

Louisiana State University

LSU Scholarly Repository

LSU Doctoral Dissertations

Graduate School

4-6-2022

Examining Factors Related to Employees' Perceived Value Congruence in a Newcomer Training Program

William Joseph Mattera Jr

Louisiana State University and Agricultural and Mechanical College

Follow this and additional works at: https://repository.lsu.edu/gradschool_dissertations



Part of the [Leadership Studies Commons](#), [Organizational Behavior and Theory Commons](#), [Organization Development Commons](#), [Performance Management Commons](#), and the [Training and Development Commons](#)

Recommended Citation

Mattera, William Joseph Jr, "Examining Factors Related to Employees' Perceived Value Congruence in a Newcomer Training Program" (2022). *LSU Doctoral Dissertations*. 5797.

https://repository.lsu.edu/gradschool_dissertations/5797

This Dissertation is brought to you for free and open access by the Graduate School at LSU Scholarly Repository. It has been accepted for inclusion in LSU Doctoral Dissertations by an authorized graduate school editor of LSU Scholarly Repository. For more information, please contact gradetd@lsu.edu.

**EXAMINING FACTORS RELATED TO EMPLOYEES'
PERCEIVED VALUE CONGRUENCE IN A NEWCOMER
TRAINING PROGRAM**

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The School of Leadership and Human Resource Development

by
William Joseph Mattera Jr
B.A., Western Illinois University, 2003
M.S., Florida State University, 2005
May 2022

ACKNOWLEDGEMENTS

To start, I am grateful for the support and energy of my chair – who was my advisor then not my advisor for six years – then thrust back into supporting me through the home stretch of this process, Dr. Sunyoung Park. Her patience and guidance in the early part of my time in the program and support from proposal to defense has been so greatly appreciated. And to Dr. Reid Bates for getting me through coursework and the early stages of formation of this study. In addition, I am grateful for my committee for sticking with me during what felt like endless slow starts, Dr. Petra A. Robinson, Dr. Oliver Crocco and Dr. Suzette Caleo.

My entire journey has been mixed with a full-time staff role, and people who pushed me along the way to find the finish line of this program. To Steve Waller and Pete Trentacoste— thanks for being supervisors who allowed me to work and finish this process. To Temetria Hargett, Kara Helgeson, Alex Dresen, Kate Gannon-Cullinan, Quinneka Lee, Josh Finch and Trevor Basehart – thanks for being colleagues who understood when I needed to be a student more than a staff member and for keeping me honest in moments when I did not want to push through. To my mentors along the way who pushed me to work on this, and see it through – Deb Schmidt-Rogers, & Adrienne Frame. And for dear friends who pushed me to the end – Ken and Abby Barden and Guilio and Elizabeth Mariotti for supporting where you could.

Finally, I want to thank members of my family. My mom, Patricia Mattera, for her support, belief, and excitement throughout this process even when she didn't understand it. To my dad, who before he got sick, pushed me to get my Masters, which was the gateway to this degree. I will forever remember the conversation that got us here. And last but not least, to Brian Morfitt. While the path has changed, this degree is also partially yours, for your support, the lost time, and your unwavering belief in what I could do.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
ILLUSTRATIONS	v
ABSTRACT	vi
CHAPTER 1. INTRODUCTION	1
Background of the Study	3
Importance of Values Congruence	5
New Employee Socialization and the Role of Training	6
Purpose of the Study	7
Significance of This Study	7
Assumptions	9
Definition of Key Terms	9
Summary	11
CHAPTER 2. LITERATURE REVIEW	12
Person-Organization Fit	12
Values Congruence	20
Newcomer Training	29
Summary	42
CHAPTER 3. METHODOLOGY	45
Population and Sample	45
Measures	49
Data Analysis	56
Summary	62
CHAPTER 4. RESULTS	63
Descriptive Statistics	63
Confirmatory Factor Analysis	64
Hierarchical Regression Analysis	67
Summary	70
CHAPTER 5. SUMMARY, DISCUSSION, AND RECOMMENDATIONS	72
Summary of Study	72
Discussion	75
Implications	82
Delimitations and Limitations of the Study	87
Recommendations for Future Research	89
APPENDIX A: SURVEY INSTRUMENT	93
APPENDIX B: CONSENT FORM	96

APPENDIX C: LOUISIANA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
APPROVAL LETTERS 97

REFERENCES 99

VITA..... 112

ILLUSTRATIONS

Tables

2.1 Definitions of Person-Organization Fit.....	18
4.1 Descriptive Statistics.....	64
4.2 Factor Loadings	66
4.3 Confirmatory Factor Analysis.....	67
4.4 Hierarchical Regression	68

Figure

1.1 Chatman Model of Person-Organization Fit.....	14
---	----

ABSTRACT

The first 90 days of employment have received more and more attention concerning how an individual employee (“individual”) can succeed within the work environment. Watkins (2013) centers the responsibility on the individual to engage in understanding, embracing, and shifting toward buying into an organizational culture. However, what role does an organization play in successfully transitioning an individual into their culture? The primary purpose of this study is to investigate the effect of a new employee training program on perceptions of role clarity, organizational culture, organizational goals and values, and perceived value congruence.

A quantitative approach was utilized to analyze responses to a 28-item questionnaire developed from existing measures within the literature. A confirmatory factor analysis was completed to determine the validity of the relationships. A hierarchical regression was completed to determine the impact of each variable on perceived value congruence.

The relationships between the independent variables and perceived values congruence were found to be statistically significant. Organizational goals and values were found to be most impactful with a strong relationship. The relationship between process clarity and perceived values congruence was found to be negative in nature, reinforcing literature related to the importance of focusing on goals and values specifically.

Findings were discussed in relation to the content of training programs and the importance of utilizing values-based training models. Implications for future theory and practice were presented along with recommendation for future research.

CHAPTER 1. INTRODUCTION

“Recruiting is like romance, employment is like marriage” (Watkins, 2013). The first 90 days of employment have received increasingly more attention concerning how an individual employee can succeed within the work environment. In his book, *The First 90 Days*, newcomers entering an organization are compared to an organ transplant – that an individual needs to be thoughtful in how they enter an organization and understand organizational cues to maximize their success within that organization (Watkins, 2013). Watkins (2013) centers the responsibility on the individual to engage in understanding, embracing, and shifting toward assimilating to an organizational culture. However, what role does an organization play in successfully transitioning an individual into their culture?

Organizations spend significant resources working through selection processes to recruit and select individuals in line with existing organizational goals and values, or “fit” appropriately. Despite efforts of organizations to select the best individuals for fit, it is often difficult to establish clear parameters of what fit is, and how you assist individuals in achieving fit. In 2018, the average annual turnover rate was expected to be between 10 and 15% of employees annually (U.S. Bureau of Statistics, n.d). The turnover challenge has continued to be a struggle for organizations, as it is estimated that 65% of all departures from organizations are a voluntary choice by the individual departing the organization (Yildirmaz, 2018). The cost of turnover is estimated to be one-half to two times an employee’s annual salary, meaning that an organization of 100 individuals with an average salary of \$50,000 could experience a minimum turnover cost of \$660,000 annually (McFeely & Wigert, 2019).

While turnover has many causes, a lack of connection to the organization, specifically its goals and values, during an individual’s tenure is one of the most frequent causes. A survey

conducted of 1,000 people following their participation in onboarding and training programs found that 16.45% of people decided to leave an organization in the first week of employment, and another 17.24% made the decision within the first month (Inc.com, 2021). Given the extensive investment made during the selection process, it is necessary to explore potential tools, concepts, and mechanisms that can be applied to deepen employee connections to organizational goals and values.

Organizational value systems provide the framework for how employees should behave and act and how the allocation of resources should occur (Edwards & Cable, 2009). Personal values for individuals are “enduring beliefs” that lead to their conduct and serve as guiding principles for the way an individual chooses to act and be viewed personally and socially (Rokeach, 1973, p. 5). Values congruence represents the connection between two entities—in this case the organization and the individual—in relation to how individuals make meaning of and connect to their larger work environment. This congruence is at its highest immediately following a selection process according to the extant literature, but data tells us that individuals most frequently decide to leave their organization in their first week in the role (Chapman et al., 2005; Uggerslev et al., 2012). Focusing on the perceived congruence of an individual during their onboarding experience allows us to see what, if any, impact training programs have on the way a new employee sees themselves aligning with an organization following the recruitment process.

Training programs are critical in training individuals to understand what they do in their job, the mechanics of their role, and a basic understanding of operations. However, there is an argument to be made for expanding the role that newcomer training programs, sometimes referred to as onboarding, can play in deepening and expanding the cultural fit an individual feels

within their organization. Although there is significant evidence in the literature related to the long-term socialization of individuals into an organization and to fit, there has not been a critical analysis at the role newcomer training programs can have on the perceived congruence an individual feels to their organization. This study will seek to understand how a structured onboarding program influences an individual's perceptions of value congruence as they begin to learn the functions of the role, understand the priorities of the organization, and experience the demonstrated behaviors of peers and trainers in the work environment.

This chapter will: a) describe the importance of person-organization fit and values congruence b) introduce organizational socialization and investiture tactics c) identify key training content related to values congruence d) define the purpose and objectives of the study and e) present the significant definitions, assumptions, and limitations of the study.

Background of the Study

Person-organization fit (P-O Fit) attempts to explain how commitment can begin to develop between an individual and an organization. Within this definition, fit is defined as “the compatibility between people and organizations” (Kristof, 1996, p. 4-5). This compatibility is highlighted as being a series of mutual needs and shared characteristics (Kristof, 1996). Higher levels of P-O Fit are present when employees feel connection, or congruence, to the values of an organization (Chatman, 1989).

P-O Fit is underpinned by the belief that when an individual's values, attitudes, and behaviors align with the expectations of an organization, they do not exist independently from each other but instead are a result of the relationship between the two entities (Westerman & Vanka, 2005). The presence of this fit has been shown to create strong correlations with job satisfaction and organizational commitment and moderate correlations with satisfaction with

both coworkers and supervisors and trust in management (Kristof-Brown et al., 2002). As P-O Fit has continued to advance the desirable outcomes outlined above, particularly considering employee turnover rates and the competitive recruitment market, P-O Fit has been found to serve as an advantage in talent recruiting efforts (Ng & Burke, 2005). P-O Fit literature has established that values within organizations are a core foundation in engaging individuals in the organization. Even further, values are an essential aspect that allows for the direct and meaningful connection for many individuals to the organizations they serve (Cable & Judge, 1997).

In the context of P-O Fit, individual and organizational values are key constructs that help explain how individuals find alignment with organizations. Organizational value systems provide the framework for how employees should behave and act and how the allocation of resources should occur (Edwards & Cable, 2009). Individuals utilize a personal values set, their core beliefs that are consistent over time, that inform their conduct and often serve as the primary structure in how they act both personally and socially (Rokeach, 1973). These values impact career choice, perceptions of ethical behavior, job satisfaction, and commitment, which suggests that values can help positively shift an employee's performance based on the fit between the individual and the organization (Finegan, 2000). Beyond the choices of career and engagement, values are also found to determine the way individuals perceive and process information and how they will communicate and respond to stimuli they receive (Bao et al., 2019).

P-O Fit has been found, through values congruence, to enhance organizational identification behaviors. Organizational identification behaviors are defined as the extent to which an employee views themselves as a part of the brand and investment within the organization's outcomes (Saks & Ashforth, 1997). Robust levels of organizational identification

lead to increased levels of organizational citizenship, which involves supporting and helping coworkers, offering feedback, and engaging in supporting initiatives of the organization (Van Dyne & LePine, 1998). These outcomes, related to an individual's connection to an organization, also positively correlate to an individual's job satisfaction and commitment to the organization (Cable & DeRue, 2002). The higher level of perceived values congruence that exists among an employee, the more likely they are to be willing to engage in strong organizational commitment behaviors and enhanced performance.

Importance of Values Congruence

Values clearly play a critical role in how an individual experiences work and connect to an organization's mission and culture. Values are a critical part of organizational culture because they impact both individual and organizational performance—thus, it is strategic to pay attention to them from a culture and leadership perspective (Schein, 2010). Values of individual members are an extension of an organization's own values. Organizational values have been found to provide the basis for an organization's culture and the foundation for the resulting employee's behaviors (Posner et al., 1985).

The notion of individual-organization value fit is encapsulated in the construct of values congruence. Values congruence refers to the similarity between values held by the organization and individuals (Chatman, 1989; Kristof, 1996). This congruence is the overall compatibility between a single individual and many parts of the organization: supervisors, interviewers, work groups, and the organization as a whole (Bao et al., 2019). Values congruence can affect outcomes in many ways, from communication patterns, clarifying purpose and goals, to common bond creation, and positive interactions among team members and supervisors (Meglino & Ravlin, 1998). Values congruence was also found to decrease unethical practices and increase

work behaviors of individuals, improving outcomes and investment levels of employees (Suar & Khuntia, 2010). Direct measurement of values congruence, often referred to as perceived values congruence, is how the individual thinks their values align with another entity, in this case, the organization (Vveinhardt & Gulbovaite, 2017).

Values congruence is pursued in organizations through three primary processes: hiring, socialization, and leadership (Bao, 2012). Given that an individual's personal values are relatively stable over time, staffing has long been thought to be the most effective way to achieve values congruence (Meglino & Ravlin, 1998). The emphasis placed on shared values and the nature of the leader as a role model help to assimilate individuals to organizational goals and a connection beyond job duty alone (Vveinhardt & Gulbovaite, 2017). Staffing and leadership within organizations have received significant attention within the scholarship, while socialization has been relatively understudied. Socialization research has focused on long interval timeframes without concentration on the immediate impact of socialization on individuals joining an organization (Taormina, 1997; Van Maanen & Schein, 1979). This study will address the impact of newcomer socialization tactics, specifically training interventions, on the perceptions of congruence for staff within an organization.

New Employee Socialization and the Role of Training

Organizational socialization is defined as “the process through which an individual comes to understand the values, abilities, expected behaviors and social knowledge that are essential for assuming an organizational role and for participating as an organizational member” (Chatman, 1989, p. 345). In other words, socialization processes serve the role of teaching employees the norms and values of an organization. New employee training, orientation, or onboarding training has become an indispensable feature of the socialization process. It

represents the first step in helping new employees understand and internalize organizational norms and values and how they can affect individuals' roles in an organization. Feldman (1989), for example, described training programs as having become one of the key parts of the socialization process with an organization, going as far as to say that they have a significant impact and role on how individuals both make sense of and begin to adjust to new job settings. Participation in new employee training programs has also been found to increase organizational commitment, training motivation, and elements of self-efficacy (Tannenbaum et al., 1991).

Purpose of the Study

Although this and other research highlight the importance of new employee training, there is less clarity about how such training advances the socialization process or what training content elements are essential in achieving the process. This study will explore if perceived values congruence is an integral element of efficient organizational socialization. New employee training that helps individuals understand work roles and organizational goals, values, and culture will advance perceived individual-organizational values congruence. Therefore, this study will investigate the effect of a new employee training intervention on perceptions of role clarity, organizational goals and values, organizational culture, and perceived values congruence. The study's sample will be drawn from a sample of new employees in a single department at a large research university in the southeastern United States. The study was guided by the following primary research question: does participation in a new employee onboarding program increase a participants perceived value congruence with their organization?

Significance of This Study

This study will contribute to the understanding of individuals' adoption of values congruence. Extant research shows that an individual's perception of values congruence is

highest when they enter an organization and after a significant period of employment (Bao, 2012; Kraimer, 1997). This study will examine how training interventions impact values congruence with the idea that understanding and deepening these perceptions at the start of employment can extend this perception throughout their employment period. Understanding this and integrating these measures into new employee training periods will support organizations in reducing turnover intent, increasing positive decision-making, and deepening connection to the organization, and provide a foundation for long-term socialization.

From a more practical standpoint, enhancing perceived value congruence in early socialization within an organization may reduce corporate costs. In the beginning of this chapter, a cumulative 34% of individuals indicate an intent to turnover within the first month of employment. The Society of Human Resource Management (2016) indicates that a hire can take up to 42 days and \$4,129 per individual employee, both the time and financial cost can be significant for industries both large and small, meaning that the cost for an organization of not engaging and retaining employee's early can be both extensive and recurring. If training interventions in early socialization periods can be utilized to enhance perceived value congruence, there is an opportunity to reduce costs and time without individuals in roles, enhancing productivity. This study seeks to provide tangible onboarding topics that will allow employers to be able to retain the workforce they have worked and spent to recruit to their organization.

Additionally, engaging in expanding individual's engagement early in their tenure is an opportunity to increase productivity and engagement early on. Extant literature talks about the importance of job satisfaction and investment from an employee in the expansion of their productivity and the development of willingness to engage in extra role behaviors and increasing

their willingness to serve an organization (Kristof-Brown et al., 2005; Nolan et al., 2016). Perceived values congruence has been found to be a predictor of enhanced productivity (Langer et al., 2019) and organization citizenship behaviors (Margaretha & Wicaksana, 2020). Organizations stand to benefit from faster returns on their hires if they make these connections for employees earlier in their tenure.

In summary, this study stands to allow organizations to begin to retain individuals they have expended great costs to retain and to also allow faster returns on those investments by utilizing the training period to draw clear parallels and deepen new employees' sense of perceived value congruence.

Assumptions

Upon entering this study, there is the need to assume some level of values congruence achievement in the selection process. Measuring an individual's perceived values congruence after the training program is seeking to understand how perceived values congruence is affected by participating in the training interventions. This requires the assumption of successful attraction during the recruitment process and some level of preexisting congruence in the individuals.

Definition of Key Terms

This section provides key terms and their definitions for the purpose of this study:

- Values: General beliefs about the importance of normatively desirable behaviors or end states (Meglino & Ravlin, 1998; Rokeach, 1973; Schwartz, 1992).
- Values congruence: The similarity between values held by individuals and organizations (Chatman, 1989; Kristof, 1996).

- Subjective fit: The match between an employee's own values and his or her perceptions of the organization. (Edwards & Cable, 2009).
- Person-organization fit: The congruence between the norms and values of an organization and the values of the person (Chatman, 1989).
- Organizational socialization: The process through which an individual comes to understand the values, abilities, expected behaviors, and social knowledge that is essential for assuming an organizational role and for participating as an organizational member (Van Maanen & Schein, 1979).
- Training: A formal planned effort to help employees gain job-relevant knowledge and skills.
- Training intervention: A training intervention is a sequence of training programs aimed at delivering knowledge and skills to employees over a specific duration of time (Dixit & Sinha, 2021).
- Role clarity: The existence and availability of clear and precise information about the roles, responsibilities, and procedures an individual is expected to follow in their role (Orgambídez & Almeida, 2020).
 - Goal clarity: Goal clarity is a construct related to an individual's understanding of their rights, duties, and responsibilities within the organization (Brattin et al., 2019; Sawyer, 1992).
 - Process clarity: Process clarity refers to the construct representing the knowledge required to complete tasks, including policies and procedures (Brattin et al., 2019; Sawyer, 1992).

- Organizational culture: Shared beliefs and values within the organization that helps to shape the behavior patterns of employees (Schein, 1996).
- Organizational goals and values: An understanding of the rules or principles that maintain integrity within the organization (Schein, 1968).

Summary

Chapter One has outlined the need to investigate further the relationship between perceived values congruence and institutionalized training interventions, advance our understanding of socialization in relation to perceived congruence, and discern the impact of training initiatives in early employment stages as a starting point to long-term generalization of organizational values. This chapter has introduced person-organization fit (P-O Fit) as the primary theoretical framework for this study and presented both the background and problem to be studied.

Chapter Two will present a review of the relevant literature on P-O Fit, values congruence, socialization, and the relevant variables within the study. Chapter Three will explain the research tools and methodology that will be applied to explore this topic. The methodology will include the participant sample, instruments, and the statistical analysis. Chapter Four will provide an overview of the data analysis completed in this study. Chapter Five will provide a discussion of what was found in the study, including recommendations for theory and practice moving forward.

CHAPTER 2. LITERATURE REVIEW

This chapter presents the relevant literature to examine the relationship between an organization's training interventions and employees' perceived values congruence. This study argues two points: perceived values congruence is a critical element of effective organizational socialization, and new employee training (which helps new employees understand individual work roles and organizational goals, values, and culture) will advance perceived individual-organizational values congruence. This study will investigate the effect of a new employee training intervention on perceptions of role clarity, organizational goals and values, organizational culture, and perceived values congruence. This chapter will review research on person-organization fit and associated outcomes, values congruence, and newcomer training tactics to better understand the foundations for this relationship.

