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RESEARCH REPORT

Newcomer Adjustment: Examining the Role of Managers' Perception of Newcomer Proactive Behavior During Organizational Socialization

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Separate streams of organizational socialization research have recognized the importance of (a) newcomer proactivity and (b) manager support in facilitating newcomer adjustment. However, extant research has largely focused on the newcomers' experience, leaving the perspectives of managers during socialization relatively unexplored—a theoretical gap that has implications both for newcomer adjustment and manager-newcomer interactions that may serve as a basis for future relationship development. Drawing from the "interlocked" employee behavior argument of Weick (1979), we propose that managers' perception of newcomers' proactive behaviors are associated with concordant manager behaviors, which, in turn, support newcomer adjustment. Further, we investigate a cognitive mechanism—managers' evaluation of newcomers' commitment to adjust—which we expect underlies the proposed relationship between newcomers' proactive behaviors and managers' supportive behaviors. Using a time-lagged, 4-phase data collection of a sample of new software engineers in India and their managers, we were able to test our hypothesized model as well as rule out alternative explanations via multilevel structural equation modeling. Results broadly supported our model even after controlling for manager-newcomer social exchange relationship, proactive personalities of both newcomers and managers, and potential effects of coworker information providing. The implications of our findings for theory and practice are discussed.

Keywords: organizational socialization, newcomer proactivity, manager information providing, newcomer adjustment, information seeking

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In today's workplace, managers face tremendous demands on their time and resources (Roche, Haar, & Luthans, 2014). As a result, managers are compelled to make decisions, either explicitly or implicitly, about how to best allocate their valuable time, information, and energy to be effective. One area in which managers' decision to invest time and energy has particularly important implications is during the socialization of newcomers (Jokisaari, 2013; Settoon & Adkins, 1997; Sluss & Thompson, 2012). Organizational socialization refers to the process in which newcomers acquire the necessary knowledge and skills to perform their role and function effectively in their new social and organizational environment (Allen, Eby, Chao, & Bauer, in press; Van Maanen & Schein, 1979). Cumulatively, research has shown that newcomers' experiences during socialization have implications for the development of job attitudes, job performance, and the likelihood that they will remain with the organization (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Saks, Uggerslev, & Fassina, 2007). Research also suggests that organizational insiders are important to the process (Fang, Duffy, & Shaw, 2011). For example, as a key socializing agent (Nifadkar, Tsui, & Ashforth, 2012; Ostroff & Kozlowski, 1992), managers' willingness to devote scarce resources to new employees is an important lever that can impact the effectiveness of socialization efforts (Bauer & Green, 1998; Li, Harris, Boswell, & Xie, 2011; Major, Kozlowski, Chao, & Gardner, 1995).

While managers greatly influence newcomers' microenvironment, assign them performance goals, and evaluate their performance (Ashforth, Sluss, & Harrison, 2007), they often have significant discretion in providing support and information to followers (Daft, 2015). Amid expanding roles and pressure on

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managers' time, they must make decisions about the extent to which they engage in the socialization of newcomers; however, the factors that influence these decisions remain unclear, and indeed, managers' perspectives on the socialization process have largely gone underexplored. This imbalance, in terms of a unidirectional focus on socialization from the newcomers' perspective, is particularly evident in the research on newcomer proactive behaviors—the self-initiated actions taken by newcomers that facilitate their adjustment (Ashford & Black, 1996). How managers perceive, evaluate, and respond to early newcomer proactive behaviors may both impact newcomer adjustment in the short-term through a direct response or recognition of newcomer efforts, as well as lay the groundwork for later manager-newcomer relationships, possibly through more frequent interactions or more positive mutual perceptions. Thus, insight into early manager perspectives on newcomers has the potential to inform the theory of socialization and contribute to our understanding of how manager-newcomer patterns of working could develop.

