

# Effect of Organizational Socialization on *Engagement* of Mexican Workers: Transparency and Future

## Efecto de la socialización organizacional en el *Engagement* de trabajadores mexicanos: claridad y futuro



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### Abstract

**Introduction:** In the study of organizational behavior, the importance of organizational socialization process, related to adaptation to work and the development of competency for the job role, has been increasingly highlighted. In addition, growing interest in positive work-related states such as *work engagement* (characterized by vigor, dedication, and absorption) demonstrates that a worker has identified themselves with an organization's culture.

**Objective:** To analyze the effect of the skills of organizational socialization on *work engagement* reported by Mexican workers in the sample.

**Methodology:** Analytical cross-correlational study, through regression analysis with data from the Taormina Organizational Socialization Inventory (1994), and the Utrecht Work Engagement Scale, in its Spanish version by Schaufeli, Bakker and Salanova (2006), of a sample of 187 Mexican workers.

**Results:** Using regression analysis, the results indicated that the combination of functional understanding and future prospects is responsible for the emergence of vigor (Beta .29, .21), absorption (Beta .23, .23), and dedication to work (Beta .34, .25) in the sample workers. It was found that the four factors of organizational socialization are related to vigor (.35), absorption (.34), and dedication (.47).

**Conclusions:** Comprehension and future prospects generate effects on vigor, absorption, and dedication to work. The importance of socialization in the appearance of engagement as an antecedent and component of productivity and well-being at work is highlighted in the study.

**Keywords:** organizational socialization; *work engagement*; behavior at work.

### Resumen

**Introducción:** En el estudio del comportamiento organizacional se destaca con más frecuencia la importancia del proceso de socialización organizacional, relacionado con la adaptación al trabajo y el desarrollo de las competencias para el rol laboral; así como un interés creciente por los estados positivos en el trabajo como el *work engagement* (caracterizado por el vigor, dedicación y absorción) y que puede evidenciar la identificación del trabajador con la cultura de la organización.

**Objetivo:** Examinar el efecto de los dominios de la socialización organizacional sobre el *work engagement* que reportan tener los trabajadores mexicanos de la muestra.

**Método:** Estudio transversal-correlacional analítico, mediante análisis de regresión con los datos del Inventario de Socialización Organizacional de Taormina (1994), y el Utrecht Work Engagement Scale, en su versión al español por Schaufeli, Bakker y Salanova (2006), en 187 trabajadores mexicanos.

**Resultados:** Los análisis de regresión mostraron que la combinación de la comprensión funcional y las perspectivas de futuro se combinan para la aparición del vigor (Beta .29, .21), la absorción (Beta .23, .23) y la dedicación al trabajo (Beta .34, .25) en los trabajadores de la muestra. Se encontró que los cuatro factores de la socialización organizacional correlacionan con el vigor (.35), la absorción (.34) y la dedicación (.47).

**Conclusiones:** En los trabajadores de la muestra la comprensión y las perspectivas de beneficios, generan efectos en el vigor, la absorción y la dedicación al trabajo. Se señala la importancia de la socialización en la aparición de engagement como antecedente y componente de la productividad y el bienestar en el trabajo.

**Keywords:** organizational socialization; *work engagement*; behavior at work.

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## 1. INTRODUCTION

Currently, employees of different organizations are facing challenges such as financial uncertainty, implementation of new technologies, labor shortages, political problems, and public insecurity, requiring them to develop the ability to adapt, advance, and create positive changes when their company faces enormous pressures. This makes the traditional role of organizational socialization, focused on adapting to a static and unchanged organization (Danielson, 2004), obsolete and inadequate to meet the requirements of the environment. Furthermore, the constant need for socialization of individuals who experience job changes, job position changes, technological changes, or fusion processes make it necessary to link socialization with positive psychological states that allow employees to successfully cope with these changes (Rollag, Parise & Cross, 2005; Bauer, Bodner, Erdogan, Truxillo & Tucker, 2007).