Person-Organization Fit

Person-organization (P-O) Fit is defined as “the congruence between the norms and values of an organization and the values of the person” (Chatman, 1989, p. 339). At its core, P-O Fit is concerned with finding both “the antecedent and consequences of compatibility between people and the organizations in which they work” (Kristof, 1996, p. 1). Individuals tend to personify their places of employment—attributing those human characteristics. Therefore, when individuals find that an organization matches their personal traits and characteristics, it is likely to positively connect them to their personal fit perceptions and perceived organizational support of their role as employees (Rhoades & Eisenberger, 2002). Generally, fit theory is rooted in the idea that good fit with an organization will lead to positive outcomes for both organization and individual, and poor fit will lead to negative outcomes for the both parties (Astakhova, 2016)

Foundations

Chatman (1989) was the first researcher to examine fit, focusing solely on the interaction between an organization and an individual, removing other levels of fit from her focus. This section will review her findings and the subsequent model of P-O Fit she developed. Chatman's model is based on understanding and predicting behavior based on the interactions between the organization and the individuals within it (Chatman, 1989).

P-O Fit is a multidimensional construct consisting of three broad components: values, personality, and work environment (Westerman & Cyr, 2004). According to Attraction-Selection-Attrition (ASA) theory (Schneider, 1987), people are attracted to an organization when there is a perceived match along these dimensions and joining such an organization leads to better outcomes for the person and the organization. More specifically, "the better the fit between the individual expectations and the reality of the organization, the higher the job satisfaction and the longer the tenure" (Schneider, 1987, p. 442).

Chatman (1989) developed the first widely accepted Person-Organization Fit model, which has served as a foundation for much of the subsequent research. Chatman's model is rooted in the idea that fit is determined through two sides: the organizational and personal sides. Chatman defines the organizational side as comprised of an organization's characteristics, specifically values and norms, which construct an organization's value system. Chatman indicates that an organization experiences their values sets in terms of intensity, content, and crystallization; or, how widely shared they are. The values of an organization are then presented to the individual at two critical moments: selection and socialization. Through these processes, an individual begins to understand their own connections to an organization. On the individual side, an individual's values are described using only intensity and content. This connection is

highlighted through the selection process. Once connected in the employment process, the model allows for understanding an individual's P-O Fit.

The model is measured by comparing the organization profile to the individual's profile and then determining the correlation between the two identities. When the two sides converge, there is a higher level of crystallization, or as described above, a sharing of the values set between individual and organization, from the individual side. Chatman's ideas focused on finding the places where individuals who operate within an organization begin to align their values with that of the organization. The Chatman model for Person-Organization Fit can be seen in Figure 1.1 (Chatman, 1989).

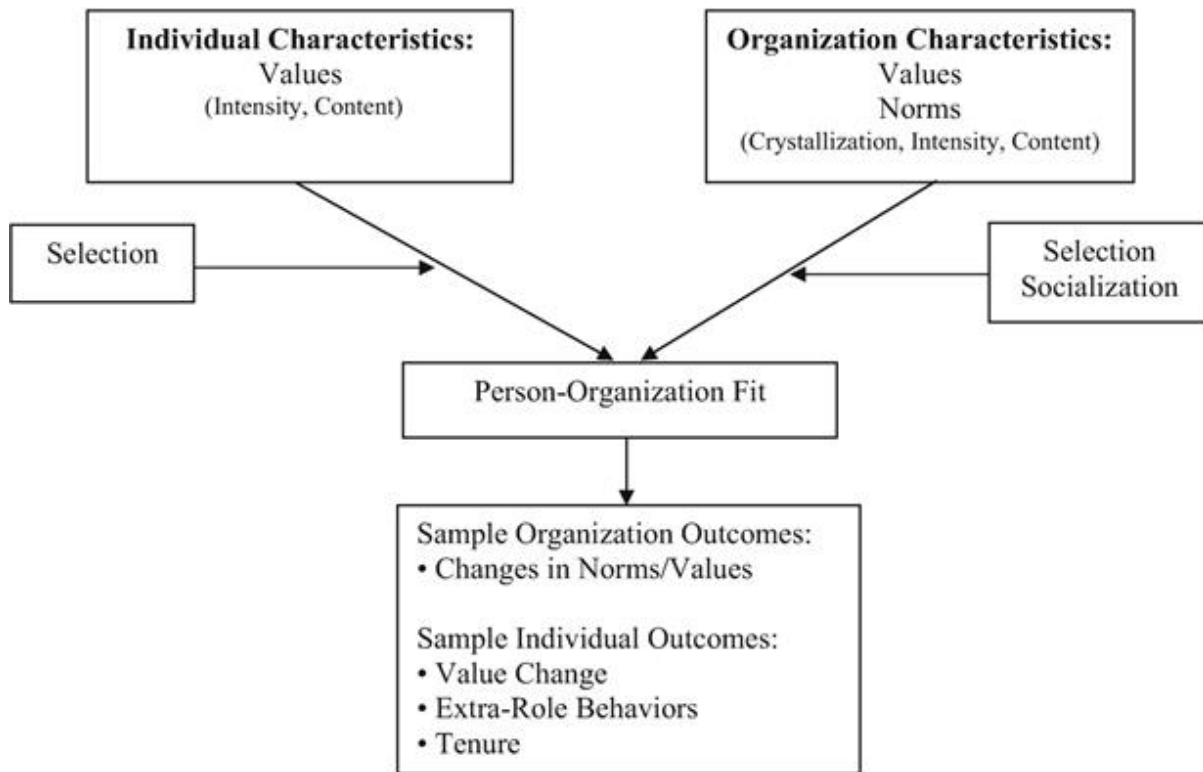


Figure 2.1. Chatman Model of Person-Organization Fit (Chatman, 1989)

In developing the foundation for P-O Fit, it was found that generally, “people influence their jobs more than their jobs influence them” (Chatman, 1989, p. 338). The model begins on the person side of its inputs. Selecting individuals who meet the values base of the organization was one focus of the fit literature. When individuals are recruited who align with the organization’s values, their membership will seek to enhance the organization and make them more likely to adhere to organizational norms. Chatman identified organizational selection processes as the starting point for the development of P-O Fit. When an organization invested in correctly hiring staff members, they ensured that the correct inputs were present from the start of an individual’s relationship with the organization (Chatman, 1989).

The second antecedent of the P-O Fit model is socialization, which is focused on the longitudinal nature of the model and its long-term engagement with employees of an organization. This model considers socialization as the organization's responsibility and emphasizes the need for socialization to be consistent and ongoing (Chatman, 1989, p. 345). Chatman’s model emphasizes the need for the two elements, i.e., selection and socialization, to become more integrated and part of the structured process. The model goes further to say that when “an organization is intentional in selecting members who are already congruent, socialization becomes an easier process moving forward” (Chatman, 1989, p. 345).

When fit was attained between the organization and the individual, Chatman (1989) found that extra-role behaviors, or performing acts outside of one’s job description, are more likely to occur naturally within employees. Chatman also found that when low person-organization fit occurred, negative-associated outcomes happened, such as a change in individual values to meet the organization's values set, a shift in organization values, or employee turnover (Chatman, 1989).

Chatman (1991) tested the model of P-O Fit in a follow-up study (1991) conducted with 171 entry-level auditors in eight of the largest public accounting firms in the United States, looking at their congruence within the organization. The study focused on the first-week intervention for new employees and a follow-up study at the end of 12 months. The study occurred across organizations and measured both selection and socialization measures across participants to determine how they felt satisfied with their employer and their intent to leave after the 12 months. Chatman (1991) found that selection processes that provided individuals with clear, honest, and direct experiences with current employees and work processes during the process significantly contributed to the level of congruence an employee has upon arrival within an organization and that socialization experiences contribute significantly to the change in fit over the first year on the job (p. 476). The study also found evidence that conceptualizing values as a mediator to job satisfaction and intent to turnover is useful in predicting individual attitudes and behaviors moving forward (Chatman, 1991).

Kristoff (1996) sought to clarify the model of P-O Fit to define further the concept for research directions through an integrative review of the literature. In this study, the definition for P-O Fit was refined to read as “the compatibility between people and organizations that occurs when (a) at least one entity provides what the other needs, or (b) they share fundamental characteristics, or (c) both” (Kristof, 1996, p.4). In defining P-O Fit in this way, the author added an additional layer to the literature, extending the definition of compatibility utilized in the study of P-O Fit. Further clarification has sought to determine the factors that impact fit, and have been found to include “self-selection, organizational selection, socialization, personal and work experiences, perceptions, personality, attitudes and organizational type,” which has assisted in clarifying the total elements that apply to the fit construct (Nicol et al., 2011, p. 897).

Recent studies have begun to expand value congruence to a third element, leadership. While the research in this area is new, it is beginning to expand the understanding of how an organization's leadership may influence the ways in which individuals begin to experience the congruence of an organization. Specifically, Bao and Ge (2018) measured the impact that transformational leadership has on perceived value congruence. In a study of police officers in China, they found a positive correlation between transformational leadership practices and value congruence in the subjects (Bao & Ge, 2019). Additionally, a study of public service workers studies the relationship between individuals who experienced transformational leadership in their workplace, and found that this leadership style expanded individual's perceived value congruence through an "emphasis on organizational goals and the significant objectives they serve," which allowed for employees to begin to have more positive perceptions and reinforcement of their own congruence with the organization (Jensen, 2018, p. 50). While this area of research is newer in the literature, it is the next step for the P-O Fit model and aligns with the study being conducted as the importance of leadership presence within a training program is discussed.

In summary, the Chatman model of P-O Fit provided a foundational framework for considering the impact the values congruence can have on employee engagement. Utilizing shared values sets as a key measure of employee engagement allows for an opportunity to understand the longitudinal connection. In addition, the focus of both authors on the socialization process and its importance to drawing a direct connection, or crystallization, for individuals is a starting point for this study's hypothesis.

Table 2.1. Definitions of Person-Organization Fit

Year	Author	Definition
1971	Tom	Individuals will be most successful in organizations that share their personalities, emphasis on individual-organization similarity.
1989	Chatman	The congruence between the norms and values of an organization and the values of the person.
1996	Kristof	The compatibility of between people and organizations that occurs when (a) at least one entity provides what the other needs, or (b) they share fundamental characteristics, or (c) both.
1997	Cable and Judge	Focuses on investigating how the similarity between profiles of individuals and employing organizations.
2015	Afsar, Badir, and Khan	Emphasizes the similarities between the personality, needs, and values of workers with the values and culture of the organization.

Outcomes

Fit between an individual's norms and values and the organization they have membership in has shown a range of essential outcomes. For example, P-O Fit has been found to increase employee job satisfaction (Kristof-Brown et al., 2005; Nolan et al., 2016; O'Reilly et al., 1991), organizational commitment (Kristof-Brown et al., 2005), and organizational identification (Ashforth et al., 2008). For the organization, good P-O Fit is associated with reduced employee

intention to quit (Kristof-Brown et al., 2005); enhanced productivity metrics (Langer et al., 2019; Liu et al., 2010); task performance (Ashforth et al., 2008); and increased organizational citizenship behaviors (Margaretha & Wicaksana, 2020; Meyer et al., 1993).

High levels of P-O Fit have produced adverse outcomes as well. For example, research by Chatman (1989) and Kristof (1996) indicated that when high levels of fit are present during the selection phase, new employees tend to develop a myopic view of the organization. This view can lead to a lack of perspective diversity within the organization, singular thinking in decision-making processes, and a reduction in critical thinking and unique problem-solving attempts at all levels of the organization (Chatman, 1989; Kristof, 1996).

Some researchers have started to explore the impact of P-O Fit and values congruence across a generational lens. Younger generational groups have a higher interest in and emphasis on status and freedom than their older peers; however, there is little difference between generations, showing improvements in work values, job satisfaction, affective organizational commitment, and turnover intent (Cennamo & Gardner, 2008). To a lesser extent, P-O Fit has also been shown to positively reduce stress levels, higher job involvement, better work attitudes, and overall greater performance ratings (Vilela et al., 2008).

In summary, there is considerable evidence for the positive impact that a high level of P-O Fit provides to an organization. Interpreting the levels at which individuals view themselves as aligned with organizational values and goals can increase the connection to their work and generate improved performance as employees. Given the foundation of P-O Fit in an individual's values lining up with their organization, this concept is a critical foundation for this dissertation's framework.

Values Congruence

Consistent with Kristof's (1996) broadened definition of P-O Fit, this study takes the perspective that values congruence is an essential element of achieving P-O Fit. Thinking of values through the lens of mutual needs is an essential construct that Kristof introduces in her study. When an individual finds an organization to have consistent values with their own, there becomes a fundamentally shared characteristic between the organization and the individual, which allows an individual to understand the role and connection they have with an organization. To clarify this perspective, it is necessary to recognize values at the personal-individual level and the organizational level and what congruence measures are where those values intersect or are shared. By utilizing shared values, a core element of P-O Fit, perceived values congruence can be used as a window into how individuals see themselves within an organization.

Personal Values

Personal values are general beliefs about the importance of normatively desirable behaviors or end states (Meglino & Ravlin, 1998; Rokeach, 1973; Schwartz, 1992). Values convey what should or should not occur in a natural setting, and people refer to their values when justifying the legitimacy and validity of their behaviors (Roccas et al., 2002). Values are people's moral compasses that guide their decisions and interactions in the social and work environment (Van Quaquebeke et al., 2014). When looking at values, we need to remember that these include people's overall tendencies for promoting safety and stability, ability to engage in tolerance, and in their willingness and desire to promote the protection of the welfare of others (Schwartz et al., 2012). In short, values are the core elements of an individual, which guides and supports their decision-making.

Values are critical because they further develop knowledge that allows us to predict and change human behavior (Rokeach, 1973). Personal values encourage behaviors that facilitate effective interactions in social settings from each person's point of view. Often, values are found to motivate action and can serve as a link between deeply held individual characteristics (personality traits) and the behavior an individual exhibits (McCrae & Costa, 1995). So while both attitudes and personality traits will show us who most frequently will display positive organizational behaviors, only values will provide insight into the decision-making and intentionality of an individual's actions (Bilsky & Schwartz, 1994). Considering the values an individual brings into situations is critical; values transcend situations and affiliations for individuals. They are not likely to be influenced by organizations. Instead, organizations need to enhance the individual's perception of congruence by emphasizing and highlighting organizational values in communication, actions, and training activities (Gatlin, 2016).

Values also differ from other individual constructs such as personality and attitudes. Simply put, values are single, general beliefs regarding the most desirable end state for individuals that inform how they chose to conduct themselves (Arthaud-Day et al., 2012). Conversely, attitudes reflect how people prefer to act or engage and lean on an individual's preferential manner (Rokeach, 1973), and personality traits offer a window into how an individual's daily behaviors may manifest.

Organizational Values

Organizational values can be defined as “collective beliefs about what the entire enterprise stands for, takes pride in, and holds of intrinsic worth” (Williams, 2002, p. 212). Organizational values are part of a system that fosters and develops a unique organizational system. It gives parameters for acceptable behavior and the expected ethical standards (Edwards

& Cable, 2009). Chao et al. (1994) found that the knowledge “of the organizational goals and values dimension had the strongest relationship with measures of career effectiveness” (p. 741). Most specifically, an individual’s knowledge and connection with these concepts positively related to career involvement, job satisfaction, and adaptability (Chao et al., 1994). Organizational values have been found to provide the basis for an organization’s culture and the foundation for the resultant employee’s behaviors (Posner et al., 1985). It is suggested that values can impact attitudes, independent of the organization’s values or the fit between the two—an indicator of how strongly values influence human behavior (Finegan, 2000).

When examining values important to the organization, taking a strategic human resource development (SHRD) lens can be helpful. In the SHRD literature, organizational values are critical when assessing how an organization operates and how learning in the organization permeates. Specifically, the values and norms of an organization are a critical frame that impacts what kinds of knowledge and knowledge-building activities are both enabled and facilitated (Garavan, 2007). This cultural alignment of learning and engagement roots values vertically, or up through the organizational chart, as a support for organizational goals, and branches horizontally, in how the organization’s culture and climate impact the way individuals feel about the organization (Schneider et al., 1996). There is some argument that values have received insufficient attention concerning their impact on proactive behaviors, especially intentionality in actions and goal orientation alignment (Grant & Ashford, 2008).

In summary, the two values set discussed in this section, personal and organizational, are the structural connection that must exist within a successful P-O Fit. Personal values represent the decision-and-meaning making structure that everyone brings to an organization. In contrast, organizational values set the stage for how an individual is successful within the organization.

When the two elements can come together through selection and socialization, it lays the foundation for maximum outputs from both entities. When both the individual and the organization seek the same end goal or achieve congruence, their interactions are enhanced.

Perceived Values Congruence

The intersection of organizational and personal values has been described as the concept of values congruence. In Chatman's (1989) model, the description of the merging of the two separate values sets for operational effectiveness is conveyed as an important construct in understanding how fit is achieved. The connection between these two entities has been demonstrated to provide a critical point of contact that allows individuals to feel more fully part of their organization. This section will seek to explain the definition of values congruence, ways of measuring P-O Fit, and how it is developed over time.

Values congruence is the similarity between values held by individuals and organizations (Chatman, 1989; Kristof, 1996). By its very nature, values congruence implies that the preferences and goals of employees are aligned with those of the organization, and this alignment fosters beliefs among employees that they will not be harmed by the organization (Edwards & Cable, 2009, p. 657). Values congruence is commonly associated with a relationship where an outcome is maximized when both an individual and an organization attach the same level of importance to a value (Yu, 2014). These relationships have created a positive subjective experience that expands an employee's connection to the organization (Vilela et al., 2008). When people experience values congruence at work, they feel trust towards their organization and are more motivated to complete tasks that advance the organization (Schuh et al., 2018).

Values congruence addresses the level of compatibility between an individual and an organization (Kristof-Brown et al., 2005). Given that most organizations have a natural tendency

to attract, select, and retain people who have similar characteristics (Giberson et al., 2005), values congruence is usually thought to begin before an individual even selects to join an organization. Congruence in values promotes interpersonal attraction, enhances communication, and creates trust within the organization (Edwards & Cable, 2009). Open communication is often fostered by values congruence; it can help resolve uncertainty about the priorities of an organization for an individual, create clarity in organizational rules and practices, govern expected behavior within the organization, and serve as a way for an individual to determine what an organization places in positions of significance (Reilly & Diangelo, 1990).

It has been proposed that shared values between an organization and an individual will influence how employees behave to support the survival and advancement of the organization, but that they will also facilitate the coordination and communication between members of that organization (Adkins & Russell, 1997). Values congruence breeds expectations of predictability in future employer relationships because individuals can effectively refer to their motives and goals to understand and foresee the actions and decisions of both a company and its employees. (Edwards & Cable, 2009).

Fit has been found to deepen newcomers' perceptions of values congruence over time and to become more stable over their first few months of employment within an organization. More simply put, newcomers felt that their participation in a socialization process had brought their personal values closer to that of the organization, though neither entities' values had changed (Cooper-Thomas et al., 2004). In a study of 142 Danish teachers, it was found that individuals in their second year of working within their organization had changed or shifted their values to that of their organization and increased the perception of fit and alignment to their own values ($t = 1.16, p < .25$) (De Cooman et al., 2009).

Current research on values congruence has focused on static measurements at singular points in time. The underlying assumption has been that values congruence remains static from when an individual is selected with little to no change in variance despite their interpersonal interactions, individual experiences, or the impact of socialization experiences within the organization (Vleugels et al., 2019). Instead, some authors have begun arguing that considering socialization tactics and acknowledging the experiences individuals have within an organization helps create a more dynamic understanding of values congruence (Gabriel et al., 2014). Recent research has begun to spend more time considering an individual's experiences with an organization over time will impact and shift their perception of values congruence. As the number of information inputs and lived experiences increase over time, fit may not be as static as perceived initially or understood in the research (Vleugels et al., 2018).

