

# THE IMPORTANCE OF WELCOMING NEW HEALTH CARE EMPLOYEES AND ITS IMPACT ON WORK MOTIVATION AND SATISFACTION

Fernanda Vital and Helena Alves

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## ABSTRACT

This study intends to measure the impact that welcoming practices may have on the motivation and satisfaction of health care employees (nurses, administrative personnel and other health technicians). Based on a sample of 114 new professionals a structural model on the impact of welcoming practices on work motivation and satisfaction was estimated. The model shows that the welcome process has a weighting of 0.767 on motivation and, in turn, motivation has a weighting of 0.66 on employee satisfaction. Thus the results of this research show that the welcome process is very important in achieving the motivation and satisfaction of health care professionals.

**Keywords:** welcoming practices, health care professionals, health care employees, employee motivation, employee satisfaction.

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## INTRODUCTION

According to several authors (e.g. Heskett et al. 1994, Liberman & Rotarius 2001) employee satisfaction is very much linked to business success, especially in service organisations, where dependence on employees for generating service quality and customer satisfaction is high.

For Pletcher (2000), customer satisfaction is highly dependent on employee satisfaction which has been connected to workplace policies and practices, including organisational culture, information, job design, working conditions, empowerment, reward and recognition (Beardsley 1999; Heskett 1986; Heskett et al. 1994; Rucci et al. 1998). Included in these work place policies and practices is the process of welcoming and integrating new employees. According to Ards et al. (2001), when new employees enter into new organisations they experience socialisation practices, whether formal or informal, that may affect their professional performance.

In this sense, it seems important to analyse the impact that new employee welcoming practices may bear on the future of these employees. This study intends to measure the impact that welcoming practices may have on the motivation and satisfaction of health care employees (nurses, administrative personnel and other health technicians).

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### *About the authors*

**Fernanda Maria Marques Filipe Vital** (fernanda.vital@gmail.com) is a Nurse and Head of the Palliative Care Unit at the Hospital Centre of the Middle Tagus, Tomar Unit. She has a Masters degree in Health Care Units Management. Her main areas of research are Internal Marketing in organizations and health care satisfaction.

**Dr Helena Alves** (halves@ubi.pt) is Assistant Professor at the University of Beira Interior, Portugal. She has a PhD in Management and has been doing research in the area of services marketing in health care units. She is Managing Editor of the International Review on Public and non Profit Marketing.

## **SOCIALISATION PROCESSES**

According to Carreira and Camacho (2008), when a professional enters a new organisation, even if already competent, the individual still needs training. The organisation will provide him or her with a gradual integration into the institution and establish appropriate relationships with other employees. It is also important to clarify the job responsibilities and practical training in any new skills needed. A welcome program in an organisation allows the new employee to quickly assimilate into the organisation's culture and allows him or her to behave as a member of it thus rendering the individual more capable and therefore more profitable.

Several studies have been conducted on this topic and all agree on the relevance of a welcome process for newcomers to the organisation, both for the organisation and for the employees (e.g., Bauer et al. 1998; Saks & Ashforth 1996, 1997; Cooper-Thomas & Anderson 2005). Ashforth and Saks (1996) maintain that the perceptions of new employees are formed when starting with a company. Young and Lundberg (1996) in turn report that the first day of work should have greater emphasis of what is most important from the perspective of the new member rather than from the organisation itself. In order for the newcomer to feel welcome and supported, as a member of a new "family", it will then be of great importance in their development and loyalty to the organisation.

For Cooper-Thomas and Anderson (2005), the period of adaptation and learning of what follows on from selection and the evaluation of new employees involves socialisation processes and has the objective of extending organisational standards and norms. This process of socialisation can have a major impact on the adaptation of new members (Bauer et al. 1998; Fisher 1986; Saks & Ashforth 1997) and requires actions either by organisations (e.g. Support, information, formal training and social recreational activities) or by new employees (e.g. feedback-seeking and information-seeking) (Gruman et al. 2006). To Major et al. (1995), the experiences gained in the first month will influence the entire socialisation process of the new employee.