In this context, it is difficult for organizations to set for themselves objectives such as the creation of strong cultures (Denison & Mishra, 1995; Wallach, 1983). Instead, in today's economic environment, promoting a flexible organizational culture based on social support may be a better strategy. Organizational culture has been associated with organizational effectiveness, leadership behavior, job satisfaction, and attracting employees to companies (Macintosh & Doherty, 2010; San Park & Hyun Kim, 2009; Tsai, 2011; Gregory, Harris, Armenakis & Shook, 2009).

At present, people are increasingly more interested in working in companies that have flexible organizational cultures, where they can find higher levels of development and job satisfaction (Wallach, 1983; Lund, 2003; McKinnon, Harrison, Chow & Wu, 2003; Silverthorne, 2004).

In addition to providing evidence of organizational adaptation, organizational socialization can facilitate commitment and well-being at work. Taormina's (1994, 1997) model is one of several approaches that explain this variable and is based on four content skills (training, comprehension, peer support, and future prospects), which are developed

simultaneously while working at different levels (Wanous, 1992; Cooper-Thomas & Anderson, 2006; Lisbona, Morales & Palací, 2009; Chao, O'Leary-Kelly, Wolf, Klein & Gardner, 1994); they can be understood as spheres of influence or activities that interact with each other (Taormina, 1994, 1997, 2004). This model has been used by several authors as the basis for recent research identifying the relationship between socialization skills and affective and normative organizational commitment toward the company (Calderón, Laca, Pando & Pedroza, 2015). Similarly, organizational socialization has been linked to motivational and proactive behaviors (Lisbona et al., 2009) and empirical studies have suggested the psychological capital of other positive variables such as engagement and organizational commitment (Simons & Buitendach, 2013; Luthans, Norman, Avolio & Avey, 2008).

Most of the research on the factors affecting employee performance, satisfaction, and health has been conducted from a negative perspective. However, in the last 20 years, the study of psychological states considered as positive has emerged as a counterbalance to the pathologizing approach of psychology. Schaufeli, Salanova, González-Romá and Bakker (2002) introduced the concept of *work engagement* as a positive psychosocial state characterized by vigor, dedication, and absorption. Meanwhile, organizational socialization has recently been linked to occupational health and well-being.

The relationship between organizational socialization and *engagement* has been noted by various authors (Lisbona et al., 2009; Bamford, Wong & Laschinger, 2013; Csikszentmihalyi, 1990; Konstantellou, 2001; Calderón et al., 2015), for whom, in addition to knowledge and skills, individual as well as collective effective performance of tasks, setting personal goals aimed at the company's goals, increasing productivity, and acceptance of organizational culture share a close relationship with organizational commitment, job satisfaction, and organizational socialization.

### 1.1 Organizational Socialization

For an individual entering a new job, a new organization, or getting a promotion, this stage is considered critical (Wang, Kammeyer-Mueller, Liu & Li, 2015; Saks & Gruman, 2018; Holton, 1996; Wanous, 1980). During this period, the employee can

develop job skills and become familiar with the organizational environment that the new position requires.

On many occasions, effective socialization helps overcome the potential negative aspects typical of adapting to a new job, such as stress, anxiety, and uncertainty of the new situation and tasks (Louis, 1980; Nelson & Quick, 1991; Wanous, 1992; Saks, 1996; Ellis, Bauer, Mansfield, Erdogan Truxillo & Simon, 2015; Mafud, Arocena & Moreno, 2017). In some cases, employees decide to leave the organization because they cannot adapt to it. According to different research studies, up to 25% of Mexican workers may do so in the first 6 months (Wanous, 1992; Chao et al., 1994; Calderón Mafud et al., 2015).