As an individual experiences an organization, their perceptions are reenforced through behaviors, reward systems, and their lived experiences within the organization. This change has found that as an employee spent more time with an organization, their congruence grew, alongside their P-O Fit perceptions (De Cooman et al., 2009). Downes et al (2017), conducted a study of 131 administrative assistants measured perceived P-O Fit throughout a three-month period with the hypothesis that extended interaction with the organization would have perceived P-O Fit to remain consistent, and perhaps strengthen, between the two data collection points. This was found to be accurate between the two measurements ($r = 0.41, p < .05$) (Downes et al., 2017)

Kristof (1996) defines two separate measures for values congruence. Direct fit is a measurement that utilizes an individual's judgment of their fit within an organization; this is defined as perceived fit. Direct fit has also been defined as subjective fit because it relies on the

subjects' perspectives. Indirect fit is measured utilizing the perceptions of others around the individual. It utilizes supervisors, coworkers, and the individual to determine one is fit within an organization. Utilizing elements outside the individual is believed to create an explicit comparison between an individual's beliefs and other's observations. Indirect fit has also been defined as objective fit because it creates a less dependent picture of the subject being measured directly and relies on the inputs of others (Kristof, 1996).

Perceived fit is a term utilized to describe the direct measurement of values congruence between an individual and an organization because participants report their perception of their connection with the organization directly (Edwards et al., 2006; Santos & De Domenico, 2015). Using this structure, a good fit is determined to exist as an individual's perception, regardless of what the organization or others within it observe (Kristof, 1996). Perceived fit is argued to be more important to understand than objective fit by some researchers, as individuals are more likely to act based on their perceptions rather than the reality around them, and this allows for the perceived fit to have a more robust predictive nature on individual behavior outcomes (Cable & Judge, 1997; Saks & Ashforth, 1997). In choosing to operate under direct measurement, it has been found that the perception of an individual and their alignment to an organization is a better predictor of their organizational commitment, satisfaction, and intent to turnover than indirect measurements of the actual values set (Finegan, 2000).

In summary, the influence of values congruence on individual employee experiences is critical to performance, retention, and engagement. Values congruence provides an emotional and mental connection to the work of an organization and to those employed within it. The measurement of subjective fit is an assessment tool that allows organizations to understand how individuals view themselves and how deeply they may engage with achieving their

organization's goals. These relationships have begun at the initial contact between an organization and an individual and have been strengthened through socialization interventions over time.

Outcomes of Values Congruence

Understanding the impacts of values congruence and their ability to maximize organization outputs is vital to discerning why this input can benefit an organization. While the outcomes of values congruence are very similar to the outcomes explained in P-O Fit literature, the more specific measurement of values congruence has allowed some distinct outcomes to be defined.

Cable and Edwards (2009) described values congruence as having four direct benefits to the work environment: communication, predictability, attraction, and trust (Edwards & Cable, 2009). These four outcomes have become the predominant defined outcomes of values congruence. However, it should be noted that trust is a highly studied core outcome of congruence. Value alignment with an employer creates security in beliefs that an organization would not behave in a way that is against its employees' interests, thus enhancing an individual's perception of P-O Fit.

Performance is also a key output of values congruence. Downes et. al (2017) conducted a study with administrative staff in two separate settings found that the higher the level of P-O Fit within an individual, the more an individual's goals will be associated with their work and their organization, and they will have a lower turnover intent. Additionally, the connection to organizational values allows individuals to feel more connected to the organization overall. This study also found that individuals with high P-O Fit also sought to perform their job well and seek to benefit the organization overall (Downes et al., 2017). Another study of hospitality workers in

Spain found that individuals who had high levels of values congruence experienced a higher ability to buffer their expectation of manageable workloads and efficiency within their work and was found to serve as a moderating factor in both burnout ($\beta = 0.39, p < 0.05$) and cynicism within the workforce. This study found that the presence of values congruence has a moderate impact on increasing self-efficacy and lowering negative impacts associated with high-level workloads (Asensio-Martínez et al., 2019).

Employees who feel that their organization meets their psychological needs, including feelings of autonomy, competency, and relatedness, have been demonstrated to place more energy into their day-to-day performance and to show a higher sense of engagement in the workplace (Vansteenkiste et al., 2007). In a study of 335 service-focused employees, it was found that employees with high levels of P-O Fit were found to have a significantly higher level of engagement (Alfes et al., 2016). This finding was used to support the research that P-O Fit contributes to performance directly through the engagement mechanism, which allows for increased positive performance. Both perceived fit and subjective fit were found to significantly contribute to the variance of job satisfaction, intention to leave, and willingness to recommend the organization as a good place to work. The literature has stated that “perceived fit explained more variance than did calculated fit for the outcomes” (p. 165) (Tepeci & Bartlett, 2002)

When values congruence is not achieved, counterproductive behaviors in employees can become present. Balazs (1990) found that employees established their own values sets and worked to resist the organizational set when the company failed to instill values in their employees. When values congruence between the employee and the organization are low, and employees have a strong feeling of this incongruence, they will purposely begin to behave

detrimentally in their work behaviors (Kraimer, 1997). Organizational cynicism has also been found to correlate with low levels of values congruence (Naus et al., 2007).

Vleugels et al. (2019) of values congruence related to fit and misfit of 244 individuals across different work sectors was conducted to determine the stability of perceived values congruence over 12 weeks. Each participant was provided a weekly survey to determine their perceived congruence for the duration of the study. The study found that individuals with high fit, described as stable fits, had the highest level of congruence perceptions (\bar{X} average = 5.75), with the lowest levels of variance (\bar{X} variance = 0.09; \bar{X} change = 0.92). The study also found that individuals with low levels of perceived fit or misfits, and what they describe as mavericks (individuals with neutral levels of fit) also found consistent fluctuations in their perceived levels of congruence in the weekly data points (Vleugels et al., 2019).

In summary, higher levels of trust, commitment, and a willingness to engage in behaviors that advance organizational priorities are high-level outcomes of values congruence. High levels of perceived values congruence, or fit, allow individuals to see themselves in the decisions, products, and outcomes of the organizations they serve. When meeting an individual's intrinsic sense of need—sometimes described as purpose—organizations can begin to deepen the connection with employees by enhancing commitment and improving performance. Values congruence creates a mechanism by which organizations can achieve increased levels of investment from their employees.

Newcomer Training

Training within organizations is a critical element for long term success and role understanding for individuals. Training at the start of an employee's life cycle in an organization is an opportunity to begin to help an individual understand their role within the organization, the

key elements of organizational culture, and the goals and values of their organization. This section of the literature review will introduce the concepts of organizational socialization and frame them in the lens of newcomer training experiences.

Tool for Organizational Socialization

Socialization processes serve the role of teaching employees the norms and values of an organization. It has been found that person-organization fit serves as the mediator between socialization experiences and outcome variables, including values congruence (Chatman, 1989). The extant literature has discussed the importance of socialization as a lynchpin to achieving values congruence and P-O Fit. While there is importance in focusing on what values congruence has provided, it is essential to understand how congruence is achieved. Specifically, this section of the literature review will focus on understanding the concept of socialization, the tools utilized to achieve socialization, and its impact on achieving congruence. While there are many tools' organizations can utilize to enhance socialization including mentoring programs and supervision strategies, this study will focus exclusively on the use of training mechanisms in the socialization process.

Organizational socialization is how an individual comes to understand the values, abilities, expected behaviors, and social knowledge that are essential for assuming an organizational role and participating as an organizational member (Van Maanen & Schein, 1979). Organizational socialization is concerned with the organization's influence on how individuals learn through their participation in day-to-day functions (Chao et al., 1994). Organizational socialization has been seen as a catalyst to achieve commitment, identity, and job satisfaction (Awan & Fatima, 2018). Institutionalized socialization involves individuals participating in collective orientations, formal training periods, sequential training progressions,

fixed time tables, and serial processes in which they engage with senior members of the organization and have a structured group process (Jones, 1986). Institutionalized socialization reduces uncertainty in newcomers by providing a consistent message from the organization about its values and how they are expected to respond to situations (Cable et al., 2013). For this study, institutionalized socialization tactics will be restricted to interventions that relate to formal training periods and sequential training progressions, referred to as training programs moving forward.

Taormina (1997) identified four dimensions of organizational socialization. One of these is the training dimension. This dimension is used to deliver training related to the individual's specific job role, but it also serves as a critical and primary point of the relation and communication of organizational goals, objectives, and values. This training period is integral in helping new employees understand situational characteristics, enhance performance, and set motivation metrics. These tactics have been shown to increase training motivation and lead toward skill acquisition, training, transfer, and job performance (Colquitt et al., 2000).

The Role of Newcomer Training in Values Congruence

Newcomer training programs have been effective because during this timeframe an individual adjusts to a new organization, and it is the most common time for issues to arise. These issues are often the most intense to experience for an individual and are problematic for an individual's ability to create a connection between them and the organization. However, it is also the period when an individual is the most susceptible to the organization's influence (Klein & Weaver, 2000). When successfully socialized into an organization, newcomers can adjust to their environment at a higher rate than those that do not participate in these experiences. These

individuals also demonstrate a higher ability to affect organizational goals (Baker & Feldman, 1990).

One of the organization's responsibilities is to communicate values and priorities clearly to employees so that an assessment of fit can be made by an individual (Cennamo & Gardner, 2008). Individuals cannot embrace organizational values and goals without being properly introduced to them. Newcomer training programs are a chance to ensure and engage with individuals to make sure they are aware that those values exist. While awareness does not guarantee acceptance, training programs presented well can facilitate acceptance through exposure and explanation (Latham et al., 1988). As newcomers develop a sense of self-efficacy within the organization and their affective commitment begins to grow, performance increases. The same is true when the perception of values congruence grows; when newcomers become more knowledgeable of and connected to values within an organization, they will direct their energy and efforts to them (Simosi, 2010).

Attending newcomer training programs was found to significantly and positively impact socialization measures, specifically related to the measures of history and goals/values. Klein & Weaver (2000) conducted a study comprised of 116 university employees, those who participated in orientation programs where all six measures of socialization were positively impacted, but specifically history ($n^2 = .25, p < .01$) and goals/values ($n^2 = .06, p < .01$) saw significant positive growth. This same study also found a positive correlation between attendance at orientation programs and the outcome of organizational commitment ($r = .25, p < .01$) (Klein & Weaver, 2000).

Newcomer training becomes a place where employees learn both hard and soft skills required to complete their work role within the organization successfully (Saks, 1995). The

function of training is to facilitate individual learning through the appropriate design, layout, and implementation of instructional events (Gagné et al., 2004). A meta-analysis of training and learning effectiveness found that training measures have learning effectiveness of $d = .60$, demonstrating that formalized training measures significantly contribute to an individual's development and learning (Arthur et al., 2003).

Outcomes of Newcomer Training Programs

Participation in training programs is a catalyst to an individual's understanding and fostering of P-O Fit and, by extension, values congruence. Research on training programs has demonstrated that when they are well designed, they can positively impact skill and job-related behavior, enhance productivity, and develop higher output levels; essentially, individuals learn to perform their jobs better (Brown & Sitzmann, 2010). Training, however, needs to extend to teaching individuals the attitudes, values, and beliefs necessary to be an effective organizational member (Klein & Heuser, 2008). In short, effective training programs are the critical second step after selection in attaining values congruence. By providing individuals with clear guidelines of their expected behavior, they are provided with an understanding of how those organizational values are demonstrated in performance, and strategically linked to organizational performance (Gelle-Jimenez & Aguilin, 2021).

When considering training program's impacts on values congruence, it is imperative to remember that for many individuals, training is the place where they begin to make sense of and adjust to the setting and norms of their new role (Feldman, 1989). Understanding the role of training programs beyond just the transfer of knowledge and skills is critical; training programs also have a symbolic role of inducement, like in military cases (De Vos et al., 2003). It becomes a core construct in learning not just what to do, but both how and why an organization may

operate in that way. Value-oriented training programs have been viewed as effective in helping to shift the behavior of employees (Warren et al., 2014). This shift is critical for maximizing performance outside of the learning environment and seeing the transfer of this understanding to the larger work environment. These same behaviors are also critical in providing individuals with tangible examples of values congruence with their organization.

Training focused specifically on organizational values has been found to lead to an implicit association between the organization's espoused values and the individual experiencing the training (Reynolds, 2006); this association is often similar to perceived values congruence. Cable and Parsons (2001) study reviewed individuals' perceptions of P-O Fit pre-employment, and then again after 18 months on the job. In this study, the researchers measured the perceived fit of individuals who participated in training programs that were sequential and fixed in nature. They found that following training, there was a positive shift in perceptions of congruence between an individual and the organization ($\beta = .26, p < .01$). In contrast, individuals who were onboarded individually did not experience a shift in their perceived congruence. Training was a positive contributor to an individual's ability to see themselves in organizational practices and goals.

Klein and Weaver (2000) conducted a study of an organizational-level training program, also set within a large educational institution, it was found that individuals who participated in a voluntary newcomer training program had higher scores on critical dimensions of congruence identified in Chao's (1994) model—organizational history, people, and organizational values and goals—than those who did not participate (Klein & Weaver, 2000). Participating in training does not simply help an individual know what the values are, but it provides an individual the opportunity to see an organization's values in action through processes and interactions with

trainers (Ashkanasy et al., 2006; Trevino, 1986), helping them to understand their own role in the organization's operations, goal attainment, and values set through role clarity.

A model of onboarding involving three steps a formal corporate welcome, a welcome from direct management, and a component of coworker welcome was tested in relation to engagement and affective commitment. This model was based on the idea that connection to the organization during onboarding needed to be consistent, and across multiple levels. This study test 347 participants in formal programs and found that, nearly fifty percent ($r^2 = 0.49$) of the positive variation in work engagement was attributed to this multi-level approach to onboarding. This connection to the culture and support of an organization was consistent with past findings that multiple touch points during onboarding increase both work engagement and affective commitment, which are outcomes associated with values congruence (Cesário & Chambel, 2019). This formal welcome is seen to have a stronger impact and connection for individuals because its often more planned out and more cleanly implemented (Klein & Polin, 2012).

Attaining congruence starts with training rooted in helping individuals simply understand what values exist within an organization. Delobbe et al. (2016) conducted a study involving 144 military personnel with a similar design to this study focusing on leader-member exchange and values congruence. In this study the authors measured the impact of training on value understanding. This study revealed that post the training intervention, role clarity demonstrated a significant relationship with the training program ($\beta = .41, p < .001$) and values understanding demonstrated a similar significant relationship ($\beta = .25, p < .05$) (Delobbe et al., 2016). The significant relationship of these two factors—an understanding of an individual's role and an understanding of an organization's values—is signaled in the literature as increasing perceived values congruence.

Role Clarity and Newcomer Training

Participation in newcomer training programs can contribute to values congruence in multiple ways. First, newcomer training can enhance a new employee's understanding of the role they will be playing in the organization. Role clarity is the existence and availability of clear and precise information about the roles, responsibilities, and procedures individuals are expected to follow within their role (Orgambídez & Almeida, 2020). Role clarity can provide individuals within an organization a clear picture of their work and ensure that they have the adequate information to do their role; this is referred to as objective role clarity. There is also the feeling of having enough information to complete one's role, or subjective role clarity (Lyons, 1971). Both measures have proven fundamental in helping individuals understand their role, increase satisfaction, and reduce employee tension.

Role clarity has provided similar outcomes to P-O Fit and helped individuals comprehend their role within an organization. Specifically, studies have shown role clarity as an antecedent for organizational commitment, organizational citizenship behaviors, and job satisfaction (Kundu et al., 2019; Samie et al., 2015). Research has found that role clarity can provide individuals with higher levels of intrinsic motivation and desire to complete tasks in line with their work (Tubre & Collins, 2000). The connection between intrinsic motivation and the impact that values have on individual decision-making indicates that as role clarity is achieved and an individual's connection to an organization deepens, their performance will likely improve.

Studies have shown that participation in more structured, institutionalized socialization programs provides higher role clarity and person-organization fit (Ashforth et al., 2007; Bauer et al., 2007). In Delobee et al (2016), a study of 144 recruits from the European army focus on the impacts of socialization on the psychological contract of individuals. Specifically, this study

looked at the impact of socialization on understanding both role clarity and organizational values. Participation in training interventions demonstrated a significant relationship between these programs and role clarity ($\beta = .14, p > .001$) and understanding of values ($\beta = .25, p < .05$). The study also found that role clarity provided a marginally significant role in predicting an individual's understanding of organizational values (Delobbe et al., 2016).

Role clarity additionally contributes to overall performance, not unlike training metrics. When individuals understand their role clearly, they can enhance their performance for the organization. A study of 312 employees in the Ministry of Health in Iran found that role clarity enhanced performance in direct relation to the understanding of workplace goals (0.52) and is committed to workplace regulations (0.21) increased efficiency and productivity in employees (Samie et al., 2015). By increasing individuals' understanding of their role in the organization, these socialization programs begin to lay the foundation for an individual to develop a picture of how their specific work roles advance and support organizational values and outcomes.

Role clarity in this study will be measured through two separate constructs, goal clarity and process clarity. Goal clarity is a construct related to an individual's understanding of their rights, duties, and responsibilities within the organization. Process clarity refers to the construct representing the knowledge required to complete tasks, including policies and procedures (Brattin et al., 2019; Sawyer, 1992). These two constructs have been described as the two parts of an individual's role clarity.

Research on the sub constructs of role clarity and its impact on training is not as robust as the combined construct, but there are some studies that allow for a strong understanding of each. Morgan et al. (2021) conducted a study of interdisciplinary team members at the University of Miami, both constructs were studied against participation in an optional onboarding program to

receive their funding. These individuals received two interventions designed to enhance role clarity and decrease role ambiguity. Individuals who participated in the training program were found to have a significant increase in goal clarity over the three training interventions ($M = 4.29$, time 1; $M = 4.62$, time 2, $M = 4.66$, time 3). Additionally, process clarity also showed a significant difference across each of the interventions ($M = 4.10$, time 1; $M = 4.49$, time 2, $M = 4.57$, time 3) (Morgan et al., 2021). Through participating in each of the training interventions, there is a clear connection to newcomers developing stronger levels of engagement and understanding of clarity in their roles across both constructs.

Given the found positive effect of role clarity on value congruence, it is believed that role clarity from training programs will positively impact perceived value congruence. Additionally, by separating the two constructs in role clarity, the study hopes to determine which has the larger impact on perceived value congruence. Therefore, the following hypotheses have been developed:

- Hypothesis 1: After controlling for race, gender, and community placement, understanding process clarity will be related to perceived values congruence.
- Hypothesis 2: After controlling for race, gender, and community placement, understanding goal clarity will be related to perceived values congruence beyond that explained by process clarity.

Organizational Culture and Newcomer Training

Newcomer training programs foster values congruence by helping new employees understand organizational culture. Organizational culture is the set of shared beliefs and values within the organization that helps shape employees' behavior patterns (Schein, 1996).

Organizational values have been characterized as the single most important and defining

characteristic of an institution (Rokeach, 1973), and more specifically, are considered one of the most critical components of organizational culture. An organization's values are not the same as mission, strategy, and objectives; however, they are core to an organization's ability to identify and distinguish itself from other organizations (de Ven et al., 1983; Williams, 2002). Instead, values build culture by serving as a bonding mechanism between individuals, set the tone for the environment and work expectations, and produce the foundation that facilitates working towards the organization's stated goals (Meglino & Ravlin, 1998; Williams, 2002).

Organizational culture is a result of past events, influences of national and local culture, and the makeup of the organization's leadership and decision-making (Mahler, 1997). Organizational culture becomes the sense-making tool for individuals that bonds them together. Individuals become motivated to internalize this culture as they participate in training programs. It begins to serve as both the social glue and primary decision-making tool to achieve success within an organization (Osibanjo & Adeniji, 2013). These cultural elements develop shared mental models, the same as are executed in training related to knowledge, skills, and abilities.

Training programs that instill culture into individuals help to align and demonstrate how they can benefit the organization and where their congruence may exist. Learning culture through training programs is an essential step in helping instill values into action. More than teaching values, they must be practiced by integrating skills-based learning (Driscoll & Hoffman, 1999). Osibanjo and Adeniji (2013) conducted a study of 237 individuals in the Nigerian private university system found that training and development activities significantly correlated with an individual's connection to and development within an organization ($r = .387$). This study focused on the importance of culture in helping individuals find meaning in their work and connecting to larger organizational goals. Training programs offer an ability to optimize an individual's

utilization of skills and knowledge by aligning organizational and individual goals (Osibanjo & Adeniji, 2013).

In considering organizational culture during this study, it is important to remember that individuals participating in a training program are developing a perception of organizational culture, and not actually experiencing culture as it exists in the organization. Literature related to culture is clear to present that culture in organization's is learned over time and engaged in experiences that individuals have within the organization. Organizational culture is a meaningful lens into the way learning is experienced and understood within an organization and map of the work environment (James & Jones, 1976), but a newcomer to the organization would not be able to fully understand culture and is simply developing their beginning perceptions of what the organization offers in relation to culture. Organizational culture has been found to impact the learning environment of individuals (Chatterjee et al., 2018) and in assisting in the stimulation of an employee's psychological attachment to an organization (Kim et al, 2015).