According to Feldman (1976), the socialisation process takes place in three phases: The anticipatory stage, the stage of accommodation and the management functions and results phase. For this researcher during the anticipatory phase, the new employee shapes expectations about the organisation and work. In turn, during the accommodation period, the new employee becomes an active member of the organisation. This phase is characterized by four variables: 1) how the new employee understands his acceptance and competence, 2) how the new employee understands their professional and social acceptance, 3) the degree to which their expectations are identified beyond the employer and the employee, 4) the perception of equality between the perceptions of success of the employee and the company.

Formal socialisation tactics have been classified by Van Maanen and Shein (1979) as:

- Collective versus individual tactics. The socialisation process is done either in group or conversely, in an individualistic way
- Formal versus informal tactics. The socialisation process is achieved by highlighting other facets or new features of the company or, alternatively, not highlighting them
- Sequential versus random tactics. Socialisation results from a sequence of steps leading to the performance of the role, or in contrast, is made through an ambiguous or modified sequence

- Fixed versus variable tactics. The socialisation establishes a timetable for the full performance of the function while oppositely, no timetable is established
- Serial versus disjunctive tactics. The socialisation is accompanied by an experienced colleague, while the opposite represents not having a model of comparison in the socialisation process
- Investiture versus divestiture tactics. The socialisation process recognizes and accepts the identity and characteristics of the new employee, as opposed to the removal and non-acceptance of their characteristics. In addition, this last tactic has been defined by Jones (1986) as positive or negative social support from experienced employees for new employees.

Van Maanen and Schein (1979) found that the use of different socialisation techniques leads to differentiated responses from new employees as they shape the information that new employees receive differently.

Jones (1986), having empirically tested the tactics of socialisation proposed by Van Maanen and Schein, concludes that the legal, sequential, fixed and investiture tactics encourage new members to accept the established roles and play the status quo. By contrast the individual, random, modified and divestiture tactics encourage new members to question the status quo and develop their own approaches to the function. This research also found that institutionalized techniques have more impact on individual adaptation within the organisation. The research results also showed that the tactics with greatest influence in the initial transition of new employees in the organisation were, in descending order of influence, those relating to the social, the content and the context. The importance of social tactics (serial and investiture) was also strengthened by the results found by Saks et al. (2007). Kowtha (2008) states that different types of tactics should be used because they complement each other.

## **THE IMPACT OF THE SOCIALISATION PROCESS**

Institutionalised socialisation may help in reducing uncertainties about previous experience and facilitate a smooth transition to the new organisation. Therefore, institutionalized socialisation has been associated with several indicators for the adjustment of new members, such as reducing the ambiguity function, the perception of adequacy to the task, high workplace satisfaction and organisational commitment (Jones 1986, Feldman and Bake 1990, Saks (1996), Ashforth et. al 2007; Ashforth and Saks 1996, Cooper-Thomas and Anderson 2005, Gruman et al. 2006; Saks et al. 2007). Thus, the more institutionalized the tactics are, the greater the satisfaction and commitment and with a lower intention to quit. It seems that institutionalized techniques lead to a reduction of anxiety (Jones 1986).

On the other hand, Feldman (1976) gives the overall satisfaction with work, workplace involvement and a mutual influence between individual and organisational and internal motivation as the main results of the socialisation process. Furthermore, Gruman et al. (2006) refer that socialisation is related to proactive behaviours such as feedback seeking, information seeking, general socializing and networking. The results of socialisation are reported by Bean (1998) as cooperation, productivity, lack of absenteeism, commitment and identification with the organisation, motivation and self assurance, wellbeing and contentment with the job.

Pinder (1998) based on different theoretical perspectives, defined motivation at work as a set of energetic forces that influence the willingness to initiate work related behaviours and which determine its shape, direction, intensity and duration.

Several theories tried to explain employee motivation (for example, the theories of equity by Adams, expectations by Vroom, needs by McClelland, the X and Y theory by McGregor and two factors approach from Herzberg). However, no theory is fully satisfactory despite their important contributions (Kanfer 1990; Pinder 1998).

According to de Charmes (1968), the motivational factors may be intrinsic or extrinsic. Robbins (1998) and Boyle (1992) refer to the monetary reward as a motivating factor. However, it may not be the most important (Rynes et al. 2004). Needs of a higher order are also factors of motivation (Robbins 1998). The motivation of employees may also have its origin in positive reinforcement (Lim and Daft 2004) or in a supportive working environment (Reeves 1994) or in the functional fit (Low Kim Cheg 2003).

