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SOCIALIZATION TACTICS AS
ANTECEDENTS FOR GOAL INTERDEPENDENCE AND
NEWCOMER ADJUSTMENT AND RETENTION

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SOCIALIZATION TACTICS AS
ANTECEDENTS FOR GOAL INTERDEPENDENCE AND
NEWCOMER ADJUSTMENT AND RETENTION

by
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ABSTRACT

Socialization Tactics as Antecedents for Goal Interdependence and Newcomer Adjustment and Retention

by

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Serial (providing newcomer role models) and investiture (providing newcomer positive social support) tactics have been demonstrated as the most important predictors for newcomer adjustment. This study empirically examines the dynamics of serial and investiture tactics on newcomer adjustment and retention. It posits that goal interdependence between new recruits and their teams critically affects new recruits adjustment outcomes. This study adopts Deutsch's theory of goal interdependence to understand when newcomers develop cooperative goal interdependence with their teams. It argues that serial and investiture tactics promote cooperative goal interdependence and reduce competitive goal and independent goal relationships and thereby result in newcomer adjustment and retention.

A total of 102 interviews of specific incidents were conducted in Mainland China in 2011. Structural equation results support several hypotheses as well as the hypothesized model that serial and investiture tactics used by working teams are antecedents to goal interdependence between new recruits and their teams and that goal interdependence in turn influences adjustment outcomes, especially, newcomer affective attitudes as organizational commitment and job satisfaction, intention to quit, and co-worker relationship. It identifies that cooperative goal interdependence promotes positive attitudes and strong co-worker relationship and competitive goal interdependence and independent goal relationship result in low affective attitudes and high intention to quit. It demonstrates that serial and investiture tactics promote cooperative goal interdependence and undermine competitive goal and independent goal relationships. Findings suggest important practical implications. Organizations can help new recruits adjust and remain by strengthening cooperative goal interdependence between them and their teams. Providing role models and positive social support are important ways to induce cooperative goal interdependence. This study contributes to the socialization tactics literature as well as the theory of goal interdependence and to their integration.

Keywords: socialization tactics, newcomer adjustment and retention, goal interdependence

DECLARATION

I declare that this is an original work based primarily on my own research, and I warrant that all citations of previous research, published or unpublished, have been duly acknowledged.

(Lu Changhong)

Date

CERTIFICATE OF APPROVAL OF THESIS

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CHAPTER I

Introduction

Researchers have emphasized the importance of newcomer adjustment and retention (Feldman, 1976, 1981; Van Maanen & Schein, 1979). According to organizational socialization literature, socialization tactics have important effects on newcomer adjustment (Jones, 1986; Saks, Uggerslev, & Fassina, 2007; Van Maanen & Schein, 1979). Effective organizational socialization is supposed to contribute to individual well-being and organizational productivity (Chen & Klimoski, 2003). The more we understand the process by which socialization tactics influence new recruits, the more we can do to enhance newcomer on-boarding and also reduce the potential “process losses” associated with socialization process (Ostroff & Kozlowski, 1992).

Organizations are increasingly using teams to solve major problems and get important tasks done (Sundstrom, 1999). This study focuses on socialization tactics in the context of teams to further our understanding about organizational socialization. Previous uncertainty reduction theory has not fully explained the mechanisms that underline the relationship between socialization tactics and newcomer adjustment (Saks et al., 2007). This study adopts Deutsch’s (1949) theory of goal interdependence to contribute our understanding about the mechanisms. How employees perceive the relationship between their goals and teams’ goals significantly affects their attitudes and behaviors (Deutsch, 1949; Tjosvold & Johnson, 2000). Socialization tactics do not inevitably lead to desirable adjustment outcomes (Ashforth & Saks, 1996; Van Maanen & Schein, 1979). This study posits that cooperative goal interdependence rather than competitive goal and independent

goal relationships promotes newcomer adjustment and retention. It argues that when socialization tactics make newcomers perceive they have cooperative goal interdependence with their teams, socialization tactics result in positive adjustment and high chance of retention.

This chapter first provides background information for present study, and then presents the research questions. Finally, it summarizes the significance of this study.