Training's primary purpose has continued to be the development of knowledge, skills, and abilities. However, a study of 20 individuals in Pakistan found that organizational culture and what they observed during their training program impacted the training they experienced (Khan et al., 2017). The results demonstrate a connection between how training programs are planned and outlined within an organization and the behaviors of the trainers who are executing the program. Trainees interpret what is vital to the organization through what is presented and what is reinforced in the training program. Conversely, a trainee interprets what they see in organizational culture through learning styles, collaboration, and what they have learned in a selection process. They begin to make meaning and find a connection in the program as they participate in it (Kissack & Callahan, 2010). A study of employees in Malaysia studied the

impact the organizational culture has on training and development and found a significant positive relationship between the two variables ($\beta = .269, p < 0.01$) (Omar & Nik Mahmood, 2020). This relationship will likely also be a positive connector between culture and perceived values congruence. Therefore, the following hypothesis has been established:

Hypothesis 3: After controlling for race, gender, and community placement, understanding organizational culture will be related to perceived values congruence beyond process clarity and goal clarity.

Organizational Goals/Values and Newcomer Training

Newcomer training programs foster values congruence by helping new employees understand organizational goals and values. Organizational goals and values are the rules or principles that maintain integrity within the organization (Schein, 1968). This existing section of the socialization literature has been critical to understanding an organization and strongly related to elements of values congruence as covered earlier within this literature review. The importance of learning group norms and values has proven to be critical to an individual's success and their connection to the larger organization (Feldman, 1989).

In the study of the six core values, a hierarchical regression showed that organizational goals and values were a significant predictor of career involvement within the organization and job satisfaction (Chao et al., 1994). In research on the core socialization tactics, goals and values significantly impact an individual's affective commitment to an organization. One study found that 38% of the variance in the affective commitment of any individual within their study was accounted for by their reaction to this part of the training program (Klein & Weaver, 2000). That same study also found that orientation programs that focused on goals and values deeply enhanced the socialization experience of participants.

Training programs engaging in communication of organizational goals and values leads to an important construct to understand in the increase of perceived values congruence. When an individual has a high level of knowledge of the direction their organization is headed, it is easier for the individual to begin to determine if they believe values congruence exists with their own values set (Kraimer, 1997). Understanding an organization's direction and goals is crucial to the individual beginning to determine if they are connected and invested in where they are going and in determining an individual's perceived values congruence.

In summary, training focused on and engaging in values education for individuals is an opportunity to align individuals with the organization's expected behaviors, attitudes, and norms. Research has demonstrated that training can be critical in assisting individuals in developing more profound role clarity and understanding of organizational values, both of which are foundational to values congruence. The literature has also indicated that participation in training programs instead of not participating increases an individual's perception of values congruence. Therefore, the following hypothesis has been established:

Hypothesis 4: After controlling for race, gender, and community placement, understanding of organizational goals and values will be related to perceived values congruence beyond that explained by understanding organizational culture, goal clarity and process clarity.

Summary

This chapter began with a discussion of fit literature and beginning to understand the layers of fit for individuals within an organization. Specifically, person-organization fit was explained and outlined concerning the importance of understanding and seeing oneself in being a part of a larger organization and being interested in meeting the goals as they are outlined.

The chapter then demonstrated the importance and connection between person-organization fit and values congruence. The connection between these two elements has been found to lower turnover intention and develop more far-reaching, meaningful connections with the larger organization. The chapter laid out a deeper understanding of the study's constructs, including organizational identification, job satisfaction, and affective commitment.

The chapter introduced the concepts of socialization, concentrating on newcomer connections. Understanding the basic needs of socialization, defining institutionalized efforts, and laying the foundation for the needs of newcomers are vital elements in properly connecting individuals to an organization and developing strong levels of fit. The chapter also laid the foundation for understanding the concept of transfer of socialization and helping retain information for newcomers into the organization.

Based on the literature review, four hypotheses were proposed as follows:

- Hypothesis 1: After controlling for race, gender, and community placement, understanding process clarity will be related to perceived values congruence.
- Hypothesis 2: After controlling for race, gender, and community placement, understanding goal clarity will be related to perceived values congruence beyond that explained by process clarity.
- Hypothesis 3: After controlling for race, gender, and community placement, understanding organizational culture will be related to perceived values congruence beyond process clarity and goal clarity.
- Hypothesis 4: After controlling for race, gender, and community placement, understanding of organizational goals and values will be related to

perceived values congruence beyond that explained by understanding organizational culture, goal clarity and process clarity.

CHAPTER 3. METHODOLOGY

This study examined the relationship between new employee training and perceived values congruence with employees in a single department at a large research university in southeastern United States. This chapter presents the methods used in this study, as well as the target population and sample, instrumentation, data collection, and data analysis will be discussed.

Population and Sample

The study utilized a convenience sample of student staff members who work within the residence halls (resident assistants) of the study site, a research-intensive public university in the southeastern United States. The individuals in the population are new employees who have undergone a rigorous selection process, including group and individual interviews to achieve their positions.

Access to this population was granted through a partnership with the home department. Each of the individuals participated in a required 10-day new employee training program at the start of their employment period. This training occurred before starting their formal work duties, and all individuals are brought back to the campus to participate in the training program. Participation is required for employment, so all individuals hired for the role of Resident Assistant participated in the program as a condition of employment. The Resident Assistant role at this university consists of on-call safety and security response, administrative support for a living community of approximately 40 individuals, and responsibility for programmatic and interpersonal interactions with individuals in their assigned community.

The training program is designed to assist new resident assistants in learning all functions of their role, exposing them to core concepts and ideas related to their direct role, and outlining

expected work behavior, policies, and procedures. The training occurs from 8:30 a.m. to 5:00 p.m. daily, seven days in a 10-day period, which also includes designated work periods to complete work functions under the supervision of their direct reports. During these times, decentralized work teams will complete tasks within their assigned community to prepare for the arrival of their students. Sessions within the training program will all speak to one of the three core variables in this study – role clarity, understanding organizational goals and values, and organizational culture.

The training specifically contained a number of programs that focused on content related to values congruence. Specifically, on the first day of training, a 60-minute session was held to discuss and review organizational goals and core values. This was consistent with Cesario & Chambel (2019) that was conducted by the most senior member of the department. This session focused on helping individuals understand both the published organizational goals, but also spent time connecting individuals to their role in the organization and how it connected more largely to the outcomes of the organization.

Additionally, each training session utilized a learning outcome method of writing training sessions related directly to the published core values of the organization. Each session specifically highlighted in it's content the direct connection to a larger organizational goal. The primary test measure of the training program is an active hands-on training program referred to as Behind Closed Doors. This simulation based training allows individuals to directly practice and apply their training in a situation where both a supervisor and a peer observe their practiced interactions and redirect behaviors in line with the elements the organization wanted to connect to their values.

Finally, the final session of the training was a capstone activity that refocused the values of the organization into upcoming work tasks and operations. This session again featured presentations by senior leadership, and redirected individuals to consider how training reframed the values and encouraged them to consider how to move forward with those goals and how they reflected on work tasks that would occur immediately (specifically move in processes occurring 48 hours after the completion of the training program).

Individuals that participated in this training will be defined as newcomers to the role. The specific positions are single year contracted positions. Participants in the training program will be staff members hired in March 2021 and have reported for their first work experience during the August 2021 training session. The assessment was measured as a structured part of the end-of-training evaluation, and it is expected that a majority of the sample will complete the assessment. Individuals will have been selected through a rigorous hiring process but will be reporting for training before the arrival of residential students for whom they are responsible. Of the sample of 248 individuals, 141 were new to the role and organization completely. The remaining 108 individuals have worked in the position before, but they will serve in new roles and locations within the department. The position is a one-year role in which every employee is released and rehired each year. Although individuals may have interacted with the organization previously in employment rolls, they are still new to the organization as the program, job requirements, supervisors, and work teams change each year. All individuals will have a level of previous experience within the department. While data was collected from all staff members who participated in the training program, in order to ensure the desired effect of understanding newcomers experiences, only the survey data for new staff members was considered in the analysis.

Data Collection

All survey materials were distributed via paper and pencil. The data collection was completed at the end of a 10-day training program in which all staff members are expected to participate. Although the study was conducted at the end of the COVID-19 pandemic, this training was conducted entirely in person, allowing for the collection method outlined.

The researcher partnered with the host department to utilize the individuals within the Resident Assistant program. These individuals must complete pre-training and post-training assessments, and the instrument will be embedded into assessments. As this data is part of the training program, no recruitment of participants was required for this study. Each of the assessments had an informed consent embedded into the instrument for the participants to understand the purpose of the study and provide consent. Given the researcher's role working within the department, the survey was presented as optional to staff participating, and some individuals did opt out of completing the survey.

The assessment was distributed via paper and pencil after the final training session. Participants were asked to complete the survey before departing the scheduled training location. This increased the survey response rate and was integrated into the conclusion of the training program, after the final presentation was completed. Additionally, the survey was collected anonymously, by being dropped into boxes at the exits of the training location.

Distribution of the instrument was provided to the sample immediately following the completion of their final training session at the end of the training program. Individuals completed the assessment before leaving the program and before beginning their traditional work experience the following day.

Permission to conduct the study was requested and received from Louisiana State University's Institutional Review Board. The approved application can be found in the Appendix. A consent form and an explanation of the study was provided to each participant, and written consent was required before participation. The consent forms can be found in the Appendix. Paper copies of the surveys and consent forms were loaded onto the researcher's secured and password-protected computer. Protections will be taken to protect all participants' confidentiality and anonymity.

Measures

Data for this study was collected through a survey (see Appendix A). Scales assessing an individual's understanding of perceived values congruence, role clarity, organizational culture, and organizational goals and values resulting from participation in a training program were taken from the existing literature and compiled into a 28-item instrument, excluding the demographic items. The instrument was a total of 33-items including the demographic items. Two of the scales (Cable & DeRue, 2002; Sawyer, 1992) utilized for this study were collected initially utilizing 7-point Likert scales (1 = strongly disagree and 7 = strongly agree), and two were collected using a 5-point Likert scale (1 = strongly disagree and 5 = strongly agree). To ensure consistency with the initial measure, all four of the scales utilized were converted to a 5-point Likert scale. To this end, the data collected will be listed as an ordinal variable set as all these items are along a Likert scale. The independent variables in this study will be role clarity, measured as process clarity and goal clarity separately, organizational culture, and organizational goals and values.

Perceived Values Congruence

Values congruence is defined as the similarity between values held by individuals and organizations (Chatman, 1989; Kristof, 1996). This variable will be measured using Cable and DeRue's (2002) perceived values congruence instrument. Cable and DeRue (2002) developed the perceived values congruence measure to measure three elements: person-organization fit, needs-supplies fit, and demands-abilities fit. Each of the three elements is measured utilizing three questions related to individual perceived fit. For the purposes of this study, only the section related to perceived fit will be utilized. In this section, Person-Organization Fit will be measured using three items:

1. "The things I value in life are very similar to the things that my organization values,"
2. "My personal values match my organization's values and culture,"
3. "My organization's values and culture provide a good fit with the things I value in my life."

Each of the questions will be preceded with "This training helped me to decide" to allow for measurement of the impact that the training program has on the individual's perception following participation. The reliability of this scale in the initial survey was $\alpha = 0.91$ in the single firm sample, which focused on a single organization consistent with this study's sample population (Cable & DeRue, 2002).

While the measure includes additional questions related to types of congruence such as needs-demand and supplies-abilities, those six questions were removed as they do not apply to this study.

Role Clarity

Role clarity is the existence and availability of clear and precise information about the roles, responsibilities, and procedures an individual is expected to follow in their role (Orgambídez & Almeida, 2020). Role clarity will be assessed applying Brattain, Davin, and Branham's (2018) measure. This measure assessed process clarity, goal clarity, and turnover intention. Process and goal clarity are considered the two key components of role clarity; therefore, this study will only utilize the questions related to these two constructs in determining role clarity in participants. The third section of this measure is related to turnover intention, which is not a relevant variable of this study, and will not be applied. In Sawyer's research (1992), he found that process and goal clarity measures are a unique but highly correlated indicator of role clarity.

The goal clarity section of the survey asked the individual to assess how clearly stated and well defined the goals and objectives of their role using a five-point Likert scale. The measures in this section include:

1. "My duties and responsibilities."
2. "The goals and objectives for my job."
3. "How my work relates to the overall objectives of my unit."
4. "The expected results of my work."
5. "I know what aspects of my work will lead to a positive evaluation."

In total, this section of the measure contains five questions to be reviewed. Each of these questions will be given a prefix that reads "As a result of participating in this training, I understand" to frame the individual's response in the context of the training. In Sawyer's initial work (1992), the goal clarity section was found to have a reliability estimate of 0.92.

The process clarity section of the survey was designed to measure the extent to which the individual was certain of how to perform their work. The measures for this section include:

1. “How to divide my time among the tasks required of my job,”
2. “How to schedule my workday,”
3. “How to determine the appropriate procedures for each work task.”
4. “The procedures I use to do my job are correct and proper.”
5. “How certain are you that you understand the best ways to do these tasks.”

Each of these questions will be given a prefix that reads “As a result of participating in this training” to frame the individual’s response in the context of the training. In Sawyer’s initial work (1992), the process clarity section of the measure was found to have a reliability estimate of 0.90.

Organizational Culture

Organizational culture is the shared beliefs and values within the organization that helps to shape the behavior patterns of employees (Schein, 1996). Understanding organizational culture will be assessed using an adapted version of Zammuto and Krakower’s (1991) measure utilized in Park and Kim’s (2018) study. The measures utilized in these studies were utilized to determine what an organization's culture was at the time of the survey. The purpose of this study is to measure an individual’s understanding of organizational culture after a training program. As a result, all the items in the measure will be modified to gauge study participants’ understanding of organizational culture, not the organizational culture itself.

The selected organizational culture was selected from reviewing Park and Kim (2018) as a framework. Park and Kim utilized a hybrid measure of Zammuto and Krakower (1991) and O’Reilly, Chatman, and Caldwell (1991). After reviewing both measures, this study will only

utilize the eight items featured in Zammuto and Krakower (1991) to measure the organizational culture construct. Zammuto and Krakower (1991) utilized a modified version of the Institutional Performance Survey (IPS) to address the characteristics respondents saw within their organization that defined culture. In constructing their model, they sought to understand four elements of culture: institutional character, institutional leader, institutional cohesion, and institutional emphases. This study will utilize the following items:

1. "Major decisions are very centralized,"
2. "Formal policies and rules govern most activities at this institution,"
3. "Long-term planning is neglected,"
4. "People associated with this institution share a common definition of its mission,"
5. "Top administrators are often scapegoats,"
6. "Top administrators have high credibility,"
7. "This institution tries new activities or policies but not until others have found them successful,"
8. "This institution is likely to be first to try new activities or policies."

These items were selected to measure organizational characteristics, climate, and strategic orientation specifically, which are core elements of the understanding organizational culture construct. Each of these questions will be preceded by the phrase "participation in this training helped me understand" to provide the appropriate responses for this study.

Organizational Values and Goals

Organizational values and goals are an understanding of the rules or principles that maintain integrity within the organization (Schein, 1968). Organizational goals and values will be assessed using Chao et al.'s (1994) measure of socialization related to these constructs. This

study aims to measure an individual's understanding of organizational goals and values after a training program. As a result, all of the items in the measure will be modified to gauge study participants' understanding of organizational culture, not organizational culture itself.

Chao et al. (1994) developed a measure related to organizational socialization and measurements in six specific areas: performance proficiency, people, politics, language, organizational goals and values, and history. These areas are captured in a 34-item measure of organizational socialization techniques. Chao et al.'s (1994) instrument categorized each area into specific question sets designed to analyze the specific dimension in question. Each dimension's question set was grouped in the data analysis to focus on each construct. For this study, only the seven items related to organizational goals and values will be utilized, consistent with the focus on this construct in the hypothesis. These items include:

1. "I would be a good representative of my organization,"
2. "The goals of my organization are also my goals,"
3. "I believe that I fit well with my organization."
4. "I do not always believe the value set of my organization" (R)
5. "I understand the goals of my organization."
6. "I would be a good example of an employee who represents my organization's values."
7. "I believe I support the goals that are set by my organization."

The instrument in this study was replicated over four years annually and produced a reliability score ranged between .70 and .74. In order to measure the impact of training, each question will be preceded by "After participation in this training, I believe that" to measure an

individual's understanding of organizational goals and values in relation to the training program they have just experienced.

This dimension of the survey is designed to focus on how an individual learns the core behaviors, roles, and beliefs of an organization and how they view them in relation to their perceived connections to the larger organization. As outlined in the literature review, a clear understanding of the factor's organizations utilizes to make decisions lays the groundwork for an individual to begin to see themselves in the larger decision-making process.

The measure of organizational goals and values within Chao et al.'s (1994) study demonstrated the strongest correlation to effective work practices, including job satisfaction, identity resolution, and adaptability in decision-making. Job satisfaction is viewed as an outcome of high levels of perceived values congruence (Chao et al., 1994).

Demographics

As control variables, demographics will include the three components: gender, race/ethnicity, community placement. Initially, the survey was also designed to measure academic year/level and previous experience. Once data was collected, it was determined a large enough sample existed to eliminate returning staff members. It was also determined that academic year/level did not have an impact on an individual's experience in the training program and was removed from the control variables. The remaining variables of gender, race/ethnicity and community placement were utilized to control for any potential confounding effects on the changes of perceived values congruence from participants. Community placement will refer to the type of residential community the individual works in, such as a traditional residence hall or an apartment community. This difference in the type of community may shift an individual's understanding of values congruence based on their perceptions of the community in which they

work, despite the three main factors of the study (role clarity, organizational culture, and organizational values and goals) being consistent.

Data Analysis

Bivariate correlation and hierarchical multiple regression will be conducted to analyze the collected data. Before proceeding, the quality of the data and exploratory factor analysis will be examined. Additionally, basic statistical assumptions will be tested by using multiple analytic techniques.

For this study, data was analyzed using the following steps. First, a confirmatory factor analysis occurred. Chi-square, comparative fit index (CFI), standardized root mean square residual (SRMR), root mean square of approximation (RMSEA), and Tucker Lewis index (TLI) were used as fit indices. The values to be utilized were outlined later in this section. Following the factor analysis, a regression was initiated using the full model of variables. After that, assumptions required for a regression were tested, followed by a test for multicollinearity. Once these tests were completed, tests of influential observations occurred at both the individual and multiple levels; these tests will be explained in the next section. After these steps, a bivariate correlation analysis will be run. Finally, a hierarchal regression was run in the order outlined later in this section.

Assessment of Data Quality

Assessment of data quality is an important step in determining whether a data set contains enough “good” data points or the presence of points that could be considered either inappropriate or influential. Influential observations include outliers, leverage points within the data, or other data points that are overinfluencing points within the regression analysis (Hair et al., 2010). Although influential observations can have no impact on data points, it is essential in

consideration of data quality that they be explored to determine if they impact the slope of the regression or if the researcher needs to consider elimination of data points (Bates et al., 1999).

To assess and confirm the value of the data, outliers or extreme values must be identified. To ensure the data is consistent, the researcher must identify these outliers and determine if they should be eliminated from the dataset. Once the data is collected, the scores will be standardized by removing ones that fall outside the standard deviations away from the mean. These procedures aim to provide maximum predictive accuracy; therefore, researchers need to consider the full impact of influential observations. Based on the review, researchers need to determine an appropriate means to retain the data, modify the data, or consider deleting the observations in question (Bates et al., 1999).

In regression analysis, outliers can be significant to consider in analyzing data. In proceeding with the steps of hierarchical regression, data will be checked for both individual outliers impacting the data and multiple outliers that impact the group observations as a block. Individual outliers will seek to find outliers on the dependent variable; leverage points within the data, or outliers on one or more independent variables; and single observations that can alter or impact individual coefficients in the model, the coefficient matrix, or the overall model fit (Hair et al., 2010). Testing for these coefficients will be achieved using *centered leverage values*, these values are used to estimate the impact of the individual data points on regression estimates. The goal is to determine if the regression line is pulling toward itself (Orr et al., 1991). For this test, values that exceed two times the number of predictors $+1 \div n$ for sample sizes greater than 50 are considered leverage points for review (Bates et al., 1999). In addition, *Cook's distance* will be calculated to determine the influence that single cases have when they are eliminated from the regression estimation. This analysis will serve as the single case diagnostic tool for this study.

Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) will be conducted to identify the factors within the instrument and understand both the variance and covariance present in each factor. CFA is helpful in identifying a factor model that an individual already believes to exist or that is described by the data (Lewis, 2017). CFA seeks to confirm if the number of constructs, or factors, are correct based on what is observed within the data. For this study, factor loadings below 0.5 will be considered low, and the associated item(s) from each assessment will be dropped from further analysis. As a common rule of thumb, a factor with a loading score equal to or greater than 0.5 on more than one factor will be dropped from the analysis since cross-loading variables create challenges (Hair et al., 2010).

The factor analytic guidelines established by Hair et al. (2010) indicated that a sample size of 1:10 per variable would be preferred to conduct an CFA. However, the minimum ratio to proceed would be 1:5. For this study with a 28-item survey, a minimum sample size would be 100 or 5 per item on the survey. That would be a minimum sample size of 140 participants (Hair et al., 2010). The current study had access to 148 individuals and will meet the requirements of sample size.

Direct oblimin rotation is the suggested rotation for “real life” problems, where it is likely that a certain amount of correlation is likely to exist. In this study, participation in training will likely be correlated to the variables in question. According to Hair et al. (2010), 0.3 is considered the minimum cutoff acceptable to retain an item as a factor in the model. Any items loading at 0.5 or higher will be viewed as practical significance in this analysis.

Hypotheses Testing

Hypotheses 1, 2, 3 and 4 will be tested utilizing a hierarchical multiple regression. Three control variables will be entered in the first step of the analysis: gender, race/ethnicity, and community placement.

The second and third steps in the regression will be role clarity. Role clarity is the primary focus of this study's training program, as with most training programs will likely explain the most significant section of variance within the measure. In the second step, process clarity will be evaluated, or the roles in which individuals are asked to play. The third step will be related to goal clarity, or the outcomes individuals are asked to complete. These two elements will help us understand the full impact of role clarity on the variance.

The fourth step will measure understanding of organizational culture. Culture assists individuals in determining how behaviors are actualized in their work within the work environment and as they complete the functions of their roles. However, while understanding organizational culture will likely have longitudinal impacts, a new employee's experience within the organization will be less intense experience of the actual culture of an organization and will have a more negligible impact on the variance of perceived values congruence. The understanding the individual will have at this point is related to participation in the training program and a controlled environment, and not day-to-day operations.

The final step will be the variable of understanding organizational goals and values. Organizational goals and values will serve in this step because, for many individuals, training programs become the first exposure to the stated goals and values of the organization. This initial exposure will allow individuals to evaluate the espoused goals and values of the organization

before applying experienced actions and functions. Therefore, this understanding of goals and values will be the next most significant level of variance.

The utilization of hierarchical regression analysis and the assigned sequential entry of variable into the regression equation allows for an assessment of increments in the proportion of variance in perceived values congruence explained by each successive variable or variable set over and above the varying the influence of the preceding sets. Thus, at each step the unique partitioning of the total variance in perceived values congruence accounted for by each unique variable or set of variables can be estimated by examining the R^2 series (Tabachnick & Fidell, 2012).

Hierarchical regression was utilized in this study, as this type of regression modeling is useful when looking to control levels of variables through the advancing regression model. Given that in this model, the order of the variables does matter and is based on the anticipated contribution level of each variable, hierarchical regression provided a better picture of how the selected variables increasingly explain variance (Shumeli, 2011). In a traditional linear regression, relationships between variables are tested, but there is not as easy of an ability to remove lurking variables that can derail or shift the intended measure, hierarchical regression allows for more control in engaging the individual variables outlined in this study (Richardson et al, 2015). In the proposed model, each hypothesis builds individually on the one before and predicts an enhanced variance at each step, making hierarchical regression a more appropriate choice than other existing regression models like stepwise or a basic regression. Since the order is responsive to theoretical needs, hierarchical regression was utilized.

Assessment of Statistical Assumptions

Assumptions were tested for each statistical method, and the specific results for each test will be presented in the following chapter and the results of each statistical test. With that in mind, a summary assumption is presented below.

In regression analysis, four primary assumptions are made, assessed, and satisfied to test the null hypothesis. These assumptions are normality of the error distribution term, linearity of the relationship between variables, homoscedasticity (variance of error), and the independence of residuals (Hair et al., 2010). The tests for each of those assumptions are listed below.

Normality. For the bivariate correlation, the normality of data across each level of the independent variable(s) was assessed with histograms and the Shapiro-Wilk test. Normality will be indicated as being achieved with non-significant findings when $p < .05$. Normality of the residuals for hierarchical multiple regression was examined through P-P plots for the regression standardized residuals to verify that the data follows a generally linear pattern (Pallant, 2011),

Homoscedasticity. To verify an equal variance across all populations, an assumption of both statistical tests, the data was analyzed using Levine's test of equality of variance. If the results demonstrate a non-significance of $p < .05$, the assumption has been met.

Multicollinearity. When conducting hierarchical multiple regression, multicollinearity between predictor variables can indicate problems within the data, particularly when reaching high levels. Correlation coefficients between predictor variables were checked to ensure that this assumption was met. Multicollinearity is met when tolerance values are below .01 and variance inflation values (VIF) are greater than 10 (Pallant, 2011). If these assumptions are met, multicollinearity is achieved.

Linearity. Linearity is detected when correlations reach the level of significance ($p < .05$) and should be checked between each predictor variable and the criterion variable (Pallant, 2011). A visual review of the linearity can be checked via scatterplots. These scatterplots should reflect a pattern that demonstrates a gathering of scores on the horizontal line. Homoscedasticity is tested by viewing a scatterplot as well. Scores scattered in an approximately rectangular fashion will signal homoscedasticity (Pallant, 2011).

Residual Plot. A residual plot was constructed and reviewed during the statistical analysis. A residual plot is a scatter plot that allows for testing of normality, linearity, and homoscedasticity. This plot will allow a secondary verification that these three core assumptions have been met beyond the above outlined tests.

Summary

The goal of this chapter was to outline the research questions, hypotheses, and selected research methods that were utilized. The chapter outlined this study's proposed procedure, study participants, data collection, and the selected data analysis methods.

An instrument was designed using existing measures related to the independent variables of organizational culture, role clarity, and organizational culture, as well as the dependent variable of perceived value congruence. A total of 134 responses from first time employees who had completed a newcomer training program were collected and analyzed for their responses. Data collected was analyzed for descriptive statistics, reliabilities and correlations using SPSS. A confirmatory factor analysis was run using the R power software to determine factor loadings and to test the existing measures as constructs. A hierarchical regression was then run testing each of the hypothesis to determine their impact on perceived value congruence utilizing SPSS. Chapter Four will provide an overview of the results of these measures.

CHAPTER 4. RESULTS

This chapter reports the finding of the quantitative data analysis and consists of the three sections: descriptive statistics, confirmatory factor analysis, and hierarchical regression.

Descriptive Statistics

The first step in the analysis of data was to evaluate the descriptive statistics of the data to provide a summary of the information collected and to observe patterns that exist within the data set. All correlations among the variables were significant. There was a high positive correlation between perceived value congruence and organizational goals and values at .69. The correlation between perceived value congruence and process clarity was .36 and goal clarity was .40, respectively. The correlation between perceived value congruence and organizational culture was .47.

Data analysis was conducted for a reliability estimate for each item measured in the final survey instrument survey instrument to determine internal consistency reliability. The Cronbach's alpha test, a test utilized in statistical analysis to determine the estimated reliability of psychometric tests, was utilized. The Cronbach's alpha test revealed an overall score of .82 for all variables, which is identified as an acceptable level of internal consistency (Tavakol & Dennick, 2011). The initial reliability estimates for the remaining variables were as follows: process clarity had a reliability estimate of .79, goal clarity had a reliability estimate of .84, organizational culture had a reliability estimate of .70, organizational goals and values had a reliability estimate of .85 and perceived value congruence was .90. The descriptive statistics, correlations and reliabilities are outlined in Table 2.

Table 4.1. Descriptive Statistics

<i>Variables</i>	<i>Mean</i>	<i>SD</i>	<i>PC</i>	<i>GC</i>	<i>OC</i>	<i>OGV</i>	<i>PVC</i>
Process Clarity (PC)	4.60	.47	(.79)				
Goal Clarity (GC)	4.11	.60	.65	(.84)			
Organizational Culture (OC)	3.75	.71	.45	.33	(.70)		
Organizational Goals and Values (OGV)	4.41	.56	.65	.58	.52	(.85)	
Perceived Value Congruence (PVC)	4.02	.91	.36	.40	.47	.69	(.90)

n=128. Reliability estimates are in parentheses; correlations at $p < .01$

Confirmatory Factor Analysis

A confirmatory factor analysis was run to evaluate the discriminant validity of the measurement model outlined. Each construct was individually evaluated for model fit, and for the determination of which items in the measure should be retained or removed. The four latent variables outlined in the study, utilizing existing measures, were process clarity, goal, clarity, organizational culture, and organizational goals and values.

While executing the confirmatory factor analysis, the variables of process clarity and goal clarity were extrapolated beyond the combined construct of role clarity. The measure utilized provides a total picture of role clarity, but when separated out into independent constructs they provided a clear picture of the impact of role clarity, and its individual parts on perceived value congruence.

Additionally, while reviewing the data some items from the instrument were removed. From organizational culture three items: “This training helped me understand that formal policies and rules govern most activities at this institution;” “This training helped me to understand that

long-term planning is neglected.;" and "This training helped me understand that this institution tries new activities or policies but not until others have found them successful (Items 12,13 and 17). These items were removed as a result of their connection to more long-range socialization processes. Understanding of long-range planning and institutional willingness to attempt new activities and policies are related to longer term experiences and socialization. The inclusion of these items in the analysis related to the larger organizational culture context that could be gained from a newcomer training program was deemed to be negatively impactful to the construction of the organizational culture factor.

An item was also removed from organizational goals and values: "After participating in this training, I do not always believe in the values set of my organization (R)." (Item 4). In reviewing the data, it was determined that many respondents may have misinterpreted the question, as the reverse scoring appeared to be significantly impacting the responses of individuals within the survey. As the item appeared to have too many inconsistencies in its responses, it was removed to allow for a stronger structuring of the factor of organizational goals and values. Additionally, the items with factor loadings less than .40 were deleted. As a result, the final revised model consisted of 21 items among total 28 items. A full list of factor loadings is reflected in Table 3. Factor loadings ranged from .40 to .94.

Table 4.2. Factor Loadings

	Process Clarity	Goal Clarity	Organizational Culture	Organizational Goals and Values	Perceived Value Congruence
RC1	.51				
RC2	.49				
RC3	.58				
RC4	.44				
RC5	.70				
RC6		.56			
RC7		.47			
RC9		.49			
OC1			.49		
OC4			.57		
OC5			.58		
OC6			.62		
OC8			.58		
OGV1				.40	
OGV2				.62	
OGV3				.68	
OGV6				.47	
OGV7				.63	
PVC1					.92
PVC2					.94
PVC3					.77

The confirmatory factor analysis was run as a four-factor model, with process and goal clarity merged into a single construct, and a five-factor model with the constructs split into two variables. Both analyses are outlined in Table 4. As a result of the analysis, the five-factor model was confirmed as the correct model. After evaluation, it was determined that the model displayed acceptable fit for the data (SRMR = .07; RMSEA = .05). The remaining data reinforces a good fit of the data (CFI = .93; TLI = .92).

Table 4.3. Confirmatory Factor Analysis

Model	X2	Df	X2/df	CFI	SRMR	TLI	RMSEA
Four-Factor	685.49	344	1.99	.81	.09	0.79	.07
Five-Factor	301.91	242	1.25	.93	.07	0.92	.05

CFI = Comparative Fit Index; SRMR = standardized root mean square residual; RMSEA = root mean square of approximation; TLI=Tucker Lewis index

Hierarchical Regression Analysis

Regression analysis in this study will be utilized to test the ability of the independent variables (role clarity, organizational culture, and organizational goals and values) to explain the variance in a single dependent variable, perceived value congruence. In order to complete this test, four basic assumptions must be addressed: (a) linearity of the relationship between the dependent variable and the independent variable(s), (b) homoscedasticity or the constant variance of terms, (c) normality of the error distribution, and (d) the independence of the residuals (Hair et al., 2010). Data in this study was evaluated to assess if each assumption was met.

Multicollinearity of the data was assessed utilizing the coefficients table provided in the SPSS output of the regression. A review of the table indicated that multicollinearity did not exist among the variables. This was determined based on the fact that no variables possessed a condition index at or above 30 and that met the rule of greater variance, with no values above .90 (Snee, 1983).

Entry of variables in the hierarchical regression were as follows: (1) control variables of gender, race and community type were entered first; (2) questions 1 through 5 of the survey were entered representing process clarity; (3) questions 6, 7 and 9 of the survey were entered

representing goal clarity; (4) questions 11, 14-16, and 18 were entered representing organizational culture; (5) finally questions 19-21 and 24-25 were entered representing organizational goals and values. The order of variables is grounded in research related to socialization and perceived value congruence outlined in Chapter 2 of this study. The control variables were chosen due to these items being individual characteristics that are often utilized in relation to negative fit. Community type was utilized as an additional control variable to eliminate an individual's perception of the role in relation to their physical workspace and role differences that do not impact organizational goals and values.

Table 4.4. Hierarchical Regression

		Perceived Value Congruence				
		Model 1	Model 2	Model 3	Model 4	Model 5
<i>Step 1: Demographics</i>						
	Gender	.25	.15	.17	.17	.05
	Race	-.11	-.11	-.11	.02	-.07
	Community Type	-.26	-.22	-.23	-.15	-.15
<i>Step 2: Role clarity 1</i>			.58*	.55	.46	.17
	Goal clarity					
<i>Step 3: Role clarity 2</i>				.07*	-.14	-.50
	Process clarity					
<i>Step 4: Organizational factor 1</i>					.50*	.20
	Organizational culture					
<i>Step 5: Organizational factor 2</i>						1.10*
	Organizational goals and values					
<i>F-value</i>		1.82	7.15	5.71	9.12	22.78
<i>Adjusted R²</i>		.02	.16	.16	.28	.55
<i>ΔR²</i>		.04	.15	.01	.12	.26

Note: Significance at * $p < 0.05$.

The hierarchical regression analysis was conducted with five steps. In step one, the control variables of gender, race and community type were entered into the regression equation

as a group. The results indicated that the control variables accounted for approximately 4% ($\Delta R^2 = .04$) of the variance in the model via SPSS ($F = 1.82, p < .05$).

In step two the five factors for process clarity were entered into the regression equation as a group to determine the variance beyond the initial step. Results indicated that the goal clarity items increased the proportion of variance within the model by 15% ($\Delta R^2 = .15$) ($F = 22.194, p < .05$). Hypothesis 1 predicted that goal clarity would explain a significant portion in variance over the control variables, step two produced additional variance therefore hypothesis 1 was supported.

In step three, the five factors for process clarity were entered into the regression equation as a group to determine the variance beyond the previous step. Results indicated that the process clarity items increased the proportion of variance within the model by 0% ($\Delta R^2 = .00$) ($F = .168, p < .05$). Hypothesis 2 predicted that process clarity would explain a significant portion of variance over the control variables and goal clarity, step three found that process clarity produced additional variance, though extremely limited at less than 1% of difference between the two steps, and therefore hypothesis 2 is supported.

In step four, the five factors for organizational culture were entered into the regression equation as a group to determine the variance beyond the previous step. Results indicated that the process clarity items increased the proportion of variance within the model by 12% ($\Delta R^2 = .12$) ($F = 21.348, p < .05$). Hypothesis 3 predicted that organizational culture would explain a significant position of variance over the control variables, process clarity and goal clarity, step four found that goal clarity produced additional variance, and therefore hypothesis 3 is supported.

In the fifth and final step, the six factors for organizational goals and values were entered into the regression equation as a group to determine the variance beyond the previous step. Results indicated that the process clarity items increased the proportion of variance within the model by 26% ($\Delta R^2 = .26$) ($F = 72.456, p < .05$). Hypothesis 4 predicted that organizational culture would explain a significant position of variance over the control variables, process clarity, goal clarity and organizational culture, step four found that goal clarity produced additional variance, and therefore hypothesis 4 is supported.

Examination of the Beta values to determine the importance of variables in explaining the variance in perceived values congruence found that three coefficients demonstrate significance: goal clarity ($\beta = .39, p < .05$); organizational culture ($\beta = .39, p < .05$), and organizational goals and value ($\beta = .72, p < .05$).

Summary

Chapter four presents the quantitative analyses completed. The confirmatory factor analysis began with an initial solution using established measures to verify that the measures accurately predicted the constructs. The five-factor solution was established by separating out the process clarity and goal factors.

Hierarchical multiple regression was completed to verify four hypotheses in this study. All hypotheses were supported. The regression analysis was done to determine the level at which factors explained variance in an individual's perceived value congruence with their organization. The regression analysis indicated that the control variables in the study demonstrated 4% of the variance in the model. The other variables collective indicated a total variance of 27% in perceived value congruence. Additionally, the model indicated the largest predictor of variance

was understanding organizational goals and values, which predicted 26% of variance within the model.

Chapter five provides a summary of the (a) major findings and conclusions in relation to the research questions (b) concerns related to the research methodology (c) implications for research and practice, and (d) recommendations for future research.

CHAPTER 5. SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter summarizes the study, a discussion of the findings, and recommendations for future research. First, an overview of the study will be presented. Second, the findings of the study are discussed. Finally, the implications, limitations of the study, and recommendations for future research will be presented.

Summary of Study

New employee onboarding programs are a critical element to employee socialization and connection to an organization. Training programs are essential to an individual understanding of their role, the mechanics of doing their job, and a basic understanding of operations, which are viewed as the most critical components of a new employee onboarding program. However, there is has been little exploration of the role these programs play in an individual's connection to the values of an organization. This study aimed to understand how structured training programs influence an individual's perceptions of value congruence as they begin to learn the core functions of their role and engage with the organization. Specifically, through the exploration of process clarity, goal clarity, the understanding of organizational culture, and the understanding of organizational goals and values and their impact on perceived value congruence were assessed through a survey at the end of an employee onboarding program at a large research institution in the southeastern United States.

Purpose, Research Questions, and Hypotheses

The purpose of this study was to investigate the effect a new employee onboarding program has on perceptions of process clarity, goal clarity, understanding organizational culture, understanding organizational goals and values, and perceived value congruence in new employees in a residential life program at a large research university in the southeastern United

States. This study was guided by the following primary research question: Does participation in a new employee onboarding program increase a participant's perceived value congruence with their organization?

To answer the research question, the following hypotheses were developed and tested:

- Hypothesis 1: After controlling for race, gender, and community placement, understanding process clarity will be related to perceived values congruence.
- Hypothesis 2: After controlling for race, gender, and community placement, understanding goal clarity will be related to perceived values congruence beyond that explained by process clarity.
- Hypothesis 3: After controlling for race, gender, and community placement, understanding organizational culture will be related to perceived values congruence beyond process clarity and goal clarity.
- Hypothesis 4: After controlling for race, gender, and community placement, understanding of organizational goals and values will be related to perceived values congruence beyond that explained by understanding organizational culture, goal clarity and process clarity.

Method

The population of this study was a sample of student staff members at a research-intensive public university in the Southeastern United States. The individuals in the population were all new employees who had undergone a rigorous selection process, including group and individual interviews to achieve their position. This quantitative study was collected using a survey comprised of validated scales designed to measure perceived value congruence, process clarity, goal clarity, organizational culture, and organizational goals and values.

A total of 211 responses were collected from the training program. The response rate was 85.08%. Of the 211 collected responses, 134 responses were identified as being first time employees who met the requirements of the study. This represented a sample of 63.51% of the collected surveys. The survey results were collected utilizing a questionnaire with 28 items and five demographic questions. The internal consistency reliability was determined for each variable and the overall instrument. The Cronbach's alpha test revealed an overall score of .82, providing an acceptable level of internal consistency within the measure. The quantitative data were analyzed utilizing a confirmatory factor analysis and hierarchical multiple regression.

Results

Descriptive statistics were analyzed to find patterns within the data set. There was a high positive correlation between perceived value congruence and organizational goals and values at .70. The correlation between perceived value congruence and process clarity was .26, and goal clarity was .40, respectively. And the correlation between perceived value congruence and organizational culture was .47.