For Ostereker (1999), the motivational factors can be grouped into three dimensions: social, mental and physical. Thus, in the social dimension, motivational factors arise from workplace social contacts, the characteristics of the task and the physical and material circumstances related to work. On the other hand, in the mental dimension, the motivational factors derive from the work itself. In the physical dimension, physical working conditions and rewards are the motivational factors.

Motivation has generated a great deal of concern at the organisation management level because of its direct relationship with employee satisfaction (Susin 2003). According to Loureiro et al. (2008), motivation is a key to job satisfaction and linked up with each individual's expectations.

Job satisfaction can be understood as the employee's positive or negative attitude in relation to the work (Greenberg and Baron 2008). Currently, satisfaction at work is considered an essential indicator of the organisational climate and, above all, an element for the evaluation of organisational quality (Atkins et al. 1996).

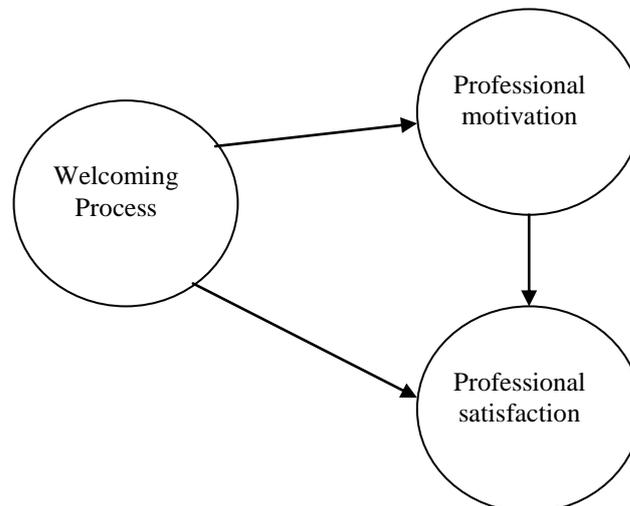
Tanriverdi's (2008) approach is based on various definitions of satisfaction at work and states that job satisfaction is the pleasure a worker gains from his/her work or working experience and the positive emotional state that occurs as a result. According to the same author, job satisfaction can be obtained only when the characteristics of work are in line with employee expectations. According to Kreitner and Kinicki (2007), job satisfaction is essentially the extent to which somebody likes their job.

Ghazzawi (2008) based on an extensive review of the literature on job satisfaction proposes a Conceptual Framework of Factors Affecting Job Satisfaction / Dissatisfaction. This conceptual model posits both intrinsic and extrinsic factors as background to satisfaction or dissatisfaction. Among the intrinsic factors variables such as professional promotions, personal growth, recognition, responsibilities and achievements are considered. On the other hand, the extrinsic factors include variables such as supervision, payment, organisational policies, working conditions, relationships with others and safety at work.

## PROPOSED RESEARCH MODEL AND HYPOTHESES

The literature review showed how the socialisation process has been studied by numerous researchers who found that this process may have different impacts on the professional future of the newcomers, including motivation (Feij 1998) and satisfaction (Jones 1986; Bake & Feldman 1990; Saks 1996; Ashforth et. al, 2007; Ashforth & Saks 1996; Cooper-Thomas & Anderson 2005; Gruman et al. 2006; Saks et al. 2007). However, many researchers (e.g., Saks et al., 2007; and Kowtha 2008) also found empirical evidence of mediating effects (integration into working groups, clarity of function, function control) between socialisation tactics and their results. Furthermore, Susin (2003) and Loureiro et al. (2008) suggest that motivation appears as an antecedent of job satisfaction. However, to the best of our knowledge, the mediating effects of motivation in the organisational welcoming process and its effect on job satisfaction had not yet been tested. Hence, this research seeks to test the model set out in Figure 1.

**FIGURE 1**  
**Proposed model**



From this model stems the following hypotheses:

Hypothesis 1: The process of welcome and integration influence motivation

Hypothesis 2: The process of welcome and integration influence satisfaction

Hypothesis 3: Motivation has a mediating effect between the welcome process and satisfaction

## METHODOLOGY

### Sample definition

In keeping with the objectives expected to be reached by this research, the population for study was defined as all new employees recruited by the three hospitals in Portugal that make up the Médio Tejo Hospital Centre between January 2006 and August 2007 (inclusive). 229 new employees were identified. Despite having been requested cooperation to these 224 new employees, only 114 agreed to participate in the study. Therefore the final sample consists of

114 new employees, corresponding to 49.8% of the total population. The final sample is composed of 45.6% of nurses, 33.3% of administrative personnel and 18.4% of other health technicians.