We draw on early theorizing of organizing processes in organizations (e.g., Weick, 1979) to hypothesize the interrelated nature of newcomer-manager behaviors during socialization. Specifically, we investigate four distinct newcomer proactive behaviors and their relationship to managers' provision of task-related and social information to newcomers. In addition, we examine managers' perception of newcomer commitment to adjustment as a cognitive mechanism that links these interdependent behaviors (Figure 1). Importantly, we examine these relationships while controlling for the effects of manager and newcomer proactive personality, manager-newcomer exchange relationship, as well as coworker information providing in an effort to rule out potential alternative explanations and clearly focus on the role of managers' early cognitive and behavioral reactions to newcomers. This focus on how managers perceive newcomer efforts provides an opportunity to clarify why and under what conditions managers might be inclined to support newcomers—a decision that can have major implications for newcomers' later success (Sluss & Thompson, 2012). Doing so also enables us to move beyond the current emphasis on employee-supervisor social exchange relationships and partly explain how these exchange relationships might develop in the first place.

Theory and Hypotheses

Interrelated Newcomer and Manager Behaviors

Weick (1979) highlighted that employee behaviors in organizations are not independent, but "interlocked among two or more people" (p. 89); that is, the behavior of one is contingent on the behavior of others. The notion of interdependent action among managers and employees has been successfully applied to understand how leaders and followers form high quality social exchange relationships, and can similarly be applied to understand other forms of leader-follower interactions. In an application of Weick's proposed ideas regarding interlocked behaviors, Graen and Scandura (1987) referred to behavioral interlocking as a "reciprocal response pattern" demonstrated by two members of a dyad (p. 178). Seemingly, cognitive evaluation of others' behavior acts as a sort of glue that binds reciprocal behaviors. Through each interaction, the respective parties

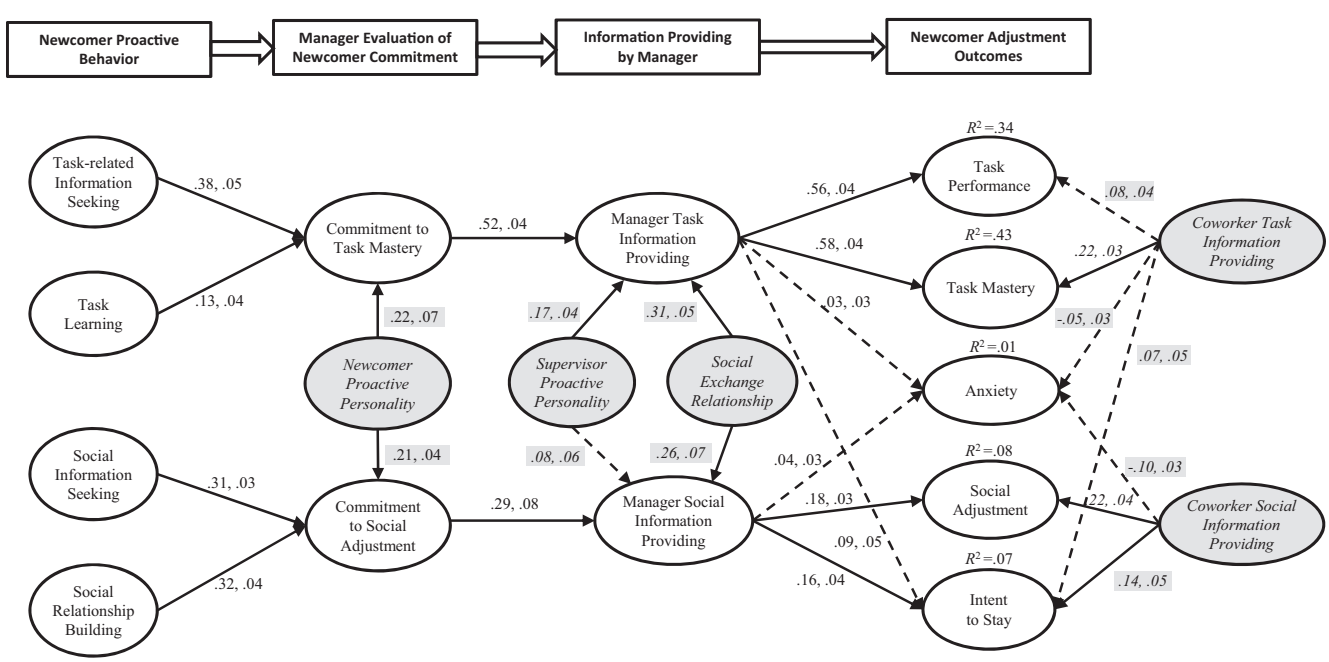

Figure 1. Final multilevel structural model linking newcomer proactive behaviors and outcomes. $N = 273$. Standardized parameter estimates are shown, followed by standard errors. Estimates at or above .13 are significant at $p < .05$. Data for managers' evaluation of newcomer commitment to task mastery and social adjustment, newcomer task performance, and manager proactive personality were provided by the manager. All other data were provided by newcomers. Control variables and their parameter estimates are shaded and italicized. Dashed lines represent nonsignificant paths.