Known as organizational socialization, this adjustment involves different aspects and is generally associated with the change of behavior in a new employee as a result of interactions with their colleagues at work (Bauer & Erdogan, 2014; Major, Kozlowski, Chao & Gardner, 1995). As a result of adapting to a new organizational culture, an employee's coworkers, manager, and organization benefit because social relationships promote job satisfaction and organizational commitment, as well as positive changes in social interaction (Song, Chon, Ding & Gu, 2015; Bauer, Morrison, Callister & Ferris, 1998; Cable & Parsons, 2001; Fisher, 1986; Klein & Weaver, 2000).

Due to the vertiginous technological and sociopolitical changes experienced by organizations, they must constantly innovate to adapt to socialization. Adapting to cultural changes could be more important than simply sticking with the established culture and hindering the organization's ability to adapt to its environment (Danielson, 2004; Wanous, 1980; Chao et al., 1994; Taormina, 1994, 1997, 2004).

Researchers on this subject have primarily focused on the learning or adaptation process, but some have examined the interaction factors involved in this process' success (Taormina & Gao, 2008; Jones, 1986; Hesketh & Myers, 1997). These approaches argue that more attention needs to be paid to the needs of employees (Vandenberg & Scarpello, 1994) and the need for organizational culture (Schein, 1996), considering the socialization of the organization from an interactionist

viewpoint. This suggests that there is some reciprocal influence between individuals in transition and senior employees, who facilitate understanding with their knowledge of the organization (Jones, 1986; Wanous, 1980; Allee, 1997; Amidon, 1997; Nonaka, Takeuchi & Umemoto, 1996; Danielson, 2004).

The components of the Taormina model are:

- a. Training, which is understood as the acts, processes, or methods by which functional skills or skills to perform a specific job are acquired (Louis, 1980; Feldman & Brett, 1983). A key focus of this component is the employee's assessment of the level of experience provided by the organization and how these experiences contribute to the development of adequate and sufficient competences to successfully perform the job (Taormina, 1997).
- b. The functional comprehension of the organization is "the extent to which an employee fully understands and can apply knowledge about their job, the organization, its people and its culture" (Taormina, 1997, p.34). Therefore, comprehension refers to an employee fully understanding the rules and regulations of the organization, its culture, way of interacting, and working.
- c. The support of coworkers refers to emotional, moral, or instrumental support (excluding financial compensation from the company, managers, or other employees of the organization). As a result of displaying appropriate competences and behaviors, an employee is able to obtain acceptance from their peers (Taormina, 1994; 1997; Taormina & Gao, 2008).
- d. Future prospects are the quantity of benefits that an employee anticipates they may have in their working career within the company. Such skills can be validated by economic rewards, bonuses, and promotion opportunities the worker might have in organizations.

Taormina & Gao (2008) find compatibility and coherence between their proposal and two other theoretical models of organizational socialization (Chao et al., 1994; Cooper-Thomas & Anderson, 2006; Taormina, 1994; 1997), which study the content, areas, and process of socialization. The approach of Taormina (1997) consisted of four dimensions of socialization (training, functional comprehension of the organization, support from coworkers, and future prospects), which also considered the six areas identified by Chao et al. (1994) (performance efficiency, policy,

language, people, organizational goals/values, and history), and the five areas of socialization of the Cooper-Thomas & Anderson (2006) model (task, role, and performance; work, social, and group colleagues; history, goals, and organization; and future prospects).

Scholars have found little research on individual factors; some of them, such as self-efficacy and needs, can reciprocally influence the process of organizational socialization (Fisher, 1986; Jones, 1986; Bauer et al., 1998; Taormina, 2009). The evidence shows, on the one hand, how mutually beneficial relationships and support received from peers during socialization facilitate the creation of commitment to the organization (Meyer, Allen & Topolnytsky, 1998; Tierney, Bauer & Potter, 2002; Filstad, 2004, 2011; Mitus, 2006; Calderón Mafud et al., 2015). On the other hand, the training, emotional support, and functional comprehension that workers receive from their colleagues allow them to cope with the changes in their role caused by organizational changes (Lapointe, Vandenbergbe & Boudrias, 2014; Feldman, 1981). In addition, organizational socialization allows a worker to achieve job satisfaction because their colleagues provide them with guidance and support to make their job role transparent (Autry & Daugherty, 2003; Chao et al., 1994; Schmidt, 2010; Taormina, 1997).