### **Method of data obtainment**

Given the nature of the study, a questionnaire for data collection was duly applied after completing the ethical and formal procedures required. In two of the hospitals, the questionnaires were delivered and collected personally. At the third hospital, they were distributed through an internal protocol (hospital management – employees). The preparation of the questionnaire was based on the information collected through reviewing the literature. Therefore, the questionnaire was developed and organized as follows:

Part I: Collection of socio-demographic information

Part II: Collection of information on the importance of the welcome and integration process, the degree of motivation and the degree of job satisfaction of new employees. 7 point Likert scales were used with the extremes of "1-completely disagree" and "7- totally agree". Variables used can be found in Appendix 1.

The welcome construct seeks to measure the perception that new employees have about the treatment and information provided at the time of their entry into the organisation. Therefore, variables relating to information about the institutional procedures, its philosophy, organisational climate and socialisation process were adopted. On the other hand, the motivation construct aims to measure the degree of motivation felt by the new employees taking into account variables related to professional practice, teamwork, working conditions / training, recognition obtained, professional stability and payment. Finally, the satisfaction construct was measured by variables related to overall satisfaction at work, performance evaluation, matching expectations and workplace human resource appreciation.

### **Analysis of data**

The model was tested in accordance with the SMART PLS structural equation software, version 2.0 M3 PLS (Partial Least Squares).

### **Analysis of results**

A PLS calculated model should be analysed and interpreted in two stages (Anderson & Gerbing 1988): analysis of the measurement model and analysis of the structural model. The first stage seeks to check if the theoretical concepts are correctly measured by the observable variables. Whilst the second stage has as its objective assessment of the weighting and magnitude of relationships between the different theoretical concepts (constructs). Thus, the results should be analyzed and interpreted in two stages:

Stage 1: Analysis of the measurement model reliability and validity,

Stage 2: Evaluation of the structural model.

*Stage 1: Analysis of the measurement model reliability and validity.* Analysis of the reliability and validity of the measurement model is performed differently depending on the type of indicators under study. In this case, the study was based on a measurement model with 54 clear variables or indicators that serve as a measure of the 3 constructs, two formative (welcome and motivation) and one reflective (satisfaction). Thus, within the scope of the formative indicators the value of the weightings, the multi co-linearity and statistical significance of the weightings are all analysed, while analysis of the reflective indicators results in the value of the loadings incorporating analysis of the compound reliability and AVE (Average Variance Extracted) and correlations (Chin 1998).