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gather information and insight into the characteristics, motives, and tendencies of the other and then behave in accordance with those perceptions. Graen and Scandura (1987) further stated, "either party [can] initiate a sequence" (p. 184), suggesting that the behaviors enacted by newcomers (i.e., proactive behaviors) may serve as the initiating behavior that spurs managers to respond in kind.

Newcomer Proactivity and Manager's Perception of Newcomer's Commitment to Adjust

We propose that newcomers' proactive behavior shall be viewed by their managers as their commitment to adjust. As relationships form, perceptions of others' behaviors play an important role in triggering behaviors of the observers (Bauer & Green, 1996). For instance, Ferris et al. (2009) concluded that "the relative value an individual perceives from a dyadic relationship, whether it be an economic or a social exchange" (p. 1388) is a key determinant of future behavior. They further proposed that "members of the dyad gather additional information concerning each other that cues the development of initial evaluative judgments concerning past and future behaviors" (Ferris et al., 2009, p. 1388). Overall, in a manager-subordinate dyad, how one party perceives or evaluates the other's behavior and intention is critical to understanding the nature of interrelated behaviors.

In the same vein, early interactions between a manager and newcomer may be characterized by a mutual evaluation of each other's behaviors. As Fang et al. (2011) point out, newcomers are motivated to accumulate social capital, such as information, in order to facilitate their adjustment. Indeed, this search for information is inherent in the sense-making process which has long been acknowledged as a key preoccupation of newcomers (Louis, 1980; Morrison, 1993a). At the same time, managers are also faced with uncertainty during this time and a need to make sense of cues provided by the newcomer as to what kind of performer they will be, whether they will live up to expectations, or be a good fit with the team and organization. In the context of socialization, newcomers engaging in proactive behaviors and looking for ways to actively facilitate their own adjustment are essentially sending signals to their managers regarding their commitment level and eagerness to learn tasks and fit in with others.

Newcomer proactive behavior can take two major forms: first, those aimed at mastering and performing official tasks; and second, those aimed at social assimilation with colleagues (Ashford & Black, 1996; Ashforth et al., 2007; Bauer et al., 2007; Fang et al., 2011). Accordingly, we examine four distinct types of newcomer proactive behaviors. Task-related information seeking and task learning are indicators of behaviors aimed at mastering official tasks. Specifically, task-related information seeking refers to the extent to which newcomers ask for task-related information from their managers, and task learning refers to newcomers' proactive efforts to acquire skills and knowledge related to their official tasks on their own (Morrison, 1993a; Pintrich & De Groot, 1990). Similarly, we investigate social information seeking and social relationship building as indicators of newcomers' social assimilation behaviors. Social information seeking reflects the extent to which newcomers seek information from their managers about social assimilation, and social relationship building refers to the extent to which newcomers participate in official events and take proactive actions aimed at developing social relationships with colleagues (Ashford & Black, 1996; Morrison, 1993a).

We expected that newcomer proactive behaviors would be related to matching cognitive evaluations made by managers. Specifically, task-related proactive behaviors should signal to managers that newcomers are invested in mastering their new role and are committed to finding clarity around tasks and objectives. Similarly, newcomer behaviors that are aimed at becoming more connected and embedded within the social network of the organization should indicate to managers that newcomers are committed to getting along and fitting in with company employees. In sum, we expected that newcomers' proactive behaviors shape managers' evaluation of newcomers' commitment to master official tasks and adjust socially.

Hypothesis 1a: Newcomers' task-related information seeking and task learning are positively associated with managers' perception of newcomers' commitment to task mastery.