A confirmatory factor analysis was run to evaluate the discriminant validity of the measurement model outlined. Each construct was individually assessed for model fit and determined which items in the measure should be retained or removed. The four latent variables outlined in the study, utilizing existing measures, were role clarity (process clarity and goal clarity), organizational culture, and organizational goals and values.

While executing the confirmatory factor analysis, process clarity and goal clarity variables were extrapolated beyond the combined construct of role clarity. The measure utilized provides a total picture of role clarity. Still, when separated into independent constructs, they offered a clear picture of the impact of role clarity and its parts on perceived value congruence.

Finally, regression analysis was run to determine the ability of each of the variables to explain the variance in a single dependent variable, perceived value congruence. Examination of the Beta values to determine the importance of variables in explaining the variance in perceived values congruence found that three coefficients demonstrate significance: goal clarity ($\beta = .39$, $p < .05$); organizational culture ($\beta = .39$, $p < .05$), and organizational goals and value ($\beta = .72$, $p < .05$).

Discussion

The findings from this study are discussed in terms of role clarity, organizational culture, organizational goals and values, and perceived value congruence.

Role Clarity

In this study, the combined construct of role clarity was not measured directly for its impact in relation to perceived value congruence. The construct was measured in its two sub-constructs of process clarity and goal clarity, representing two separate hypotheses within the study. This was reaffirmed during the data analysis process where it was determined that measuring separately would provide a proper understanding of their impact on the dependent variable.

Process clarity was found to be negatively related to perceived value congruence. Process clarity is concerned primarily with the policies and procedures an individual utilizes to complete their work and the role's functional elements (Brattin et al., 2019; Sawyer, 1992). This suggests that in training programs where there is heavy emphasis on how tasks are completed, instruction on work projects, or other mechanical based trainings will lower the impact these programs have on an individual's perception of alignment with the values of a larger organization.

While process clarity speaks to the primary function of many onboarding programs, its low correlation with perceived value congruence indicates the importance of focusing on an individual's understanding of why their roles are important to an organization's goals and values during training. While the negative relationship suggests that job function training is not as impactful as other types of training to perceived value congruence, it does highlight previous studies that indicate that the more an individual can understand how they perform their role and strategically understand how their functional work relates to organizational performance, their perceived value congruence is likely to increase (Gelle-Jimenez & Aguiling, 2021).

The second sub construct of role clarity, goal clarity, is primarily concerned with an individual's rights, duties, and responsibilities within the organization (Brattin et al., 2019; Sawyer, 1992). Goal clarity demonstrated a consistent positive relationship with perceived value congruence throughout each of the regression steps.

The positive relationship demonstrated in this study is consistent with existing literature that discusses the importance of an individual understanding their individual ability to contribute to an organization and laying a foundation for their ability to serve the larger organization (Samie et al., 2015). This individual connection to goals and values of the organization, a sense of individual ability to contribute to organizational mission, also helps an individual lay a foundation for beginning to understand how their values may relate through their own understanding of organizational goals (Delobbe et al., 2016). Goal clarity's positive relationship to perceived value congruence is consistent with findings of an individual's needs to connect with organizational goals and make personal meaning in the organization's work to engage in better performance (Klein & Heuser, 2008).

It should also be noted that the most significant factors loaded from the survey were related to how an individual understands how their role aligns with the larger goals and objectives of the organization. Each of the three highest loading items is related to an individual's understanding of their role, the objectives that role plays in larger picture items, and the expected results of their work. These specific measures in the goal clarity section reinforce the outline of the literature that an individual's value congruence begins to be supported and shaped through the deeper understanding of how their roles (Samie et al., 2015), but that this particular impact is minimally significant (Delobbe et al., 2016).

Overall, role clarity is demonstrated to have a relationship based on both constructs is consistent with the literature indicating that understanding one's role leads to higher levels of output, enhances productivity, and a desire to perform their functions better (Brown & Sitzmann, 2010) and that learning how their functional role relates to organizational goals allows for a higher ability to engage in perceived value congruence with the organization (Ashforth et al., 2007; Bauer et al., 2007).

Organizational Culture

In this study, the relationship between organizational culture and perceived value congruence was found to be positive and moderate. This finding was expected, though the researcher did expect a stronger relationship between organizational culture and perceived value congruence given past research related to espoused values and individuals experiencing the organization's practices (Reynolds, 2006). However, the relationship is still meaningful and demonstrates the ability to understand more fully the interaction organizational culture has on an individual's perception of congruence within the organization. The lower level of relationship

could be expected given the information contained in the literature, though there are a few essential items to be discussed within the factor loadings.

First, organizational culture is demonstrated during onboarding programs. Still, an understanding of culture is often a longer-term experience for individuals in regards to shaping behaviors and serving as a defining characteristic of the organization (Rokeach, 1973), it is not surprising that a short intervention program would struggle to significantly help an individual have a deep and moving understanding of an organization concerning their congruence. The literature also indicates that training programs are an initial introduction between an individual and an organization's culture (Kissack & Callahan, 2010), which is reflected in the moderate relationship found. Given that newcomer training programs are often a first look at culture, it is possible that the moderate relationship is related to a feeling out period, and it is the culture's connection to perceived value congruence may be more impactful over longitudinal studies as outlined in the extant literature.

Looking at the individual items contained in the survey does allow a deeper understanding of what impacts the positive relationship. For example, two measures discuss the centralized nature of decision-making and that individuals within the organization share a common mission definition, two essential elements of a strong culture. These factors loading speak to the importance of culture in helping individuals find deeper meaning and connection in their work and the path to connecting to larger organizational goals (Osibanjo & Adeniji, 2013). This connection has been shown to provide stronger links for perceived value congruence as individuals start to understand their localized decisions and their impact on larger organizational outcomes. The previous studies engage individuals in their experience of decision making in their day-to-day roles, which allow culture's impact on decision making to be more pronounced

in their actions. Khan et al. (2017) findings that training begins to lay a framework for an understanding of culture alongside expected actions is reinforced in these findings. Specifically, once the long-term culture questions were removed, the immediate ability for individuals to find meaning and understanding of culture was more pronounced and highlights the important of training in laying the foundation for culture, but not necessarily being the only touch point that engages culture and perceived values congruence.

A final important note is the third-highest loading factor related to high-ranking individuals' credibility within the organization. Culture is often measured more specifically through observed actions and behaviors, often reflected highly in leadership that individuals observe (Mahler, 1997). The higher loading of interactions with leadership and connections to their credibility and role-modeling of culture help individuals begin to see a path to executing organizational values and appropriate behaviors (Osibanjo & Adeniji, 2013). Utilizing a leader's presence within an organization at the training demonstrates a value placed on the training experience, which has been shown to establish a positive reflection on culture and what an organization values (Omar & Nik Mahmood, 2020). Kissack and Callahan (2010) extend this notion in their study, and is found additionally in this study, that the primary pieces of training that impact organizational culture are the observations individuals make during their training experience. The positive relationship between organizational culture and perceived values congruence in this newcomer training experience highlights that a training experience where individuals experience cultural elements they resonate with and connect with allows for positive development between the individual and the organization.

A positive relationship between organizational culture and perceived value congruence is consistent with the outlined literature. Therefore, focusing on how individuals begin to perceive

decision-making's impact and how leaders are engaged in demonstrating values (Osibanjo & Adeniji, 2013) are crucial elements in understanding how culture can be shown during training interventions.

This also highlights the importance of leader engagement in participation in training and orientation activities, Cesario and Chambel (2019) highlight the importance of a multi-level approach to training to demonstrate culture which includes both upper and direct level management. With a demonstrated positive relationship between organizational culture and perceived value congruence, this model provides additional relevance in understanding how to enhance this relationship moving forward. As P-O Fit models continue to expand and include elements of leader member exchange as proposed by Bao & Ge (2018) will continue to offer opportunities to further explore these constructs and highlight the importance of leader's roles in training and advancing organizational culture and perceived value congruence.

Organizational Goals and Values

Organizational goals and values demonstrated the highest positive relationship of all the independent variables and the relationship was significant at a high level. This is consistent with literature related to an individual's socialization into organization conduct by Chao (1994). It also served as the highest predictor for job satisfaction and engagement within an organization. Based on these findings and the regression conducted within this study, it was also the most significant predictor of perceived value congruence.

This finding is consistent with the existing literature and is a logical connection between how individuals view themselves and their relationship to the organization. Although the framework of values-oriented training is often considered the most effective in shifting

employees' behaviors (Warren et al., 2014), this finding indicates that it is also most effective in helping employees begin to align their values with their organization's values mentally.

The most impactful elements of the factor loading were the items related to an individual's belief that they support the organization's goals, and that the individual believes they fit well within the organization. An increase in these elements reduces a newcomer's feelings of uncertainty and connection to the organization, increasing the likelihood of positive affiliation and reducing stress in interactions in the work environment (Cable et al., 2013). This study demonstrates that positive experiences in training where individuals begin to have the ability to understand and view themselves in organizational goals and values heighten existing feelings of engagement and connection. The training program provided a direct increase in perceptions of positive affiliation, and strongly enhanced an individual's feelings of perceived value congruence.

The literature of P-O Fit discusses at length the importance that the reduction of low fit or misfit, these specific measures demonstrate the importance of an individual's personal belief in connection to the organization plays in the ability to connect with (Vleugels et al., 2019), and engage with organizational goals and values and play a role in the high level of correlation to perceiving congruence with their organization. As individuals' belief in fit increases, so does the likelihood that they will be able to find congruence with the larger organization. The strong relationship between organizational goals and values found in this study reinforces Vleugels et al.'s (2019) findings that organizations need to find ways to measure and highlight the connection between themselves and the individuals in their programs.

Training related to organizational goals and values is a significant predictor of perceived value congruence and an individual's ability to understand their role in the larger organization.

This ability to see oneself in the larger goals and values allows opportunities to expand their connection and enhance their performance. The shared experience of training through the lens of values continues to be demonstrated as an opportunity to gain a more dynamic understanding of value congruence and how individuals can deepen that connection (Gabriel et al., 2014). This study is an important step to understanding what organizations can focus on during training to deepen the connection that Gabriel (2014) discusses, the ability to develop and generate content that allows for deepened perceptions of values congruence through training programs now that there is an understanding of a significant relationship. The finding of this variable as most significant was expected based on the existing literature.

Implications

The overall implications of this study will be discussed in this section focusing on implications for theory and practice.

Implications for Theory

First, this study focuses on early training programs within the organization to understand the impact that early engagement related to values can have on an individual's socialization process into the organization. The findings that early training interventions can impact perceived value congruence are essential to an organization's ability to understand the key points to deepen those connections. Adding this time to the two identified issues within the extant research of selection and long-term socialization adds a key point to be understood when individuals are making meaning of their congruence. This helps us understand the vital role training has in determining fit early on in an employee's life cycle within an organization.

Second, the separation of the role clarity elements helped determine what types of training are most impactful in determining perceived value congruence. The lowest variable

within the data set was process clarity, indicating that training programs that spend significant time looking at perceived value congruence through training on procedures are missing key opportunities to engage individuals in deeper learning about organizational goals and values. Existing research has discussed the importance of covering goals and values within training programs. Still, this study demonstrates that individuals' most significant impact on perceived value congruence comes from specific training related to those items.

Third, while organizational culture is a crucial predictor in perceived value congruence, it is not easily transferred or understood during the training period and is not a critical element in developing early employment perceived values congruence. Looking at the aspects of both the instrument and the larger construct, organizational culture is likely a key predictor in long-term socialization as individuals begin to understand and engage with their larger organization more deeply. As the theory explores these early employment interventions and expansion of training to include goals and values, it may serve well to move away from a focus on organizational culture.

Finally, this study serves as a starting guide to understanding the elements of training that may impact more prominent aspects of perceived value congruence in early employment. Focusing on early employment interventions and specific training programs seems to demonstrate a practical understanding of where individuals start in relation to perceived value congruence and how their first structured and formalized interaction with the organization may begin to lay out their ability to understand and make meaning of organizational values. This focus will become important as early employment socialization is explored more intentionally moving forward.

Implications for Practice

This study outlines some clear opportunities for practice regarding types of information that should be included in training programs to maximize perceived value congruence. The data demonstrate that individuals most responded to the training related to understanding organizational goals and values, which is often covered very quickly within training programs. The results of this study should show training designers that intentionally including highlighted connections to organizational goals and values will increase an individual's perceived value congruence. For example, developing training sessions related to the clear understanding of goals the organization has and how individuals play into those goals can be critical opportunities to engage an individual in finding their own value sets within those functions—moving beyond simply how to train and developing deeper content related to why and how actions impact larger organizational contexts.

It is also essential to understand what elements of values-based training are most impactful. The highest loaded factors in the measure related to elements that made meaning of individuals' work tasks concerning organizational goals and values. By designing training programs that explain goals and values and do not seek to connect them more seamlessly to work, an individual will not see the exact yield that these results did. Specifically, using the framework of skills-based training, integrating values connection is an impactful path forward to be considered in practice. Finding meaningful ways to connect correct procedures to desired values-based outcomes should be considered moving forward.

This study revealed that individuals find the most connection between organizational goals and values and perceived value congruence. In reviewing the factor loadings, the presence of leadership and a demonstration of values sets was rated high in the organizational culture and

organizational goals and values variables. Utilizing leadership to convey messages related to the organization's values and how to achieve those is a practical approach that organizations should consider moving forward. The direct emphasis and messaging related to what an organization stands for and believes from leadership were found to impact the factors and increase perceived value congruence among individuals.

It is also important for this study to highlight the challenges related to fit as a construct that can often be utilized to discriminate or others within the workplace. It should be noted that a positive assumption has been made that organizations have values that positively reflect a global market and have goals of inclusion, however, it is not reasonable to make this assumption. Socialization of values and the development of congruence is only as good as the individual organization values. There is an also important distinction about the size of an organization and its ability to achieve congruence for employees. It is likely that small organizations will have a stronger ability to be able to engage new employees and to ensure that managers and trainers are operating in greater congruence. Larger organizations will need to be very intentional in both how they onboard individuals, but who they allow to onboard individuals, to ensure that those onboarding new individuals are able to support and advance values systems that are in line with the outcomes of leadership.

This study seeks to be able to refocus fit on the importance of fit being related to direct values of an organization and seeks to focus trainers and managers on using standardized and measured fits. The preference of employers and managers to utilize unstructured interview tools is well documented, and as such is a critical challenge in the acknowledgement of how "fit" can be applied incorrectly and unfairly (Nolan et al, 2016). Utilizing structured interview techniques must be a precursor to any fit approach to training, leaning on unstandardized methods like

resumes, involvement experience, and more broadly unstructured interviews will inherently eliminate the ability for fit based training to be engaged (Nolan et al, 2016), the selection piece of this process is critical to ensuring proper inputs and the reduction of bias in ensuring the correct individuals are entered into the organization.

Understanding the power dynamics and challenges related to socialization are also a critical element in applying fit exercises to practice. Induction of an individual must be done with consideration of their identities and lived experiences and must be very careful to not engage in moving someone out of an organization simply because of the identities they hold. Organizations who are interested in developing open and inclusive onboarding programs must start with a recognition that while individuals may experience a draw towards the values of the organization, they are likely not a collection of individuals coming from a singular homogenous experience (Solinger et al., 2013). Integration of individuals' identities and understanding of how they will experience the onboarding must be part of the cumulative design and consideration of the program (Cable Gino & Statts, 2013). Expanding on fit literature and considering the importance of complimentary fit (Becker & Bish, 2021) and the ability for individuals to maintain their identity and individuality alongside organization fit is an import context that needs to continue to be expanded on in the literature. In order to ethically socialize an individual, an organization must be willing and able to consider and invite in the whole person and ensure that socialization is not simply being utilized to exclude others in underrepresented populations.

In considering practical applications of this study, it's important to recognize that there are small additions that organizations can make to their training programs to enhance the impact on congruence and manage the impact that process clarity can have on stunting perceptions of value congruence. Considering topics like ethics or compliance training that are traditionally

very dry and mechanical, organizations may want to consider how they add short periods of time to those training to engage employees in meaning. Adding short videos or in person moments where trainers take a pause on a topic and explicitly make meaning allows for individuals to start to understand the connections to their work, and ideally to their own perceptions of their congruence and self in the larger roles of an organization. By simply creating these moments of connection, organizations can make some enhanced meaning and reduce the negative impact or process clarity.

Finally, this study underlines the importance of organizations integrating values-based training into their early training programs in meaningful and engaging ways. As Human Resource and Development practice highlights the importance of skill-based training and focusing simply on advancing work-based tasks, there is potential for creating a misfit culture within their organization. Using time during onboarding programs to allow individuals to participate in meaning-making of existing values, learn direct connections to the tasks they will perform, and be exposed to leaders who demonstrate those values will allow individuals to continue to deepen a relationship with the organization early in their employment, which is likely to enhance fit perceptions on both the individual and organizational sides.

Delimitations and Limitations of the Study

Delimitations and limitations experienced in the execution of this study regarding the quantitative research design are discussed.

Delimitations

This study aimed to understand how selected variables impacted an individual's perceived value congruence within one population at the end of a designated training period. The research does not seek to generalize these results to all individuals participating in training

programs. Still, the researcher's goal was to answer whether participation in a training program generated a relationship between these constructs and an individual's perceived value congruence. The demographic data of this study was limited in nature to individuals early in a student worker-based position across various types of communities, with only first-time work experience in the role, they were preparing to serve. The individuals represented a broad background of gender identity and race, which allowed for varying perspectives on the work role they were operating in.

A second delimitation of this study was the utilization of subjective fit of value congruence. Subjective fit involves the measuring of an individual's perceived values congruence. Objective fit measurements are considered more reliable and utilize additional measurement points from around individuals to determine a truer element of congruence instead of someone's perceptions. These measurements are significantly more difficult to capture and involve other individuals in supervisory chains and co-workers and may not be as effective in a short span of time captured in this study. Given the desire to understand the immediate impacts on an individual's perceptions of value congruence, an individual specific study was more appropriate.

Limitations

A limitation of this study is the nature of the training program in question. The 10-day training program is a significant commitment of time that many organizations do not choose to execute at the beginning of employment. It is likely that the nature of the long onboarding window and the time spent with peers and others within the organization also contribute positively or negatively to an individual's perceived value congruence.

Another limitation of this study is the self-report nature of the surveys and their anonymous collection. The study's design measured perceived value congruence, which is self-report in nature. However, the collection method may have increased the individual's ability to take the survey with some level of social desirability or concern about reactions from their employer. In addition, while every effort was made to keep the information anonymous, the in-person nature of the measurement may have created some undue pressure on individuals who were engaging in the measure.

One other limitation of this study, and of larger values congruence literature, is the lack of definition applied to work values and their presence in the literature. There is some disconnect between the larger values research community and whether or not work values are interchangeable with personal values. While that is an important distinction in values literature, this study took the approach that those two constructs are not separate and that individuals perceived congruence is across the spectrum of both elements.

Finally, the nature of the role in question provides some limitations to generalize this study. Specifically, as a student worker role with limited hours worked, this role will generate some additional challenges for the contexts of this study. In addition, the other elements of the part – an enhanced selection process and lengthy training program – provide critical factors to be considered. Still, the position itself not serving as a long-standing career move for most individuals is a limitation in the ability for the data to be expanded broadly beyond the sample in question.

Recommendations for Future Research

Further research examining the impact of training programs on perceived value congruence may provide more evidence to support the findings of this study, address the

limitations, and develop an understanding of what specific elements of training can impact perceived value congruence.

To help address the ability of this study to be generalized and expanded, completing the survey measure again in other work environments would be recommended. Utilizing professionals in office or trade settings would allow further understanding of if these identified variables continue to impact other areas. Specifically, it will be important to find markets where individuals are recruited or participate in a long-term selection process before being hired. Finding individuals who have gone through engaging in a selective search provides a base frame for them in this study. Understanding the ability of this study to be involved in other markets will assist in determining its ability to be applied to other functional areas.

A second potential area of future research is related to the further understanding of the difference in impact between the two constructs of role clarity. Goal clarity was found to have both a stronger and positive relationship with perceived value congruence. Understanding more specifically what elements of process clarity create a negative relationship would be helpful as individual's work to design training programs that have a critical need to focus on process and procedure, and to draw off the positive relationship that goal clarity provides to an individual's perception. This would be a strong area of future understanding as role clarity is explored more.