**TABLE 1**  
**Results of the tests for formative constructs**

Variables	Weights	Collinearity Statistics		JackKnife		Standard error	T -statistic	Sig. (bi)
		Tolerance	VIF	Entire Sample estimate	Jackknife estimate			
<b>Welcome and integration process</b>								
CO1	-0,030881	0,253	3,960	-0,03088	-0,02042	0,174594	0,176874	0,857
CO2	0,011711	0,377	2,650	0,011711	-0,02803	0,174665	0,067047	0,944
CO3	<b>0,302086</b>	0,504	1,985	0,302086	0,245429	0,160148	1,886286	0,063 **
FCH1	-0,166785	0,264	3,783	-0,16678	-0,08126	0,197545	0,844288	0,396
FCH2	-0,175576	0,331	3,022	-0,17557	-0,12846	0,165538	1,060637	0,299
FCH3	0,034884	0,206	4,865	0,034884	-0,01141	0,233622	0,149320	0,881
FCH4	<b>0,560062</b>	0,253	3,958	0,560062	0,476379	0,228322	2,452943	0,013 *
FCH5	-0,135940	0,414	2,413	-0,13594	-0,09948	0,171919	0,790720	0,436
FCH6	-0,250869	0,253	3,957	-0,25086	-0,22433	0,175973	1,425607	0,148
FI1	0,019191	0,366	2,734	0,019191	0,015553	0,178023	0,107803	0,912
FI2	-0,091353	0,295	3,391	-0,09135	-0,09446	0,217444	0,420123	0,682
FI3	-0,102972	0,357	2,801	-0,10297	-0,07806	0,238397	0,431933	0,653
FI4	0,313598	0,364	2,744	0,313598	0,280433	0,184925	1,695808	0,115
FI5	<b>0,334562</b>	0,449	2,226	0,334562	0,249654	0,150644	2,220874	0,029 *
FI6	0,045786	0,453	2,206	0,045786	0,010394	0,140742	0,325318	0,749
PS1	-0,108445	0,450	2,224	-0,10844	-0,07957	0,149068	0,727483	0,466
PS2	-0,082306	0,399	2,507	-0,08230	-0,07400	0,176280	0,466902	0,653
PS3	<b>0,472027</b>	0,224	4,455	0,472027	0,491154	0,219320	2,152229	0,026 *
<b>Motivation</b>								
CTF1	0,184068	0,272	3,682	0,184068	0,157643	0,142315	1,293381	0,194
CTF2	0,174445	0,329	3,041	0,174445	0,158204	0,139927	1,246685	0,231
CTF3	<b>0,247210</b>	0,395	2,532	0,247210	0,209807	0,111406	2,219014	0,021 *
CTF4	0,113547	0,600	1,668	0,113547	0,122716	0,120975	0,938596	0,338
CTF5	0,052999	0,576	1,735	0,052999	0,034209	0,115410	0,459220	0,660
EP1	-0,135173	0,450	2,223	-0,13517	-0,11772	0,124429	1,086348	0,251
EP2	-0,100035	0,404	2,476	-0,10003	-0,06992	0,118358	0,845193	0,396
EP3	0,139697	0,477	2,097	0,139697	0,155141	0,119707	1,166994	0,247
EP4	-0,115525	0,329	3,038	-0,11552	-0,14740	0,171230	0,674676	0,484
EP5	0,198665	0,270	3,704	0,198665	0,185312	0,195628	1,015520	0,308
EP6	-0,137843	0,347	2,878	-0,13784	-0,11806	0,119187	1,156525	0,227
EP7	0,113322	0,334	2,991	0,113322	0,108523	0,102640	1,104078	0,285
EP8	0,239048	0,388	2,579	0,239048	0,222322	0,138515	1,725793	0,106
ESPROF1	-0,109323	0,172	5,802	-0,10932	-0,04383	0,188425	0,580193	0,562
ESPROF2	-0,043409	0,161	6,198	-0,04340	-0,09687	0,193584	0,224239	0,826
R1	<b>0,407142</b>	0,439	2,278	0,407142	0,378927	0,140743	2,892815	0,005 *
R2	0,051041	0,478	2,092	0,051041	0,051076	0,140214	0,364019	0,712
REMU1	-0,111307	0,228	4,380	-0,11130	-0,05903	0,167095	0,666130	0,466
REMU2	0,217998	0,217	4,619	0,217998	0,150739	0,163151	1,336175	0,168
TERI1	-0,033074	0,170	5,879	-0,03307	-0,12234	0,225037	0,146972	0,889
TERI2	-0,033521	0,141	7,067	-0,03352	0,044463	0,243046	0,137922	0,889
TERI3	0,146718	0,408	2,448	0,146718	0,119995	0,136554	1,074435	0,259

Significance level: 0.05 \*\* Significance level: 0.1\*

Table 1 presents the results of these analyses for the formative indicators. As can be seen, the largest contributions to the constructs of welcome and motivation are the supply of information on institutional procedures (FCH4) and recognition (R1), respectively. The indicators of the welcome and motivation constructs do not present levels of tolerance near zero and some values of VIF are close to one, indicating the absence of multi co-linearity (Hair et al., 1998). Finally, assessment of the statistical significance of the weighting was carried out using the technique of Bootstrapping, with 499 subsamples.

Analysis of reliability and the validity of the measurement model for reflective indicators are achieved through the value of the loadings and analysis of compound reliability and AVE (Average Variance extracted) and correlations (Chin 1998).

Table 2 presents the value of the loadings and composed reliability. As detailed, some indicators have loadings below the recommended limit of 0.707. However, Chin (1998) states that a loading of less than 0.5 may be acceptable if, in the same block, there are additional indicators as a basis for comparison. The composed reliability was calculated though the coefficient proposed by Fornell and Larcker (1981) and as shown is higher than the minimum value of 0.7 suggested by Nunnally and Bernstein (1994).