Hypothesis 1b: Newcomers' social information seeking and social relationship building are positively associated with managers' perception of newcomers' commitment to social adjustment.

Commitment to Adjustment and Manager Information Providing

Perceived value of an association is critical information that managers may use when determining whether or not to invest scarce time and effort in providing newcomers with support and information (Fang et al., 2011). For example, Graen, Orris, and Johnson (1973) found that managers invested less time in employees they felt would leave the organization after a few months. Other research outside the socialization context has also suggested that managers' evaluations of proactive behaviors matter for how they respond. For example, Grant, Parker, and Collins (2009) found that managers provided higher performance ratings when they believed employee proactivity was driven by more favorable motives (e.g., prosocial motives). Similarly, Lam, Huang, and Snape (2007) reported that managers formed more favorable opinions about followers they believed engaged in feedback seeking to enhance performance. Because managers often have significant leeway in terms of information they provide to newcomers, their evaluation of newcomer proactive behavior may be an important factor in their inclination toward supporting newcomers. Thus, we expect that when managers perceive newcomers as highly committed to their adjustment, they would be more inclined to respond with helpful behavior (i.e., greater information sharing with newcomers) in the specific domain.

Hypothesis 2a: Managers' perception of newcomer commitment to task mastery is positively associated with task information providing.

Hypothesis 2b: Managers' perception of newcomer commitment to social adjustment is positively associated with social information providing.

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Manager Information Providing and Newcomer Adjustment Outcomes

Following recommendations by reviews of organizational socialization (e.g., Ashforth et al., 2007; Bauer et al., 2007; Nifadkar et al., 2012), we examine newcomers' task performance, task mastery, anxiety, social adjustment, and intent to stay as potential outcomes of managers' information providing. Prior research supports the important role of managers in influencing employee attitudes and performance (e.g., Chiaburu & Harrison, 2008; Ng & Sorensen, 2008). For example, research has shown that feedback and information provided by managers helps newcomers understand performance expectations of the organization and how to achieve performance goals (e.g., Ashford & Taylor, 1990; Bauer & Green, 1998). Thus, the provision of task-related information by managers should be important for assisting newcomers in developing confidence and mastery of their work, high performance, and positive attitudes toward remaining with the organization.

Similarly, information provided by the manager about the social context of the organization can serve to enhance newcomers' sense of social adjustment and strengthen their ties with the organization. Finally, the availability of information during the socialization process should help newcomers make sense of conflicting or ambiguous situations and hence reduce anxiety associated with uncertainty newcomers face when they enter the organization (Ellis et al., 2015; Morrison, 2002; Ostroff & Kozlowski, 1992; Thomas & Lankau, 2009). Thus, we expected that manager information providing would be negatively associated with anxiety experienced by newcomers. The following hypotheses summarize this discussion.

Hypothesis 3a: Managers' task-related information providing is positively associated with newcomers' task mastery, task performance, and intent to stay, and negatively associated with newcomers' anxiety.

Hypothesis 3b: Managers' social information providing is positively associated with newcomers' social adjustment, and intent to stay, and negatively associated with newcomers' anxiety.

Mediation by Manager Perception of Newcomer Commitment to Adjustment

Taken together, we expected that newcomer proactive behavior would be indirectly related to manager information providing via enhanced manager evaluations of newcomer commitment to adjustment. That is, newcomers' proactive behavior should mold managers' perceptions of their commitment to adjustment, and such evaluations would influence their information providing behaviors. Thus, managers' perception of newcomer commitment should mediate the relationship between newcomers' proactive behaviors and managers' information providing behaviors, as summarized in the following hypotheses.

Hypothesis 4a: Managers' perceptions of newcomer commitment to task mastery will mediate the relationship between newcomers' task-related information seeking and task learning, and managers' task information providing.

Hypothesis 4b: Managers' perceptions of newcomer commitment to social adjustment will mediate the relationship between newcomers' social information seeking and social relationship building, and managers' social information providing.