Finally, future prospects are related to talent retention in organizations, because the extrinsic rewards provided by the organization make an employee want to continue being a part of it (Chen, Ployhart, Thomas, Anderson & Bliese, 2011; Taormina, 1994, 1997, 2004).

In short, the results of organizational socialization research suggest that workers' commitment to the organization is influenced, their job satisfaction is improved, supportive relationships are increased, and their role is clarified, leading to increased self-efficacy and generation of high levels of *engagement* in studied populations.

## 1.2 Work engagement

The study of positive psychological states is very recent in the workplace sphere. A state of *engagement* involves factors that facilitate efficient employee development

in an organization. It is defined as a state of energy, vigor, enthusiasm, motivation, and commitment related to productivity. A person who is in a state of engagement is physically, cognitively, and emotionally involved with their role at work (Kahn, 1990; Schaufeli et al., 2002).

The concept of *engagement* can also be viewed as a reciprocal interaction between the economic interests of an organization and the social and emotional aspects of its employees; leading to mutual growth through interaction. Thus, while the company meets its employees' interests and goals, it allows them to develop, acquiring skills that will advance their careers and thus, they can experience well-being and job satisfaction (Saks, 2006; Schaufeli, Taris & Van Rhenen, 2008).

Worker *engagement* is closely linked to productivity, as it allows the organizations' employees to make the most of their jobs and adds an emotional complement to their ability to perform their duties efficiently (Kahn, 1990; May, Gilson & Harter, 2004; Xanthopoulou, Bakker, Demerouti & Schaufeli, 2009). However, this positive state does not come solely from personal factors, but also depends on some cultural characteristics of organizations such as feedback, fostering autonomy, providing learning opportunities, and options for career development, which generate greater interpersonal contact, teamwork, and interest among colleagues (Konstantellou, 2001).

Consequently, when companies encourage socialization processes that result in uniform acculturation for everyone, a state of *engagement* in groups, work teams, or even parts of the organization is seen (Salanova, Agut & Peiró, 2005). Organizational socialization plays an important role in systems that focus on increasing the productivity of a company. By considering the needs of its employees, an organization facilitates their involvement in the culture; the employees, in turn, are interested in trying to meet the values and needs of the organization (Schaufeli & Salanova, 2007).

Studies have found a correlation between *work engagement* and the processes of socialization and leadership in the workplace; peer support is known to influence

employee engagement. Leaders, however, are directly involved with the working lives of individuals; therefore, they play an important role in fostering and determining employee *engagement* (Bamford et al., 2013).

Finally, as the main hypothesis, it is proposed that socialization is a process related to states of self-efficacy, transparency of roles and, in general, states of job satisfaction, which allow levels of vigor to rise, and that by showing competences related to work and organization, workers show greater dedication to tasks and their absorption. That is to say, the skills of organizational socialization would show significant effects in the three dimensions of *work engagement* and to show this, it was proposed to perform Pearson correlations, in addition to three step-by-step multiple linear regression models.

## 2. METHODOLOGY

### 2.1. Design

The research design was an analytical cross-correlational study designed to determine how socialization skills impacted the components of *work engagement*.

### 2.2. Instruments

#### 2.2.1. Organizational socialization inventory validated in spanish

This inventory, by Bravo, Gómez-Jacinto and Montalbán (2004), based on Taormina (1994), consists of 20 items divided into four scales: training, comprehension, peer support, and future prospects. In each item, the participant expresses how their organizational socialization develops. For example, “I feel I have acquired all the necessary skills for my job as a result of the training I received” (item 3), “I think I understand the organization very well” (item 10), or “I can readily see that I might be promoted within the company” (item 18). It is answered using a five-point Likert scale from 1 “Never” to 5 “Always.” For their qualification, the typical means and standard deviations of the participants in each of the four scales are obtained. The validation of the Spanish translation of Bravo et al. (2004) was carried out with a sample of 370 workers with an average age of 24 years, reporting a reliability of .79, Cronbach’s alpha, for the entire questionnaire.