Background

The increasing globalization and technological innovation have convinced organizations of the importance of knowledge (Kogut & Udo, 1992; Nonaka, 1994). One important way to keep competitive level of knowledge is to recruit and maintain high quality employees through organizational socialization (Van Maanen & Schein, 1979). Organizations care about newcomer adjustment and retention given they have spent heavily on recruitment and socialization (Bauer, Morrison, & Callister, 1998). However, the increasing level of mobility, especially mobility of new recruits or employees in high-technology industries, has challenged the efforts of organizations (Chen & Klimoski, 2003; Farber, 1994; Griffeth & Hom, 2001; Hall, 1996; Katz, 1997). At the same time, organizations are experimenting with team-based structures to meet rising market competition and customer expectations (Mohrman, Cohen, & Morhman, 1995; Sundstrom, 1999). Further studies about organizational socialization are needed, especially those conducted in the context of teams.

Organizational socialization is usually defined as the process through which newcomers adjust to their work surroundings and acquire the knowledge, attitudes and behaviors necessary to participate as a member of an organization (Fisher, 1986;

Van Maanen & Schein, 1979). Many researchers have indicated that socialization process has potentially strong and lasting impact on newcomers' attitudes and behaviors (Bauer et al., 1998; Saks & Ashforth, 1997a). This process is also one of the primary ways to maintain and transmit organizational culture and values (Bauer et al., 1998; Kraimer, 1997; Van Maanen & Schein, 1979).

Through effective socialization organizations can maintain and transmit competitive level of knowledge and skills and also can absorb new knowledge brought by new recruits that is vital for organizational knowledge creation (March, 1991). In contrast, ineffective socialization will increase newcomer turnover that impedes knowledge maintaining, transmission and creation (Levitt & March, 1988; March, 1991). To survive and succeed in market competition, organizations want to help new recruits assume roles as smooth and trouble free as possible (Van Maanen & Schein, 1979).

Organizations care about newcomer socialization, given that they have invested heavily on recruitment, selection, and training (Bauer et al., 1998). However, the mobility and turnover are always highest among new recruits (Farber, 1994; Griffeth & Hom, 2001). High-technology industries, which are particularly knowledge-based, are facing a more demanding situation than other industries since employees transit across work projects and organizations much more frequently than ever before (Chen & Klimoski, 2003; Hall, 1996; Katz, 1997). Inadequate socialization is one of primary reasons causing turnover (Fisher, 1986). If organizations cannot socialize new recruits efficiently and effectively, they have little opportunity to recoup a significant return on their investments (Kammeyer-Mueller & Wanberg, 2003).

Organizational socialization research has important practical implications. Yet, working teams are more and more common in organizations. It is important to know how this trend influences socialization process. Studies suggest that team-based structures can promote organizational productivity and people's well-beings (Beyerlein, 2000; Mathieu, Maynard, Rapp, & Gilson, 2008; Sundstrom, 1999). Nowadays, the team is the basic unit of organization and represents organization, and organization socializes new recruits through teams (Anderson & Thomas, 1996; Chen & Klimoski, 2003). Consequently, we need further investigation and understanding about organizational socialization in the context of teams.

Van Maanen and Schein's (1979) model of socialization tactics is a promising area in studying organizational socialization during past years (Saks & Ashforth, 1997a). Researches on socialization tactics have provided many important practical suggestions for organization to help newcomers on-boarding (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Jones, 1986). Researchers following the path set forth by Jones (1986) have demonstrated that socialization tactics not only relate to role orientation that newcomers adopt but also relate to role ambiguity, role conflict, intention to quit, job satisfaction, organizational commitment, job performance, and so on (Allen & Meyer, 1990b; Jones, 1986; Saks & Ashforth, 1997a). Two dimensions of socialization tactics, i.e., serial vs. disjunctive and investiture vs. divestiture, are the most important predictors of newcomer adjustment (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Jones, 1986). However, the mechanisms that underline the relationship between socialization tactics and newcomer adjustment are still not clearly understood (Saks et al., 2007).