**TABLE 2**  
**Loadings and composed reliability**

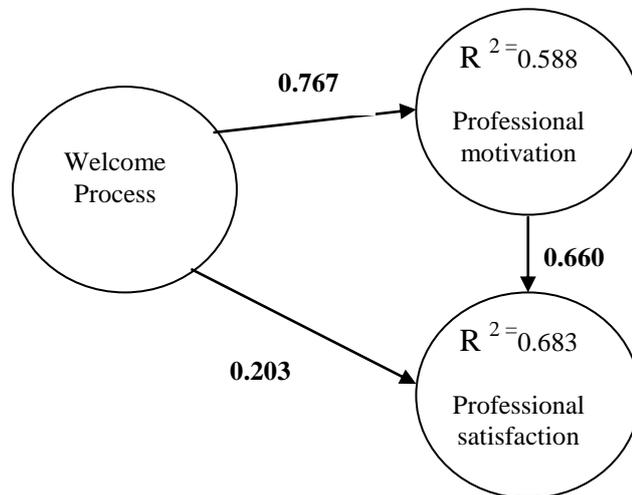
Construct and variables	Loadings	$\sum_{i=1}^n \lambda_i$	$\left(\sum_{i=1}^n \lambda_i\right)^2$	$\lambda_i^2$	$\text{var}(\varepsilon_i)$	$\sum_{i=1}^n \text{var}(\varepsilon_i)$	Composed Reliability $\rho_c$
Satisfaction	1	2	3	4	5	6	$7=3/(3+6)$
AV1	0,630234	9,342	87,264	0,397	0,603	9,041	0,906
AV2	0,672917			0,453	0,547		
AV3	<b>0,724916</b>			0,526	0,474		
AV4	0,590371			0,349	0,651		
AV5	<b>0,715339</b>			0,512	0,488		
CE1	0,498002			0,248	0,752		
CE2	<b>0,728648</b>			0,531	0,469		
CE3	0,463111			0,214	0,786		
CE4	<b>0,710073</b>			0,504	0,496		
CE5	0,554790			0,308	0,692		
ST1	<b>0,758309</b>			0,575	0,425		
ST2	0,594861			0,354	0,646		
VPT1	0,658557			0,434	0,566		
VPT2	0,601479			0,362	0,638		
VPT3	0,439922			0,194	0,806		

Fornell and Larcker (1981) suggest the use of AVE (Average Variance extracted) for the assessment of discriminant validity. Discriminant validity is a measure of shared variance between constructs and their indicators. After comparing the square root of the AVE and the correlation coefficients between the constructs as suggested by Chin (1998), it was found that there is discriminant validity.

*Stage 2: Evaluation of the structural model.* The structural model describes the dependency relationship between the constructs and is the one presented in Figure 2. Analysis

is performed based on two criteria: the first to assess the explanatory capacity of the model and the second to value the statistical significance of the various structural factors.

**FIGURE 2**  
**Final structural model**



The values of the coefficient  $R^2$  associated with each dependent construct show that the efficacy of the model is reasonable, since it can explain 68.3% of the variance in the satisfaction construct through the welcome process and motivation dimensions.

After evaluating the explanatory capacity of the model, the statistical significance of the various structural coefficients was tested with this procedure enabling assessment of the significance of construct relationships. These relationships represent the research hypotheses.

Therefore, the PLS values for the t - statistic associated with each relationship or path were obtained, through recourse to the Bootstrapping technique.

The structural coefficients of the paths Welcome process-Motivation, and Motivation-Satisfaction are considered statistically significant at a significance level of 0.05; hence the data support these relationships.

After this analysis of the model, we are now in a position to confirm some of the hypotheses. Relative to the first research hypothesis, that "the Welcome and Integration Process influences motivation", it was found that the relationship between these two constructs is robust, bearing a direct effect of 0.767 and that value is statistically significant (Sig = 0.000), so it is not possible to reject hypothesis 1. Correspondingly, the way in which new employees are welcomed influences their workplace motivation.

For the second hypothesis presented in this study - "The Welcome and Integration Process influences satisfaction" - the relationship between these two constructs was found to be low, bearing a direct effect of 0.203, and not significant. Thus, hypothesis 2 is rejected. It can be said that the process of welcome and integration does not directly influence satisfaction.

