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*VETERAN PEERS' PERCEPTIONS AND REACTIONS TO HIGH STATUS AND PROACTIVE
NEWCOMERS: THE EFFECTS ON NEWCOMERS' ADJUSTMENT AND VETERAN PEERS'
OUTCOMES.*

BY

ARTEMIS BOULAMATSI

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree

Of

Doctor of Philosophy

In the Robinson College of Business

Of

Georgia State University

GEORGIA STATE UNIVERSITY
ROBINSON COLLEGE OF BUSINESS
2019

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ACCEPTANCE

This dissertation was prepared under the direction of the *Artemis Boulamatsi* Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

Richard Phillips, Dean

DISSERTATION COMMITTEE

Dr. Nikolaos Dimotakis
Dr. Lisa Schurer Lambert
Dr. Songqi Liu
Dr. Kris Byron

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Abstract

Veteran Peers' Perceptions and Reactions to High Status and Proactive Newcomers: The Effects on Newcomers' Adjustment and Veteran Peers' Outcomes.

BY

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4.18.2019

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Major Academic Unit: Managerial Sciences

Organizations often focus on bringing in newcomers with change-oriented tendencies, expertise and high status characteristics that can contribute to the improvement of organizational practices and products. However, in their effort to incorporate these newcomers in the organization and benefit from them, organizations assume that the onboarding process will be seamless, lacking insight on how this process unfolds. Drawing on the transactional model of stress, I propose that veteran peers are likely to perceive such newcomers as a threat to their self-view and their way of work. In addition, veteran peers' contingent self-esteem on relative workplace performance and their satisfaction with the way of work will posit as boundary conditions. Finally, I expect that veteran peers' threat perceptions will trigger negative behavioral reactions with important implications for both newcomers' adjustment in the role and veteran peers work outcomes. A pilot study, interviewing veteran employees, was conducted to gain better insight of the phenomenon. Next, hypotheses were tested in a field study, surveying employees in three US organizations. Results from both studies are presented and discussed.

Keywords:

Veteran peers' threat perceptions; newcomer status characteristics; newcomer proactive personality; veteran peers' support; newcomers' adjustment; veteran peers' work outcomes.

Introduction

Veteran peers, as longer-tenured employees, have an important role in newcomers' socialization as they help newcomers acquire the necessary tools to perform their role, build relationships within and outside the organization, and adjust in the new work environment (e.g., Bauer & Erdogan, 2014; Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013; Liu, Wang, Bamberger, Shi, & Bacharach, 2015). Veteran peers also pose a valuable asset for the organization. They possess knowledge, competencies, and abilities acquired through training and long-term experience in their role (e.g., Liang, Moreland, & Argote, 1995; Perretti & Negro, 2006; Reagans & McEvily, 2003). They also possess strong social capital, as they have built relationships, networks, and memberships in groups within and outside the organization (e.g., Mehra, Kilduff, & Brass, 2001). In addition, veteran peers have demonstrated a willingness to remain with the organization (e.g., Mathieu & Zajac, 1990) and are more likely to act in its best interests.

So far, the socialization literature has focused on newcomers and the process through which they acquire the knowledge, skills, attitudes, and behaviors that are necessary to perform successfully the new role and transform from outsiders to organizational insiders (Van Maanen & Schein, 1979). The socialization process is supported by organizational socialization tactics, newcomers' proactive actions, and veteran peers' mentoring and group norms (e.g., Ashford & Black, 1996; Jones, 1986; Kammeyer-Mueller & Wanberg, 2003; Kammeyer-Mueller et al., 2013; Liu et al., 2015), that help newcomers adjust in the role and integrate smoothly in the workgroup (Bauer et al., 2007). In this work, the underlying assumption is that veteran peers generally welcome newcomers' organizational entry and support their learning and adjustment in the new role (for reviews see Bauer et al., 2007; Saks, Uggerslev, & Fassina, 2007).

However, empirical findings and practical evidence have often showed that veteran peers may not always support newcomers' socialization. Surveys have shown that companies lose almost half of their new hires within the first eighteen months of employment and a common reported factor is tensions in collaborations with their coworkers (Martin, 2014). In addition, studies have found that newcomers may experience low social support or even social undermining from their coworkers in the first 90 days of employment (e.g., Kammeyer-Mueller et al., 2013). Although there is some evidence that challenge the assumption that newcomers are always welcomed, still, our knowledge is limited on why and when veteran peers may fail to help newcomers learn "the ropes" and become adjusted to the new work environment.

Newcomers, especially those with high expertise, prominence, and change-oriented tendencies, bring new knowledge, skills, (e.g., Harris, Li, Boswell, Zhang, & Xie, 2014; Kraatz & Moore, 2002; Madsen, Mosakowski & Zaheer, 2003; Rao & Drazin, 2002), and improvements in the organization (for example, Chief Operating Officer Sheryl Sandberg, Facebook 2008, as cited in Aguinis, Gottfredson, & Joo, 2012; Shigeru Miyamoto, Nintendo 1977, as cited in Aguinis & O'Boyle, 2014). Thus, such newcomers are likely to introduce changes in the workgroup and disrupt veteran peers' work life. Especially when newcomers have characteristics that signal high status and change-oriented tendencies (e.g., Feij, Whitely, Piero, & Taris, 1995), although often a minority in the organization, they can challenge veteran peers' self-view and disrupt their workflow (Levine & Tindale, 2015). Consequently, the extent to which veteran peers experience newcomers as a disruption, might affect how they will react as socialization agents, and, in turn, have important implications for both newcomers' adjustment and veteran peers' work attitudes.

When faced with a new situation, individuals go through several cognitive and affective processes in order to evaluate its meaning for them and to decide how to respond to it; this is likely the case for veteran peers evaluating the meaning of a new hire joining their workgroup. Drawing on the transactional model of stress (Lazarus & Folkman, 1984) as an overarching framework, I propose that veteran peers may, under certain conditions, appraise newcomers' high status characteristics and change-oriented tendencies as a stressful event. According to Lazarus (1995), for a stimulus to be perceived as stressful, there has to be some stake in an outcome of importance for the individual, and the situation has to be taxing or exceed the individual's resources. I expect that change-oriented and high status newcomers are likely to be perceived as a disruption and threat to two important domains in veteran peers' organizational role, their self-worth and their functioning in their work-role. Consequently, this primary appraisal of newcomers' characteristics is expected to trigger veteran peers' behavioral reactions in their effort to cope with change and adjust to the new conditions in their workgroup. Also, veteran peers' contingent self-esteem on their relative workplace performance and their satisfaction with their way of work will likely condition the relationships between newcomers' characteristics and personality traits and veteran peers' threat perceptions (see Figure 1 for the hypothesized model).

This paper contributes to the organizational socialization literature in two ways. First, it increases our understanding of the socialization process by focusing on veteran peers. The majority of socialization research and theorizing so far has focused on newcomers and how they acquire knowledge, information, and support, either proactively (e.g., Ashford & Black, 1996) or by receiving support from the organization and their supervisor (e.g., Allen & Meyer, 1990a; Ashforth & Saks, 1996; Jones, 1986). However, organizational socialization literature remains relatively silent on organizational insiders' point of view (Bauer & Erdogan, 2014) and a widely

held assumption is that insiders adopt a supportive role to newcomers' socialization. Contrary to this assumption, a recent study by Kammeyer-Mueller et al. (2013) showed that coworkers' support declines over the first 90 days of newcomers' entry and that coworkers may even undermine newcomers at the early stages of socialization. Further understanding veteran peers' role in the socialization process and why and under what conditions they express support or undermining to newcomers is vital for three reasons. First, veteran peers can formally or informally influence newcomers' learning and adjustment in their new role (e.g., Bauer & Erdogan, 2014; Kammeyer-Mueller et al. 2013; Liu et al., 2015). Second, veteran peers' role in the socialization process has been found to be more important compare to organization's and supervisor's role, especially for newcomers' social integration, commitment, and satisfaction (e.g., Kammeyer-Mueller & Wanberg, 2003; Louis, Posner, & Powell, 1983; Morrison, 1993b; Ostroff & Kozlowski, 1992). Third, veteran peers' adjustment to the new situation (i.e., newcomers' entry) can affect their own commitment and turnover intentions that ultimately may impact the organization (e.g., through productivity, personnel retention). Thus, understanding to what extent newcomers are accepted by their veteran peers is an important piece of the socialization process puzzle.

Second, this paper adds knowledge to a body of literature that focuses on veteran peers' receptivity of newcomers' knowledge, ideas, and improvements (Rink et al., 2013). So far, empirical studies on receptivity of newcomers have focused mainly on team outcomes such as team innovation, but have failed to show consistent findings and have seldom examined mediating processes that show to what extend newcomers are accepted by their longer-tenured peers. Drawing on the organizational change literature and the transactional model of stress, I aim to shed light on why newcomers may not always be able to adjust in their new role and bring

in new knowledge, by focusing on how veteran peers perceive, and react to, newcomers' organizational entry as a change and stressful event in the workgroup. Thus, veteran peers' cognitive processes and behavioral reactions shed light on how newcomers and veteran employees can work together to contribute to organizational outcomes.

In the sections that follow, I first explain why newcomers with high status characteristics or high proactive personality might be perceived as threat by their veteran peers, and how these relationships are stronger when veteran peers are satisfied with their work and when they have high contingent self-esteem on their relative workplace performance. I also posit that veteran peers' threat perceptions will generate resistance efforts towards newcomers manifested as withholding social- and task-related support for socialization. Lastly, I explain how veteran peers' behavioral reactions to newcomers affect their own attitudes and newcomers' adjustment.

Hypothesis Development

Newcomers' Status Characteristics and Proactive Personality as a Threat to Veteran Peers

Newcomers are not only passive recipients of socialization practices (e.g., Allen & Meyer, 1990a; Jones, 1986), but they can also adopt an agentic role by engaging in socialization efforts personally and by interacting with organizational insiders to acquire the necessary skills, knowledge, and attitudes to perform their role and adjust in their workgroup (e.g., Ashford & Black, 1996; Bauer et al., 2007). During these interactions, newcomers from recipients can be sources of influence to organizational insiders regarding knowledge, working methods, status, or social ties (Levine, Choi, & Moreland, 2003). However, not all newcomers are expected to have an impact on organizational insiders. Two factors that can foster newcomers' influential role on organizational insiders during socialization process are 1) newcomers' characteristics that signal high status and 2) their proactive personality. Newcomers with high status characteristics could

trigger social comparison processes to veteran peers and challenge veteran peers' self-view. Also, newcomers' proactive personality enables them to adopt a change-oriented approach towards the environment and challenge veteran peers status quo in their way of work.

Drawing on organizational change literature that has extensively examined employees' responses to change events, researchers argue that among other factors, change has a personal impact on employees (Oreg, Vakola, & Armenakis, 2011). Recipients of change will accept or resist change based on whether they perceive it as beneficial or harmful to them, meaning if they anticipate personal positive or negative outcomes from the new situation (Oreg, Vakola, & Armenakis, 2011). I propose that veteran peers may anticipate negative personal outcomes from newcomers with high status characteristics and high proactive personality and, as a result, they will perceive newcomers as a threat. Threat perceptions, defined as the perception of possible negative future outcomes (Lazarus & Folkman, 1984), can arise when one's personal interests are being jeopardized (Branscombe, Ellemers, Spears, & Doosje, 1999) or when others "challenge, call into question, or diminish a person's sense of competence, dignity or self-worth" (Aquino & Douglas, 2003, p. 196). Veteran peers can experience a negative personal impact from newcomers' characteristics in two domains, their self-view and their way of work.

Newcomers' Status Characteristics and Veteran Peers' Threat Perceptions to their Self-View. According to personal identity perspective, people attach attributes such as traits, abilities, and interests to themselves that define them and also distinguish them from others (Brewer & Gardner, 1996; Moghaddam, 2006). Such attributes position individuals in relation to others in their environment and can act as benchmarking criteria when comparing with others (Moghaddam, 2006). Individuals develop a personal sense of self by comparing themselves to relevant others. In a workplace setting, veteran peers as longer-tenured employees have already

developed a sense of self-worth that gives them inference of their self and their role in the workgroup. Veteran peers have developed a sense of who they are and where they stand in their workgroup, which helps them understand and control their environment, and gives them stability and predictability in their social interactions (e.g., Van der Vegt, Bunderson & Kuipers, 2010).

However, newcomers' organizational entry can threaten their veteran peers self-view. Newcomers bring in characteristics that initiate veteran peers' cognitive processes. Veteran peers try to get to know newcomers, understand their capabilities, and make future predictions about their behavior. During this process veteran peers look for cues that can signal status and generate behavioral and performance expectations (Berger, Fisek, Norman, & Zelditch, 1977).

Characteristics that can serve as status cues are newcomers' educational level, expertise in a specific domain, prominence of their university degree and past employer, years of relevant working experience, and their formal ranking in the current organization. Such newcomer characteristics are shared with veteran peers through social interactions and gossip, through symbols (for example, vehicle plates, clothes, stickers that have a university's or company's name), or through social media and other online sources (for example, LinkedIn). Veteran peers evaluate these characteristics and assign them a status value (Ridgeway, 1991).

Status signals "the degree to which an individual possesses a desirable quality" (Sauder, Lynn, & Podolny, 2012, p.269). Status characteristics can cue prestige and respect (e.g., Berger, Fisek, Norman, & Zelditch, 1977) and result in many positive outcomes. Individuals with high status characteristics tend to receive more attention and admiration from others (Fiske, 1993; Magee & Galinsky, 2008). Those in high status are considered more noteworthy, prominent, and influential members and are allowed more control in a group (Anderson, John, Keltner, & Kring, 2001; Cheng, Tracy, & Henrich, 2010). Finally, high status people garner greater credibility,

respect, and approval, and gain better positions in social networks that give them access to more social resources (Fiske, 2010; Lamertz & Aquino, 2004; Wegener, 1992).

During veteran peers' cognitive process of evaluating newcomers, veteran peers inevitably make social comparisons with newcomers. Veteran peers use newcomers' status characteristics to make upward or downward comparisons, which, in turn, can lead them either to negative or to positive self-appraisals (for reviews on social comparisons see Collins, 1996). Through such social comparisons, people draw inferences about themselves, their abilities, and their tangible and intangible possessions (Smith & Kim, 2007; Wood, 1989). Veteran peers that perceive newcomers to have higher status characteristics than them, may feel threatened in their self-view and experience feelings of envy, self-deflation, and low self-worth. In line with previous work, studies have shown that social comparison processes among peers exist in several contexts (e.g., organizational, school, job interviews settings), where people often use peers as referent others to evaluate themselves and formulate their self-view (e.g., Greenberg, Ashton-James, & Ashkanasy, 2007; Marsh & Parker, 1984; Morse & Gergen, 1970). Especially for employees that are used to enjoying advantages that come either from their formal organizational role or from years of experience in the organization, coworkers' characteristics that are perceived as superior quality trigger feelings of envy and result in low self-perceptions (e.g., Collins, 1996; Leheta et al., 2017; Yu, Duffy, & Tepper, 2018). Since status is associated with many positive signals such as respect, influence, and admiration, the higher the newcomers' status characteristics comparing to veteran peers, the more threatening they are expected to be for veteran peers' self-view. Thus, I expect that:

H1a: Newcomers' high status characteristics are positively associated with veteran peers' threat perceptions to their self-view.

Newcomers' Proactive Personality and Veteran Peers' Threat Perceptions to their Way of Work. Employees not only adopt a certain self-view in their work-role, but they also develop and utilize certain behaviors, practices, and processes to perform their role. Veteran peers, as longer-tenured employees, have more time to socialize, observe, and adopt the predominant norms, rules, and practices within their workgroup (Perretti & Negro, 2006). Veteran peers also have more time to develop habitual working methods and behavioral patterns through training, practice, and performance in their role (e.g., Ericsson & Charness, 1994; Gersick & Hackman, 1990) that have found to work well in the past (Ziller, 1965). This gives them a sense of familiarity and comfort with regard to how successfully function within the organization. It also makes them feel more in control of the situation and better able to predict future outcomes (e.g., Ericsson & Lehmann, 1996; Ericsson, Patel, & Kintsch, 2000; Nee & Meenaghan, 2006).

However, newcomers high in proactive personality may have a strong agentic role in the new environment. Proactive personality has been defined as “the relatively stable tendency to effect environmental change” (Bateman & Crant, 1993, p.103). Proactivity, in general, refers to actively seeking to challenge the status quo by proposing improvements or creating new conditions (Crant, 2000). Thus, employees that have high proactive tendencies do not remain passive recipients of circumstances, but they take an active role in their job to influence their environment. Such people adopt a future-focused approach by planning and acting in advance to introduce changes (Bateman & Crant, 1993; Crant, 2000).

Proactive personality is considered to be a positive personal characteristic and has been associated with several workplace outcomes such as career success, job performance, innovation, voice, and high-quality relationships with supervisor (e.g., Fuller & Marler, 2009; Li, Liang, & Crant, 2010; Seibert, Kraimer, & Crant, 2001; Thomas, Whitman, & Viswesvaran, 2010).

However, a growing stream of theorizing and research has begun to question its positive effects, suggesting that highly proactive employees can often trigger negative reactions in others. That is because proactivity is perceived as disrupting and threatening for one's self-evaluation and status, resulting in self-deflation, envy, and low performance ratings (e.g., Burris, 2012; Frese & Fay, 2001; Fuller, Marler, Hester, & Otondo, 2015; Grant, Gino, & Hofmann, 2011; Grant, Parker, & Collins, 2009; Sun & van Emmerik, 2015).

Newcomers high in proactive personality may influence many aspects of veteran peers' job. Proactive newcomers can question veteran peers' expertise and working methods. As less embedded in the organization, newcomers are more capable of identifying problems with current methods, questioning the status quo, and introducing new ways of working (Crant, 2000; Frese & Fay, 2001; Parker, Bindl, & Strauss, 2010; Perretti & Negro, 2007). Newcomers are less familiar with the current situation, so they are not cognitively restricted to fixed working methods and can think of alternative solutions. Also, newcomers bring in new knowledge, skills, and expertise that can help them introduce changes to practices and procedures in the workgroup (Madsen, Mosakowski, & Zaheer, 2003). Finally, highly proactive newcomers as new members in the group may introduce changes in group norms and challenge veteran peers' well-established, habitual behaviors. Adopting an agentic role, newcomers might question the effectiveness and appropriateness of current group norms and attempt to alter these informal rules.

Veteran peers may not always welcome these changes (e.g., Campbell, 2000; Grant, Parker, & Collins, 2009). Highly proactive newcomers' entry disrupts their working habits and familiarity, alters their routines and sensemaking processes, and questions what they already know as a successful way of doing things. Such disruption poses undesirable risks to veteran

peers as they lose control of the current situation and feel vulnerable, incompetent, and uncertain about the future (Grant, Parker, Collins, 2009; Janssen, 2003). Uncertainty is considered a key property of situations that makes them stressful for individuals, as it is taxing (Lazarus & Folkman, 1984). Thus, in the event of a change triggered by newcomers high in proactive personality, veteran peers may be asked to adjust to new working methods, change their working routines, and learn new behaviors. In sum, highly proactive newcomers can trigger veteran peers' negative feelings about their functioning within the organization by threatening their working behaviors. Thus, I expect that:

H1b: Newcomers' high proactive personality is positively associated with veteran peers' threat perceptions to their way of work.