Regarding the limitations of this study, a future study that captures whether a change occurs within participants' perceived value congruence will be helpful in gauging the impact training programs have an understanding to what level the impact is felt. The current study allows us to understand the key variables and if they have an effect, but it does not let us know or determine how much of an impact training causes and what may be residual from the selection process. Understanding the total impact of the training program on the measures in question and

the dependent variable of perceived value congruence would demonstrate the number of resources that an organization should consider providing to values-based training.

An additional research question is about the types of content that would help move forward perceived value congruence. While this study focused simply on whether participation impacted an individual's perceived congruence, the next step in the research will look at what content, delivery methods, and specific sessions helped increase perceived value congruence. Determining the types and depth of content that assists in advancing perceived value congruence will be helpful for practitioners hoping to implement values-based training in their organizations.

There is an important lens related to the fit literature that must also be more deeply explored in future literature. When discussing the content of fit, it is important to recognize that many individuals use this concept as a tool to discriminate against individuals who do not fit their own personal connections. In the process of researching this study, there is limited referred data related to the way fit is used to remove individuals from an organization, but more importantly, the ways organization can use fit positively to engage individuals within an organization, which does not enhance outsider behavior. Future research in this area will need to dive deeply into power dynamics present in socialization tactics, leadership dynamics and their impact on fit unrelated to organizational goals and values, and wrestle with how to engage in ensuring that an organization has values that are inclusive in nature. This part of the recommendations for research need to apply a critical lens and is important in helping to determine how fit can be utilized in a consistently shifting and global marketplace.

Finally, future research needs to revisit the nature of P-O Fit and its long-term impacts and applications. While the research has shown that an individual's fit within the organization is essential and robust, there has been limited research to understand how it can impact modern

work environments. While some research has begun to add in the context of leader-member exchange into the fit framework (Bao et al., 2019), there is still room to expand on how fit impacts virtual learning environments, training programs, and cross-cultural functions within organizations.

APPENDIX A. SURVEY INSTRUMENT

- Gender: Male Female Trans Non-Binary/Genderqueer
- Race/Ethnicity White Black/African American LatinX
 A/AAPI Native American Other
- Previous Experience: New Returning
- Community Type: Residence Hall Apartment
- Academic Year: Sophomore Junior Senior

1. As a result of participating in this training, I understand how to divide my time among the tasks required of my job.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
2. As a result of participating in this training, I understand how to schedule my workday.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
3. As a result of participating in this training, I understand how to determine the appropriate procedures for each work task.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
4. As a result of participating in this training, I understand the procedures I use to do my job are correct and proper.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
5. As a result of participating in this training, considering all you work tasks, how certain are you that you understand the best ways to do these tasks.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
6. As a result of participating in this training, I understand my duties and responsibilities.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
7. As a result of participating in this training, I understand the goals and objectives of my job.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
8. As a result of participating in this training, I understand how my work relates to the overall work objectives of my unit.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
9. As a result of participating in this training, I understand the expected results of my work.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
10. As a result of participating in this training, I know what aspects of my work will lead to a positive evaluation.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
11. This training helped me understand that major decisions are very centralized.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
12. This training helped me understand that formal policies and rules govern most activities at this institution.

- 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
13. This training helped me understand that long-term planning is neglected.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
14. This training helped me understand that people associated with this institution share a common definition of its mission.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
15. This training helped me understand that top administrators are often scapegoats.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
16. This training helped me understand that top administrators have high credibility.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
17. This training helped me understand that this institution tries new activities or policies but not until others have found them successful.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
18. This training helped me understand that this institution is likely to be first to try new activities or policies.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
19. After participating in this training, I believe that I would be a good representative of my organization.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
20. After participating in this training, I believe the goals of my organization are also my goals.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
21. After participating in this training, I believe that I fit in well with my organization.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
22. After participating in this training, I believe I do not always believe in the values set of my organization (R)
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
23. After participating in this training, I believe I understand the goals of my organization.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
24. After participating in this training, I believe I would be a good example of an employee who represents my organizations values.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
25. After participating in this training, I believe I support the goals that are set by my organization.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
26. This training helped me to decide the things I value in my life are very similar to the things my organization values.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree
27. This training helped me to decide my personal values match my organization’s values and culture.
 1 – Strongly Disagree 2 3 4 5 – Strongly Agree

28. This training helped me to decide my organization's values and culture provide a good fit with the things that I value in life.

1 – Strongly Disagree 2 3 4 5 – Strongly Agree

APPENDIX B. CONSENT FORM

Perceived Value Congruence: Do Institutionalized Training Programs Impact Individuals Perceived Values Congruence?

Nature and Purpose:

This study will investigate the effect of a new employee training intervention on perceptions of role clarity, organizational goals, organizational values, and culture, and perceived values congruence.

The research will involve the completion of a single 28-item survey to be completed at the end of the assigned training program.

This entire process should take between 5-10 minutes of your time. All information will be stored anonymously.

Investigators:

Bill Mattera, Principal Investigator, bmattera@lsu.edu
Investigators are available via e-mail for questions related to this study.

Risk:

This is a low-risk study. However, it must be noted that every effort will be made to maintain the confidentiality of the study's records. Files will be kept in a secure location in which only the investigators can access them.

Benefits:

This study will allow for a deeper understanding of the impact that training has on an individual's perceived values congruence with the organization they are working in.

Number of Subjects: 248

Performance Site: Louisiana State University – Baton Rouge

Criteria for Participation: Individuals who are employed as Resident assistants and have completed the beginning of year training program.

Signatures:

The study has been discussed with me and all my questions have been answered. I may direct additional questions regarding study specifics to the investigators. For injury or illness, call your physician, or the Student Health Center if you are an LSU student. If I have questions about subject's rights or other concerns, I can contact Alex Cohen, Chairman, LSU Institutional Review Board, (225) 578-8692, irb@lsu.edu, or www.lsu.edu/research. I agree to participate in the study described above and acknowledge the researcher's obligation to provide me with a copy of this consent form if signed by me.

Subject also understands that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

Subject Signature: _____

Date: _____

APPENDIX C. LOUISIANA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL LETTERS



TO: Mattera, Bill
LSUAM | Res Life | Central Office

FROM: Alex Cohen
Chairman, Institutional Review Board

DATE: 27-Jul-2021

RE: IRBAM-21-0721

TITLE: Perceived Value Congruence: Do
Institutionalized Training Programs Effect
Individuals Perceived Values Congruence?

SUBMISSION TYPE: Initial Application

Review Type: Exempt

Risk Factor: Minimal

Review Date: 27-Jul-2021

Status: Approved

Approval Date: 27-Jul-2021

Approval Expiration Date: 26-Jul-2024

Exempt Category: 2b

Requesting Waiver of Informed Consent: No

Re-review frequency: Three Years

Number of subjects approved: 248

LSU Proposal Number:

By: Alex Cohen, Chairman

Continuing approval is CONDITIONAL on:

1. Adherence to the approved protocol, familiarity with, and adherence to the ethical standards of the Belmont Report, and LSU's Assurance of Compliance with DHHS regulations for the protection of human subjects*
2. Prior approval of a change in protocol, including revision of the consent documents or an increase in the number of subjects over that approved.
3. Obtaining renewed approval (or submittal of a termination report), prior to the approval expiration date, upon request by the IRB office (irrespective of when the project actually begins); notification of project termination.
4. Retention of documentation of informed consent and study records for at least 3 years after the study ends.
5. Continuing attention to the physical and psychological well-being and informed consent of the

individual participants, including notification of new information that might affect consent.

6. A prompt report to the IRB of any adverse event affecting a participant potentially arising from the study.
7. Notification of the IRB of a serious compliance failure.
8. **SPECIAL NOTE: When emailing more than one recipient, make sure you use bcc. Approvals will automatically be closed by the IRB on the expiration date unless the PI requests a continuation.**

** All investigators and support staff have access to copies of the Belmont Report, LSU's Assurance with DHHS, DHHS (45 CFR 46) and FDA regulations governing use of human subjects, and other relevant documents in print in this office or on our World Wide Web site at <http://www.lsu.edu/research>*

Louisiana State University
131 David Boyd Hall
Baton Rouge, LA 70803

O 225-578-5833
F 225-578-5983
<http://www.lsu.edu/research>

REFERENCES

- Adkins, C. L., & Russell, C. J. (1997). Supervisor-subordinate work value congruence and subordinate performance: A pilot study. *Journal of Business and Psychology, 12*(2), 205–218. <https://doi.org/10.1023/a:1025074219049>
- Alfes, K., Shantz, A., & Alahakone, R. (2016). Testing additive versus interactive effects of person-organization fit and organizational trust on engagement and performance. *Personnel Review, 45*(6) 1323-1339. <https://doi.org/10.1108/PR-02-2015-0029>
- Arthaud-Day, M. L., Rode, J. C., & Turnley, W. H. (2012). Direct and Contextual Effects of Individual Values on Organizational Citizenship Behavior in Teams. *Journal of Applied Psychology, 97*(4) 792-807. <https://doi.org/10.1037/a0027352>
- Arthur, W., Bennett, W., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*(2) 234-245. <https://doi.org/10.1037/0021-9010.88.2.234>
- Asensio-Martínez, Á., Leiter, M. P., Gascón, S., Gumuchian, S., Masluk, B., Herrera-Mercadal, P., Albesa, A., & García-Campayo, J. (2019). Value congruence, control, sense of community and demands as determinants of burnout syndrome among hospitality workers. *International Journal of Occupational Safety and Ergonomics, 25*(2) 287-295. <https://doi.org/10.1080/10803548.2017.1367558>
- Asfar, B., Badir, Y., & Khan, M.M. (2015). Person-job fit, person-organization fit, and innovative work behavior: The mediating role of innovation trust. *Journal of High Technology Management Research, 26* (2), 105-116. <https://doi.org/10.1016/j.hitech.2015.09.001>.
- Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. In *Journal of Management* (Vol. 34, Issue 3) 325-374. <https://doi.org/10.1177/0149206308316059>
- Ashforth, B. E., Sluss, D. M., & Saks, A. M. (2007). Socialization tactics, proactive behavior, and newcomer learning: Integrating socialization models. *Journal of Vocational Behavior, 70*(3) 447-462. <https://doi.org/10.1016/j.jvb.2007.02.001>
- Ashkanasy, N. M., Windsor, C. A., & Treviño, L. K. (2006). Bad Apples in Bad Barrels Revisited: Cognitive Moral Development, Just World Beliefs, Rewards, and Ethical Decision-Making. *Business Ethics Quarterly, 16*(4) 449-473. <https://doi.org/10.5840/beq200616447>
- Astakhova, M. N. (2016). Explaining the effects of perceived person-supervisor fit and person-organization fit on organizational commitment in the U.S. and Japan. *Journal of Business Research, 69*(2) 956-963. <https://doi.org/10.1016/j.jbusres.2015.08.039>

- Awan, N. A., & Fatima, T. (2018). Organizational socialization and supervisor rated job performance: The moderating role of value congruence. *Pakistan Journal of Commerce and Social Science*, 12(2) 651-669.
- Baker, E. H. III, & Feldman, D. C. (1990). Strategies Of organizational socialization and their impact on newcomer adjustment. *Journal of Managerial Issues*, 2(2) 198-212.
- Bao, Y. (2012). *Understanding the motivational mechanisms of value congruence*.
- Bao, Y., Dolan, S. L., & Tzafrir, S. S. (2019). Value Congruence in Organizations: Literature Review, Theoretical Perspectives, and Future Directions. *SSRN Electronic Journal* 373-395. <https://doi.org/10.2139/ssrn.2154976>
- Bao, Y., & Ge, L. (2019). Linking transformational leadership and value congruence among Chinese police force: The mediating role of goal clarity and the moderating role of public service motivation. *Australian Journal of Public Administration*, 78(3), 373–395. <https://doi.org/10.1111/1467-8500.12389>
- Bates, R. A., Holton, E. F., & Burnett, M. F. (1999). Assessing the impact of influential observations on multiple regression analysis in human resource research. *Human Resource Development Quarterly*, 10(4) 343-363. <https://doi.org/10.1002/hrdq.3920100406>
- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92(3) 707-721. <https://doi.org/10.1037/0021-9010.92.3.707>
- Becker, K., & Bish, A. (2021). A framework for understanding the role of unlearning in onboarding. *Human Resource Management Review*, 31(1). <https://doi.org/10.1016/j.hrmr.2019.100730>
- Bilsky, W., & Schwartz, S. H. (1994). Values personality. *European Journal of Personality*, 8(February), 163–181.
- Brattin, R. L., Davis, J. M., & Brahnham, S. (2019). Influencing the Relationship between Job Clarity and Turnover Intention through User Training During Enterprise System Implementation. *Information Management and Business Review*, 10(4) 22-37. <https://doi.org/10.22610/imbr.v10i4.2644>
- Brown, K. G., & Sitzmann, T. (2010). Training and employee development for improved performance. In *APA handbook of industrial and organizational psychology, Vol 2: Selecting and developing members for the organization*. <https://doi.org/10.1037/12170-016>
- Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, 87(5) 875-884. <https://doi.org/10.1037/0021-9010.87.5.875>
- Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best?

- Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, 58(1) 1076-1085. <https://doi.org/10.1177/0001839213477098>
- Cable, D.M, Gino, F., & Staats, B.R. (2013) Reinventing employee onboarding. *MIT Sloan Management Review*, 54(3), 23-28.
- Cable, D. M., & Judge, T. A. (1997). Interviewers' perceptions of person-organization fit and organizational selection decisions. In *Journal of Applied Psychology* (Vol. 82, Issue 4) 546-561. <https://doi.org/10.1037/0021-9010.82.4.546>
- Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of Managerial Psychology*, 23(8), 891-906. <https://doi.org/10.1108/02683940810904385>
- Cesário, F., & Chambel, M. J. (2019). Onboarding new employees: a three-component perspective of welcoming. *International Journal of Organizational Analysis*, 27(5), 1465-1479. <https://doi.org/10.1108/IJOA-08-2018-1517>
- Chao, G. T., O'Leary-Kelly, A. M., Wolf, S., Klein, H. J., & Gardner, P. D. (1994). Organizational Socialization: Its Content and Consequences. *Journal of Applied Psychology*, 79(5), 730-743. <https://doi.org/10.1037/0021-9010.79.5.730>
- Chapman, D. S., Uggerslev, K. L., Carroll, S. A., Piasentin, K. A., & Jones, D. A. (2005). Applicant attraction to organizations and job choice: A meta-analytic review of the correlates of recruiting outcomes. In *Journal of Applied Psychology* (Vol. 90, Issue 5), 928-944. <https://doi.org/10.1037/0021-9010.90.5.928>
- Chatterjee, A., Pereira, A., & Bates, R. (2018). Impact of individual perception of organizational culture on the learning transfer environment. *International Journal of Training and Development*, 22(1), 15-33. <https://doi.org/10.1111/ijtd.12116>.
- Chatman, J. A. (1989). Improving Interactional Organizational Research: A Model of Person-Organization Fit. *Academy of Management Review*, 14(3), 333-349. <https://doi.org/10.5465/amr.1989.4279063>
- Chatman, J. A. (1991). Matching People and Organizations: Selection and Socialization in Public Accounting Firms. *Administrative Science Quarterly*, 36(3), 459-484. <https://doi.org/10.2307/2393204>
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology*, 85(5), 678-707. <https://doi.org/10.1037/0021-9010.85.5.678>
- Cooper-Thomas, H. D., van Vianen, A., & Anderson, N. (2004). Changes in person – organization fit: The impact of socialization tactics on perceived and actual P – O fit. *European Journal of Work and Organizational Psychology*, 13(1), 52-78.

<https://doi.org/10.1080/13594320344000246>

- De Cooman, R., Gieter, S. De, Pepermans, R., Hermans, S., Bois, C. Du, Caers, R., & Jegers, M. (2009). Person-organization fit: Testing socialization and attraction-selection-attrition hypotheses. *Journal of Vocational Behavior*, 74(1), 102-107. <https://doi.org/10.1016/j.jvb.2008.10.010>
- de Ven, A. H. Van, Peters, T. J., & Waterman, R. H. (1983). In Search of Excellence: Lessons from America's Best-Run Companies. *Administrative Science Quarterly*, 28(4), 621. <https://doi.org/10.2307/2393015>
- De Vos, A., Buyens, D., & Schalk, R. (2003). Psychological contract development during organizational socialization: Adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior*, 24(SPEC. ISS.), 481-494. <https://doi.org/10.1002/job.205>
- Delobbe, N., Cooper-Thomas, H. D., & De Hoe, R. (2016). A new look at the psychological contract during organizational socialization: The role of newcomers' obligations at entry. *Journal of Organizational Behavior*, 37(6), 845-867. <https://doi.org/10.1002/job.2078>
- Dixit, R., & Sinha, V. (2021). Training as a Strategic HRM Tool to Foster Employee Development in SMEs. In N. Baporikar (Ed.), *Handbook of Research on Strategies and Interventions to Mitigate COVID-19 Impact on SMEs*, 609-628. IGI Global. <https://doi.org/10.4018/978-1-7998-7436-2.ch030>
- Downes, P. E., Kristof-Brown, A. L., Judge, T. A., & Darnold, T. C. (2017). Motivational Mechanisms of Self-Concordance Theory: Goal-Specific Efficacy and Person-Organization Fit. *Journal of Business and Psychology*, 32(2), 197-215. <https://doi.org/10.1007/s10869-016-9444-y>
- Driscoll, D. M., & Hoffman, W. M. (1999). Gaining the ethical edge: Procedures for delivering values-driven management. *Long Range Planning*, 32(2), 179-189. [https://doi.org/10.1016/S0024-6301\(98\)00147-2](https://doi.org/10.1016/S0024-6301(98)00147-2)
- Edwards, J. R., & Cable, D. M. (2009). The Value of Value Congruence. *Journal of Applied Psychology*, 94(3), 654-677. <https://doi.org/10.1037/a0014891>
- Feldman, D. C. (1989). Socialization, resocialization, and training: Reframing the research agenda. In *Training and development in organizations*.
- Finegan, J. E. (2000). The impact of person and organizational values on organizational commitment. *Journal of Occupational and Organizational Psychology*, 73(2), 149-169. <https://doi.org/10.1348/096317900166958>
- Gabriel, A. S., Diefendorff, J. M., Chandler, M. M., Moran, C. M., & Greguras, G. J. (2014). The dynamic relationships of work affect and job satisfaction with perceptions of fit. *Personnel Psychology*, 67(2), 389-420. <https://doi.org/10.1111/peps.12042>

- Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). Principles of instructional design. In *Performance Improvement*.
- Garavan, T. N. (2007). A Strategic Perspective on Human Resource Development. *Advances in Developing Human Resources*, 9(1), 150-167. <https://doi.org/10.1177/1523422306294492>
- Gatlin, J. B. (2016). An Examination of the Effects of Individual Values and Value Congruence on Organizational Citizenship Behaviors. In *ProQuest Dissertations and Theses*.
- Gelle-Jimenez, M., & Aguilin, H. M. (2021). Leveraging human resources management (HRM) practices toward congruence of values. *International Journal of Research in Business and Social Science (2147- 4478)*, 10(1), 85-94. <https://doi.org/10.20525/ijrbs.v10i1.987>
- Giberson, T. R., Dickson, M. W., & Resick, C. J. (2005). Embedding leader characteristics: An examination of homogeneity of personality and values in organizations. *Journal of Applied Psychology*, 90(5), 1002-1010. <https://doi.org/10.1037/0021-9010.90.5.1002>
- Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. In *Research in Organizational Behavior* (Vol. 28), 3-34. <https://doi.org/10.1016/j.riob.2008.04.002>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate Data Analysis. In *Vectors*. <https://doi.org/10.1016/j.ijpharm.2011.02.019>
- Inc.Com. (2021). *The Surprising Reason Why SO Many Employees Quit Within the First 6 Months*. Inc.Com.
- James, L.R. & Jones, A.P. (1976). Organizational structure: a review of structural dimensions and their conceptual relationships with individual attitudes and behavior. *Organizational Behavior and Human Performance*, 16(1), 74-113. [https://doi.org/10.1016/0030-5073\(76\)90008-8](https://doi.org/10.1016/0030-5073(76)90008-8).
- Jensen, U. T. (2018). Does Perceived Societal Impact Moderate the Effect of Transformational Leadership on Value Congruence? Evidence from a Field Experiment. *Public Administration Review*, 78(1), 48-57. <https://doi.org/10.1111/puar.12852>
- Jones, G. R. (1986). Socialization Tactics, Self-Efficacy, and Newcomers' Adjustments to Organizations. *Academy of Management Journal*, 29(2), 262-279. <https://doi.org/10.2307/256188>
- Khan, U. R., Kanwal, K., & Arshad, U. (2017). Influence of Organizational Culture on training effectiveness. *International Journal of Multidisciplinary and Current Research*, 5(April), 382–386.
- Kim, S., Hahn, H.J., and Lee, J. (2015), Organizational Attitudes as Precursors to Training Performance. *Human Resource Development Quarterly*, 26(4), 409-429.