This study contributes to our understanding of socialization by investigating

the mechanisms that underline the relationship between socialization tactics, specifically serial vs. disjunctive and investiture vs. divestiture tactics, and newcomer adjustment and retention in the context of teams. Wanous and Colella (1989) suggested that research should be more process oriented and focus on how the tactics influence newcomer adjustment. Deutsch's (1949) theory of goal interdependence is an elegant theory to understand human relations in team contexts. How people psychologically define the relationship between their goals and other parties' goals will significantly influence people's attitudes and behavior toward other parties in the interaction. This study adopts goal interdependence theory instead of previous perspectives will not only enrich our theoretical understanding but also provide useful practical implication. Therefore, the next section presents research questions of the current study.

Research Questions

The objective of this study is to contribute to the socialization tactics literatures by exploring the mechanisms between socialization tactics and newcomer adjustment and retention. Though there is a growing body of research on the mechanisms, previous uncertainty reduction perspective does not fully explain this question (Saks et al., 2007). This study uses the theory of goal interdependence and also examines the antecedents to different goal relationships.

The first question is: How different socialization tactics influence newcomer adjustment? Previous researchers have used uncertainty reduction theory (URT) to study the mechanisms (Saks & Ashforth, 1997a; Saks et al., 2007). According to URT, newcomers experience high levels of uncertainty and socialization tactics can

influence information and feedback newcomer can acquire to reduce uncertainty (Griffin, Colella, & Goparaju, 2000; Mignerey, Rubin, & Gorden, 1995; Morrison, 1993). Saks et al.'s (2007) meta-analysis provided empirical support for this perspective. However, uncertainty reduction only partially mediates the relationships between the socialization tactics and newcomer adjustment outcomes (Saks et al., 2007).

The second question is: How team-based structures influence socialization tactics practice? Teams include highly interdependent members holding specialized roles (Chen & Klimoski, 2003; Kozlowski & Bell, 2003; Mohrman et al., 1995). Not enough socialization research has been conducted in the context of teams (Anderson & Thomas, 1996; Chen & Klimoski, 2003; Kozlowski & Bell, 2003). According to Anderson and Thomas (1996), proximal working teams provide newcomers the immediate work and socio-cultural environment in which the new recruits learn. Nowadays, new recruits are socialized through their teams. It is socialization tactics employed by teams that have great impact on newcomer adjustment and retention.

Deutsch proposed in 1949 that how team members believe their goals are related very much impacts their dynamics and success. How individuals believe their goals are related with team members' goals significantly influence their attitudes and behaviors in team contexts (Chen, Lu, Tjosvold, & Lin, 2008). Previous studies have not considered this perspective. This study proposes that cooperative goal interdependence rather than competitive goal and independent goal relationships between individuals and their teams will promote newcomer adjustment and retention, especially, high organizational commitment and job satisfaction, strong co-worker relationship, and low intention to quit.

The third question is: How different socialization tactics make newcomer psychologically perceives different goal relationships with working teams? This study posits that when socialization tactics make newcomer perceive cooperative goal interdependence, socialization tactics result in positive adjustment and high probability of retention. Two dimensions of socialization tactics, i.e., serial vs. disjunctive and investiture vs. divestiture, are the most important predictors of newcomer adjustment (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Jones, 1986). This study argues that serial and investiture tactics will induce cooperative goal interdependence between newcomers and their teams. How to realize coordination and cooperation is an important theoretical and practical issue (Mohrman et al., 1995). Therefore, the impact of different tactics on goal relationships can contribute to the theory of goal interdependence and provide important implications for business managers.

In summary, this study tests the impact of serial vs. disjunctive and investiture vs. divestiture tactics on three goal relationships (cooperative goal interdependence, competitive goal interdependence, and independent goal relationship) that in turn foster or undermine newcomer organizational commitment, job satisfaction, co-worker relationship, and intention to quit.

Significance of This Study

This study makes several contributions to the literature on socialization tactics and the theory of goal interdependence and provides practical implications for organization managers. Most of socialization studies have focused on the organizational or individual level (Anderson & Thomas, 1996; Ostroff & Kozlowski,

1992); this study was conducted in the context of teams.

This study enriches the socialization literature on the model of socialization tactics by investigating the dynamics of serial vs. disjunctive and investiture vs. divestiture tactics on newcomer adjustment and retention. Previous socialization tactics literature focuses on uncertainty reduction perspective (Griffin et al., 2000; Mignerey et al., 1995; Morrison, 1993). Few studies have examined the effect of newcomer psychological perception of goal interdependence on newcomer adjustment.