The Moderating Role of Veteran Peers' Contingent Self-esteem and Satisfaction with Way of Work

When newcomers have higher status characteristics and proactive personality, veteran peers are more likely to experience threat perceptions to their self-view and their way of work respectively. However, these relationships are subjected to boundary conditions, those of veteran peers' contingent self-esteem on their relative workplace performance and veteran peers' satisfaction with the way of work.

Contingent self-esteem. Self-concept is an experiential, cognitive construction (Gecas, 1982) and its evaluative and emotional component is called self-esteem (Rosenberg, 1965; Gecas, 1982). High self-esteem is conceptualized as feelings of self-liking, self-worth, respect, and acceptance (e.g., Rosenberg, 1965) and it is both a stable trait (i.e., global self-esteem, Rosenberg, 1965) and an unstable state (James, 1890). A widely held belief is that individuals that hold positive self-evaluations achieve higher academic and work performance, well-being,

and life satisfaction (Branden, 1994; Taylor & Brown, 1988). However, empirical tests of the predictive power of high self-esteem on behavioral outcomes have shown inconsistent findings (Baumeister, Campbell, Krueger, & Vohs, 2003; Judge & Bono, 2001). More recent theorizing and research suggest that people's self-esteem is affected by where they stake their global sense of self-worth. *Self-esteem contingencies* represent domains such as competence, competition with others, appearance, or acceptance from others upon which individuals depend their value and self-worth (Crocker, Luhtanen, Cooper, & Bouvrette, 2003; Deci & Ryan, 1995). Successes or failures in these domains influence individuals' sense of self-worth. Thus, self-esteem contingencies regulate individuals' attitudes and behaviors and affect their global self-esteem (Crocker & Knight, 2005).

In the workplace context, employees derive their self-concept and formulate a certain evaluation of it based on whether their needs are satisfied in their organizational role. A domain that employees may stake their self-worth as organizational members could be their relative workplace performance in comparison with other organizational members (Ferris, 2014). Since individuals are primarily self-enhancing and seek to maintain, enhance, and protect their self-esteem (Crocker, Luhtanen, Cooper, & Bouvrette, 2003; Pfeffer & Fong, 2005; Tajfel & Turner, 1979), it is expected that employees will be motivated to succeed in their workplace performance and avoid experiencing threat and negative feelings in case of failure.

High status characteristics can signal that newcomers have the potential to excel in their workplace performance and be more competent than their veteran counterparts in the organization. Therefore, I argue that the extent to which veteran peers' self-esteem is contingent on their relative workplace performance will likely condition the relationship between veteran peers' threat perceptions to self-view and newcomers' high status characteristics. More

specifically, veteran peers that perceive newcomers' characteristics such as educational level, domain expertise, and relevant work experience to be of high status, prominence, and prestige are more likely to experience self-deflation and low self-worth when they have high contingent self-esteem on relative workplace performance. Past research and theorizing have argued that high status characteristics, although not directly linked with performance outcomes, create expectations of high performance and have important effects on power and prestige in social interactions (Berger, Cohen, & Zelditch, 1972; Simpson & Walker, 2002). Thus, veteran peers with high self-esteem contingencies in their relative workplace performance will experience stronger threat to their self-view from newcomers with high status characteristics as potential failure in their workplace performance violates self-enhancement principles. I expect that:

H2a: The relationship between newcomers' status characteristics and veteran peers' threat perceptions to their self-view is moderated by veteran peers' contingent self-esteem, such that the relationship is stronger (vs. weaker) when their contingent self-esteem is high (vs. low).

Satisfaction with way of work. One's overall satisfaction with work is "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976, p.1300 in Weiss, 2002). This evaluative state expresses one's positive feelings derived from perceived need fulfillment from the job. Employees that have a general positive attitude towards their job experience meaningfulness and autonomy, and have knowledge of results (Hackman & Oldham, 1976), which motivates them to perform in their role. An important facet of general job satisfaction that has been neglected so far is how employees evaluate the way they work. Employees, especially those with long organizational tenure, develop working practices, routines, and standard operating procedures that they have found as successful in performing in their role and instrumental for achieving intrinsic and extrinsic rewards (e.g., Ericsson &

Charness, 1994; Gersick & Hackman, 1990). The extent to which employees positively evaluate the working practices and processes they have established in their job refers to *satisfaction with way of work*. Satisfaction with way of work differs from general job satisfaction as it focuses specifically on one's way of conducting his/her job. It also differs from the facet of job satisfaction, satisfaction with work itself, that is based on job characteristics theory (Hackman & Oldham, 1976) and reflects one's feelings about their actual work tasks including whether these tasks utilize their skills, are challenging, and provide them with autonomy and meaningfulness.

In this study, I expect that veteran peers that are satisfied with their way of work will feel stronger threat perceptions from newcomers that attempt to change their current status quo in working methods and practices (i.e., newcomers high on proactive personality). Employees that are in a pleasurable state regarding their way of work experience no discrepancy between what they need and what their job supplies them. This is associated with positive low arousal feelings and has self-regulatory consequences, as people tend to seek successes and avoid failures (Carver & Scheier, 1990). Such veteran peers are content and feel comfortable and in control with the way they perform their work. They have developed habitual working practices and have established stable group norms that help them make sense of their environment and solve work problems. In addition, people that have formulated a certain cognitive framework of work practices and believe in its viability will tend to reject new information and ideas that are inconsistent or challenge their cognitive beliefs (Festinger, 1957). Thus, under such a positive evaluative state regarding the way they work, veteran peers are likely to experience stronger threat perceptions from newcomers that seek new ways of doing things, like to champion their ideas even when others' oppose, and tend to improve things they do not like. Change-oriented newcomers that propose new working methods, introduce new knowledge and skills, and

question the effectiveness of status quo may pose a bigger threat to these veteran peers. Past studies, especially in organizational change literature, have found that employees feel more threatened from change events when they expect departures from the status quo and negative impact on their personal experience at work such as the way they perform their work and their comfort in the role (e.g., Van Dijk & van Dick, 2009).

On the contrary, veteran peers that experience dissatisfaction with their way of work are less likely to feel threatened by highly proactive newcomers. Such veteran peers most likely feel that their work fails to satisfy their needs and may see newcomers as an opportunity to craft their way of work in their favor. Proactive newcomers' organizational entry can bring optimism to dissatisfied veteran peers that changes will be implemented in the workplace. These changes may bring veteran peers more benefits than the current status quo. Past research and theorizing have also supported the notion that employees dissatisfied with the current performance at work or their organization are more motivated to put in effort and think out-of-the-box to find solutions to problematic situations (e.g. Cyert & March, 1963; Gasper, 2003; George & Zhou, 2002; Greeve, 2003; Kaufman, 2003; Kiazad, Seibert, & Kraimer, 2014; Martin & Stoner, 1996; Zhou & George, 2001; Yuan & Woodman, 2010). Thus, I expect that:

H2b: The relationship between newcomers' proactive personality and veteran peers' threat perceptions to their way of work is moderated by veteran peers' satisfaction with the way of work, such that the relationship is stronger (vs. weaker) when satisfaction with the way of work is high (vs. low).

Veteran Peers' Threat Perceptions and Withholding Social- and Task- Related Support for Socialization

Veteran peers' threat perceptions of high status and proactive newcomers' organizational entry are expected to lead them to resistance behaviors. Resistance behaviors refer to "any conduct that serves to maintain the status quo in the face of pressure to alter the status quo" (Zaltman & Duncan, 1977:63 in Kirkman & Shapiro, 1997). Veteran peers' resistance is a coping mechanism to address the stress that comes with newcomers' organizational entry.

In the socialization context, veteran peers' resistance behaviors can be manifested by withholding social- and task-related support for socialization from newcomers as an attempt to hinder newcomers' learning and integration. In this paper, I conceptualize *withholding social-related support* from newcomers with two components. One is for veteran peers to provide low social support to newcomers and the other is to engage in more active sets of behaviors by undermining them. Social support consists of actions that intend to provide others with "emotional support, affirmation of the self, appraisal of the situation, instrumental support, and information" (Vinokur & Van Ryn, 1993: 350). These are positive behaviors that aim to foster positive social interactions in the workplace (Duffy, Ganster, & Pagon, 2002). Veteran peers that withhold social support from newcomers often fail to encourage them, to raise their confidence, and to show support and consideration for their problems. Thus, veteran peers withhold important resources from newcomers that are necessary to deal with uncertainty and increased anxiety that are associated with their new role (Ellis et al., 2015; Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013). Social undermining involves actions or behaviors that intend to harm or hinder the individual's goal attainment, such as displays of anger or dislike, and criticism of the individual (Duffy, Ganster, & Pagon, 2002; Vinokur & Van Ryn, 1993). Peers social undermining eventually hinders positive interpersonal relationships among the workgroup (Duffy et al., 2002). *Withholding task-related support* for socialization involves actions such as

failure to help newcomers acquire information critical about the role and the organization, learn which behaviors and attitudes are expected and rewarded, and give them guidance in the new environment (Kammeyer-Mueller & Wanberg, 2003).

People do not inherently resist change itself, but they have several reasons to oppose the expected consequences associated with the change (Jansen, 2000; Dent & Goldberg, 1999). First, veteran peers may withhold social- and task-related support from newcomers' as a form of resistance due to feelings of loss aversion (Kahneman & Tversky, 1984). Veteran peers' beliefs that high status and proactive newcomers will challenge their established working methods, their relationships within the organization, and their self-identity lead them to resist change. Past research and theorizing suggests that people prefer to maintain what they already have and are reluctant to accept a new condition even if there is a possibility that it might bring them more benefits (e.g., Berridge & Aldridge, 2008; Kahneman, Knetsch, & Thaler 1990; Kermer, Driver-Linn, Wilson, & Gilbert, 2006; Stroebe, Mensink, Aarts, Schut, & Kruglanski, 2008; Tversky & Kahneman, 1991). This is because people tend to overestimate the negative impact of a prospective loss of the current status (Kermer, Driver-Linn, Wilson, & Gilbert, 2006). Thus, veteran peers anticipate having greater losses than benefits from changes on their self-view, their habits, and what they know so far to be a successful working method. Second, veteran peers may resist newcomers' socialization due to fear of the uncertainty that accompanies new situations. Habitual behaviors and feelings of certainty and control over the current state make people reluctant to give up a current situation for a new one. A change may create feelings of worry and anxiety for its unpredictable future effects, ambiguity, and insecurity of the future (Buhr & Dugas, 2002; MacDonald, 1970). Third, veteran peers' disbelief that newcomers will bring them future personal benefits is another reason that they may engage in withholding social- and task-

related support. As Machiavelli said in his book “The Prince”, people who have been favored in old conditions tend to resist change, and they are reluctant to believe in new conditions until they actually experience them. Thus, I expect that:

H3: Veteran peers’ perceptions of newcomers as a threat to their self-view are positively associated with a) withholding social-related and b) task-related support for socialization to newcomers.

H4: Veteran peers’ perceptions of newcomers as a threat to their way of work are positively associated with a) withholding social-related and b) task-related support for socialization to newcomers.

The Effects of Veteran Peers’ Withholding Social- and Task-Related Support for Socialization on Newcomers’ Adjustment

Veteran peers’ actions of withholding social- and task-related support for socialization can have important implications on newcomers’ adjustment in the organization. Newcomers’ experience of negative treatment from their veteran peers is likely to have detrimental effects on their understanding of and performance in the role, as well as their acceptance and integration into the workgroup and organization. Veteran peers, as newcomers’ co-workers, possess social power within the organization and, with their behavior, they can affect the presence and quality of newcomers’ social interactions (e.g., Hershcovis & Barling, 2010). Coworkers have been found to be a valuable source of information during the socialization process (Ostroff & Kozlowski, 1992; Morrison, 1993b) and they are in an ideal position to assist newcomers in adjusting to their role and in the workgroup (Moreland & Levine, 2001). Thus, by engaging in withholding support behaviors, veteran peers fail to fulfill their role as socialization agents.

Veteran peers that engage in behaviors that involve anger, criticism, lack of consideration and encouragement, and social exclusion make newcomers feel unwanted in the group and thwart their need for belongingness (e.g., Thau, Aquino, & Poortvliet, 2007). Social undermining or even lack of social support, may also hinder newcomers' reputation and social interactions, and as a result decrease their emotional bonding with their coworkers (Duffy et al., 2002). Newcomers, thus, find it difficult to develop relationships and to receive the necessary information about organization's culture and about what behaviors and attitudes are expected and rewarded within their workgroup. As a result, newcomers are expected to achieve less workgroup integration during their adjustment process (Morisson, 1993a).

In addition, veteran peers' resistance efforts to newcomers' socialization can cause newcomers emotional and cognitive depletion (e.g., Hershcovis & Barling, 2010). Veteran peers that engage in negative behaviors towards newcomers can harm the latter's self-worth by making them feel neither valued nor worthwhile to be in that organization (e.g., Chen et al., 2013). As a result, newcomers feel demotivated and discouraged to put effort in mastering a job in which their self-view is under threat (e.g., Chen et al., 2013). Also, newcomers that are subject to veteran peers' withhold of social- and task-related support may spend a lot of time ruminating about their experience or allocate their efforts on attenuating such negative behaviors (e.g., Chen et al., 2013; Harris, Kacmar, & Zivnuska, 2007). They also receive fewer learning resources to understand the requirements and expectations of their role, master it, and perform successfully within the organization. Consequently, newcomers are left with fewer personal (e.g., cognitive), relational (e.g., coworker support), and structural (e.g., mentoring) resources to learn and master their role and adjust in the organization (e.g., Ellis et al., 2015; Harris, Kacmar, & Zivnuska, 2007).

Finally, newcomers that experience veteran peers' resistance behaviors may seek to retaliate either towards them or the organization (e.g, Crossley, 2009; Greenberg & Barling, 1999; Kim, Shapiro, Aquino, Lim, & Bennett, 2008; Skarlicki & Folger, 1997). Retaliating with aggressive behaviors can affect newcomers' relationships and consequently their workgroup integration, but also their information and feedback resources to understand and master their role. Also, newcomers may hold the organization accountable for their veteran peers' negative behaviors towards them (Hershcovis & Barling, 2010) and therefore adopt withdrawal behaviors by decreasing their learning and adjustment efforts. Thus, I expect that:

H5: Veteran peers' withholding social- related support for socialization is negatively associated with newcomers' adjustment outcomes, a) role clarity, b) task mastery, c) workgroup integration.

H6: Veteran peers' withholding task- related support for socialization is negatively associated with newcomers' adjustment outcomes, a) role clarity, b) task mastery, c) workgroup integration.

The Effects of Veteran Peers' Withholding Social- and Task- Related Support for Socialization on their Own Outcomes

Veteran peers' withholding social- and task- related support to newcomers' socialization can also have important implications on their attachment with the organization. Veteran peers' commitment to the organization and willingness to continue their employment relationship can change over time due to changes in group membership (Levine & Moreland, 1994).

Affective commitment refers to an employee's emotional attachment to the organization such that this person "...identifies with, is involved in, and enjoys membership in the organization." (Allen & Meyer, 1990b, p.2). Affective commitment has the strongest association

among the three types of commitment (i.e., affective, normative, continuance) with employees' withdrawal cognitions, turnover intentions, and voluntary absenteeism (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) making it a very important type of organizational commitment to examine. This type of commitment is mostly relational-based as it reflects employees' positive emotional bonds with their co-workers. Veteran peers that have developed numerous and strong bonds with other employees inside the organization are less likely to leave this organization (Johns, 2001). Also, affective commitment is based on the extent to which employees identify with the organization's values and are actively involved in its goals (Allen & Meyer, 1990b). Thus, a breach in any of these reasons can decrease employees' positive emotional attachment to the organization.

Veteran peers' relationships inside the organization can be affected by membership change and by their interactions with new members to formulate new bonds. Veteran peers that resist newcomers' social integration and socially exclude them from the workgroup miss the opportunity to get to know these people better, build social- and task-related relationships with them, and collaborate for common goals. Thus, limited communication and social interaction with newcomers can develop veteran peers' misconceptions and cognitive biases about newcomers and negatively affect veteran peers' bonding with them. As a result, veteran peers will find themselves in an organization with fewer and weaker bonds that will decrease their affective commitment. In addition, veteran peers that engage in negative behaviors to resist newcomers' entry will ruminate a lot about the unpleasant change of the status quo. This rumination, in turn, is expected first, to increase their negative affect and deplete them mentally and psychologically, and second, to negatively affect the morale of the workgroup and erode the relationships between its members. Under such conditions, it will be difficult for veteran peers to

work with newcomers towards common goals and to enjoy their time within the workgroup. Finally, veteran peers' resistance efforts can affect their identification with the organization. Newcomers can bring new characteristics to the group or change the already established prototypical group characteristics (Levine & Moreland, 1994). Such changes might not be welcomed by veteran peers, as they might no longer categorize themselves to the new synthesis and the new characteristics of the group or they might no longer derive confidence and pride from belonging to this group.

Another important indicator of veteran peers' poor adjustment to the new situation is their intentions to leave the organization. Veteran peers' turnover intentions are expected to increase following their resistance to newcomers' organizational entry. First, veteran peers' resistance efforts will decrease their emotional bonds with their co-workers and the organization, and that will make them more likely to start thinking about other employment opportunities. Veteran peers with fewer emotional bonds will have fewer reasons to stay in the organization and will feel less cognitive dissonance for having withdrawal thoughts. Second, veteran peers that resist newcomers' change due to feelings of uncertainty about their future personal benefits may evaluate that they will no longer be valuable and important members of the organization compared to newcomers. Thus, perceived lack of organizational support may increase their willingness to leave (e.g., Rhoades, Eisenberger, & Armeli, 2001). Third, veteran peers that perceive newcomers as a threat and resist their organizational entry may also disapprove of the new situation and no longer identify with the organization's values. Low identification with their prototypical group will increase their intentions to exit this group. Thus, I expect that:

H7: Veteran peers' withholding social-related support for socialization is a) negatively associated with their affective commitment and b) positively associated with their turnover intentions.

H8: Veteran peers' withholding task-related support for socialization is a) negatively associated with their affective commitment and b) positively associated with their turnover intentions

Method

To explore veteran peers' perceptions and reactions to newcomers I conducted a pilot study and a field study. First, a qualitative pilot study was conducted by interviewing 6 employees that had organizational tenure of more than one year and have recently experienced the entry of a newcomer in their workgroup. Second, I conducted a field survey in three US organizations to test the hypothesized model. Traditionally, socialization literature defines newcomers as those employees with less than two years organizational tenure (Rollag, 2004). A veteran employee on the other hand is defined as an individual who has been employed at the organization for at least two years (Rollag, 2004). However, most recent studies with newcomers conduct the data collection within the first year of employees' organizational tenure (e.g., Harris et al., 2014; Liu et al., 2015). Thus, in this study veteran employees have at least one year of employment and worked with a newcomer for less than six months prior to the time of first data collection.

Study 1 –Pilot study

Sample and Procedure

I recruited graduate students from a large university in the southern US during Fall semester 2018. First, I contacted the instructors of MBA and executive MBA classes in the

Business School asking them to communicate my research project to their students. Next, I scheduled a 3-minute presentation of the study in class and answer students' questions regarding the project, the procedure of the interviews, and confidentiality issues. Students interested in participating in this study contacted me with answers to some pre-qualifying questions (e.g., Do you currently work part/full-time? How long ago did you experience the entry of a new member in your workgroup? Do you consider this new member as a peer, supervisor, or subordinate in the organization?). Six semi-structured interviews with open-ended questions were scheduled with qualified students. Four interviews were conducted in-person in an especially allocated room in the university buildings to assure participant confidentiality and privacy. Two interviews were conducted over the phone after sending the consent form via email. All interviews were audio recorded with participants' awareness and consent. Interviews ranged from 13 to 40 minutes and on average lasted 28 minutes. All six participants received a \$20 gift card.