Method

Sample

We tested our hypotheses using data collected from two sources, newcomers and their managers, working in an information technology company in India, in four phases using Internet-based surveys. We maintained a gap of 1 week between each round of data collection. The 1-week gap is consistent with other studies in this area (e.g., Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013; Nifadkar et al., 2012), and it allowed us to temporally order data collection consistent with the variables in our hypothesized framework while minimizing potential common method bias and reducing respondent fatigue (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). At Time 1, we collected data on newcomer proactive behavior, newcomer proactive personality, and demographic variables from newcomers. At Time 2, we measured manager perceptions of newcomers' commitment to task mastery and social adjustment, and manager proactive personality. Time 3 surveys measured newcomer reports of the extent to which managers and coworkers provided task information and social information, and social exchange relationship with manager. At Time 4, we collected data on the outcome variables of task mastery, social adjustment, anxiety, and intent to stay from newcomers, and task performance from managers. Human subjects review and approval for the study was granted by Arizona State University (Protocol No. HS 0810003363; Title: Emotions and Newcomer Adjustment).

The initial sample was comprised of 738 newcomers (and their managers) who had joined the company 3 months before the administration of the survey as this time has been suggested as a critical point in the newcomer adjustment process (e.g., Watkins, 2013). At the end of the four rounds of data collection, we had complete data for 273 newcomers with a response rate of 37%. Analyses of variance for age, $F(1, 523) = .23$, $p = .63$, gender, $F(1, 523) = .95$, $p = .33$, education, $F(1, 523) = .01$, $p = .92$, newcomer proactive personality, $F(1, 523) = 1.62$, $p = .20$, task-related information seeking, $F(1, 523) = .91$, $p = .34$, task learning, $F(1, 523) = .26$, $p = .61$, social information seeking, $F(1, 523) = .04$, $p = .83$, and social relationship building, $F(1, 523) = .74$, $p = .39$ indicated no statistically significant differences among newcomers who only completed the first round of data collection and for whom complete data were available at the end. On average, newcomers were 29 years old and 58% were male. Further, all held a bachelor's degree and 21% held an additional master's degree. All respondents were software engineers who worked on developing customized software applications for foreign clients. Our site visits suggested that the company employees worked closely with each other and the physical arrangement of their workspace was such that frequent formal and informal interactions with their managers and coworkers were inevitable. Newcomers worked in teams that reported to their manager, who, in turn, assigned specific tasks to the subordinates and supervised their performance. The average age of managers was 35 years, 62% were male, all held a bachelor's degree, and 32% held an additional master's degree. Overall, 203 managers

provided data for an average of 1.34 newcomers with a range from 1–7 newcomers.

Measures

For all measures, we used a 7-point Likert-type scale (1 = *completely disagree* to 7 = *completely agree*) unless otherwise specified. Cronbach's alpha for all measures are presented in Table 1. A five-item measure from VandeWalle, Ganesan, Challagalla, and Brown (2000) with a 7-point Likert-type scale (1 = *almost never* to 7 = *very frequently*) was used to measure the extent to which newcomers' sought task-related information from their managers. A sample item is, "How frequently do you ask your supervisor for information about technical aspects of your job?" Task learning was measured using four items that assessed the degree to which newcomers tried to acquire skills and knowledge to perform their official tasks on their own (Pintrich & De Groot, 1990). A sample item is "I try to learn new technical skills even when no one asks me to." The degree to which newcomers sought social information from managers was measured by adapting the five items we used for measuring task-related information seeking (VandeWalle et al., 2000). A sample item is "How frequently do you ask your supervisor for information about social aspects of your job?" Newcomers' social relationship building was measured using six items from the relationship building and general socializing scale from Ashford and Black (1996). A sample item is "I try to spend as much time as possible with my colleagues."

Data for managers' perception of newcomers' commitment to task mastery and social adjustment were collected from managers using five items per variable and adapted from Chao, O'Leary-Kelly, Wolf, Klein, and Gardner (1994). Sample items are, "This employee is fully committed to master the official tasks" and "This employee is fully committed to developing friendly relationships with his/her colleagues."

Task-related and social information providing items were adapted from VandeWalle et al. (2000) by changing the focus from information seeking to information providing. These five-item scales were rated by newcomers. Sample items were, "My supervisor provides me with information I need to complete my official tasks" and "My supervisor provides me with information I need to develop friendly relations with my colleagues" for task-related and social information providing, respectively.

