality and expectations and the difficulty of integrating into a new organization. Helping an employee successfully integrate into a new organization is the most important task of personnel management (IVANOVA; KLIMOVA, 2021, p.96)

Thus, to assist in this process of integration and adaptation, organizations use strategies, which can be formal or informal. Kleef, Steen, and Schott (2017, p. 92) noted in their research that "formal practices can help create moments of informal socialization, as they facilitate proactive employee behaviors, such as building networks and seeking information and feedback."

As formal actions, activities related to professional training can increase job satisfaction, reduce uncertainties and turnover. Informal strategies, on the other hand, are more related to the interactions of the new professional with their colleagues, supervisors and managers, and play an important role in effective socialization (GENARI; IBRAHIM, C.; IBRAHIM G., 2017). In addition, the authors highlight the importance of considering the implementation of a mentoring program.

The tutor could monitor the initial development of the new server's activities, helping him with resources, information, support and tools necessary for the professional to be able to perform his duties safely and responsibly" (GENARI; IBRAHIM, C.; IBRAHIM G., 2017, p. 325).

Regardless of who is responsible for tutoring, another strategy that should be used by organizations is socialization carried out by managers. The immediate superior share the company's history, values, mission, vision and present the organization's facilities to the new professional. These



attitudes can make a difference for the newcomer (REATTO; BRUNSTEIN, 2020). Newcomers see leaders as an example to follow.

As can be seen, many of the organizational socialization strategies are still a practice of sharing knowledge. Training, tutoring, qualification, regardless of the chosen practice, the knowledge needs to reach the newly joined server. Rahman et al. (2018) state that research has shown that culture is the main influence on knowledge management and the effectiveness of knowledge sharing.

Overall, the results of this study underscore the importance of public organizations taking organizational culture and socialization into account to ensure knowledge transfer, and strongly suggest a proactive approach to encouraging employee participation in this endeavor. To use the results generated by this research, it can be suggested that public organizations create a culture of support and promote an environment of socialization as conditions for knowledge transfer (RAHMAN ET AL., 2018, p. 10)

Ivanova and Klimova (2021) analyze that for a positive adaptation process, it is necessary to reduce uncertainties by *providing feedback* to mentors and managers, in addition to the organization being prepared to share information about important elements of the employee's organizational life, such as rules, norms, values, and the tasks to be performed. In addition, the interaction with colleagues, this creation of links, favors the conception of an organizational identity. "The extent to which members within the organizational environment socialize with each other is one of the important determinants of the knowledge-sharing process" (RAHMAN ET AL., 2018, p. 10).

Therefore, knowledge sharing is essential in the process of organizational socialization. One process is dependent on the other. Socialization needs the sharing of knowledge to fulfill its function of passing on to the newcomers the information and knowledge necessary to perform the duties of the position, but the process of sharing knowledge is facilitated by organizational socialization, since interaction, trust, motivation at work, and commitment tend to be determinant for the sharing of knowledge.

## CONCLUSIONS

In order to map the theme of organizational socialization in public institutions and identify how knowledge is shared among the newly entered civil servants at this stage, this research used a scoping review based on the PRISMA protocol.

It was observed that the theme of organizational socialization is generally associated with 5 main subareas, namely: definitions of organizational socialization, benefits of socialization, organizational learning, challenges of socialization and socialization strategies.

Although there are already a good number of studies on organizational socialization in international journals, in Brazil the development of research in this area is still timid and recent, especially with regard to organizational socialization in public administration.



In order to contribute to the development of research in the area, it is suggested that further studies analyze the relationship between organizational socialization and employee turnover, knowledge sharing and organizational commitment.



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