### 2.2.2. Utrecht Work Engagement Scale (Schaufeli et al., 2002)

Prepared in its Spanish version by Schaufeli, Bakker and Salanova (2006), this scale comprises three subscales of five items each: vigor, dedication, and absorption. Participants must answer in a six-point Likert-type response from 0 “Never-ever” to 6 “Always-every day.” An example of an item for vigor is “While working, I feel full of energy;” for dedication “I am enthusiastic about my work;” and for absorption, “Time ‘flies’ when I am working.” The internal consistencies (Cronbach’s alpha) for vigor, dedication, and absorption were .83, .89, and .82, respectively.

### 2.3. Participants

A total of 187 employees from five different organizations, belonging to the municipalities of Colima and Manzanillo in Mexico, participated in the study. These participants were randomly selected upon leaving or arriving at their jobs and were given a questionnaire only when they were contract employees with at least one year of employment. The average age of the sample ranged from 26 to 30 years old. 37% of them had been employed for more than 3 years and 53% of the participants were women.

### 2.4. Procedure

Organizations were selected as observation units under the following procedure: The sampling frame was made from consultations with the National Statistical Directory of Economic Units (<http://www3.inegi.org.mx>). Geographical areas of Colima and Manzanillo were selected. A sampling frame of 785 companies was obtained.

A probabilistic sampling scheme was developed (which considered the participation of the total employed personnel variables) and stratified with independent selection for each stratum by study skill. The main component is a linear combination of the variables of total employed personnel and contribution to their sector. The component stratification using the k-means algorithm applied to the principal component generated five strata. The sample calculation resulted in a total of 187 participants selected from three strata according to their contribution to the universe.

Subsequently, employees were chosen at random during the time they left their jobs, where they were informed of the objective of the study and their voluntary collaboration was requested through the use of an informed consent form that detailed the objectives and procedure of the study, which was presented to each of the research participants.

### 2.5. Analysis of the data

Using Pearson correlations, the data were analyzed to determine the level of relationship between factors of each variable. Later, forward regression models were constructed based on each component of work engagement with the skills of socialization.

### 2.6. Conflicts of interest

During the planning and carrying out of this research, there was no conflict of interest with any third party or with the participants.

## 3. RESULTS

Table 1 shows the Pearson r correlations between the dimensions of organizational socialization and the characteristics of *engagement*. It was observed that the dimensions of functional comprehension and future prospects correlate in a medium and positive way (.422\*\* and .450\*\* respectively) with the three characteristics of *engagement*. Training showed a low correlation with *engagement*, as did peer support (.260 and .276 respectively); this data was relevant to these results because the sequential functioning of socialization begins with training.

**Table 1.**

Correlations between the dimensions of organizational Socialization and the characteristics of *Engagement*

	ORGANIZATIONAL SOCIALIZATION	TRAINING	COMPREHENSION	SUPPORT	FUTURE TO PEERS PROSPECTS
<i>Engagement</i>	.420**	.260**	.422**	.276**	.450**
Vigor	.350**	.196*	.371**	.206*	.206*
Dedication	.469**	.300**	.440**	.334**	.334**
Absorption	.343**	.221*	.359**	.219*	.219*

Note: \*p < .05, \*\* p < .01

To analyze the extent to which the comprehension and future prospects dimensions may have an effect on the components of the participants' *engagement*, three

multiple regression models were created for each of the three dimensions of *work engagement*, using the scores of each of these as a criterion variable (dependent variable) and the dimensions of organizational socialization as predictor variables. In Table 2, in the model for the vigor variable, a significant contribution of the functional comprehension of the organization (.290) and future prospects (.211) skills were shown as antecedents of vigor.