Items for the newcomer socialization outcome of task mastery were provided by newcomers and measured the extent to which newcomers felt they had mastered their official tasks. We used five items from the Performance Proficiency Scale of Chao et al. (1994). A sample item is, "I have mastered the required tasks of my job." The items for social adjustment were from Chao et al.'s (1994) People scale and a sample item is "I believe most of my coworkers like me." The four items for anxiety were developed by Caplan, Cobb, French, Van Harrison, and Pinneau (1980). A sample item is, "I feel nervous at the workplace." Task performance data were provided by newcomers' managers using five items from Tsui, Pearce, Porter, and Tripoli (1997). A sample item is, "This employee performs the core job tasks very well." Finally, intent to stay was assessed using four items (Bozeman & Perrewé, 2001) and a sample item is "I do not intend to quit my job in the next year."

Table 1
Descriptive Statistics and Correlations

Variables	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Task-related information seeking (T1, E)	4.34	1.66	(.92)																	
2. Task self-learning (T1, E)	4.99	1.86	.21	(.93)																
3. Social information seeking (T1, E)	3.39	1.81	.05	−.04	(.86)															
4. Social relationship building (T1, E)	4.96	1.56	.18	.11	.06	(.91)														
5. Commitment to task mastery (T2, M)	4.05	1.67	.34	.18	.05	.12	(91)													
6. Commitment to social adjustment (T2, M)	5.49	1.43	.19	.12	.30	.41	.15	(.92)												
7. Manager task info providing (T3, E)	5.05	1.61	.35	.21	.04	.16	.51	.14	(.94)											
8. Manager social info providing (T3, E)	4.22	1.84	.12	.06	.16	.18	.04	.31	.04	(.85)										
9. Task mastery (T4, E)	5.23	1.42	.36	.29	.11	.23	.23	.23	.43	.11	(.92)									
10. Social adjustment (T4, E)	5.18	1.37	.06	−.02	.19	.50	−.03	.48	−.05	.28	.23	(.93)								
11. Anxiety (T4, E)	2.22	1.06	−.06	.10	−.08	−.18	.08	−.09	.05	.03	−.09	−.26	(.89)							
12. Task performance (T4, M)	5.19	1.61	.20	.36	.01	.19	.22	.13	.40	.09	.46	.14	−.02	(.95)						
13. Intent to stay (T4, E)	4.34	1.77	.14	−.01	.06	.18	.08	.20	.12	.20	.13	.29	−.04	−.03	(.86)					
14. Newcomer proactive personality (T1, E)	5.36	1.33	.31	.26	.01	.17	.22	.23	.12	.08	.45	.18	−.06	.32	.05	(.82)				
15. Manager proactive personality (T2, M)	5.35	1.37	.22	.13	−.01	.18	.11	.13	.18	.14	.17	.06	.00	.22	.07	.13	(.89)			
16. Social exchange relationship (T3, E)	5.29	1.56	.14	.07	.07	.16	.15	.13	.18	.36	.15	.12	.01	.19	.10	.04	.11	(.94)		
17. Coworker task info providing (T3, E)	5.16	1.61	.24	.16	.04	.16	.25	.13	.39	.03	.44	.11	−.03	.30	.09	.29	.11	.05	(.97)	
18. Coworker social info providing (T3, E)	5.26	1.62	.05	.07	.05	.15	−.09	.16	−.04	.29	.11	.38	−.05	.06	.23	.21	.03	.01	.08	(.96)

Note. $N = 273$. Correlations at or above .12, are significant at $p < .05$, and those at or above .17 are significant at $p < .01$. Manager proactive personality, task performance and commitment to adjustment data were gathered from managers (M = manager) and all other data were provided by newcomers (E = employee). T1 = Time 1; T2 = Time 2; T3 = Time 3; T4 = Time 4. Consecutive time periods were one week apart. Cronbach alphas for each variable appear along the diagonal within parentheses.