Participants were full- or part- time employees in a wide range of industries and occupations. Participants' ages ranged from 22 to 40 years old. Four were female, two were African/ American, and all had a bachelor's degree. On average they had 10 years of working experience and all had been more than 3 years in their current organization. Participants came from a variety of industries such as higher education, pharmaceutical industry, construction, public service, and private medical office. Their positions included administrative/ managerial responsibilities, accounting, supply chain, and firefighting.

Data collection

The semi-structured nature of the interviews involved a predetermined interview protocol (see Appendix A), but at the same time I, as an interviewer, allowed the conversation to unfold by pursuing interesting themes that participants raised. As a result, the interviews provided an

insight into how veteran employees welcome their newcomer peers in the team and how they react as socialization agents.

Data analysis

Analysis followed the phenomenological approach conducting theoretical thematic analysis (Braun & Clarke, 2006). Theoretical thematic analysis is driven by the researcher's specific research question and focuses on some parts of the data (Braun & Clarke, 2006). This approach involves the following steps: familiarizing oneself with the data; generating initial codes; searching for themes that stand out; reviewing themes; and defining and labeling the themes that seem to be "essential," that is, particularly relevant to the phenomenon (Braun & Clarke, 2006; Conklin, 2007; Gibson, 2004). In Phase 1 I transcribed interview audio recordings into written form using a professional service to ensure the verbatim nature of the transcription. Next, I checked the transcripts I received against the original audio recordings for accuracy to familiarize myself with the data, and to identify patterns and possible themes. In Phase 2 I began analyzing the transcripts using NVivo (version 12) software. First-order codes were derived based on participants' discussions (see Table 1). For deriving codes, I followed a combination of theory-driven and data-driven approach (Braun & Clarke, 2006) predetermining codes based on the research question I had in mind, but also having an open mind for creating new codes based on new insights revealed in the interviews. Next, I grouped the first-order codes into categories / second-order codes that explain a patterning of the first-order codes. In Phase 3, I further aggregated the second-order codes into broader themes trying to verify my initial research question and also add new information to the proposed research model. Finally, in Phase 4 I reviewed the extracted first- and second- order codes and the broader themes and constructed a thematic map (see Figure 2).

Results

In this section I provide an overview of the themes and second-order codes that derived from this study (see Table 1 and 2 for first-, second-order codes, themes, and quotes). Overall, interviews revealed that veteran peers' initial perceptions of newcomers are influenced by surface-level dissimilarities (e.g., age, physical build, education, culture, work experience), by discrepancies between newcomers' actual role and ideal/expected role as socialization recipients (e.g., listening, taking notes, receptive of advice, proactivity, condescending of veteran peers), and how the team accepts them. After the socialization process veteran peers' perceptions of newcomers might change depending on newcomers' level of adjustment in the organization. Another important theme was how veteran peers reacted during the socialization process. Veteran peers tended to make social comparisons with newcomers and their self-esteem is often contingent on newcomers' competence and attitude as socialization recipients. Also, veteran peers revealed that their self-view and way of work was threatened when newcomers introduced changes that were radical or suggested very early in the socialization process. However, regardless of whether their perceptions of newcomers were negative or positive, veteran peers claimed that their role as socialization agents was for the most part supportive to newcomers.

Theme 1: Perceptions of newcomers. How veteran peers perceive newcomers is a result of various different factors. First, an important second-order code that emerged from the interviews was the differences that veteran peers perceive between them and newcomers in some observable characteristics such as age, cultural background, educational level, physical build and work experience. Veteran peers believed that dissimilarities in these characteristics had an effect on how newcomers accept veteran peers as socialization agents. Interestingly, these beliefs were based mostly on non-verbal cues from newcomers or on veteran peers' assumptions of what

newcomers' might think of them and these beliefs had a significant impact on how veteran peers perceived newcomers. Examples of quotes are: "No,.. not anything she said to me ..., but just that feeling you get and how someone reacts. Like how they pay attention or how their body language or just things like that that you can tell. She never told me to my face, "I don't think you know what you're doing and I'm not going to listen to you because you're younger." She never told me that... just dismissing me as an equal. Somehow, it came off like she thought she was better than me, even though she had no experience. Maybe because she was older.." (participant 269). "I was particularly larger than most people at the fire station I should say so, one individual in particular that I had a lot of difficulty He was substantially shorter than me..... I believe his personality and I would say that I would be stereotyping and generalizing, his height and his stature is part of that. I would say something along the lines of what's colloquial said and I don't know if it's from psychology or anything but it'd be Napoleon Complex. That type of thing where short, loud, outspoken and like hey I'm here. Don't forget about me." (participant 1211).

Second, another important factor is the extent to which veteran peers perceive newcomers as receptive of socialization efforts. Some newcomers were listening and accepting advice and feedback from veteran peers during the first weeks of socialization (e.g., "he did listen and pay attention to the things that I told him.", participant 1211), whereas others were less collaborative, tending to disregard the training, being condescending towards their veteran peers, needing more guidance, and in some cases the intervention of the supervisor was required to continue the training process smoothly.

Third, another new insight that these interviews revealed was the disparity veteran peers perceive between newcomers' actual behavior as socialization recipients versus an ideal one. When newcomers failed to meet veteran peers' expectations in terms of the extent to which

newcomers pay attention, take notes, observe the expected and rewarded behaviors, and try to fit in the organization during the socialization process, then veteran peers formulated a negative perception of newcomers. Also, an important code that emerged from these interviews was newcomers' proactivity. Newcomers' proactivity was not perceived negatively per se. Veteran peers were more negatively affected when newcomers failed to meet their expectations in terms of proactive behavior. For example, negative evaluations of newcomers emerged in cases where veteran peers expected new ideas and improvements from newcomers, but the latter failed to do so, or when veteran peers preferred the newcomer first to learn the job and understand the organization and then introduce changes (e.g., "I had more expectations. I expected more opinions, more ideas, from what they'd done before, more suggestions on how to do things differently. I think that's the assumption, usually, when you bring someone from outside of the firm, is to get a perspective of how things are done elsewhere, and what they're accustomed to, and what they've seen, and how things were done there, and suggestions on how it can be done better here. But unfortunately, we didn't get a lot of that. ...", participant 2711).

A fourth second-order code under this theme was veteran peers' and team's first impressions of newcomers. Often these impressions were formulated based on newcomers' observable characteristics such as physical build, previous work experience, and on initial expectations veteran peers had of newcomers' performance in the job. At the team level, there were some initial in-group versus outgroup dynamics between veteran employees and the newcomer, but all participants mentioned that these behaviors were normal in the first days of socialization and they did not affect their perceptions of newcomers. Despite the initial negative or neutral impressions veteran peers, individually or collectively as a team, had of newcomers, the majority of veteran peer participants admitted that later newcomers managed to adjust well in

the role and the group.

Theme 2: Reactions to newcomers. A second major theme emerging from the interviews was veteran peers' evaluations of their self and way of work. In addition, veteran peers' as socialization agents was an important second-order code under this theme. More specifically, interviews revealed that veteran peers compared themselves with the newcomers in terms of job performance, working styles, and expertise/ status in the organization (e.g., "If anything, she made some positive comments about ... she was trained to do something and she would do it step by step by step and then when she watched me do it, I did multiple things at the same time and so in the end, I had everything together much quicker and I was ready to go. And she would say, "Oh, wow. I never thought to do that and that at the same time. That's a good idea." ..I thought was nice..." participant, 269). These social comparisons influence how veteran peers see themselves and the newcomers. Also, interestingly veteran peers expected and welcomed newcomers' positive comments on their knowledge and job performance. Participants mentioned that they liked being appreciated and applauded by newcomers. However, as expected, interviews revealed that veteran peers often felt that their positive self-view is threatened by newcomers. In cases where newcomers were condescending of their veteran peers, the latter felt frustrated and disappointed (e.g., "Like they told her that I was competent and that I had the right skills, so then when she would just kind of dismissed me and treated me as like ... ugh you know..., it was frustrating for me because I wanted to be like, "Well, you don't know anything and you need to listen to what we're trying to teach you because we want you to succeed here.", participant, 269). Also, when newcomers introduced radical or premature changes, veteran peers admitted feelings of envy and negative self-evaluations regarding their cognitive abilities (e.g., "if a peer level introduced a change...I don't know. I really don't know. I might feel not as smart,

does that make sense? I mean, by nature I'm very competitive. It's not good, I know. But I would feel, why didn't I think of that? So, yeah. I would listen. I would want to learn obviously, but inside of my heart I'll be kind of jealous.”, participant 299). In addition, newcomers often perceived as threatening to veteran peers' way of work. Proactive newcomers often came across as “rocking” the status quo, disturbing the workflow, and introducing changes that would do more harm than benefit the organization. Veteran peers adopted an attitude towards proactivity of “see first what we are doing here.. and then you make suggestions. Don't come in and tell me do this, this, and then the third and you have never seen what I have done” (participant 259). However, newcomers were also perceived as a threat to the way of work when they failed to meet job requirements and add value to the team. That increased the workload of veteran peers but also did not offer any improvements in the working methods and processes.

Finally, throughout the interviews, veteran peers reported their role as socialization agents. Most of them stated that despite any negative perceptions they had of newcomers, they still maintained a professional attitude and provided the expected task-related and social-related support to newcomers. In some cases, participants revealed that their supervisor needed to intervene in the socialization process and help them collaborate better with the newcomer. A couple of participants however, admitted that after trying to be supportive and helpful as socialization agents, they reached points of frustration and social undermining towards newcomers when the latter were not cooperative and receptive during the training period.

Discussion

Overall, this pilot study provided three interesting insights. First, interviews revealed that veteran peers have a fixed perception of how a newcomer should ideally behave during the socialization process. All participants emphasized the importance of listening to veteran peers,

paying attention and taking notes during the training period, and observing which behaviors are expected and rewarded in the organization and try to imitate them and fit in the team. They also highlighted that the newcomer should understand when it is the right time to introduce new ideas/ changes in the group and what type of changes (e.g., radical vs. incremental). It became evident from the interviews that newcomers who deviated from the ideal normative behavior as socialization recipients created negative impressions to veteran peers.

Second, is that surface- level dissimilarity between newcomers and veteran peers is salient at the beginning of the socialization process. Veteran peers pay attention of newcomers' characteristics such as age, culture, physical build, work experience, education etc. and differences in these characteristics formulate veteran peers' opinions about newcomers as socialization recipients and influence veteran peers' reactions to the socialization process. An interesting note here is that when veteran peers were asked, they admitted that newcomers have neither expressed to them that they feel dissimilar (e.g., felt shorter, older, less educated) nor that such dissimilarities are the reason they do not accept veteran peers as socialization agents. Veteran peers assumed that such dissimilarities play a role in the socialization process. Thus, this veteran peers' metacognition on how newcomers think about them influenced veteran peers' perceptions of and reactions to newcomers during the socialization process.

Third, another insight gained from this pilot study was that, contrary to the hypothesized model, veteran peers adopt a positive role as socialization agents regardless of their negative perceptions to newcomers. All participants claimed that they still provided mostly task-related support to newcomers, despite the negative impressions they had of them. Only a couple of participants were less willing to socially support newcomers, admitting their frustration with the newcomer and their unwillingness to invest time and effort in the socialization process. Also,

some participants claimed that they needed at some point their supervisor's intervention to facilitate the socialization process. Nevertheless, this is a self-report finding, and in an interview setting people are expected to reveal less socially undesirable behaviors. Taking these findings into consideration, in the field study I asked newcomers to rate their veteran peers' task- and social- related support to avoid scores with social desirability bias. Also, I tested whether demographic characteristics such as age, work experience, and education had an effect on veteran peers' threat perceptions.

Study 2 – Field survey

Quantitatively testing the hypothesized model involved two phases. In phase 1, I developed two new scales (i.e., veteran peers' satisfaction with way of work, veteran peers' threat perceptions) and adapted an established one (i.e., proactive personality) and examined their construct validity. In phase 2, I tested the hypothesized model with field surveys. The sample was different in these two phases as described below.

Phase 1: Pilot Testing of New and Adapted Scales

Two new and one adapted scale were tested on 200 Amazon MTurk workers for construct validity. The criteria to select participants from Amazon MTurk were: full-time employment, US location, HIT approval rate greater than 97%, and number of HITs approved greater than 1000. Participants were 46% female; average age was 38.6 years old; 24.5% had a high school diploma or some college, 10.5% an associate degree, 50.5% a bachelor degree, 11.5% a master degree, 1% a doctoral degree, and 2% a professional degree. Attention checks were included in the surveys. The following three scales were developed/ adapted and tested.

Proactive Personality. Proactive personality is conceptualized as a change-oriented dispositional tendency to change the environment (Bateman & Crant, 1993). However, in a

workplace context the construct does not specify whether changes target one's own work or others' work. This is an important differentiation especially when studies examine the negative effects of proactive personality (e.g., Fuller, Marler, Hester, & Otondo, 2015; Hirschfeld, Thomas, & Bernerth, 2011; Sun & van Emmerik, 2014) as changes to one's own work might be more welcomed from others than when someone desires to change others' work. For this study, I chose four items from the Seibert, Crant, and Kraimer (1999) scale that were focused on a work context, did not confound with the outcome, and did not involve comparisons with others' level of proactivity (sample items: "I am always looking for better ways to do things", "If I see something I don't like, I fix it"). To measure changes in own work, participants were given the instructions to "Please use a number from this scale to indicate your agreement to the following statements that describe your tendency to make changes in your work" and in others' work "Please use a number from this scale to indicate your agreement to the following statements that describe your tendency to make changes in others' work". The adapted scale¹ was tested first for internal consistency that showed Cronbach's alpha above the high reliability threshold of .80 (Nunnally, 1978) (proactive personality in own work, $\alpha = .85$; proactive personality in others work, $\alpha = .91$). Confirmatory factor analysis was performed in *Mplus* (version 7) to establish construct validity. A four-factor model was tested (including proactive personality on one's own work, on others' work, proactive personality original scale, and openness to experience). The model showed adequate fit ($\chi^2(203) = 771.96, p < .01$; CFI = .83; RMSEA = .12; SRMR = .06: Hu & Bentler, 1999) and factors correlated significantly with each other with the expected sign. Alternative models with reduced number of factors were tested, but model fit did not improve.

¹ Item-level missing data were replaced (mean replacement within-scale, within-person) when participants provided responses to 75% or more of a scale's items (Newman, 2014). I did not impute construct or person-level missing data.

Satisfaction with way of work. Four new items were developed to measure satisfaction with way of work. Sample item: “I would rather keep doing my work the way I am doing it right now” (for full scale see Appendix B). Existing scales measuring either general job satisfaction or facet specific satisfaction with work itself that is based on the job characteristics model (Hackman & Oldman, 1975) do not adequately measure individuals’ satisfaction with the way they currently do their work which is this study’s intention. The new items showed internal consistency with Cronbach’s alpha above the high reliability threshold of .80 (Nunnally, 1978) ($\alpha = .85$). Confirmatory factor analysis was performed to establish construct validity. A three-factor model was tested including satisfaction with way of work, positive affect, and job satisfaction. The model showed good fit ($\chi^2(51) = 203.54, p < .01$; CFI = .91; RMSEA = .12; SRMR = .08; Hu & Bentler, 1999). All items (i.e., indicators) loaded significantly on their corresponding latent constructs (standardized factor loadings ranged from 0.51 to 0.97 and averaged .80) and factors correlated significantly with each other with the expected sign. A two-factor model collapsing job satisfaction with satisfaction with way of work items to one factor was tested but showed worse model fit justifying that job satisfaction and satisfaction with way of work are separate constructs.

Threat perceptions. Seventeen items developed for the purpose of this study. Sample items: “My skills may seem outdated”, “My daily working routine might be disrupted”, “I may lose my comfort with the way I manage my work” (for full scale see Appendix B). Item development was based on the organizational change literature (Ashford, 1988; Holt et al., 2007; Oreg, 2003, 2006). *Threat perceptions to self-view* were measured with 7 items and *threat perceptions to the way of work* with 5 items. Despite not hypothesized, I also developed items to measure *threat to the collective* as a threat to social identity and capture ingroup vs outgroup

dynamics based on the qualitative analysis. The new scale showed internal consistency with Cronbach's alpha above the high reliability threshold of .80 (Nunnally, 1978) ($\alpha = .95$). Next, a confirmatory factor analysis was performed to establish construct validity. A four-factor model was tested (threat perceptions, uncertainty avoidance, negative affect, neuroticism). The model showed adequate fit ($\chi^2(428) = 1025.98, p < .01$; CFI = .87; RMSEA = .08; SRMR = .06: Hu & Bentler, 1999). All items (i.e., indicators) loaded significantly on their corresponding latent constructs (standardized factor loadings ranged from 0.22 to 0.93 and averaged .75) and factors correlated significantly with each other with the expected sign. Alternative six-factor model was tested (i.e., splitting the threat perceptions scale to three factors) and model fit showed a small improvement: $\chi^2(419) = 897.59, p < .01$; CFI = .90; RMSEA = .07; SRMR = .05). Alternative models were tested with and without splitting the threat perception scale into three factors and with each other construct at a time (e.g., 3-factor threat perception scale and negative affect, 3-factor threat perception scale and uncertainty avoidance, 3-factor threat perception scale and negative affect and neuroticism). The models with splitting the threat perception scale into three factors showed better fit than all the models with threat perception items loading into one factor (see Table 3).

In sum, in Phase 2 (i.e., field study) I administered the four-item scale of proactive personality in others' work, the four-item scale of satisfaction with way of work, the seven-item scale to measure threat perceptions to self-view, and the five-item scale to measure threat perceptions to the way of work.

Phase 2: Hypothesis Testing Study

Power analysis using the statistical tool G*power (version 3.1) shows that for 10 predictors and 4 controls (i.e., gender, age, educational level, work experience) and for aiming

power at .80 and an error probability .05 I need a sample size between 172 to 213 participants for a small effect size and 119 to 146 for a medium effect (see Table 4).

Sample and Procedure

Participants were full-time or part-time employees in three organizations located in US. The first organization is themed-entertainment company with thematic parks, tourist attractions and tv shows for families and children. In this study I included their corporate offices. The second organization is an academic institution in southern US. Common occupations for participants in this study were administrative employees, facility service, marketing, police officers, healthcare employees across all university campuses. I did not include faculty in the sample because they usually are not required to work in their offices and they do not usually interact with their peers on a daily basis. The third organization's function is in business solutions and customer service with branches across all US. Initial surveys were sent to 2,237 employees with the help of HR departments in each organization that provided me with the HR roster. Employees were grouped into departments or locations with newcomers and veteran peers. Data collection was conducted in two waves with 1 month apart. At wave 1 veteran peers were presented with a list of newcomers that are in their department or business unit and asked to select as many newcomers as they have interacted with. Then they were asked to rate up to four randomly selected newcomers. Veteran peers at wave 1 were asked to rate their satisfaction with the way of work, their contingent self-esteem, newcomers' status characteristics, and their threat perceptions of newcomers. Newcomers were asked to rate their proactive personality, and big five characteristics. Demographic data for newcomers and veteran peers were also collected. At wave 2, veteran peers rated their affective commitment and turnover intentions and again their threat perceptions on the selected newcomers from wave 1. Newcomers were asked to rate four

to ten veteran peers that they have selected them in wave 1 in terms of withhold of task- and social- related support. Newcomers also self-reported adjustment outcomes (i.e. role clarity, task mastery, workgroup integration).