**Table 2.**  
Multiple Regression Analysis for Vigor

VARIABLE	B <sup>a</sup>	EE <sup>b</sup>	Beta <sup>c</sup>	T <sup>d</sup>
Comprensión	.313	.113	.290	2.776**
Perspectivas a futuro	.353	.174	.211	2.025**

\*\* (Significance of the t statistic)  $p < .05$   
 a. B=Unstandardized regression coefficient.  
 b. EE=Standard error of the estimate  
 c. B=Standardized regression coefficient  
 d. t= t statistic.

In the second model, for the dedication component, as seen in Table 3, the contributions of the functional comprehension of the organization (.344) and future prospects (.251) skills were also significant.

**Table 3.**  
Multiple Regression Analysis for Dedication

VARIABLE	B <sup>a</sup>	EE <sup>b</sup>	Beta <sup>c</sup>	T <sup>d</sup>
Comprensión	.407	.117	.344	3.474**
Perspectivas a futuro	.459	.181	.251	2.536**

\*\* (Significance of the t statistic)  $p < .05$   
 a. B=Unstandardized regression coefficient.  
 b. EE=Standard error of the estimate  
 c. B=Standardized regression coefficient  
 d. t= t statistic.

Finally, in the model for the factor known as absorption, the contribution of the functional comprehension of the organization (.232) and future prospects (.231) skills appeared to explain the functioning of absorption as an effect.

**Table 4.**  
Multiple Regression Analysis for Absorption

VARIABLE	B <sup>a</sup>	EE <sup>b</sup>	Beta <sup>c</sup>	T <sup>d</sup>
Comprensión	.397	.182	.232	2.181**
Perspectivas a futuro	.256	.118	.231	2.171**

- \*\* (Significance of the t statistic)  $p < .05$   
a. B=Unstandardized regression coefficient.  
b. EE=Standard error of the estimate  
c. B=Standardized regression coefficient  
d. t= t statistic.

In general, there are positive correlations between all the skills of *work engagement* and organizational socialization, according to the results of the study. Multiple regression analyses (Tables 1, 2 and 3) revealed that the skills of comprehension and future prospects significantly contributed to the three characteristics of work engagement in the study.

#### 4. DISCUSSIONS

The results indicate that organizational socialization presents a significant positive correlation with *engagement*. This indicates that *engagement* could be the result of adequate socialization, thus coinciding with what was found by [Lisbona et al. \(2009\)](#).

In particular, training domains have a positive effect on engagement because employees who are trained to perform their functions correctly will be more motivated. In addition to increasing their motivation, training increases their energy and persistence and urges them to work harder when completing tasks ([Maslach, Schaufeli & Leiter, 2001](#); [Borrego, 2016](#)). Emphasis is placed on the fact that, although the correlation is low, practice or training is the basis of socialization and it is known that a continuous training program increases self-efficacy in the employees ([Lisbona et al., 2009](#)).

Likewise, although the results show a low correlation between peer support and *engagement*, this skill of socialization has important effects, similar to that mentioned by [Konstantellou \(2001\)](#) when observing that one of the main characteristics of *engaged* employees is interest in their colleagues and teamwork. The staff receives support from the employees of the organization, assisting them in developing affective ties that allow them to share their interests, personal goals, and professional resources with one another, which, in turn, reduces levels of depersonalization, something typical in workers suffering from *burnout* ([Maslach, 2001](#)).

The functional comprehension of the organization presents a positive relationship

and influence on *engagement*, in the same way evidenced by Maslach, Jackson, Leiter, Schaufeli and Schwab (1986), mentioning that by adequately understanding their work role, employees perceive themselves as more committed to the goals and objectives of the organization. This allows them; moreover, to set their own goals that generate satisfaction and motivation to search for new goals (De Dreu, 2007; Decker, Calo & Weer, 2012).