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Because our model was focused on proactive behaviors, we included newcomers' and managers' proactive personality as control variables using Seibert, Crant, and Kraimer's (1999) 10-item self-report scale. Bauer and Green (1996) showed that interrelated newcomer-manager behavior might provide the foundation for high quality exchange relationships, which might motivate managers to provide greater resources to some employees. To account for this potential confound, we also measured and controlled for social exchange relationship with manager (Shore, Tetrick, Lynch, & Barksdale, 2006). We also collected data on task and social information providing by coworkers using the measures described above to tease out the role of newcomers' coworkers in the process (e.g., Ashford, Blatt, & VandeWalle, 2003; Morrison, 1993a, 1993b) and included these as controls. Finally, age, gender, education, and work experience were collected, but per recommendations by Williams, Vandenberg, and Edwards (2009) who suggest adding only relevant variables as controls, these were not included in structural models, as we did not notice any systematic correlations with our study variables.

Analytical Procedure

We used multilevel structural equation modeling using EQS 6.1 to test our model. Three parcels composed of randomly averaged items were used as manifest variables for each latent variable. Comparative fit index (CFI) and incremental fit index (IFI) values of .90 or greater and root-mean-squared error of approximation (RMSEA) values of less than .08 were considered as indication of a good model fit (Bentler & Bonett, 1980; Browne & Cudeck, 1993). All exogenous variables were allowed to covary. Paths from control variables were as shown in Figure 1.

Results

Descriptive information for study variables is shown in Table 1. The hypothesized multilevel model fit the data well ($\chi^2[2,862] = 18{,}484.40$, CFI = .98, IFI = .98, RMSEA = .03) and standardized parameter estimates and standard errors from this model are shown in Figure 1.[1]

*H*1a proposed a positive relationship between task-related proactive behaviors (task-related information seeking and task learning) and managers' perception of newcomer commitment to task mastery, and *H*1b proposed a positive relationship between social proactive behaviors (social information seeking and social relationship building) and commitment to social adjustment. As shown in Figure 1, these hypotheses were supported.

*H*2a and *H*2b concerned the relationship between managers' evaluation of newcomer commitment (commitment to task mastery and commitment to social adjustment) and managers' information providing behavior (task information providing and social information providing). These hypotheses were supported, as shown in Figure 1.

*H*3a and *H*3b were about the outcomes of task-related and social information providing. These hypotheses were partially supported. In particular, paths from task information providing and social information providing to anxiety and that from task information providing to intent to stay were nonsignificant, whereas all other paths were significant.

*H*4a and *H*4b proposed mediation by managers' perception of newcomer commitment to task mastery and newcomer commitment to social adjustment. We tested mediation by using the effect decomposition procedure of EQS. Results showed that the indirect effect was statistically significant for task-related information seeking (standardized indirect effect = .19, $p < .05$) and task learning (standardized indirect effect = .07, $p < .05$). Also, the indirect effect was statistically significant for social information seeking (standardized indirect effect = .09, $p < .05$) and social relationship building (standardized indirect effect = .09, $p < .05$). Thus, *H*4a and *H*4b were supported, indicating that managers' perception of newcomer commitment mediated the effects of newcomer proactive behaviors.

Discussion

A primary objective of the current study was to provide insight into the relatively unexplored perspectives and experiences of managers during the newcomer socialization process. Our results largely supported our hypothesis that newcomer proactive efforts are associated with supportive manager behaviors, and this is due, at least in part, to managers' evaluations of newcomers' commitment to adjustment. In turn, newcomers showed greater task mastery, task performance, and social adjustment, and lower intentions to turnover. Newcomer anxiety was not significantly predicted by supervisor information providing, which may have been due to the low mean for this variable ($M = 2.2$) and the possibility of a resulting floor effect (Everitt, 2002), or it may indicate the role of other variables that were not included in this study. Results also suggested that, in general, task-related constructs (e.g., task information seeking, task-information providing) were more closely related with each other and the same was the case with socially oriented constructs such as social information seeking and social information providing. Overall, our results show the critical importance of manager evaluation of newcomer commitment after controlling for the effects of newcomer and manager proactive personality, their social exchange relationship, and coworker information providing.

Our study makes several contributions to organizational literature. First, while there is consensus about managers as integral to successful newcomer adjustment, their perspective on newcomers has not been given sufficient research attention. This oversight means that past research has been somewhat inconsistent, arguing, on the one hand, that newcomer socialization is a two-way process and, on the other, studying it in a unidirectional manner; that is, from the perspective of the newcomer. Our results support prior research outside of the socialization context, which has suggested managers' evaluations of employee behaviors has implications for behavior toward, and support of subordinates (e.g., Fuller, Marler, Hester, & Otondo, 2015). Moreover, our research supports the foundational theoretical view of socialization as an interdependent process (Reichers, 1987) between newcomers and their social context, and indicates that both newcomer behaviors *and* managers' experiences during socialization matter.