After wave 1, I received 852 responses from veteran peers (21 from company 1, response rate=40%; 234 from company 2, response rate=27%; 597 from company 3, response rate 63%) and 111 responses from newcomers (9 from company 1, response rate=69%; 31 from company 2, response rate=35%; 71 from company 3, response rate=62%). 258 veteran peers did not identify any newcomer in their department/ location that they have interacted with and rated a newcomer in general. Thus, they were excluded from the study. Complete data were obtained from 665 veteran peers. Veteran peers rated 177 newcomers regardless if newcomers participated in wave 1 or not. On average each newcomer was rated by 7 veteran peers (range from 1 to 28), resulting in 1,156 matched pairs for the analyses at wave 1. However, from these pairs, 709 had complete data across all variables.

After wave 2, I received 280 responses from veteran peers that participated in wave 1 and rated a specific newcomer (10 from company 1, response rate=45%; 43 from company 2, response rate=30%; 227 from company 3, response rate 38%) and 48 responses from newcomers (6 from company 1, response rate=67%; 4 from company 2, response rate=14%, 38 responses from company 3, response rate 54%). Newcomers rated 146 veteran peers. This resulted in 184 matched pairs for the analyses at wave 2.

At wave 1 participants' demographics were as follows. For veteran peers, the most populous group was above 51 years old (36%); 31% were female; 42% had a high school diploma, 33% had a bachelor degree, and 10% had a master degree. Their average organizational tenure was 9 years ($SD=7.4$) and their average team tenure was 7.6 years ($SD=6.8$) at wave 1 of

data collection. For newcomers the most populous group was between 42 and 50 years old (23%); 24% were female; 31% had a high school diploma or associate degree, 31% had a bachelor degree, 4% had a master degree, and 1% had a PhD. Their average organizational tenure was 3.8 months ($SD=2$) at wave 1 of data collection.

Exploring newcomers' and veteran peers' characteristics that may have contributed in their drop out from wave 2, veteran peers' gender and educational level, as well as, their work experience in general may have played a role in their decision not to participate in the second wave of data collection. For newcomers though, no significant demographic or personality characteristic was identified.

Measures

Proactive personality was measured with a 4-item scale adapted from the Seibert et al., (1999) proactive personality scale and tested on Amazon MTurk workers as described above. The question stem for proactive personality in others' work read: "Please use a number from this scale to indicate your agreement to the following statements that describe your tendency to make changes in others' work". Sample item is: "I am always looking for better ways to do things". Newcomers rated the items using a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). Cronbach alpha was .85.

Status characteristics. Veteran peers were asked to rate how prestigious they find each newcomer status characteristic (i.e., educational level, university degree, past employer, expertise in a specific domain, years of past relevant working experience, formal ranking in the organization) on a scale from 1 to 5 (1 = *not at all*, 5 = *very much*). Cronbach alpha was .88.

Veteran peers' contingent self-esteem. Crocker, Luhtanen et al.'s (2003) five-item measure of academic competition was adapted for the workplace context. Sample item is "Doing

better than others gives me a sense of self-respect”). Veteran peers rated each item using a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). Cronbach alpha was .93.

Satisfaction with way of work was measured with four items developed for the purpose of this study. Items are “I would rather keep doing my work the way I am doing it right now.”, “I prefer not changing the way I do my work.”, “I am happy with the way which I do my work right now.”, “I am satisfied with the working practices and procedures I have in my job.”. Veteran peers were asked to indicate their agreement towards these statements using a 5-point Likert scale (1 = *strongly disagree* and 5 = *strongly agree*). Cronbach alpha was .81.

Veteran peers’ threat perceptions to self-view and to way of work were measured with twelve items developed for the purpose of this study as described in Phase 1. *Threat perceptions to self-view* were measured with 7 items and *threat perceptions to the way of work* with 5 items. Veteran peers’ rated each item using a 5-point Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). Reliability of the threat perceptions to self-view scale was .88 and of the threat perceptions to way of work scale was .85.

Veteran peers withholding of task- and social-related support was measured with the following scales. Withhold of social –related support was measured with 14 items developed by Vinokur, Price, & Caplan (1996) that describe receiving social support and undermining. The items that corresponded in receiving social support were adapted to project lack of social support. This paper focuses on *targets’* perceptions of resistance behaviors. Thus, newcomers were asked to rate the extent to which their veteran peers failed to provide them social-related support using a 5-point Likert scale (1 = not at all, 5 = to a great deal). Sample items are “fails to provide you with encouragement.”, and “makes you feel unwanted”. Withhold of task –related was measured with a 7-item scale developed by Kammeyer-Mueller & Wanberg (2003).

Newcomers were asked to rate the extent to which their veteran peers have influenced “how much you have learned about the way your organization works.”, “how you have “learned the ropes” as you’ve entered your new work environment.”, using a 5-point Likert scale (1 = not at all, 5 = to a great deal). The items were reverse coded before inclusion to hypothesis testing to project withhold of task-related support. Reliability for the withhold social-related support scale was .76 and for the withhold task-related support scale was .98.

Affective commitment was measured with six items from Meyer, Allen, and Smith (1993) affective commitment scale. Sample item is “I would be very happy to spend the rest of my career with this organization”. The items were rated by veteran peers using a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). Cronbach alpha was .83.

Turnover intentions were measured with a three-item measure developed by Konovsky and Cropanzano (1991). Items are “I intend to look for a job outside of [company name] within the next year”, “I intend to remain with this [company name] indefinitely” (reverse-scored), and “I often think about quitting my job at [company]”. Veteran peers rated each item using a 7-point Likert scale (1= very unlikely, 7 = very likely). Cronbach alpha was .85.

Newcomers’ workgroup integration was assessed with six items designed by Chao et al. (1994), plus two items developed by Morrison (1993a). Sample items are "I believe most of my coworkers like me", "I feel comfortable around my coworkers", and "My coworkers seem to accept me as one of them". Newcomers rated each item on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Cronbach alpha was .87.

Newcomers’ role clarity was measured with five items from Rizzo, House, and Lirtzman (1970). Sample items included: “I know exactly what is expected of me” and “I know what my responsibilities are”. Newcomers rated each item on a 5-point Likert scale (1 = strongly

disagree, 5 = strongly agree). Cronbach alpha was .88.

Newcomers' task mastery was assessed with four items from Morrison (1993a). The items are: "I am confident about the adequacy of my job skills and abilities", "I feel competent conducting my job assignments", "It seems to take me longer than planned to complete my job assignments (-)", and "I rarely make mistakes when conducting my job assignments".

Newcomers rated each item on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Cronbach alpha was .70.

Control variables. Newcomers' age, gender, educational level and general work experience were included as control variables in the study. Based on the pilot's study findings these newcomer characteristics influenced veteran peers' perceptions of newcomers and how they responded as socialization agents. In addition, veteran peers' team tenure was included as a control in the analysis as past research suggests controlling for tenure in the team when predicting team level outcomes (e.g., Katz, 1982; Thau, Crossley, Bennett, & Sczesny, 2007).

Analytical Strategy

First, I conducted confirmatory factor analyses to establish construct validity of the model. Next, cross-classified analysis using Bayesian estimator was conducted in *Mplus* (version 7). Because a number of veteran peers were rated by multiple newcomers, and a number of newcomers were rated by multiple veteran peers, data was essentially cross-classified between newcomers and veteran peers, with all relationships being either at the level of the newcomer or the veteran peer. All hypotheses were tested simultaneously. When observing a significant moderation effect, simple slopes under high- and low-levels of the moderator were tested. Variables at the unique pair level (i.e., status characteristics, threat perceptions, withhold social- and task- related support) were aggregated to each cluster (i.e., newcomer or veteran peer) prior

to inclusion in the model. Variables at the cluster level (except for the self-reported dependent variables, newcomers' adjustment outcomes and veteran peers' affective commitment and turnover) were aggregated to the other cluster prior to inclusion in the relevant cluster models (e.g., mean veterans contingent self-esteem and satisfaction with the way of work were calculated for the focal newcomer, and mean newcomer proactive personality was calculated for the focal veteran), to facilitate analysis, thus creating the veteran-level and newcomer-level relationships to be tested in the model.

Results

To establish construct validity of the measures I conducted a confirmatory factor analysis using *Mplus* (version 7). Since cross-classified models with Bayesian estimator do not provide fit indices, I run maximum likelihood testing with disaggregated items separately for veteran peers and newcomers. First, I tested the variables rated by veteran peers at wave 1 and wave 2, and at the within and between level (see Table 5). At the within level, all veteran peer rated variables were measured at wave 1. Model 1 (three factors: threat perceptions to self-view, threat perceptions to way of work, newcomers' status characteristics) showed acceptable fit ($\chi^2(116) = 1159.90, p < .01, CFI = .91, SRMR = .05, \text{ and } RMSEA = .09$; Hu & Bentler, 1999). All items (i.e., indicators) loaded significantly on their corresponding latent constructs (standardized factor loadings ranged from 0.44 to 0.88 and averaged .75) and there was little evidence of cross-loading. Further inspection of the results showed that the average standardized factor loadings for all constructs were high (.76 for newcomers' status characteristics, .75 for threat perceptions on self-view, .74 for threat perceptions on way of work). Alternative two- and one- factor models were tested but showed poor fit (see model 2 and 3, Table 5). At the between level, veteran peer rated variables measured at wave 1 (i.e., satisfaction with way of work, contingent self-esteem)

were examined as a two-factor and one-factor model. The two-factor model (model 4) showed better fit than the one factor model (model 5) ($\chi^2(26) = 214.94, p < .01, CFI = .93, SRMR = .05,$ and $RMSEA = .12$: Hu & Bentler, 1999) justifying the discriminant validity of the two constructs. All items (i.e., indicators) loaded significantly on their corresponding latent constructs (standardized factor loadings ranged from 0.60 to 0.91 and averaged .78). At the between level, wave 2 veteran peer rated variables (i.e., affective commitment, turnover intentions) were tested in a two-factor and one-factor model. The two-factor model (model 6) showed better fit than the one factor model (model 7) ($\chi^2(43) = 207.05, p < .01, CFI = .88,$ $SRMR = .06,$ and $RMSEA = .12$) and standardized factor loadings were .62 for affective commitment and .81 for turnover intentions, and averaged .67.

I also tested the construct validity of the measures that newcomers self-reported (i.e., proactive personality, veteran peers' withholding of social- and task- related support, role clarity, task mastery, and workgroup integration). At the between level, wave 1 and wave 2 variable models showed poor fit (see model 1, 2 and 3, Table 6). However, all measures are well-established scales and preliminary confirmatory factor analysis of the adapted proactive personality scale showed adequate fit (see Phase 1 section). A closer inspection of the results showed that the average standardized factor loadings for all constructs were high (.60 proactive personality to others' work, .64 task mastery, .79 role clarity, .68 workgroup integration). At the within level, all newcomer-rated variables were measured at wave 2 (i.e., withholding social- and task-related support). A two-factor model (model 4) showed better fit than a one-factor model (model 5) ($\chi^2(188) = 644.71, p < .01, CFI = .86, SRMR = .10,$ and $RMSEA = .12$) suggesting that withholding social-related support is a separate factor than withholding task-related support (see Table 6).

Correlations were calculated for each cluster separately at the within and between level. That is, for the relevant variables, I created a data structure that enabled the examination of newcomer-nested-within-veteran peer data (i.e., status characteristics, proactive personality, threat perceptions to self-view, threat perceptions to way of work, withholding social- and task-related support) and veteran-nested-within-newcomer data (i.e., status characteristics, contingent self-esteem, satisfaction with way of work, threat perceptions to self-view, threat perceptions to way of work, withholding social- and task- related support), as well as the resulting between newcomer or between veteran peer data. Table 7 shows means, standard deviations, and correlations among the study variables for the veteran peers level. Veteran peers' rating of average threat perceptions to way of work are positively associated with average rated newcomers' proactive personality in others' work ($r = .12, p < .05$). Also, average newcomers' status characteristics are positively associated with average veteran peers threat perceptions to self-view ($r = .10, p < .05$). In addition, veteran peers' rating of average threat perceptions to way of work are positively associated with average rated withholding social-related support ($r = .17, p < .05$) and turnover intentions ($r = .28, p < .01$), and negatively associated with affective commitment ($r = -.33, p < .01$). Veteran peers' rating of average threat perceptions to self-view did have a direct association with affective commitment ($r = -.30, p < .01$) and turnover intentions ($r = .24, p < .01$).

Table 8 shows means, standard deviations, and correlations among the study variables for the newcomers' level. Newcomers' average proactive personality in others' work was negatively associated with veteran peers' rating of average satisfaction with way of work ($r = -.21, p < .01$ respectively). Also, average newcomers' status characteristics are negatively associated with average veteran peers' contingent self-esteem ($r = -.31, p < .01$), and positively associated with

veteran peers' threat perceptions to self-view ($r = .20, p < .05$). Finally, average veteran peers' threat perceptions to self-view are positively associated with withholding social-related support ($r = .29, p < .05$).

Next, the hypothesized model was tested using cross-classified analysis. Table 9 presents results of the cross-classified multilevel path analysis at the veteran peer level. First, the effects of average rated newcomers' status characteristics (H1a) and proactive personality (H1b) on veteran peers' threat perceptions to their self-view and way of work respectively were examined. Results showed that neither effect was significant ($b = -.04, 95\%CI [-.12, .06]$ and $b = -.15, 95\%CI [-.49, .19]$). Thus, hypotheses 1a and 1b were not supported. Next, I tested the moderating role of veteran peers' contingent self-esteem on the relationship between newcomers' status characteristics and veteran peers' threat perceptions to their self-view (H2a). Findings did not support hypothesis 2a ($b = .03, 95\%CI [-.01, .05]$). Also, the moderating role of veteran peers' satisfaction with the way of work on the relationship between newcomers' proactive personality and veteran peers' threat perceptions to way of work (H2b) was examined. Results showed that the product term was not significant ($b = .10, 95\%CI [-.03, .16]$) failing to support Hypothesis 2b. Next, the effects of veteran peers' rating of average threat perceptions to their self-view on withholding social- (H3a) and task-related (H3b) support were examined. Results showed that veteran peers' average threat perceptions to their self-view were negatively associated with withholding social-related support to newcomers ($b = -.25, 95\%CI [-.47, -.05]$), which is contrary to the hypothesized relationship (H3a), but had no effect on withholding task-related support ($b = .21, 95\%CI [-.46, .84]$), failing to support Hypothesis 3b. On the contrary, veteran peers' rating of average threat perceptions to their way of work was positively associated with withholding social-related support to newcomers ($b = .31, 95\%CI [.12, .50]$), supporting

hypothesis 4a, but had no effect on withholding task-related support to newcomers ($b = .07$, 95%CI [-.67, .67]) failing to support hypothesis 4b. Testing veteran peers' withholding social-related support on their affective commitment (H7a) and turnover intentions (H7b), results showed that veteran peers' average withholding social-related support to newcomers leads to higher veteran peer turnover intentions ($b = 1.01$, 95%CI [.01, 1.82]) (supporting H7b), but not to lower affective commitment (failing to support H7a). Finally, the relationships between veteran peers' average withholding task-related support and the outcomes of affective commitment (H8a) and turnover intentions (H8b) were not supported ($b = .02$, 95%CI [-.16, .19] and $b = -.02$, 95%CI [-.22, .23] respectively). Indirect effects from veteran peers' average threat perceptions to their way of work on turnover intentions via withholding social-related support was non-significant at 95% CI but was significant at 90% CI ($b = .29$, [.04, .60]).

Table 10² presents results of the cross-classified multilevel path analysis at the newcomer level. First, the effects of newcomers' status characteristics (H1a) and proactive personality (H1b) on veteran peers' average threat perceptions on their self-view and way of work respectively were examined. Results showed that neither effect was significant ($b = -.06$, 95%CI [-.26, .11] and $b = -.23$, 95%CI [-.67, .28]), thus, failing to support hypotheses 1a and 1b. Next, I tested the moderating role of veteran peers' contingent self-esteem on the relationship between

² Interestingly and in line with findings from the pilot study, several newcomer demographic characteristics were significantly associated with veteran peers' average threat perceptions to self-view. Newcomers' gender was negatively associated ($b = -.14$, 95%CI [-.25, -.03]), meaning that newcomer men triggered greater threat perceptions to veteran peers than women; Newcomers' age was positively associated ($b = .20$, 95%CI [.10, .30]); Newcomers' relevant work experience was negatively associated ($b = -.02$, 95%CI [-.03, -.01]). Such newcomer characteristics were also significantly related with veteran peers' average threat perceptions to way of work. Newcomers' gender was negatively associated ($b = -.18$, 95%CI [-.30, -.04]); Newcomers' age was positively associated ($b = .22$, 95%CI [.09, .34]); Newcomers' relevant work experience was negatively associated ($b = -.02$, 95%CI [-.03, -.001]).

newcomers' average status characteristics and veteran peers' average threat perceptions to self-view (H2a). Results showed that veteran peers' contingent self-esteem moderated the relationship ($b = .06$, 95%CI [.03, .13]) explaining an additional 3% of variance in veteran peers' threat perceptions to self-view, supporting hypothesis H2a. Simple slopes analyses indicated that the effect of newcomers' average status characteristics on veteran peers' average threat perceptions to self-view was significant only under high ($b = .14$, 95%CI [.08, .21]), but not under low contingent self-esteem on competition ($b = .06$, 95%CI [-.01, .13]). These results are presented in Figure 3. The moderating role of veteran peers' satisfaction with way of work on the relationship between newcomers' proactive personality and veteran peers' threat perceptions to the way of work (H2b) was examined. Results showed that the product term was not significant ($b = .08$, 95%CI [-.07, .21]) failing to support Hypothesis 2b. Next, the effects of veteran peers' rating of average threat perceptions to their self-view on withholding social- (H3a) and task-related (H3b) support were examined. Results showed that neither hypothesis was significant ($b = .46$, 95%CI [-.22, 1.14] and $b = 1.15$, 95%CI [-1.51, 4.02]), thus, failing to support hypotheses 3a and 3b. The effects of veteran peers' rating of average threat perceptions to their way of work on withholding social- (H4a) and task-related (H4b) support were also tested and no significant effect was detected ($b = -.25$, 95%CI [-.66, .13] and $b = -1.11$, 95%CI [-2.77, .58]). Finally, I examined the effects of veteran peers' withholding social-related support on newcomers' adjustment outcomes of role clarity (H5a), task mastery (H5b), workgroup integration (H5c) and results failed to support these hypotheses (see Table 10). Findings also showed that veteran peers' withholding task-related support had no effect on newcomers' adjustment outcomes of role clarity (H6a), task mastery (H6b), workgroup integration (H6c) (see Table 10).