<https://doi.org/10.1002/hrdq.21218>.

- Kissack, H. C., & Callahan, J. L. (2010). The reciprocal influence of organizational culture and training and development programs. *Journal of European Industrial Training*, 34(4), 365-380. <https://doi.org/10.1108/03090591011039090>
- Klein, H. J., & Heuser, A. E. (2008). The learning of socialization content: A framework for researching orientating practices. In *Research in Personnel and Human Resources Management* (Vol. 27), 279-336. [https://doi.org/10.1016/S0742-7301\(08\)27007-6](https://doi.org/10.1016/S0742-7301(08)27007-6)
- Klein, H. J., & Weaver, N. A. (2000). The effectiveness of an organizational-level orientation training program in the socialization of new hires. *Personnel Psychology*, 53(1), 47-66. <https://doi.org/10.1111/j.1744-6570.2000.tb00193.x>
- Kohn, M. L., & Schooler, C. (1978). The Reciprocal Effects of the Substantive Complexity of Work and Intellectual Flexibility: A Longitudinal Assessment. *American Journal of Sociology*, 84(1), 24-52. <https://doi.org/10.1086/226739>
- Kraimer, M. L. (1997). Organizational goals and values: A socialization model. *Human Resource Management Review*, 7(4), 425-447. [https://doi.org/10.1016/S1053-4822\(97\)90028-0](https://doi.org/10.1016/S1053-4822(97)90028-0)
- Kristof-Brown, A. L., Jansen, K. J., & Colbert, A. E. (2002). A policy-capturing study of the simultaneous effects of fit with jobs, groups, and organizations. *Journal of Applied Psychology*, 87(5), 985-993. <https://doi.org/10.1037/0021-9010.87.5.985>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor FIT. In *Personnel Psychology* (Vol. 58, Issue 2), 281-342. <https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. In *Personnel Psychology* (Vol. 49, Issue 1), 1-49. <https://doi.org/10.1111/j.1744-6570.1996.tb01790.x>
- Kundu, S. C., Kumar, S., & Lata, K. (2019). Effects of perceived role clarity on innovative work behavior: a multiple mediation model. *RAUSP Management Journal*, 55(4), 457-472. <https://doi.org/10.1108/RAUSP-04-2019-0056>
- Langer, J., Feeney, M. K., & Lee, S. E. (2019). Employee Fit and Job Satisfaction in Bureaucratic and Entrepreneurial Work Environments. *Review of Public Personnel Administration*, 39(1), 167-192. <https://doi.org/10.1177/0734371X17693056>
- Latham, G. P., Erez, M., & Locke, E. A. (1988). Resolving Scientific Disputes by the Joint Design of Crucial Experiments by the Antagonists: Application to the Erez-Latham Dispute Regarding Participation in Goal Setting. *Journal of Applied Psychology*, 73(4), 753-772.

<https://doi.org/10.1037/0021-9010.73.4.753>

- Lewis, T. F. (2017). Evidence regarding the internal structure: Confirmatory factor analysis. *Measurement and Evaluation in Counseling and Development*, 50(4), 239-247. <https://doi.org/10.1080/07481756.2017.1336929>
- Liu, B., Liu, J., & Hu, J. (2010). Person-organization fit, job satisfaction, and turnover intention: An empirical study in the Chinese public sector. *Social Behavior and Personality*, 38(5), 615-626. <https://doi.org/10.2224/sbp.2010.38.5.615>
- Lyons, T. F. (1971). Role clarity, need for clarity, satisfaction, tension, and withdrawal. *Organizational Behavior and Human Performance*, 6(1), 99-110. [https://doi.org/10.1016/0030-5073\(71\)90007-9](https://doi.org/10.1016/0030-5073(71)90007-9)
- Mahler, J. (1997). Influences of organizational culture on learning in public agencies. *Journal of Public Administration Research and Theory*, 7(4), 519-540. <https://doi.org/10.1093/oxfordjournals.jpart.a024364>
- Margaretha, M., & Wicaksana, A. (2020). The Relationship between Person Organization Fit Toward Organizational Commitment and Organizational Citizenship Behavior: Experiences from Student Activity Organization Members. *INTERNATIONAL JOURNAL OF MANAGEMENT SCIENCE AND BUSINESS ADMINISTRATION*, 6(3), 43-49. <https://doi.org/10.18775/ijmsba.1849-5664-5419.2014.63.1004>
- McCrae, R. R., & Costa, P. T. (1995). Trait explanations in personality psychology. *European Journal of Personality*, 9(4), 231-252. <https://doi.org/10.1002/per.2410090402>
- McFeely, S., & Wigert, B. (2019). *This Fixable Problem Costs U.S. Businesses \$1 Trillion*. Gallup.
- Meglino, B. M., & Ravlin, E. C. (1998). Individual values in organizations: Concepts, controversies, and research. In *Journal of Management* (Vol. 24, Issue 3), 351-389. <https://doi.org/10.1177/014920639802400304>
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to Organizations and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, 78(4), 538-551. <https://doi.org/10.1037/0021-9010.78.4.538>
- Morgan, S.E., Ahn, S., Mosser, A., Harrison, T.R., Wang, J., Huanq, Q.,...Bixby, J. (2021). THE EFFECT OF TEAM COMMUNICATION ON BEHAVIORS AND PROCESSES ON INTERDISCIPLINARY TEAMS' RESEARCH PRODUCTIVITY AND TEAM SATISFACTION. *Informing Science*, 24, 83-110. <https://doi.org/10.28945/4857>.
- Naus, F., van Iterson, A., & Roe, R. A. (2007). Value incongruence, job autonomy, and organization-based self-esteem: A self-based perspective on organizational cynicism. *European Journal of Work and Organizational Psychology*, 16(2), 195-219.

<https://doi.org/10.1080/13594320601143271>

- Ng, E. S. W., & Burke, R. J. (2005). Person-organization fit and the war for talent: Does diversity management make a difference? In *International Journal of Human Resource Management* (Vol. 16, Issue 7), 1195-1210. <https://doi.org/10.1080/09585190500144038>
- Nicol, A. A. M., Rounding, K., & MacIntyre, A. (2011). The impact of Social Dominance Orientation and Right-Wing Authoritarianism on the relation between Person-Organization fit with commitment, satisfaction, and turnover intentions. *Personality and Individual Differences*, 51(8), 893-898. <https://doi.org/10.1016/j.paid.2011.07.009>
- Nolan, K. P., Langhammer, K., & Salter, N. P. (2016). Evaluating fit in employee selection: Beliefs about how, when, and why. *Consulting Psychology Journal*, 68(3), 222-251. <https://doi.org/10.1037/cpb0000065>
- O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and Organizational Culture: A Profile Comparison Approach to Assessing Person-Organization Fit. *Academy of Management Journal*, 34(3), 487-516. <https://doi.org/10.2307/256404>
- Omar, M. I., & Nik Mahmood, N. H. (2020). Mediating the effect of organizational culture on the relationship between training and development and organizational performance. *Management Science Letters*, 10(16), 3793-3800. <https://doi.org/10.5267/j.msl.2020.7.032>
- Orgambidez, A., & Almeida, H. (2020). Social support, role clarity and job satisfaction: a successful combination for nurses. *International Nursing Review*, 67(3), 380-386. <https://doi.org/10.1111/inr.12591>
- Orr, J. M., Sackett, P. R., & DuBois, C. L. Z. (1991). Outlier Detection and Treatment in I/O Psychology: A survey of Reseracher Beliefs and an Empirical Illustration. *Personnel Psychology*, 44(3), 473-486. <https://doi.org/10.1111/j.1744-6570.1991.tb02401.x>
- Osibanjo, A. O., & Adeniji, A. A. (2013). Impact of Organizational Culture on Human Resource Practices: A Study of Selected Nigerian Private Universities. *Journal of Competitiveness*, 5(4), 115-133. <https://doi.org/10.7441/joc.2013.04.07>
- Pallant, J. (2011). SPSS survival manual: a step by step guide to data analysis using IBM SPSS. In *Australian & New Zealand Journal of Public Health* (Vol. 37, Issue 6).
- Posner, B. Z., Kouzes, J. M., & Schmidt, W. H. (1985). Shared values make a difference: An empirical test of corporate culture. *Human Resource Management*, 24(3), 341-347. <https://doi.org/10.1002/hrm.3930240305>
- Reilly, B. J., & Diangelo, J. A. (1990). Communication: A Cultural System of Meaning and Value. *Human Relations*, 43(2), 129-140. <https://doi.org/10.1177/001872679004300203>
- Reynolds, S. J. (2006). A neurocognitive model of the ethical decision-making process:

- Implications for study and practice. *Journal of Applied Psychology*, 91(4), 737-748.
<https://doi.org/10.1037/0021-9010.91.4.737>
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87(4), 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>
- Richardson, D.B., Hamra, G.B., MacClehorse, R.F., Cole, S.R., & Chu, H. (2015). Hierarchical regression for analyses of multiple outcomes. *American Journal of Epidemiology*, 182(5), 459-467. <https://doi.org/10.1093/aja/kwv04>
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The Big Five personality factors and personal values. *Personality and Social Psychology Bulletin*, 28(6), 789-801.
<https://doi.org/10.1177/0146167202289008>
- Rokeach, M. (1973). The Nature of Human Values. New York. *Academy of Political Science*, 89(2), 399-401.
- Saks, A. M. (1995). Longitudinal Field Investigation of the Moderating and Mediating Effects of Self-Efficacy on the Relationship Between Training and Newcomer Adjustment. *Journal of Applied Psychology*, 80(2), 211-225. <https://doi.org/10.1037/0021-9010.80.2.211>
- Saks, A. M., & Ashforth, B. E. (1997). A Longitudinal Investigation of the Relationships Between Job Information Sources, Applicant Perceptions of Fit, and Work Outcomes. *Personnel Psychology*, 50(2), 395-426. <https://doi.org/10.1111/j.1744-6570.1997.tb00913.x>
- Samie, F., Riahi, L., & Tabibi, S. J. (2015). The relationship between role clarity and efficiency of employees in management & resource development Department of Ministry of Health and Medical Education of I.R.Iran, 2014. *Biosciences Biotechnology Research Asia*, 12(3), 2803-2812. <https://doi.org/10.13005/bbra/1964>
- Sawyer, J. E. (1992). Goal and Process Clarity: Specification of Multiple Constructs of Role Ambiguity and a Structural Equation Model of Their Antecedents and Consequences. *Journal of Applied Psychology*, 77(2), 130-142. <https://doi.org/10.1037/0021-9010.77.2.130>
- Schein, E. H. (1968). Organizational socialization and the profession of management. *Industrial Management Review*, 9 (winter), 1-16.
- Schein, E. H. (2010). *Organizational Culture and Leadership (4th ed.)* (4th ed.). Ag-Bass.
- Schein, Edgar H. (1996). Culture: The missing concept in organization studies. *Administrative Science Quarterly*, 41(2), 229-240. <https://doi.org/10.2307/2393715>
- Schneider, B. (1987). the People Make the Place. *Personnel Psychology*, 40(3), 437-453.
<https://doi.org/10.1111/j.1744-6570.1987.tb00609.x>

- Schneider, B., Brief, A. P., & Guzzo, R. A. (1996). Creating a climate and culture for sustainable organizational change. *Organizational Dynamics*, 24(4), 7-19.
[https://doi.org/10.1016/s0090-2616\(96\)90010-8](https://doi.org/10.1016/s0090-2616(96)90010-8)
- Schuh, S. C., Van Quaquebeke, N., Keck, N., Göritz, A. S., De Cremer, D., & Xin, K. R. (2018). Does it Take More Than Ideals? How Counter-Ideal Value Congruence Shapes Employees' Trust in the Organization. *Journal of Business Ethics*, 149(4), 987-1003.
<https://doi.org/10.1007/s10551-016-3097-7>
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in Experimental Social Psychology*, 25(C), 1-65. [https://doi.org/10.1016/S0065-2601\(08\)60281-6](https://doi.org/10.1016/S0065-2601(08)60281-6)
- Schwartz, S. H., Cieciuch, J., Vecchione, M., Davidov, E., Fischer, R., Beierlein, C., Ramos, A., Verkasalo, M., Lönnqvist, J. E., Demirutku, K., Dirilen-Gumus, O., & Konty, M. (2012). Refining the theory of basic individual values. *Journal of Personality and Social Psychology*, 103(4), 663-688. <https://doi.org/10.1037/a0029393>
- Shmueli, Galit. (2011). To Explain or to Predict?. *Statistical Science*. 25. 10.1214/10-STS330.
- Simosi, M. (2010). The role of social socialization tactics in the relationship between socialization content and newcomers' affective commitment. *Journal of Managerial Psychology*, 25(3), 301-327. <https://doi.org/10.1108/02683941011023758>
- Snee, R. D. (1983). Regression Diagnostics: Identifying Influential Data and Sources of Collinearity. *Journal of Quality Technology*, 15(3), 149-153.
<https://doi.org/10.1080/00224065.1983.11978865>
- Society for Human Resource Management (2016). *Human capital Benchmarking Report*. Retrieved March 13, 2022, from <https://www.shrm.org/about-shrm/press-room/press-releases/pages/human-capital-benchmarking-report.aspx>.
- Solinger, O.N., van Olffen, Q., Roe, R.A., & Hofmans, J. (2013). On becoming (un)committed: A taxonomy and test of newcomer onboarding scenarios. *Organization Science* (24)6, 1640-1661. <https://doi.org/10.1287/orsc.1120.0818>.
- Suar, D., & Khuntia, R. (2010). Influence of Personal Values and Value Congruence on Unethical Practices and Work Behavior. *Journal of Business Ethics*, 97(3), 443-460.
<https://doi.org/10.1007/s10551-010-0517-y>
- Tabachnick, B. G., & Fidell, L. S. (2012). Using multivariate statistics (6th ed.). In *New York: Harper and Row*.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting Trainees' Expectations: The Influence of Training Fulfillment on the Development of Commitment, Self-Efficacy, and Motivation. *Journal of Applied Psychology*, 76(6), 759-769.
<https://doi.org/10.1037/0021-9010.76.6.759>

- Taormina, R. J. (1997). Organizational socialization: A multidomain, continuous process model. *International Journal of Selection and Assessment*, 5(1), 29-47. <https://doi.org/10.1111/1468-2389.00043>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. In *International journal of medical education* (Vol. 2), 53-55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Tepeci, M., & Bartlett, A. L. B. (2002). The hospitality industry culture profile: A measure of individual values, organizational culture, and person-organization fit as predictors of job satisfaction and behavioral intentions. *International Journal of Hospitality Management*, 21(2), 151-170. [https://doi.org/10.1016/S0278-4319\(01\)00035-4](https://doi.org/10.1016/S0278-4319(01)00035-4)
- Tom, V.R. (1971). The role of personality and organizational imagines in the recruiting process. *Organizational Behavior and Human Performance*, 6(5), 573-592. [https://doi.org/10.1016/50030-5073\(71\)80008-9](https://doi.org/10.1016/50030-5073(71)80008-9).
- Trevino, L. K. (1986). Ethical Decision Making in Organizations: A Person-Situation Interactionist Model. *Academy of Management Review*, 11(3), 601-617. <https://doi.org/10.5465/amr.1986.4306235>
- Tubre, T. C., & Collins, J. M. (2000). Jackson and schuler (1985) revisited: A meta-analysis of the relationships between role ambiguity, role conflict, and job performance. *Journal of Management*, 26(1), 155-169. <https://doi.org/10.1177/014920630002600104>
- Uggerslev, K. L., Fassina, N. E., & Kraichy, D. (2012). Recruiting through the stages: A meta-analytic test of predictors of applicant attraction at different stages of the recruiting process. *Personnel Psychology*, 65(3), 597-660. <https://doi.org/10.1111/j.1744-6570.2012.01254.x>
- Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal*, 41(1), 108-119. <https://doi.org/10.2307/256902>
- Van Maanen, J., & Schein, E. (1979). Toward a theory of organizational socialization. *Research in Organizational Behavior*, 6, 287-365.
- Van Quaquebeke, N., Graf, M. M., Kerschreiter, R., Schuh, S. C., & van Dick, R. (2014). Ideal values and counter-ideal values as two distinct forces: Exploring a gap in organizational value research. *International Journal of Management Reviews*, 16(2), 211-225. <https://doi.org/10.1111/ijmr.12017>
- Vansteenkiste, M., Neyrinck, B., Niemiec, C. P., Soenens, B., De Witte, H., & Van Den Broeck, A. (2007). On the relations among work value orientations, psychological need satisfaction and job outcomes: A self-determination theory approach. *Journal of Occupational and Organizational Psychology*, 80(2), 251-277. <https://doi.org/10.1348/096317906X111024>

- Vilela, B. B., González, J. A. V., & Ferrín, P. F. (2008). Person-organization fit, OCB and performance appraisal: Evidence from matched supervisor-salesperson data set in a Spanish context. *Industrial Marketing Management*, 37(8), 1005-1019. <https://doi.org/10.1016/j.indmarman.2007.11.004>
- Vleugels, W., De Cooman, R., Verbruggen, M., & Solinger, O. (2018). Understanding dynamic change in perceptions of person–environment fit: An exploration of competing theoretical perspectives. *Journal of Organizational Behavior*, 39(9), 616-630. <https://doi.org/10.1002/job.2294>
- Vleugels, W., Tierens, H., Billsberry, J., Verbruggen, M., & De Cooman, R. (2019). Profiles of fit and misfit: a repeated weekly measures study of perceived value congruence. *European Journal of Work and Organizational Psychology*, 28(5), 616-630. <https://doi.org/10.1080/1359432X.2019.1583279>
- Vveinhardt, J., & Gulbovaite, E. (2017). Models of Congruence of Personal and Organizational Values: How Many Points of Contact are There Between Science and Practice? *Journal of Business Ethics*, 145(1), 111-131. <https://doi.org/10.1007/s10551-015-2871-2>
- Warren, D. E., Gaspar, J. P., & Laufer, W. S. (2014). Is Formal Ethics Training Merely Cosmetic? A Study of Ethics Training and Ethical Organizational Culture. *Business Ethics Quarterly*, 24(1), 449-473. <https://doi.org/10.5840/beq2014233>
- Watkins, M. (2013). *The first 90 days: Proven strategies for getting up to speed faster and smarter*. (First). Harvard Business Review Press.
- Westerman, J. W., & Cyr, L. A. (2004). An integrative analysis of person-organization fit theories. *International Journal of Selection and Assessment*, 12(3), 252-261. https://doi.org/10.1111/j.0965-075X.2004.279_1.x
- Westerman, J. W., & Vanka, S. (2005). A cross-cultural empirical analysis of person-organization fit measures as predictors of student performance in business education: Comparing students in the United States and India. *Academy of Management Learning and Education*, 4(4), 409-420. <https://doi.org/10.5465/AMLE.2005.19086783>
- Williams, S. L. (2002). Strategic planning and organizational values: Links to alignment. *Human Resource Development International*, 5(2), 217-233. <https://doi.org/10.1080/13678860110057638>
- Yildirmaz, A. (2018). *More than 60 Percent of Employee Turnover is Voluntary , Surprising Employers Who Could Have Predicted It*. Yahoo! Retrieved January 18, 2021 from <https://www.yahoo.com/entertainment/more-60-percent-employee-turnover-133000372.html>.
- Yu, K. Y. T. (2014). Person-organization fit effects on organizational attraction: A test of an expectations-based model. *Organizational Behavior and Human Decision Processes*,

124(1), 75-94. <https://doi.org/10.1016/j.obhdp.2013.12.005>

VITA

William “Bill” Mattera is a native of Chicago, Illinois and received his bachelor’s degree in 2003 from Western Illinois University in History. Following this, he received his master’s degree in 2005 from Florida State University in Higher Education. After earning his master’s, he worked for a number of institutions of Higher Education in a career in Residential Life. Mattera currently serves as the Executive Director of Housing and Residential Life at Texas State University and anticipates graduating from the LSU School of Leadership and Human Resource Development in May of 2022.