Second, newcomer proactivity is traditionally seen as critical to newcomer adjustment. For example, Nifadkar et al. (2012) and Wanberg and Kammeyer-Mueller (2000) argued that newcomer proactive behaviors such as information seeking are associated

[1] Fit statistics of the alternative models we tested are available upon request.

with work outcomes of social adjustment, role clarity, task mastery, and turnover. However, so far, no research has examined the role of managers in mediating the relationship between newcomer proactivity and their adjustment. Thus, by specifically testing whether newcomers' proactivity is evaluated by managers as a sign of their commitment to adjust and proposing that such evaluation promotes information providing by the managers, our study opens the "black box" of the relationship between newcomer proactive behavior and adjustment outcomes.

More broadly, to the extent that there is discretion in managers' decision to support newcomers, the current research contributes to our knowledge of citizenship behaviors in organizations (e.g., Podsakoff, MacKenzie, Paine, & Bachrach, 2000). For instance, our results may help explain why managers, and more broadly other employees, may display helping behaviors toward others. It is possible that in addition to antecedents identified previously, employees' perception of commitment of their coworkers to achievement of organizational goals motivates them to go beyond their official responsibilities and help them.

Practical Implications

It is clear from our study that manager investments in newcomers are important for their successful adjustment. Given the importance of managers in the adjustment process, it makes sense to consider ways in which organizations may incentivize and encourage managers to support all newcomers—irrespective of their proactivity levels—adjust to the organization. Our results suggest that newcomers who engage in information seeking are seemingly at an advantage, because they are viewed as more committed to their own socialization, motivating managers to share more information with them. However, employees who are somewhat less proactive might be at a disadvantage in this regard. Hence, managers (and coworkers) should be encouraged to level the playing field by being aware of this tendency of some newcomers, and making concerted efforts to share information with such newcomers more proactively.

Organizations might also consider adding working with newcomers to job descriptions of managers and including it as part of the performance appraisal process. They might also think of ways to help remind managers about connecting with new employees. For example, Google conducted an experiment where they electronically "nudged" a group of managers with new employees by sharing timely suggestions regarding ways they could help them adjust. Managers in the experimental condition were 14% more proactive in helping newcomers adjust and their new employees reported onboarding 10% faster (Dekas, 2013).

Potential Limitations and Future Research Directions

As with any study, this work has potential limitations to consider. For example, while our data were gathered across four time points from both newcomers and their managers, which may help alleviate concerns regarding common method bias to some degree, we did not use a true longitudinal design (Ployhart & Vandenberg, 2010). We encourage future research which is able to more fully untangle the longitudinal effects of newcomers' proactive behaviors (Boswell, Shipp, Payne, & Culbertson, 2009). For example, using a diary method of data collection would enable looking at newcomer responses to manager information providing, as well as trajectories of newcomer adjustment in relation to repeated newcomer-manager interactions.

In addition to managers' perception of newcomer commitment, future research may also benefit from investigating other potential factors that may influence managers' supportive behaviors. For instance, generativity motives—people's tendency to care for and provide mentorship—may incline managers to believe that it is important for them to provide assistance and mentorship to new employees during the socialization period (Kanfer & Ackerman, 2004). Another avenue for building upon this study is to examine newcomers' full social networks as suggested by Fang et al. (2011). Emerging research suggests that coworkers and managers may play unique and potentially compensatory roles, for instance, when managers support newcomers in the context of conflict with coworkers (Nifadkar & Bauer, 2016). Thus, given the prevalence of teams in today's organizations and their potential to affect newcomer adjustment (Chen, 2005; Chen & Klimoski, 2003), we encourage future researchers to explore these and other related research opportunities.

In conclusion, the current study helps to stimulate additional theoretical and empirical work that focuses on the interdependencies between newcomers and managers and builds our understanding of socialization from the perspective of an important insider, the manager.

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