Discussion

This study showed that veteran peers who on average feel threatened on their way of work from newcomers, are more likely to withhold social-related support for socialization from newcomers. In addition, withholding social-related support increases veteran peers' turnover intentions. However, veteran peers' average threat perception to their self-view had the opposite effect to withholding social-related support behaviors towards newcomer, as the effect was found to be negative. Thus, although veteran peers experience threat to their self-view, they decrease their withholding of social-related support for socialization. This may suggest that veteran peers are more likely to develop interpersonal relationships that would possibly secure their self-worth in the future than ostracize newcomers. Whereas, when veteran peers feel that their way of work will change from newcomers' organizational entry, meaning that newcomers may increase their workload, disrupt the workflow or change practices and procedures, then veteran peers are more likely to ignore, marginalize or even express anger and criticism to newcomers in their effort to protect the status quo in working practices. However, the opposite than hypothesized sign of the effect of veteran peers' average threat perception to their self-view on withholding of social-related support for socialization may also be due to suppression effect because average threat perceptions to self-view and to way of work are highly correlated ($r = .86$ for the veteran peer cluster and $r = .82$ for the newcomer cluster).

Results also showed that newcomers' status characteristics under certain conditions result in veteran peers' threat perceptions to their self-view. More specifically, the field study showed that when veteran peers have high contingent self-esteem on relative workplace performance, then newcomers' status characteristics are important predictors of veteran peers' threat perceptions to their self-view.

General Discussion

Results from the field study involving surveys and key points from the pilot study showed that newcomers' demographic characteristics and characteristics that signal high status affect veteran peers' perceptions of newcomers either directly or under certain conditions. The field surveys also indicated that veteran peers' high contingent self-esteem qualified the relationship between newcomers' status characteristics and veteran peers' threat perceptions to self-view. Veteran peers with high contingent self-esteem on relative workplace performance experience greater threat to their self-view from newcomers with high status characteristics. Moreover, the pilot study with self-report data and the field study with other-report data showed that veteran peers' task-related support was not affected by their threat perceptions of newcomers. However, field study data reported from newcomers and some quotes from the interviews indicated that veteran peers may show frustration or criticism and fail to provide encouragement and social support to newcomers when they experience threat to their way of work.

Another key point highlighted in the pilot study was that veteran peers had a predetermined view of how newcomers should act as socialization recipients and to what extent they should manifest proactivity at work. Newcomers that failed to meet veteran peers' standards during socialization were perceived less favorably. This is an interesting point raised by participants as it shows that veteran peers' perceptions were affected more by discrepancies between the ideal and current role newcomers adopted rather than newcomers' personality characteristics. It also justifies why proactive personality per se was not a significant predictor of veteran peers' threat perceptions in the field study.

Theoretical implications

This study offers several important theoretical implications for the newcomer socialization research. First, this paper sheds light on the role organizational insiders (i.e., veteran peers) play in helping or hindering newcomer socialization. So far, the newcomer socialization literature has focused on newcomers, and how they gain access to knowledge and information to learn and adjust in their role (Ashforth, Sluss, & Harrison, 2007; Bauer et al., 2007). In this stream of research, a widely held assumption is that organizational insiders facilitate newcomers' adjustment process by helping them "learn the ropes" and giving them advice and feedback on how to perform their role and integrate in the team (e.g., Kammeyer-Mueller & Wandberg, 2003; Morrison, 1993b). However, this may not always be the case as Kammeyer-Mueller et al. (2013) found that support from coworkers decreases over the first 90 days. Drawing on organizational change literature and loss aversion perspective, this paper suggests that veteran peers may perceive newcomers' organizational entry as a change event and due to factors such as fear of uncertainty that accompanies new situations, disbelief of future personal benefits, and overestimation of losses of the status quo, are likely to withhold social- and task-related support to newcomers. Interviews from the pilot study and findings from the field surveys indicated that veteran peers may actively withhold social support and even undermine newcomers if they feel that their working methods and workflow will likely be affected. Veteran peers that believe newcomers may potentially add to their workload or disrupt practices and processes in the workgroup express frustration and lack of consideration and encouragement to newcomers. Thus, this paper by showing that veteran peers may also hinder newcomers' socialization answers calls from Bauer and Erdogan (2014) to extend research on organizational insiders' role as socialization agents.

Second, this paper adds knowledge to an emerging stream of research on organizational insiders' receptivity to new members in the workgroup (e.g., Rink et al., 2013). As Bauer and Erdogan (2014) argue "the most under-researched area of organizational adjustment' (p.450) is how newcomers affect organizational insiders. Newcomer socialization literature has extensively examined how organizational tactics and supervisors' or mentors' role affect newcomers' attitudes and behaviors and ultimately contribute to the latter's role adjustment. However, there is a lack of knowledge on what newcomer characteristics and behaviors affect veteran peers and in which domains veteran peers are affected. Drawing on the transactional model of stress (Lazarus & Folkman, 1984), this paper showed that certain newcomer characteristics act as stimuli that trigger social comparison processes and may be perceived as stressful and threatening to veteran peers' self-view and way of work, two important domains for veteran peers' as organizational members. Shedding light on newcomer characteristics as antecedents of veteran peers' perception of newcomers enable us to better understand why some insiders are receptive and others not to newcomers' knowledge and ideas. Also, understanding veteran peers' cognitive processes of receptivity of newcomers' organizational entry help us better predict newcomers' future adjustment in the workgroup and collaboration with veteran peers, and the exchange of expertise and new knowledge utilization, all important factors that prevent biases and advance creativity and innovation in the workgroup (Janssen 2003; Mueller, Melwani, & Goncalo, 2010).

Third, focusing on the essential moderating role of contingent self-esteem, this paper contributes to the self-esteem literature by providing further evidence that people's self-esteem is affected by domains they stake their self-worth. Contrary to the predominant assumption that people with high self-esteem remain unaffected from events that might threaten their self-worth,

self-esteem contingency research supports that this depends on whether people believe specific domains are important for their self-worth (e.g., Crocker et al., 2003; Ferris et al., 2010).

Practical implications

This paper also offers insight to management practices. First, organizational insiders' role has often been ignored during newcomer socialization process. This paper showed, however, that insiders (i.e., veteran peers) can be significantly affected by newcomers' organizational entry and that impacts their actions as socialization agents. Organizations could consider the adjustment of veteran peers as well to the new situation (i.e., newcomers' entry in the workgroup). Thus, when designing onboarding processes, practitioners should emphasize a two-way interaction between newcomers and veteran peers. Instead of only focusing on how veteran peers could help newcomers adjust in the new role, practitioners could also encourage newcomers to try to fit in by getting to know their coworkers, paying attention to the normative behaviors in the group, and trying to learn from veteran peers' expertise. This approach helps newcomers increase their proactivity towards socializing and learning from their veteran peers and shows to veteran peers that they are considered valuable members in the organization. This approach can also increase synergies between newcomers and veteran peers and, as a result, the exchange of ideas, knowledge, and expertise, and attenuate any resistance cognitions from veteran peers.

Second, bringing in high status and change oriented newcomers to contribute to organization's performance and competitive advantage, although an important strategic goal for organizations, may not always be well-received from veteran peers. Past research has shown that external recruitment benefits the organization as it introduces new knowledge (e.g., Madsen, Mosakowski, & Zaheer, 2003). Pilot study findings showed though that veteran peers experience a tension when they interact with newcomers with high status characteristics and change-oriented

tendencies. On the one hand they want newcomers to bring in new ideas, knowledge, and expertise and help the organization to grow. On the other hand, they do not want to feel discredited or lose control and familiarity with their working methods, thus, often expressed resistance to changes in the practices and processes. Practitioners could take steps decrease such tensions by explaining how newcomers can benefit veteran peers and the organization. In addition, creating a collaborative and inclusive culture that highlights collective goals and benefits over personal ones could signal to newcomers to use their high status characteristics and proactivity to serve their team and the organization and not for self-enhancement.

Finally, both the pilot study and the field surveys showed that despite veteran peers' negative perceptions and reactions to newcomers, these did not significantly affect newcomers' adjustment. Although, this is an optimistic finding for practitioners and implies that feelings of uncertainty, anxiety, and discomfort are normal for both newcomers and veteran peers, as both groups go through a sensemaking process to cope with change (i.e., newcomers' organizational entry), organizations should still take these cognitive and behavioral processes into consideration. Nowadays extensive and often well-designed onboarding processes are in place in many organizations, nevertheless studies show that companies lose on average 1 in 6 of their new hires within the first six months (Maurer, 2015) and 50% of newcomers leave within the first eighteen months (Martin, 2014). Newcomers often attribute their departure to their veteran peers claiming misfit in collaboration, incivility or lack of social support, and not recognized for their work. Thus, creating an onboarding process that not only emphasizes in "learning the ropes" and performing successfully in the role, but also encourages relationship building and cultivates meaningful relationships between newcomers and their veteran peers is key to retaining and engaging new talent.

Limitations and Future Research

This paper has several methodological strengths. First, the research question was explored in a pilot study with semi-structured interviews and a field study. Initial thematic analysis of semi-structured interviews with veteran peers was combined with field surveys in three US based organizations. A multisource, multi-wave data collection in the field study reduced common source bias when both predictors and outcomes are self-reported and ensured the temporal sequence of variables is in line with the theoretical model. Finally, all scales that were developed for the purpose of this study were first tested in Amazon Turk full-time workers to ensure construct and discriminant validity.

This study also has several limitations worth mentioning. First, this is the first attempt, to my knowledge, in the newcomer socialization literature that examines how newcomers influence their veteran peers. Two newcomer characteristics, proactive personality and high status characteristics were identified as important factors that influence veteran peers' perceptions of newcomers' organizational entry. However, the pilot study revealed fruitful findings on how newcomer characteristics affect veteran peers' cognitive processes. First, newcomer characteristics such as age, physical build, cultural background, working experience, and education trigger veteran peers' attention and play an important role when veteran peers formulate opinions about newcomers as recipients of socialization. Second, dissimilarities between newcomers and veteran peers on these characteristics seemed to play an important role during the socialization process and affect veteran peers in their role as socialization agents. Future studies could further explore these antecedents and give a more comprehensive picture of how newcomers influence their veteran peers. In addition, it may be worth measuring both

newcomers' and veteran peers' perceptions of dissimilarities in certain characteristics and then see how each group is affected in their role in the socialization process.

Second, another important point raised in the pilot study was that veteran peers have a predetermined idea of how newcomers should act as socialization recipients and any discrepancies from this "ideal newcomer" were perceived negatively. This was not further explored in the field survey. Thus, future research could examine if such ideals of "best newcomer" exist and how they affect veteran peers' perceptions and reactions during the socialization process. In addition, an interesting question for further exploration is to see how these ideals are formulated. Do veteran peers formulate their opinion of the "ideal newcomer" based on how they would act as socialization recipients? Are veteran peers' working experience, perceived status in the organization, age, or gender factors that affect these "ideal newcomer" behaviors?

Finally, although this paper examined the research question both qualitatively and quantitatively, findings from the field study were limited due to the small sample size in the newcomers group. Newcomers' response rate decreased at wave 2 in all three participating organizations, limiting the power to detect accurate estimates. Participants' retention after wave 1 was the most challenging part in the data collection and future studies in newcomer socialization may take this into account.

Conclusion

In sum, this paper focused on veteran peers' threat perceptions and reactions to newcomers and how these, in turn, affect newcomers' adjustment and veteran peers' work outcomes. Findings from interviews with veteran employees and field surveys showed that certain newcomer characteristics influence the extent to which veteran peers perceive newcomers

as a threat to their self-view and way of work. In addition, veteran peers' high contingent self-esteem played an important boundary condition on veteran peers' perceptions of newcomers' characteristics. Moreover, veteran peers' threat perceptions of newcomers to their way of work, although not explicitly self-reported in the pilot study, when measured from the newcomers' perspective was found to result in veteran peers' withholding social-related support to newcomers. Finally, the field study showed that veteran peers' negative reactions to newcomers' socialization had no significant implications to newcomers' adjustment and veteran peers' affective commitment but affected veteran peers' turnover intentions.

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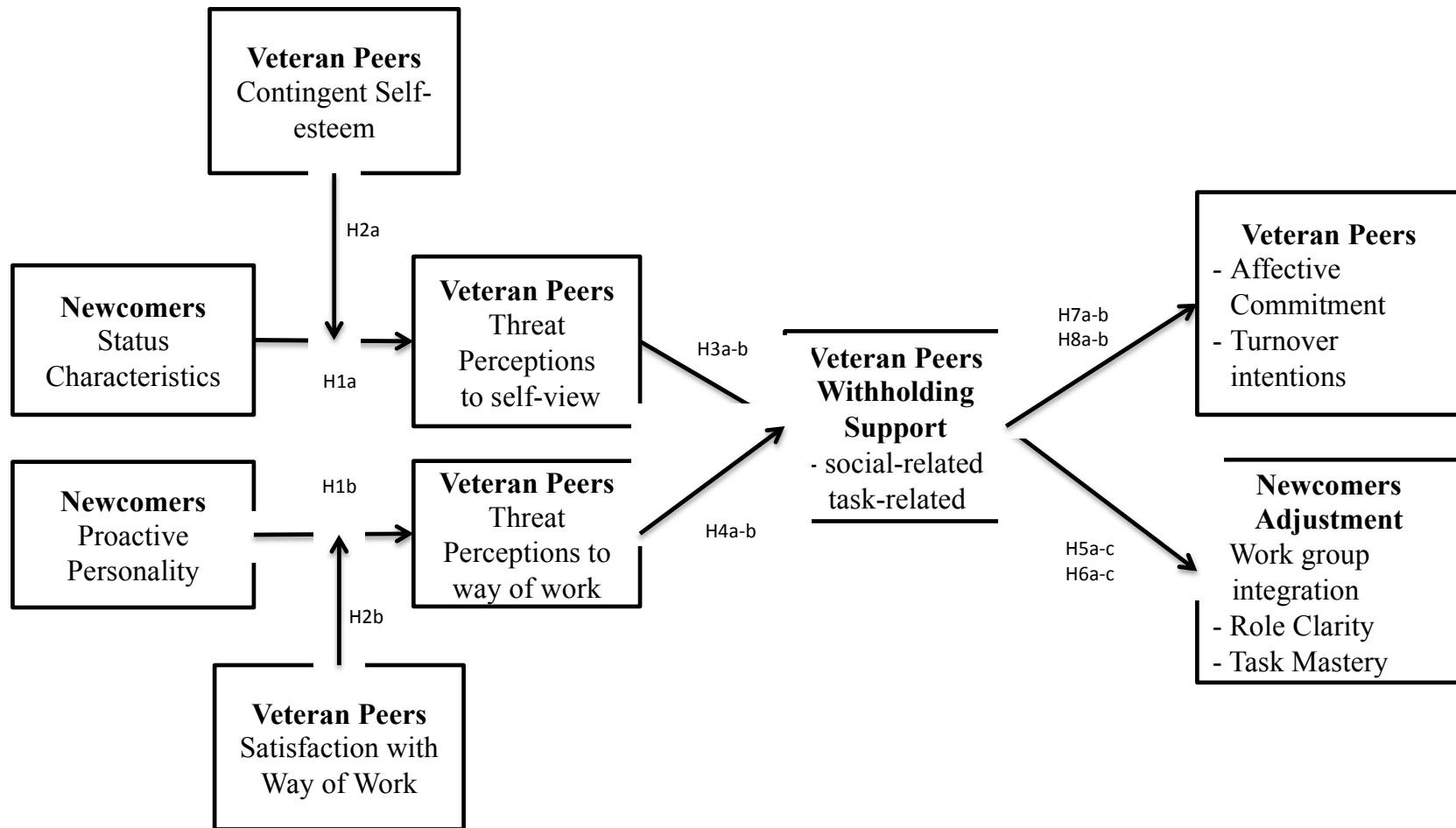


Figure 1. Hypothesized model

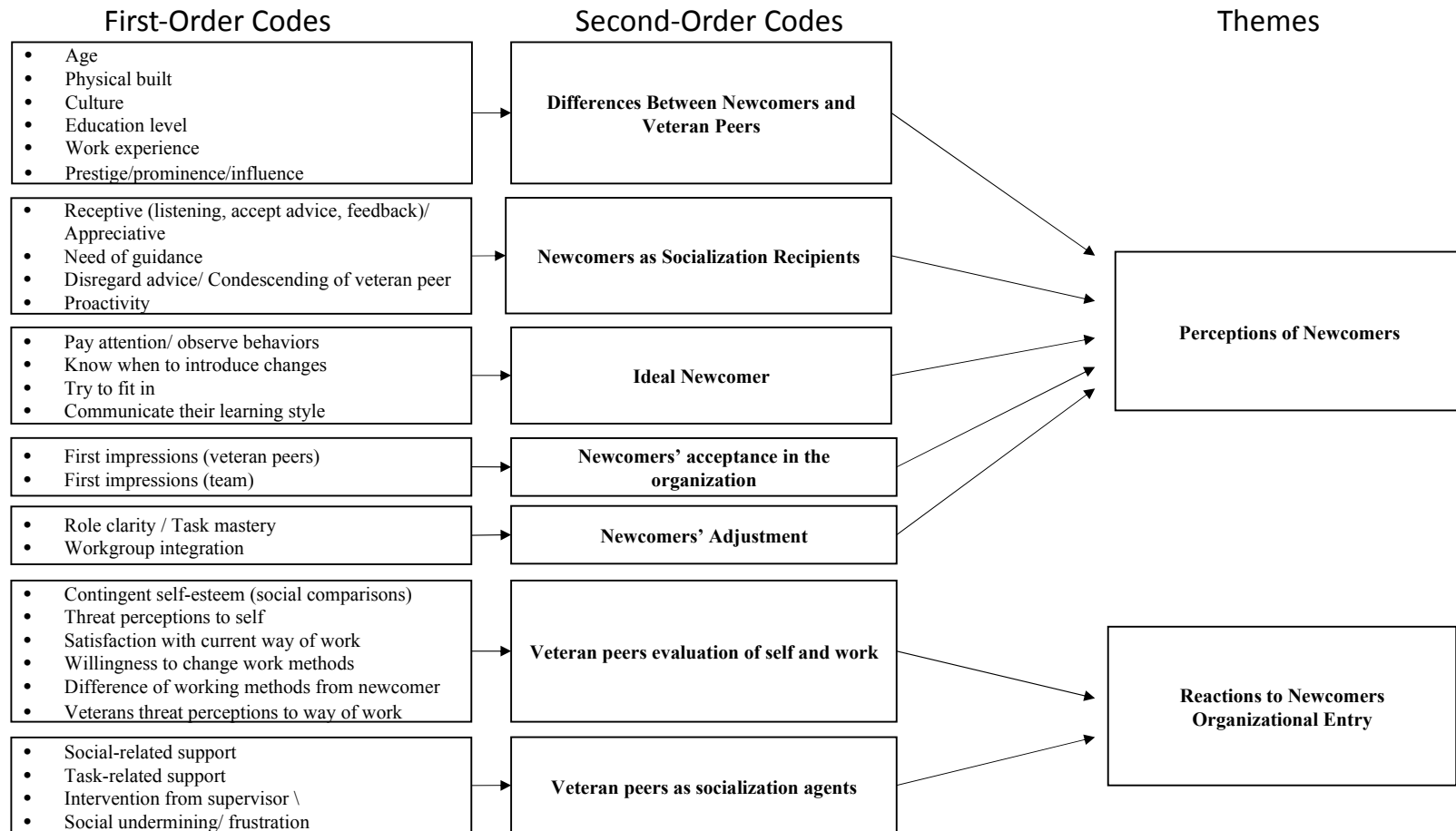


Figure 2. Thematic map in Study 1.