Regarding the third hypothesis - "Motivation has a mediating effect between the welcome process and satisfaction" - the relationship between these constructs was found to be indirect, with a value of 0.709 ( $0.76 \times 0.660 + 0.203$ ) and statistically significant (Sig = 0.000). Therefore, the third hypothesis cannot be rejected. Hence, the effect of the welcome and integration process on satisfaction is fully mediated by employee motivation.

## RESEARCH CONCLUSIONS

This research aimed to contribute empirical evidence on the importance that the process of welcoming and integrating new employees has on their motivation and satisfaction. Overall, this research shows that the developed model seems to adequately represent the data and a model able to explain 68.3% of the variance in satisfaction and 58.8% in motivation.

Through the results obtained, it was found that in the welcome construct, the most important variables were, in descending order, the information provided about the institutional philosophy (FCH4), the overall welcome process (PS3), the explanation of the function (FI5) and appreciation by colleagues (CO3). In the formation of motivation construct, the variables contributing most were recognition of effort (R1) and working conditions (CO3). Finally, in the satisfaction construct, it was the overall satisfaction (ST1), satisfaction with the institution (CE2), satisfaction with the possibility of career development (AV3) and institutional response to expectations (CE4).

Thus, the results of this research show that the welcome process is very important to achieving the motivation of new employees. On the other hand, the welcome process also has an impact on satisfaction, fully mediated by motivation at work.

Therefore, organisations should focus mainly on formal tactics of socialisation but also pay attention to the informal as over the course of the welcome process, new employees value not only information about the institution and their functions but also the appreciation of colleagues and their integration with these colleagues and the organisation. In addition, the factors driving motivation may not be neglected given that while not the only factors causing satisfaction they do carry a high weighting in the explained variance of this construct.

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## APPENDIX 1

Acronym	Indicators
FCH1	Transmission of Information about the internal communication system
FCH2	Transmission of Information about the physical structure
FCH3	Transmission of Information about the Hospital human resources
FCH4FCH5	Transmission of Information about the philosophy of training
FCH6	Transmission of Information about projects in which the hospital is involved
	Transmission of Information about existing services and their functions
FI1	Welcoming process at the moment of arrive
FI2	Transmission of Information about the hospital mission and objectives
FI3	Transmission of Information about the hospital philosophy and practice of care
FI4	Transmission of information on the rights and duties as an employee
FI5	Explanation about job tasks
FI6	Integration process
CO1	Commitment with employees welcome
CO2	Welcoming process by colleagues
CO3	Appreciation by colleagues
PS1	Individualization of the welcome process
PS2	Integration time appropriateness
PS3	Satisfaction with the welcoming process
ST1	Global satisfaction at job
ST2	Satisfaction with the welcoming and integration process
AV1	Compliments for my work
AV2	Achievement of career expectations
AV3	Job promotions corresponding to job performance
AV4	Possibility of annual assessment
AV5	Satisfaction with the forms of work evaluation
CE1	Opportunity to use creativity and professional skills to develop and organize my work
	Recommendation of the institution to a friend
CE2	Possibility to reconcile my professional life with my personal life
CE3	Institution correspondence to initial expectations
CE4	Correspondence of the institution to an ideal institution
CE5	
VPT1	Interesting work
VPT2	Opportunity to perform the tasks that I feel more empowered
VPT3	Work usefulness and importance
EP1	Management support
EP2	Personal reputation in the institution
EP3	Authority in carrying out my duties
EP4	Possibility of participation in decision-making and problem solving
EP5	Acceptance and understanding of my role and my skills
EP6	Appropriate and flexible supervision of my work
EP7	Managers recognition about my performance
EP8	Opportunity to develop a professional project

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TE/RI1	High team spirit at my work
TE/RI2	Proud in belonging to a competent and committed team
TE/RI3	Have friends instead of just work colleagues
CT/F1	Training is considered as part of the organisational development
CT/F2	Existence of continuous training to encourage employees development
CT/F3	Preference for this institution due to working conditions
CT/F4	The workload does not pose a risk to my health, safety and welfare
CT/F5	Training and information regarding the stress that my work exposes me
R1	It is worthwhile to exert myself and give my best
R2	My contribution is important for achieving the objectives and the mission of the institution
EstProf1	Stability at job due to professional bond
EstProf2	Stability at work in the future
Remune1	The salary conforms the professional practice
Remune2	Salary comparison with other professionals