Future prospects have, similar to comprehension, a great influence on the presence of employee *engagement*. For employees, rewards for their efforts motivates them to perform their tasks in the best way possible, regardless of the amount of time that will be required to accomplish the tasks, such that the level of vigor and dedication will also increase to the same extent (Hakanen, Perhoniemi & Toppinen-Tanner, 2008).

The results obtained allow us to propose that the implementation of programs that can maintain an adequate level of organizational socialization will facilitate the appearance of *engaged* employees, who will be committed and satisfied with the organization, thus increasing productivity and talent development. It is important to mention that engagement is not typical of a single subject but can rise in a group, having an impact on one or more areas of the company (Salanova et al., 2005).

The elements of organizational socialization known as functional comprehension (understanding the norms of the organization and how to interact in it) and future prospects (identifying possibilities for future benefits) combine to show effects on vigor. This suggests that the decrease in anxiety and uncertainty obtained by understanding the organization's environment (Louis, 1980; Feldman & Brett, 1983) and visualizing possibilities of promotions, generate positive emotions (Fredrickson, 2001) in employees, in such a way that the sensation of energy regarding specific tasks is increased, increasing vigor.

This is consistent with Macsinga, Sulea, Sârbescu, Fischmann and Dumitru (2015), who studied the role of psychological empowerment in the development of *work engagement*. It is likely that as comprehension levels increase, employees feel useful when interacting with their coworkers, seeking to spend more time focusing on their tasks and developing achievements.

The same combination of socialization skills (understanding how the organization works and having future prospects) had better effects on the dedication toward the task. Furthermore, by better understanding the rules relating to the role, quality, and management of a company, in addition to having the certainty of stability and growth, individuals can focus more on their tasks, instead of worrying about organizational, regulatory, and management issues.

The effects of socialization are for many authors the product of organizational support, rather than comprehension and future prospects in the organization; for them, participation at work is related to socialization, support, and dedication (Bano, Vyas & Gupta, 2015; Gokul, Sridevi & Srinivasan, 2012; Rhoades, Eisenberger & Armeli, 2001)

In addition to other authors who found relationships of *work engagement* with work resources and *job crafting* interventions (Van Wingerden, Derks & Bakker, 2017), our results suggest that although *work engagement* can be fostered by improving personal resources, future prospects and understanding how the organization and its value structure work enable an employee to increase the level of absorption at work.

Finally, to explain the antecedents of the absorption, comprehension of the organization is combined with the future prospects skill in the model to generate effects in the absorption of the organization. This evidence shows that *work engagement* seems to be related to the cognitive effects of understanding the culture of the organization, as mentioned by Louis (1980), who suggested that individuals seek to create meaning in their experience in the organization, asserting that the search for information reduces the uncertainty and anxiety of newcomers, and more recently, Saks and Gruman (2018), who propose the need for a model of socialization resources that solves the problem of constant adaptation to the cultural changes experienced by an organization.

This is more consistent with the data found by Den, Chen, Yang and Xu (2017), who observed the relationship of *work engagement* with the success that employees

have in their career when they are motivated to invest time in their work. This allows them to develop professionally using social resources to improve their performance and that of their work teams (Mäkikangas, Aunola, Seppälä & Hakanen, 2016).

To conclude, it is possible to establish arguments about the relationships found, the complements to other findings, and the lines of research to follow. First, the correlations emphasize that, by properly socializing, employees can increase their level of engagement, leading to productive relationships at work. However, the biggest effects do not come from peer relationships or training; rather, understanding the norms at work and finding stability and growth in the work environment have the most significant effect. This may be due to the conditions of the country and the region, where job insecurity and low wages are experienced on a daily basis. The concept of socializing in small and simple organizations as well as in large and complex organizations is essential to understanding how socializing creates social resources for organizations and how it becomes a fundamental process for facilitating adaptation, providing clarity, and maintaining stability. Further, more experimental research is needed in specific forms of intervention based on training, psychological capital, internal development programs, and team collaboration training to establish them as the main resources that the organization uses in a systematic way to generate *work engagement* in their workers.

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