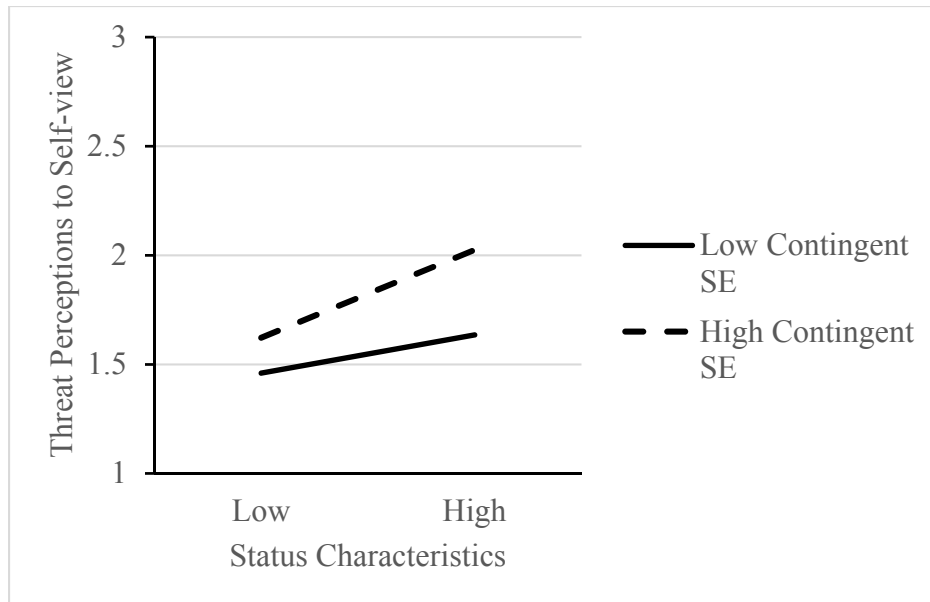


Figure 3. The interaction of newcomers' status characteristics and veteran peers' contingent self-esteem in predicting veteran peers' threat perceptions to self-view in Study 2.

Table 1
Theme 1: Perceptions of Newcomers

Second-order codes	First-order codes with quotes
Differences between newcomers and veteran peers	<p data-bbox="478 415 533 448">Age</p> <p data-bbox="478 492 1839 667">“He was older than me by two or three years and I was 19 years of age. So my age difference was a couple years while working there. So filling him in and giving him instructions on what was required for the department was as though from the perspective of someone being in school who is older than you getting instruction from someone who's younger than you and I felt as though that was part of what was going on while training him.” (1211)</p> <p data-bbox="478 711 1839 776">“People get defensive and especially if they are older or more experienced than me they dismiss my advice and suggestions for improvement.” (1801)</p> <p data-bbox="478 820 1887 997">“So I think... She was older than me, and middle aged, I guess. She was a little bit older than most of us. So, maybe that contributed a little bit. ... and just dismissing me as an equal. Somehow, it came off like she thought she was better than me, even though she had no experience. Maybe because she was older, maybe that has something to do with it. I can understand that. Having someone 30 years younger than you telling you...” (269)</p>
	Physical build
	<p data-bbox="478 1117 1892 1292">“...they were both male as I am. So there was some type of what I perceived to be gender dynamics there as well 'cause the other individual came in, he was ... I'm particular a tall individual. The individual who's in front of me, he was a lot taller than me, a lot bigger than me at the time I should say and so him to take instructions from me, I mean he had to learn how to do the job on the first day and the first week but after that giving him instructions and directives to do things was less well received.” (1211)</p> <p data-bbox="478 1300 1839 1399">“...then there was a new employee. He was a little bit shorter than me. The second employee who is about four years or three or four years older than me, he was about maybe two or three inches taller than me and much larger.” (1211)</p>

“...This is also another thing interesting, mostly males at the fire station. All males. So I would have the size thing... the fire station setup organization had the dynamic of having a male thing... Although we were very well learned and we did a lot of training, a lot of studying there was a sense of machismo or macho man type of thing... I was particularly larger than most people at the fire station I should say so, one individual in particular that I had a lot of difficulty I still worked with him and got things done but there was a lot of difficulty working with him. He was substantially shorter than me..... I believe his personality and I would say that I would be stereotyping and generalizing, his height and his stature is part of that. I would say something along the lines of what's colloquial said and I don't know if it's from psychology or anything but it'd be Napoleon Complex. That type of thing where short, loud, outspoken and like hey I'm here. Don't forget about me.” (1211)

Culture

“Obviously he was very new to the culture within the Kingdom because he came from Holland.” (299)
“He came in from Algeria” (299)

Education level

“To my understanding one of the individuals was also enrolled in college as I was and he was a year ahead of me. Then the other individual I believe he had some college but he wasn't currently enrolled.” (1211)

“...as far as her degree though, her degree was not in accounting, it was in literature.” (2711)

Work experience

“As far as I know, they have an extensive accounting background. Primarily with processing. So yeah, she has a very extensive accounting background.” (2711)

“He had an area of expertise that was good. He was a mechanic so he could work on the fire trucks. That provided value to the department. So that's what he loved doing. He identified himself, he said I am a mechanic. I'm not a firefighter, I'm a mechanic. He would even say that. I'm like wow you're really trying to help out your case aren't you?” (1211)

“I mean, she had some experience and she can teach in other areas that might be needed. But, with me she's never done what I've been doing. So, I'm teaching her everything she knows, and what I do.” (259)

“She had never worked in this type of work before.” (269)

“it was definitely a lack of knowledge. Because we go by the KSA knowledge, skills, attitude. He lacked the knowledge, he lacked the skills and the attitude was not the best.” (299)

“He came prepared. He knew exactly what were the problems. He knew exactly where were the gaps. He knew exactly what the bottlenecks were, and he had a good process in mind for each gap, for each bottleneck to address from the very beginning to the very end... he already had established, how can I say this? A very deep platform of information and details of how to address the problems that we were there.” (299)

Prestige, prominence, influence

“He was very intelligent in terms of linguistics. He spoke about three languages among which was Arabic, French and English. So he was not dull, he did not lack the edge.” (299)

“I had more expectations. Yes. Yes, I had more expectations. I expected more opinions, more ideas, from what they'd done before, more suggestions on how to do things differently. I based this assumption just on her demeanor, her look. Unfortunately, it was just based on her appearance and her demeanor. I just got the impression that she's just that kind of person. I don't know, it's ... yeah.” (2711)

“Not really because I think my first interaction with her was kind of negative or at least, not negative interaction. She might have not thought it was negative, but just I had negative feelings, frustration and stuff. So, I think after that I didn't really even let myself find anything to admire about her.” (269)

Newcomers as
socialization
recipients

Receptive (listening, accept advice, feedback)/ appreciative

“he did listen and pay attention to the things that I told him.” (1211)

“I believe they were very receptive to what they were learning” (1211)

“She's good. She pays attention to details. She's punctual. She's eager to learn and she's teachable. So, that's good... like I said, she take notes, she asks questions, which is good, and after teaching her something about maybe twice, she does it on her own now. ... she listens which is a big thing, and she asks questions. She doesn't make assumptions. She will ask me, "Hey, am I doing this correct, or "Hey, is this how we do it, or should I do it like this, or do I need to add anything?" So, she does ask. I do like that. So, I could say she's careful. She's thorough 'cause she's careful and she's thorough. She pays attentions to detail, and she seems very organized 'cause she always have a notebook and taking notes when I'm just talking to her, even a lot of times when it's informal. So, that's good.... I tell her, "Hey, I see you did that. You did a good job, however make sure this is like this and everything." She's like, "Oh, okay. Thanks for letting me know." She's open to feedback, and I like that.” (259)

Need of guidance

“I'm not sure what it was, there were just some things I thought were more common knowledge, and it wasn't for that person. The person was very detail-oriented. It's just that they needed to have every single thought written down, if that makes sense. It was some of the processing functions and accounting functions. They would ask, "Well, how would I know to do this, and how would I know to do that?" And some of the things, there just wasn't a connection as far as why-... She needed guidance.. there were just some things that just didn't register. If it wasn't exact, they didn't quite comprehend. So everything had to be exact. Everything had to be written down. There was no assumptions made, there was no guessing, there was no free thinking. Yeah, no intuition played a part.... Instead of just getting a high-level understanding and just figuring it out, they wanted every step by step by step by step. So if I say, after you've done this, just send the email to this person with that report. "Well, how did you send that email? Let me see what your email looks like." Those are the questions I get. "What exactly do I write in the email, and what is this ..." you know, some things that I would have never expected someone to ask.” (2711)

Disregard advice/ condescending of veteran peer

“It's just that if I gave him further instruction or somewhat maybe of a micromanaging type of perspective it didn't jive with him too well. He would listen to what I had to say but then he would continue doing what he was going to do anyway as far as task and routines.” (1211)

“I mean he had to learn how to do the job on the first day and the first week but after that giving him instructions and directives to do things was less well received. So when I went further a couple weeks in to

say, hey we need to do this and we need to have this done, it wasn't received in the way that I would've liked it received and that was just my expectation. “ (1211)

“That would be my perception of the manner being 19 years of age and having someone who's 22 or 23 being instructed by someone younger, their junior. At certain times he wouldn't want to feel like doing certain things. When anything got concerned as far as I explained to him, I said hey I'm really doing my best to help you and facilitate you and teach you whatever it is you need to know so that you can effectively do your job and a lot of times he would like to argue and do different things as far as what he thought was right and what I was explaining to him.” (1211)

“In general, the only challenging instance is when I have to give feedback to co-workers when things are not going as good and sometimes that is not well received. People get defensive and especially if they are older or more experienced than me they dismiss my advice and suggestions for improvement.” (1801)

“My past experience I was doing accounts payable, and I have a colleague who was just ... She was not necessarily open to ideas and was always like, "Okay. This is what I'm doing." And was just, I don't know. You point out something to her. "Oh, it doesn't matter,."” (259)

“So, I thought when I worked with her and was, I guess, training her and trying to teach her things, I found it difficult because as I compared her to myself when I am a new person somewhere, I really try to pay close attention and I'll even take notes sometimes or I try to show at least my interest, but I found with her that she just didn't seem very interested in any of the stuff that I was trying to show her. And while I tried to keep things professional and just strictly work focused, she oftentimes try to just change the subject, just talk about not work related stuff. So, just about anything else. I kept trying to have to steer her back to what we were working on to try and focus on that task so that I could show her. . I was as equally competent as all of my co-workers, but I think our age difference and maybe just my position, my status was just kind of to her like I was kind of like not important or maybe I'm not worth listening to or not worth taking advice from.” (269)

“No, not anything like personal, or not anything she said to me even, but just that feeling you get and how someone reacts. Like how they pay attention or how their body language or just things like that that you can tell. She never told me to my face, "I don't think you know what you're doing and I'm not going to listen to you because you're younger." She never told me that... just dismissing me as an equal. Somehow, it came off like she thought she was better than me, even though she had no experience. Maybe because she was older..” (269)

“the only issue I had was that it took some time for the person to retain the information. So a lot of the questions were repetitive, ... there was a lot more explaining that I had to do. There was a lot more, some things I felt were intuitive, again, it wasn't intuitive for that person.” (2711)

“He was very resistant in terms of listening. ... Like he would shut you down, he would not want to speak about certain tasks that are late. He would not want to discuss certain meeting minutes that he found that he's not able to do. That as an individual within the office hours. ... But he has the appetite to learn. He lacked it. ... I never saw him take notes. I never saw him put pen to paper.” 299)

Proactivity

“he was pretty intelligent. He was able to look at different tasks and problems using critical thinking... He added that type of value to the organization.” (1211)

“The other individual, he was more I guess direct and to the point about getting things done. He was more dominate in a sense in that manner. He also was, he took initiative to learn new things.” (1211)

“So he had some value, he had some power in that he had with an organization because of the ability to service the large diesel engine fire trucks and do other things to them as well.” (1211)

“Not really. She was very much a follower. I don't think she knew enough about the job. ... Not to me she did that. She didn't to me ever offer any type of different way or what she thought was better. She just went along with it.” (269)

“I had more expectations. I expected more opinions, more ideas, from what they'd done before, more suggestions on how to do things differently. I think that's the assumption, usually, when you bring someone from outside of the firm, is to get a perspective of how things are done elsewhere, and what they're accustomed to, and what they've seen, and how things were done there, and suggestions on how it can be done better here. But unfortunately, we didn't get a lot of that. So they mostly, did the task and what was needed to be done, but didn't offer any suggestions on how to make any more significant changes.” (2711)

“He did not bring any ... He only brought false promises” (299)

“When he came in, it was very frustrating. It was very frustrating because he wanted to change the entire process. He wanted to have it his way. And when we asked him this would do a problem here, this would do

another problem there, he did not care. He wanted his way, and that was very frustrating because it would change how the department actually fluids.” (299)

Ideal newcomers Pay attention/ observe behaviors

“If you're new, I would say when you go into a new place, be observant. Observant of what's going on. Observe. Ask questions. Just have a good attitude about being there.” (259)

“I would tell them to listen and take notes!” (1801)

“In this environment, like the dental office job, I would say, just listen to what everyone has to say because everyone has their own process, their own way of doing things. Even though we all get the same thing done in the end, we have different methods. Whether it's different ways that we assist with a surgery or just anything, it's good to know how different people do it, so that you can find what works best for you. Because the same thing doesn't work for everybody... I think everyone has their own tips and tricks that just ... You just need to listen to everyone, I think. It helps if you at least try to look like you want to learn or you are interested... ask questions. Even if you think it's a stupid question, or even if someone showed you how to do it 10 times and you still have a question, ask. We would rather answer the question for the 10th time or show you a million more times than for you to do it wrong or to just mess up. Just ask.... Take advice from everyone, take notes! Sometimes people feel silly walking around like the office and there are patients looking at you and you're just like taking notes, but it helps, I think. Go home then that day and read your notes because when you do things every day and repeat it, eventually you'll memorize how to do it.” (269)

“Copying greatness. Let's assume a new employee came into the department. I would ask him to stay silent for the first month or so. Always observe, listen, don't make comments. Just as much as you can, absorb the information, make a lot of notes in order for you not to ask the same questions again. Try not to engage in non objective conversation initially... If we're having a learning environment, don't ask for breaks. Don't ask for a smoking break. Don't make a silly joke, does that make sense? Try to focus. That's the best advice. Obviously, pay attention, take notes like I said. If you were to ask questions, make sure that the questions have a meaning. Don't just ask a question for the sake of asking the question. Ask a question with the objective sense. That's the best advice I can give any employee working in supply chain departments.” (299)

“The advice I would give them would be seek first to understand and then to be understood. Meaning pay very close attention to everything within whatever environment you're working with. If it's a team organization or an organization where you have to work with others, it's often you are on some level, pay close attention to how people communicate, how they do their tasks, why they do their tasks. If you can figure out why they do what they do that's important.

Understanding other people's value of the people that they work with, how they interact, how they treat each other. Understanding when working in a team what you think for an instance may be the best way and then if something else is not the same as what you think because it's the team's idea or it's a procedure or policy that doesn't go along with what you maybe necessarily think try to ask yourself why there's a difference between the two perhaps.

Other things I would think would be understanding the main objective behind doing some of the things that you do. That way when you work together with that team you can see maybe how you can fit in the best in order to provide value towards the goal and for the team as a whole and the organization even more holistically.” (1211)

Know when to introduce changes

“I believe it would be best to understand once again the people that they're working with, the type of receptability that those people are able to encounter. ... there is the ability for other people to perceive you in a light that's not the best. They can say oh this person thinks they know all this or basically have them say oh this person's high minded or they are very inflated and they're very puffed up with knowledge. ... So sometimes it may be good to hold and be reserved about what you speak and then use discretion about what you say. If there is an appropriate and it's dependent upon the situation to determine what is appropriate that you should share, what shouldn't be shared and what ultimately can be shared but it's not necessary. But that takes a little bit of discretion and good understanding of the situation I suppose.” (1211)

“First, learn how things are in the organization and then make suggestions or propose new ideas. Understand what is applicable and what can work in that particular setting and then you will be able to suggest improvements. I think this is the most challenging part because newcomers don't really listen and take notes of what we teach them. They are too much consume on how to impress and say their opinion than hear first others.” (1801)

“Be positive. Have a positive attitude. Like, okay, I'm coming. I'm learning something new. Don't why do you guys do this or why do you guys do that? When if you want to implement change, it's doable but see how the operation runs, initially. Then you can make suggestions. Then you can change it and make it your own. But, observe first how things work. I would not be all for it because it's like I'm not against change. But, see what we're doing and then we can have a conversation as to how it can be improved. I'm all about working smarter, not harder. So, I mean, if you have ideas and suggestions, true I'm excited, but see what we doing first, initially. Then you make suggestions. Don't come in and tell me do this, this and then the third, and you have never seen what I've done. It's like it wouldn't make sense. How can you tell me about something when you've never done it. Do it first and then okay, well, maybe we can do this, change this and that. I'll be more receptive to that if you've experienced it.” (259)

“Yes! During the process, I also mentioned that to her, if there's a better way as to how you would have wanted to be given this information, and to have been taught this information, please communicate that. It would be great to have new ideas and better approaches to the process and the training, so that it's easier for others when they follow it.... Yeah. I always ask for that. I always ask for better ways to make things easier, to improve processes, if there's some things that are unnecessary we can eliminate them. So yeah, I'm definitely open to that. Process improvement is something that is important to any organization” (2711)

“If he's an experienced employee, like let's say he has a well established platform, of course right away. Advice what the process needs to be changed. How not to change it. Where to go in terms of improvements. But if he's a fresh graduate or a fresh little kitten still trying to make it into the corporate world, no, I would advise them to listen. I would advise them, if you have a good idea, discuss it with your manager, maybe one on one. Discuss it with your direct superior or your mentor, the one who's teaching in the first 90 days. Discuss it with him and make sure that if it's a valid idea, why not?.. the more experience individual would have the edge. He has the background, he has the understanding. I'm sure he's faced a lot of similar issues in the past, so he would have a lot of experience to give. The new freshly graduate, he might be hyped up, 'cause he might have that energy within him. It wasn't so long ago that I was in his boots, but I wouldn't shut him down. Does that make sense? I would guide him in order for him not to waste his energy or not to waste his time doing something that might have failed previously. So that's why I say wait. Don't jump the gun. Give it a bit of time and then proceed.” (299)

“I would advise the new manager to come in, assess the situation, assess the process. If you have to take radical changes, take the ones with the highest priority. Don't just make a list of all the changes and implement

them straight away. Because that's going to obviously backfire. That's not going to work. That helps in terms of the work will not come to a complete stop. Or the work will not have as many problems as it will have when compared with the radical changes instantly. The work will still go on, the show will go on, but once you introduce radical changes and implement them all at once, no that's not gonna ... I mean professionals are not used to that. They need training. They need to understand why the changes, they need to understand if that changes does take place, if it's going to affect department” (299)

Try to fit in

“Even on some level understanding yourself and seeing if you're a good fit for the particular team or organization you're working with. I believe there's certain areas of expertise and speciality where somebody is a surgeon and they have steady hands, they work effectively in that type of environment.” (1211)

“when we point this out to them then they adjust very quickly and they start taking notes.” (1801)

Communicate their learning style

“it's to explain the best way that they learn. How do they learn, is it best just doing it, is it best reading, do they need the step by step, do you need to understand the overall big picture first. That would be the best way. I would give that advice. How do you learn, how do you process things, so that there isn't any time wasted on how to train you, on how to give you this information.” (2711)

Newcomers’
acceptance in the
organization

First impressions (veteran peers)

“I felt the person would be more of a senior individual, I felt like they would have wanted more responsibility. So I foresaw her doing more. And that was not the case, so that's the only thing that was different.” (2711)

“My impression of her? In the interview, she was very sharp. She know a lot of information. She's done her research. So, just by her interview, I knew she would be an asset. I knew she would have been a good fit because she went above and beyond to tell us things and to answer questions and give examples. So, I knew she had experience, and I knew she would be good.” (259)

“In my organization we have 1 day as an induction day for groups of newcomers. There the challenging part is that some newcomers are shy and don’t really ask questions whereas others dominate the conversation and ask a lot of questions.” (1801)

“He was very, very vocal and outgoing as far as how he spoke. He was not too ... he did not filter what he said. Whatever he thought or however he was feeling he would speak it most oftentimes.” (1211)

“I perceived them differently. If I had to subjectively scale it from zero to 10, 10 being high attention unable to work with this employee and zero being there's no problems, I'm on vacation I would give it maybe a three or four as far as the type of attention I would feel. I would even use an adjective such as minimal. But it was enough to be notable as far as ... and I think it was more towards the beginning in the first few two to three weeks of working with them then it was down the road when we first began to be very familiar with one another and working together and getting the job done.” (1211)

“...part of my background has been playing different sports as a teenager so I play with all male football or boxing or track which track was coed or martial arts. So there's an element of paying attention to how much bigger another guy may be to you or something like that. That might be something that came about as my own perception.” (1211)

First impressions (team)

“I believe other people on the team, the department did see him. There is a stigma associated with somebody who is in a fire department that when particular as far as training that, I don't know sometimes they would call them a trainee or a probee like probationer or probee is like saying oh you're just a probee. Like you're not even a real firefighter. .. You're not yet one of us... Unless you do this you're not ... so that would make him feel some type of way. I believe I perceived him maybe like it would effect his self esteem. Most people generally speaking don't like to feel like an outsider. They like to feel accepted.” (1211)

“They didn't really say much negatively about her. I think one conversation I had with the lead surgical assistance,... she said that this new person was fairly slow to learn. Not that it was a bad thing, but just that she was much slower than any of the previous people that this person had had to train or that we brought to the team.” (269)

“I think we all still continued to still talk the way we talked with one another, but I don't know if we included her as much. I don't think we did that on purpose. I think we just already knew so much about each other, so we would come to work and start talking about my husband, my kids, my this person, this happened and she wouldn't know any of that, so maybe it kind of looked like we were excluding her. I don't think we were trying to, but when you already know, the people know the situations, you just come and you talk about it, and she doesn't really know and so she just sits there quietly, really, doesn't contribute a lot. I think we would try and include her, ask her some personal questions to get to know her better, but this all takes time.” (269)

Newcomers’
adjustment

Role clarity / task mastery

“Generally speaking when I first gave them instruction they learned the job and performed. So that was communicated, they did the behavior that correspond to their job description and the job got done. Further on down the line since they had the nature and understanding of the job they learned more about the job while being on the job and less dependency was upon me to express anything about the nature of the job because they're also working there.” (1211)

“Yeah he completed his performance and his studies I think. It was my understanding that he went and he took the test or what's referred to as the National Professional Qualifications of Firefighter... It's a test you have to take in order to be in the department and be able to function and be recognized as somebody who's competent to perform the job description and he passed it and he passed the skills test. I was like okay whatever training I did give him he was able to do it so great. Good.” (1211)

“I'm happy that she's here. I'm happy that she's learning. I'm happy that she's catching on real quick, and I think she'll do well. It's been very easy to work with her, especially when I tell her something she take notes, and then when I tell her to do it, she does it and I rarely have to say anything 'cause she looks at her notes. She refer back to her notes... I think she has the right kind of attitude about things. So, I think she's gonna do good. I think she's gonna do a good job, too. She listens.” (259)

“once she's gotten that process, she's done very well. I mean, to the point where, if something doesn't add up to the exact fee, there's a problem. So she thinks like an accountant is supposed to think. She understands, now that she's gotten the basics, she understands a lot of the complexities. Because she is so regimented, she's able

to pick up a lot of errors, a lot of issues. So that's why I said the way that she thinks is actually really perfect for the job..." (2711)

"Most of the delegation that was given to him were either late, or when submitted, it was dead wrong. Very inaccurate." (299)

"Well late, he never starts on time in terms of like the tasks itself. He thinks it's going to be easy in terms of cross functional departments getting the information, getting all the required details. That did not go as he planned it or he wished it would be. And that's why it came late." (299)

Workgroup intervention

"They were predominately friendly. There weren't any notable social issues from what I can tell. We all worked together as we came together more in the department as a team. We functioned more and more efficiently and effectively to get the job done and get it done quickly. Outside of work we would go to social events or meet up with coworkers on the weekends or go to an outing or a restaurant or a friend's house and be social." (1211)

"I think she was willing to share personal stuff with us about, we got to know who her kids were, we got to know her life and stuff. So, I do think she eventually joined the team.... I think just through listening to us talk, she picked up a lot on some of the stuff going on with us and then she would ask us questions like, "Oh, how are you and your boyfriend?" And like, "Oh, you knew that I had a boyfriend. I didn't ever told you that, but I guess you heard the conversation I was having with someone else." So, she made an effort to engage with us more on a personal level and become more friends, not just co-workers." (269)

Table 2

Theme 2: Reactions to Newcomers Organizational Entry

Second-order codes	First-order codes with quotes
Veteran peers' evaluation of self and work	<p>Contingent self-esteem (social comparisons)</p> <p>“I felt some sense of responsibility for the department because I had spent a number of months there. I understood what needed to be done and I had already come across all the different small little challenges that would may possibly arise... While on the job he wanted to learn how to operate a forklift. At that point in time I had already been operating a forklift. I had gotten forklift certified...that also played into it but he also began learning and becoming forklift certified as well so that he could provide that value to the organization.” (1211)</p> <p>“If anything, she made some positive comments about ... she was trained to do something and she would do it step by step by step and then when she watched me do it, I did multiple things at the same time and so in the end, I had everything together much quicker and I was ready to go. And she would say, "Oh, wow. I never thought to do that and that at the same time. That's a good idea." I remember one specific instance where she did give me back feedback, which I thought was nice...” (269)</p> <p>“it's just that the training part was a little bit challenging, because I don't think that way, so I am more intuitive, I just figure things out. Whereas, some people, they don't wanna just figure things out. They wanna be told, "How is this done?" Step A, B, C, D, E, F, G. They want to know every step, instead of just figuring it out.” (2711)</p> <p>“Essentially if I had to go as far as job title and what's expected we were equivalent as far as job description. However, I would just have more ... I had been with the company longer and had some, in some sense a more tenure or seniority on a very small scale.” (1211)</p>
Threat perceptions to self	<p>“Well, it's kind of frustrating. I think it's very frustrating, especially because I know that I know what I'm doing and all of my other co-workers, no one treated me as below them even though I was a student and I was only there part-time. We were very much like a family. We were very close. ... So, no one ever, at least, I don't know what they thought, but they never treated me below them, and I was there actually longer than</p>

some of them. Most of them started after me... So, when they told her, okay, well, now you're going to train with me. They told her, "She has all the skills, she knows everything, she's a great worker." Like they told her that I was competent and that I had the right skills, so then when she would just kind of dismissed me and treated me as like ... ugh you know..., it was frustrating for me because I wanted to be like, "Well, you don't know anything and you need to listen to what we're trying to teach you because we want you to succeed here." I was relating to her because when I came to that job I didn't have any previous experience too just like her, so I thought maybe I could give her better insight, teach her the very, very basics that I didn't know that are important to know before you can move up to higher, more difficult things. So, I thought I could relate to her well, and I thought I could really show her important things, but I don't know. It's frustrating is how I felt frustrated mostly. ... We never had any type of issues, but her mentality towards me never really changed. Even though I wasn't training her anymore, like, she had already been trained, she still never came to me to ask a question if she had a question. She always went to someone else, even if they were busy when I could answer the question. Or just still kind of dismissed me. ...just dismissing me as an equal. Somehow, it came off like she thought she was better than me, even though she had no experience" (269)

"I would want to see how he would do it differently. As a personality, I would want to see ... All roads lead to Rome, but sometimes one road would be a shortcut. ... I would want to see how he does it. I might learn something new....

But if a peer level introduced a change...I don't know. I really don't know. I might feel not as smart, does that make sense? I mean, by nature I'm very competitive. It's not good, I know. But I would feel, why didn't I think of that? So, yeah. I would listen. I would want to learn obviously, but inside of my heart I'll be kind of jealous. Does that makes sense? Eventually, yes, I have to get onto the boat. But like between me and myself, I would feel ..." (299)

Threat perceptions to way of work

"I would not be all for it because it's like I'm not against change. But, see what we're doing and then we can have a conversation as to how it can be improved. I'm all about working smarter, not harder. So, I mean, if you have ideas and suggestions, true I'm excited, but see what we doing first, initially. Then you make suggestions. Don't come in and tell me do this, this and then the third, and you have never seen what I've done. It's like it wouldn't make sense. How can you tell me about something when you've never done it. Do it first and then okay, well, maybe we can do this, change this and that. I'll be more receptive to that if you've experienced it." (259)

“He was very resistant to undertake the tasks assigned to him, which then made overload to the other team members, and it had to be delivered.” (299)

“As a colleague, I'll be very upset. Because let's assume a new employee came into the team, we expect that he will add to the team. We're not expecting that he would be dead weight. Like I will not only have to teach, now I have to teach you and then do your job. No, that's unacceptable. No. I would want to teach you and I would want to see you progress in order for me to have less load, and give me the opportunity to learn something new for me to progress myself. That's how I feel. If my new colleague would come in and not live up to his own expectations, or not live up to the expectations we set for him.” (299)

“Okay, it was resistant to change from my end, because I had a different view. He might have had a valid view, but I also had a few valid views in that sense. So it wasn't a resistance to change because I don't want to learn. No, it was because I saw something that will happen and eventually it did happen.” (299)

Satisfaction with current way of work

“I like high level. I like to see the big picture, how all the dots are connected. It kind helps make sense to me in that way.” (2711)

“when she watched me do it, I did multiple things at the same time and so in the end, I had everything together much quicker and I was ready to go. And she would say, "Oh, wow. I never thought to do that and that at the same time. That's a good idea."” (269)

Willingness to change work methods

“Yeah. I always ask for that. I always ask for better ways to make things easier, to improve processes, if there's some things that are unnecessary we can eliminate them. So yeah, I'm definitely open to that. Process improvement is something that is important to any organization.” (2711)

“Okay, it was resistant to change from my end, because I had a different view. He might have had a valid view, but I also had a few valid views in that sense. So it wasn't a resistance to change because I don't want to learn. No, it was because I saw something that will happen and eventually it did happen.” (299)

“Yeah. She's currently training right now, and I'm open to any ideas that she'll have that I can see that could make it easier, make a process easier or something like that.” (259)

Difference of working methods from newcomer

“she was a lot more regimented. But I just feel like, people think differently and they learn differently. It doesn't take away from the job function, and for that particular job it worked out well... I like high level. I like to see the big picture, how all the dots are connected. It kind helps make sense to me in that way. But the person I recently trained, likes to be given the step by step, and likes to have things exact. Likes to know what to refer to. If there's a mistake, she likes something specific, a reference to go back to. And to be able to say, "Well specifically, I got this instruction from here, and it was based on that, and therefore this is why this was done." So I don't know if that's a personality, or I don't know ... This is just how she thinks. Just different process. It was longer to process the more recent person, because she thought things differently. She processes thing differently from me. So she likes that every step, she likes to be given every step and have that recorded. So that took a little bit longer.” (2711)

Veteran peers as socialization agents

Task-related support

“While talking with them I would give them instructions on what's expected to do then once they understood their job responsibilities they kinda of went and did what they needed to. ... I was not given a job title or managerial position so I did not have that official title. However, I was instructed by the managers above me to show them what it needed to be done.” (1211)

“Literally I like to spend the least amount of energy possible to get the same results, so being very conservative as far as my energy and time. So that's what I really tried to do with him in different areas. Everyone has their own learning style so that's in there but just as far as the difficulty as far as training him that was I don't feel like that was the most necessary thing in the world.” (1211)

“But, I'm gonna still tell you how it's done. Now, if you wanna listen and take heed and take my advice and take notes about it, fine. But, if you don't, it's on you. I've done my due diligence by telling you how it's done. So, it's on you. ... I'm not an assigned trainer. But, because I've been doing it, the task fall on me to train the

next person. But, I wasn't an assigned trainer. Like I said, she's gonna be doing what I used to do, so the task fall on me to help her, teach her what needs to be done, and what I used to do.” (259)

“So I just did what I could to do so, because I really don't know if it was just her, or just the fact that it's the processes, or if I'm not explaining it right. I didn't know. So it could have been that I didn't do a good enough job explaining or I wasn't descriptive enough. So I couldn't scold her for asking multiple questions several times, because I've been doing it for just so long.” (2711)

“Yes, absolutely. I was by his side for the entire 90 days, his probation period. I showed him how the system SAP works. I showed him how the exercises on the excel on a weekly basis works. How to conduct the inventory reconciliation, how to conduct a sales inventory reconciliation. But it was pretty much a waste of time to be honest.” (299)

Intervention from supervisor

“...one thing that did remind him is that I report to the fire chief and the fire chief was a little bit younger than him but much more, he was much more distinguished because my fire chief was a man of few words and he would just look at you. He didn't need to explain anything or do anything. He would just a man who was sizing you up and it was like he has the power to say well I don't need you in my department if there's an issue.” (1211)

“Eventually when I had gotten to the point where I said, hey I report the status of your training to my fire chief and I'm objective so whatever your progress is as far as your scores on your tests and your ability to perform the procedures that you'll perform on a fire scene, he'll make note of that and he ultimately makes the decision about your stay here at this particular department. When I said such things as that he was more motivated to be more compliant I should say.” (1211)

“Yes, yes. Through emails, through one on one meetings and sometimes it escalated it to the finance director himself, that the job is not going to go as smoothly as it used to go” (299)

Social undermining

“I was like all right well this isn't working. So then I would try to be more persuasive. I was like hey we need to get this done, and being more repetitive and redundant and almost in a sense nagging as far as what needed to be done. That had an effect on him but he would get irritated and then we'd go work and it would get done. Then finally once I brought up, I said hey look I'm reporting your performance and I want you to do your best. It's what my intentions are and if you don't wanna do it then let me know and I'll report that. So I'm just clear with you about it. It's nothing personal, just the nature of what we're doing here.” (1211)

“However at the end of the day our jobs and task got done and if there was any issues, the small things I can think of, a manager who had an official title would come back and he would speak to all of us and address what needed to be done.” (1211)

“So that makes the entire process very time consuming and sometimes I myself would get fed up. Because I'm also human. I'm not like the perfect angel with wings. I also have my own duties in the job. So that kind of made me also, and to be very fair, it kind of got me agitated. I'm not rushing, but at the same time I'm not giving him the entire knowledge in order in order for him to get through the process. So yeah, I'm kind of mistaken as well.” (299)

“I would tell him, don't waste my time. Point blank. I do have duties. I do have a job to do. I do have a job to keep. If you're going to slack around, please tell me now and I will no longer give you that attention. I would rather give that attention to my job. That's how I would do it.” (299)

Table 3

Results of Confirmatory Factor Analyses of Threat Perceptions Construct from Amazon MTurk Workers

Model	Description	χ^2	<i>df</i>	CFI	RMSEA	SRMR
1	Four factors: threat perceptions to self-view, to way of work, to the collective, and uncertainty avoidance	451.69*	203	.93	.08 [.07, .09]	.05
2	Four factors: threat perceptions to self-view, to way of work, to the collective, and negative affect	491.68*	203	.92	.09 [.08, .09]	.05
3	Four factors: threat perceptions to self-view, to way of work, to the collective, and neuroticism	443.72*	183	.92	.09 [.08, .10]	.05
4	Two factors: threat perceptions combined and uncertainty avoidance	566.85*	208	.89	.09 [.08, .10]	.05
5	Two factors: threat perceptions combined and negative affect	608.69*	208	.89	.10 [.09, .11]	.05
6	Two factors: threat perceptions combined and neuroticism	561.23*	188	.88	.10 [.09, .11]	.06

Note. Level 1 $N = 199$. χ^2 = chi-square; *df* = degrees of freedom; CFI = comparative fit index; RMSEA = root mean square error of approximation; SRMR = standardized root mean square residual. * $p \leq .01$, two-tailed.

Table 4

Power Analysis for Study 2

	Option 1	Option 2	Option 3	Option 4
Effect size	.08	.10	.12	.15
Sample size	213	172	146	119

Table 5

Results of Confirmatory Factor Analyses of Study Variables Rated by Veteran Peers

Model	Description	χ^2	<i>df</i>	CFI	RMSEA	SRMR
1	Three factors: T1 within level (threat perceptions to self-view, self-perceptions to way of work, status characteristics)	1159.90*	116	.91	.09 [.09, .10]	.05
2	Two factors: T1 within level (threat perceptions to self-view& way of work, status characteristics)	1297.00*	118	.90	.10 [.09, .10]	.05
3	One factor: T1 within level (threat perceptions to self-view and way of work and status characteristics)	3820.75*	119	.68	.17 [.17, .18]	.15
4	Two factors: T1 between level (contingent self-esteem competition, satisfaction to way of work)	214.94*	26	.93	.12 [.11, .14]	.05
5	One factor: T1 between level (contingent self-esteem competition and satisfaction to way of work)	800.47*	27	.71	.24 [.23, .25]	.17
6	Two factors: T2 between level (affective commitment, turnover intentions)	207.05*	43	.88	.12 [.10, .13]	.06
7	One factor: T2 between level (affective commitment, turnover intentions)	265.65*	44	.84	.14 [.12, .15]	.07

Note. T1: $N_{between} = 501$, $N_{within} = 1036$; T2: $N_{between} = 276$; χ^2 = chi-square; *df* = degrees of freedom; CFI = comparative fit index; RMSEA = root mean square error of approximation; SRMR = standardized root mean square residual. * $p \leq .01$, two-tailed.

Table 6

Results of Confirmatory Factor Analyses of Study Variables Rated by Newcomers

Model	Description	χ^2	<i>df</i>	CFI	RMSEA	SRMR
1	Four factors: T1&T2 between level (proactive personality to others' work, task mastery, role clarity, workgroup integration)	328.92*	183	.74	.09 [.08, .11]	.11
2	Two factors: T1&T2 between level (proactive personality to others' work and task mastery, role clarity, workgroup integration)	465.10*	188	.50	.12 [.11, .14]	.14
3	One factor: T1&T2 between level (proactive personality to others' work and task mastery and role clarity and workgroup integration)	519.36*	189	.40	.13 [.12, .15]	.24
4	Two factors: T2 within level (withhold social-related support, withhold task-related support)	644.71*	188	.86	.12 [.11, .12]	.10
5	One factor: T2 within level (withhold social- and task-related support)	1508.86*	189	.60	.19 [.19, .20]	.22

Note. N_{within} =185, $N_{between}$ = 97; χ^2 = chi-square; *df* = degrees of freedom; CFI = comparative fit index; RMSEA = root mean square error of approximation; SRMR = standardized root mean square residual. * $p \leq .01$, two-tailed.

Table 7

Means, Standard Deviations, and Intercorrelations for Study Variables at Veteran Peers Cluster

		M-b	SD-b	M-w	SD-w	1	2	3	4	5	6	7	8	9	10	11
1	Proactive personality on others' work T1	5.22	0.95	5.17	1.11	1	.02	-.05	.01	.04	.12*	.11	.08	-.12	.12	-.10
2	Status characteristics T1	6.58	2.11	6.72	2.25	-.02	1	.03	-.18**	.10*	.09	.17*	.18*	-.05	-.09	.16**
3	Satisfaction with way of work T1	3.29	0.80	3.28	0.79	-.01	.04	1	.15**	-.04	-.05	-.05	.03	.23**	-.23**	.01
4	Contingent self-esteem on competition T1	2.66	1.07	2.67	1.05	.01	-.19**	.13**	1	.07	.07	.04	.00	.05	.01	-.09
5	Threat perceptions to self-view T1	1.51	0.59	1.50	0.64	.01	.08*	-.09**	.09**	1	.86**	.12	.04	-.30**	.24**	.10*
6	Threat perceptions to way of work T1	1.60	0.68	1.57	0.71	.06	.05	-.09**	.10**	.86**	1	.10	.17*	-.33**	.28**	.11*
7	Withhold task-related support T2	2.81	1.26	2.91	1.36	.02	.26**	.01	.04	.06	.09	1	.42**	-.05	.01	.05
8	Withhold social-related support T2	1.44	0.34	1.45	0.36	.04	.20**	.05	.00	.02	.15*	.39**	1	-.05	.12	.17
9	Affective commitment T2	4.94	1.18	5.02	1.18	-.07	-.04	.17**	.01	-.27**	-.29**	-.05	-.02	1	-.70**	.05
10	Turnover intentions T2	2.69	1.66	2.61	1.62	.07	-.10*	-.24**	.00	.24**	.25**	.00	.09	-.71**	1	-.13*
11	Veteran peers team tenure T1	7.17	6.87	7.56	6.84	-.05	.15**	-.03	-.08*	.05	.05	.11	.23**	.07	-.15**	1

Note. $N_{between} = 148-503$, $N_{within} = 183-1032$. Correlations below the diagonal are within-level correlations; those above the diagonal were computed at the between level using veteran peers' average scores. $SD-b$ = standard deviation computed between individuals; $SD-w$ = standard deviation computed within individuals. $N-b$ = sample size at the between level; $N-w$ = sample size at the within level. * $p < .05$, ** $p < .01$

Table 8

Means, Standard Deviations, and Intercorrelations for Study Variables at Newcomers Cluster

	M-b	SD-b	M-w	SD-w	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Proactive personality on others' work T1	5.19	1.18	5.17	1.11	1	-.02	-.21*	.07	.08	.06	-.02	-.02	.07	.23	-.05	-.04	-.06	-.09	.09
2 Status characteristics T1	6.54	1.46	6.72	2.25	-.02	1	-.09	-.31**	.20*	.14	.20	-.03	-.06	.12	.32*	.20	.04	-.27**	.02
3 Satisfaction with way of work T1	3.38	0.52	3.28	0.79	-.01	.04	1	.16*	-.15	-.01	.02	.37*	-.19	-.17	-.42**	-.01	.10	-.07	.07
4 Contingent self-esteem on competition T1	2.65	0.65	2.67	1.05	.01	-.19**	.13**	1	.19*	.14	-.10	.18	.07	-.13	-.03	-.23*	.07	.00	.02
5 Threat perceptions to self-view T1	1.49	0.36	1.50	0.64	.01	.08*	-.09**	.09**	1	.82**	.10	.29*	.02	-.11	-.13	-.27**	.24*	-.08	.12
6 Threat perceptions to way of work T1	1.56	0.41	1.57	0.71	.06	.05	-.09**	.10**	.86**	1	-.03	.18	-.08	-.14	-.21	-.25*	.22*	.10	.07
7 Withhold task-related support T2	2.84	1.13	2.91	1.36	.02	.26**	.01	.04	.06	.09	1	.30*	-.23	-.27	-.19	.02	.14	.03	.13
8 Withhold social-related support T2	1.47	0.31	1.45	0.36	.04	.20**	.05	.00	.02	.15*	.39**	1	-.13	-.22	-.26	-.01	.14	-.13	-.19
9 Workgroup Integration T2	3.90	0.79	3.97	0.77	.04	-.01	-.06	.03	.00	-.05	-.15*	.01	1	.44**	.32*	-.16	.02	.04	.00
10 Role clarity T2	4.23	0.78	4.18	0.73	.01	.05	.02	-.04	-.03	-.06	-.16*	-.08	.39**	1	.26	-.25	-.05	-.21	.05
11 Task mastery T2	3.95	0.72	4.00	0.64	-.14**	.11*	-.07	-.02	-.01	-.03	-.12	-.07	.16**	.35**	1	-.09	-.17	-.25	-.16
12 Newcomers gender T1	1.45	0.60	1.51	0.63	-.03	.10**	-.04	-.06	-.05	-.05	-.01	.09	-.02	-.23**	-.19**	1	.04	.03	.00
13 Newcomers age T1	3.52	1.28	3.75	1.19	-.05	.04	.04	.04	.12**	.13**	.08	.06	.03	-.11*	-.11*	.12**	1	-.15	.58**
14 Newcomers education T1	1.66	0.68	1.61	0.62	-.07*	-.09*	-.04	.02	-.02	-.02	.07	-.09	.19**	-.16**	-.22**	.04	-.15**	1	-.15
15 Newcomers general work experience T1	13.60	10.25	15.10	10.59	.07	.02	.12**	.02	.05	.05	.12	-.03	-.102*	.03	-.11*	.04	.62**	-.08*	1

Note. $N_{between} = 48-166$, $N_{within} = 183-1032$. Correlations below the diagonal are within-level correlations; those above the diagonal were computed at the between level using veteran peers' average scores. *SD-b* = standard deviation computed between individuals; *SD-w* = standard deviation computed within individuals. *N-b* = sample size at the between level; *N-w* = sample size at the within level. * $p < .05$, ** $p < .01$

Table 9

Results of Cross-classified Analysis for Veteran peers' Cluster

	Threat perceptions to self-view	Threat perceptions to way of work	Withhold social-related support	Withhold task-related support	Affective Commitment	Turnover Intentions
Intercept	1.55 [.89, 2.22]	2.34 [.52, .4.25]	1.12 [.61, 1.79]	1.49 [-.95, 3.54]	6.38 [4.87, 7.79]	.91 [-1.21, 2.90]
Veteran peers' team tenure	.01 [.00, .02]	.01 [.00, .02]	.00 [-.01, .01]	.00 [-.05, .05]	-.04 [-.08, -.01]	-.04 [-.08, -.01]
Newcomers status characteristics	-.04 [-.12, .06]		.03 [.00, .07]	.10 [-.01, .22]	-.04 [-.11, .05]	-.06 [-.17, .05]
Contingent Self-esteem on competition	-.12 [-.32, .11]		.00 [-.06, .06]	.05 [-.18, .27]	-.04 [-.19, .11]	.06 [-.14, .24]
Product term 1	.03 [-.01, .05]					
Newcomers proactive personality		-.15 [-.49, .19]	.01 [-.07, .09]	.11 [-.17, .40]	-.11 [-.27, .04]	.19 [-.02, .42]
Satisfaction with way of work		-.35 [-.88, .14]	-.02 [-.10, .06]	-.10 [-.39, .16]	.13 [-.10, .33]	-.31 [-.60, -.01]
Product term 2		.10 [-.03, .16]				
Threat perceptions to self-view			-.25 [-.47, -.05]	.21 [-.46, .84]	-.18 [-.83, .44]	.47 [-.37, 1.35]
Threat perceptions to way of work			.31 [.12, .50]	.07 [-.67, .67]	-.30 [-.87, .23]	.18 [-.62, 1.35]
Withhold social-related support					-.28 [-.96, .36]	1.01 [.01, 1.82]
Withhold task-related support					.02 [-.16, .19]	-.02 [-.22, .23]
<i>R</i> ²	.04 [.01, .08]	.03 [.01, .07]	.41 [.15, .65]	.13 [.04, .29]	.17 [.08, .34]	.21 [.12, .37]

Note. *N* = 613; Product term 1 = Newcomers status characteristics x Contingent Self-esteem on competition; Product term 2 = Newcomers proactive personality x Satisfaction with way of work; 95% confidence intervals in brackets

Table 10
Results of Cross-classified Analysis for Newcomers' Cluster

	Threat perceptions to self-view	Threat perceptions to way of work	Withhold social-related support	Withhold task-related support	Role clarity	Task mastery	Workgroup integration
Intercept	1.21 [-.05, 2.51]	1.90 [-.93, 4.26]	-.83 [-2.91, .51]	-.67 [-8.18, 5.36]	3.79 [-.09, 8.32]	6.01 [1.34, 10.05]	4.76 [-.32, 9.57]
Newcomers' gender	-.14 [-.25, -.03]	-.18 [-.30, -.04]	-.08 [-.27, .10]	-.35 [-1.24, .44]	-.66 [-1.11, -.076]	-.28 [-.80, .28]	-.28 [-.88, .36]
Newcomers' age	.20 [.10, .30]	.22 [.09, .34]	.14 [-.01, .28]	.07 [-.66, .68]	.19 [-.30, .70]	-.05 [-.47, .36]	.31 [-.20, .81]
Newcomers' educational level	.02 [-.08, .11]	.10 [-.02, .21]	-.07 [-.22, .08]	.38 [-.32, .93]	-.10 [-.64, .34]	-.24 [-.61, .20]	.12 [-.40, .67]
Newcomers' relevant work experience	-.02 [-.03, -.01]	-.02 [-.03, -.001]	-.02 [-.04, -.003]	.01 [-.06, .09]	-.03 [-.09, .03]	.00 [-.05, .05]	-.04 [-.09, .02]
Newcomers status characteristics	-.06 [-.26, .11]		.07 [-.04, .17]	.23 [-.21, .65]	.20 [-.11, .45]	.24 [-.05, .48]	.03 [-.31, .36]
Contingent Self-esteem on competition	-.18 [-.67, .22]		.13 [-.04, .29]	-.10 [-.85, .81]	.03 [-.46, .55]	.21 [-.24, .75]	.02 [-.54, .70]
Product term 1	.06 [.003, .13]						
Newcomers proactive personality		-.23 [-.67, .28]	.00 [.08, .08]	.03 [-.32, .32]	.13 [-.12, .40]	-.07 [-.29, .10]	.06 [-.21, .36]
Satisfaction with way of work		-.21 [-.91, .55]	.44 [.21, .68]	.51 [-.73, 1.76]	.36 [-.73, 1.09]	-.43 [-1.24, .54]	-.21 [-1.35, .71]
Product term 2		.08 [-.07, .21]					
Threat perceptions to self-view			.46 [-.22, 1.14]	1.15 [-1.51, 4.02]	.25 [-1.87, 2.43]	-.59 [-2.16, 1.11]	.13 [-1.92, 2.32]
Threat perceptions to way of work			-.25 [-.66, .13]	-1.11 [-2.77, .58]	-.54 [-1.95, .79]	.21 [-.87, 1.11]	-.45 [-1.81, 1.04]
Withhold social-related support					-.53 [-1.42, .52]	-.33 [-1.42, .68]	-.16 [-1.49, .98]
Withhold task-related support					-.17 [-.43, .12]	-.10 [-.35, .15]	-.14 [-.42, .20]
R^2	.38 [.22, .50]	.27 [.15, .40]	.60 [.32, .80]	.40 [.15, .72]	.43 [.21, .63]	.45 [.25, .68]	.36 [.17, .61]

Note. $N = 613$; Product term 1 = Newcomers status characteristics x Contingent Self-esteem on competition; Product term 2 = Newcomers proactive personality x Satisfaction with way of work; 95% confidence intervals in brackets

Appendix A

Study 1 (pilot study): Interview Protocol

- Ask permission to audio record the interview and have participant sign a consent form.
- Ask participant to fill out a demographic questionnaire. (Begin interview)

Introductory questions

- How long have you been at the organization? What do you do in the organization (job)?

Interview questions (Questions 5-8 might not be asked if conversation reveals answers)

Describe me an experience you had with a new member (employee) in your team at the same hierarchical level.

1. What was his/her hierarchical level (supervisor, peer, subordinate)?
2. How often you interact / collaborate with the newcomer for work purposes? (daily, weekly, monthly)
3. What was your role (officially and unofficially) in their socialization process
4. How would you describe your interaction and collaboration with this person? (was it a pleasant or unpleasant experience)
5. In what ways it was a pleasant experience? Or In what ways was it unpleasant experience
6. How did you feel and what did you think of this person at the beginning?
7. How this person affected you personally and the team as a whole?
8. What did this person bring into the team/department?

Debrief

- Is there anything else you would like to add?
- Debrief the interview by thanking the respondent and answering any questions he/ she might have.

Appendix B

Study 2 (field surveys): Measures

Newcomers' proactive personality

(adapted from Seibert et al. (1999) scale)

Instructions: Please use a number from this scale to indicate your agreement to the following statements that describe your tendency to make changes in your work

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

1. I am always looking for better ways to do things.
2. If I see something I don't like, I fix it.
3. No matter what the odds, if I believe in something I will make it happen.
4. I love being a champion for my ideas, even against others' opposition.

Instructions: Please use a number from this scale to indicate your agreement to the following statements that describe your tendency to make changes in others' work

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

5. I am always looking for better ways to do things.
6. If I see something I don't like, I fix it.
7. No matter what the odds, if I believe in something I will make it happen.
8. I love being a champion for my ideas, even against others' opposition.

Newcomers' Status characteristics

Instructions: Please use a number from this scale to indicate how prestigious you find _____ [newcomer's name] following characteristics. If you are not aware of a characteristic select N/A.

1	2	3	4	5	n/a
<i>not at all</i>				<i>very much</i>	

1. educational level
2. university he/she graduated from
3. previous employer
4. domain expertise
5. years of past relevant working experience

Veteran Peers' Contingent Self-esteem

(adapted from Crocker et al. (2003) scale)

Instructions: Please use a number from this scale to indicate the extent to which your coworkers are important to your self-esteem.

1	2	3	4	5
Strongly Disagree				Strongly Agree

1. Doing better than my coworkers gives me a sense of self-respect
2. Knowing that I am better than my coworkers on a task raises my self-esteem
3. My self-worth is affected by how well I do when I am competing with my coworkers
4. My self-worth is influenced by how well I do on competitive tasks
5. I feel worthwhile when I perform better than my coworkers on a task or skill

Veteran Peers' Satisfaction with way of work

Instructions: Please use a number from this scale to indicate your agreement to the following statements that describe your attitudes towards the way you do your work.

1	2	3	4	5
Strongly Disagree				Strongly Agree

1. I would rather keep doing my work the way I am doing it right now
2. I prefer not changing the way I do my work
3. I am happy with the way which I do my work right now
4. I am satisfied with the working practices and procedures I have in my job

Veteran Peers' Threat Perceptions Scale

Instructions: Please indicate the extent to which you agree with the following statements using the five-point scale. Think of _____ [newcomer's name] when they first entered the organization.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Threat to self

1. My skills may seem outdated
2. I am worried I will lose some of my status in the organization
3. He/she has made me feel uncertain about my future in the organization
4. I can't predict how he/she will affect me
5. I may not count so much anymore around here
6. I may be considered as less valuable around here

7. I doubt that I could personally benefit from my new colleague

Threat to way of work

8. I believe that he/she will make my work harder
9. I am worried that he/she will change practices and processes I use at my work
10. My daily working routine might be disrupted
11. I feel uncertain about how he/she will impact my work
12. I may lose my comfort with the way I manage my work

Threat to the collective

13. I believe that he/she will harm the way things are done in our organization
14. I don't really think he/she was necessary for our organization
15. I think it is good that we brought him/her in our organization (r)
16. I am afraid he/she will change things around here
17. I am worried about what things will be like in the future for us

Veteran Peers' Withholding Support

Social-related

(adapted from Vinokur et al. (1993; 1996) scales)

Instructions: indicate on 5-point scale (1 = not at all to 5 = a great deal) to what extent your veteran peer:

1	2	3	4	5
not at all				a great deal

1. fails to provide you with encouragement
2. says things that raise your self confidence (r)
3. fails to listen to you when you need to talk
4. fails to show that he/she cares about you as a person
5. fails to understand the way you think and feel about things
6. talks with you when you are upset (r)
7. does not make you feel you can rely on him/her
8. acts in unpleasant or angry manner toward you
9. makes your life difficult
10. acts in ways that show he/she dislikes you
11. makes you feel unwanted
12. gets on your nerves
13. criticizes you
14. insults you even if he/she did not mean to

Task-related*(from Kammeyer-Mueller and Wanberg (2003) scale)*

Instructions: For each of the following item stems, report your responses for your veteran peers.

1	2	3	4	5
not at all				a great deal

1. To what extent has he/she influenced how you have “learned the ropes” as you’ve entered your new work environment?
2. To what extent has he/she affected your ideas about appropriate behaviors for your job, work group, and organization?
3. To what extent has he/she influenced how much you have learned about the way your organization works?
4. To what extent has he/she influenced what you see as most important to learn?
5. To what extent has he/she influenced how you have adapted to your work environment?
6. To what extent has he/she influenced your ideas about appropriate attitudes and norms for your job, work group, and organization?
7. To what extent has he/she influenced how you have figured out how to act in your work environment?

Workgroup integration*(from Chao et al. (1994) and Morrison (1993a) scales).*

Instructions: Please use a number from this scale to indicate your agreement to the following statements:

1	2	3	4	5
Strongly Disagree				Strongly Agree

1. I do not consider any of my coworkers as my friends. (r)
2. I am usually excluded in social get-togethers given by other people in the organization. (r)
3. Within my workgroup, I would be easily identified as “one of the gang”.
4. I am usually excluded in informal networks or gatherings of people within this organization. (r)
5. I am pretty popular in the organization
6. I believe most of my coworkers like me.
7. I feel comfortable around my co-workers
8. My co-workers seem to accept me as one of them.

Role clarity

(from Rizzo, House, and Lirtzman (1970) scale)

Instructions: Please use a number from this scale to indicate your agreement to the following statements:

1	2	3	4	5
Strongly Disagree				Strongly Agree

1. I know exactly what is expected of me
2. I know what my responsibilities are.
3. I feel certain about how much authority I have.
4. My job includes clear and planed goals
5. I know how to assign my working time

Task mastery

(from Morrison (1993a) scale)

Instructions: Please use a number from this scale to indicate your agreement to the following statements:

1	2	3	4	5
Strongly Disagree				Strongly Agree

1. I am confident about the adequacy of my job skills and abilities.
2. I feel competent conducting my job assignments.
3. It seems to take me longer than planned to complete my job assignments. (r)
4. I rarely make mistakes when conducting my job assignments.

Affective commitment

(from Meyer, Allen, and Smith (1993) scale)

Instructions: Please use a number from this scale to indicate your agreement to the following statements:

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

1. I would be very happy to spend the rest of my career with this organization
2. I really feel as if this organization's problems are my own.
3. I do not feel like "part of the family" at my organization. (r)
4. I do not feel like "emotionally attached" to my organization. (r)
5. This organization has a great deal of personal meaning for me.
6. I do not feel a strong sense of belonging to my organization. (r)

Turnover intentions*(from Konovsky and Cropanzano (1991) scale)*

Instructions: Please use a number from this scale to indicate how likely it is quit your job.

1	2	3	4	5	6	7
Very Unlikely						Very Likely

1. I intend to look for a job outside of [company name] within the next year.
2. I intend to remain with this [company name] indefinitely' (r).
3. I often think about quitting my job at [company].