Specially, this study provides a test of the usefulness of the theory of goal interdependence to understand the underlying mechanism between socialization tactics and newcomer adjustment outcomes. It further tests the constructive effects of cooperative goal interdependence and the destructive effects of competitive goal interdependence and independent goal relationship.

This study not only contributes to socialization tactics literature but also adds to goal interdependence research by identifying serial vs. disjunctive and investiture vs. divestiture tactics as important antecedents to goal interdependence. Serial and investiture tactics will make new recruits consider cooperative goal interdependence. Most previous research has examined consequences of goal interdependence but research is needed on the antecedents (Deutsch, 1973). This study provides evidence on how to promote cooperative goal interdependence. Findings provide practical implications for the organization managers by identifying the importance of using serial and investiture tactics for socializing newcomers and realizing cooperation.

CHAPTER II

Literature Review and Hypotheses Development

The first chapter introduced the background, the research questions and the significance of present study. This chapter first discusses what effective socialization is and the importance of team relations for effective socialization. Second, it reviews the definition and categorization of socialization tactics and research on the effects and dynamics of socialization tactics on newcomer adjustment. Then, it introduces the theory of goal interdependence, which constructs the theoretical framework of this study. Finally, it uses the literature to develop the overall theoretical framework, the hypotheses and their rationales.

Team Relations for Effective Socialization

To survive and succeed in today's global competition and financial crisis, organizations are striving for competitive level of knowledge and skills (Chen & Klimoski, 2003; Lubit, 2001). However, the increasing level of newcomer mobility challenges organizations' effort on recruiting and maintaining high quality newcomers (Hall, 1996; Katz, 1997). Socialization process has been demonstrated to have potentially strong and lasting impact on newcomers' adjustment and retention (Bauer et al., 1998; Saks & Ashforth, 1997a).

Normally, organizational commitment, job satisfaction, intention to quit, and co-worker relationship describe newcomers' personal adjustment to their organizations (Jones, 1986; Saks et al., 2007). The probability of retention of newcomers will be high if newcomers have high organizational commitment, high

job satisfaction, low intention to quit, and strong co-worker relationship. Then organizations improve productivity and reduce turnover and replacement costs (Chen & Klimoski, 2003).

Effective socialization

To be effectively socialized and willing to stay in the organizations, newcomers should adjust to their work surroundings to participate as a member of an organization and insiders must teach new recruits to see the organizational world as do more experienced organizational members (Fisher, 1986; Van Maanen & Schein, 1979). New recruits should become familiar with aspects of the organization beyond the necessary job requirements (Van Maanen & Schein, 1979), form new relationship with their colleagues (Bauer et al., 1998), develop a situational identity (Jones, 1983), and interpret their experience in the new working environment and attach meaning to the organization's values, practices, and procedures (Louis, 1980).

Organizational commitment, job satisfaction, intention to quit, and co-worker relationship indicate whether there is effective socialization or not (Jones, 1986; Saks et al., 2007). Organizational commitment can be viewed as a positive emotional attachment by newcomers to work organization (Meyer & Allen, 1991). Team is the basic unit of organization and represents organization. Job satisfaction is the feelings people hold regarding their jobs (Cammann, Fichman, Jenkins, & Klesh, 1983). The more realistic understanding and expectation newcomers hold regarding their jobs, the more likely they feel satisfaction (Louis, 1980). Newcomer's intention to quit is the antecedent to actual turnover (Tett & Meyer, 1993). Co-worker relationship will make newcomer embedded in the new environment and lower turnover (Allen, 2006;

Mitchell, Holtom, Lee, Sablynski, & Erez, 2001). High organizational commitment and job satisfaction have been demonstrated to decrease newcomer's intention to quit (Tett & Meyer, 1993; Williams & Hazer, 1986).

New recruits who effectively adjust to new environment normally form high organizational commitment and job satisfaction, build strong co-worker relationship, and have low intention to quit. To be effectively and efficiently socialized in today's team-based organizations, team relations play an important role. Next part reviews the importance of team relations for effective socialization.

Effects of team relations on effective socialization

Organizational socialization does not occur in a social vacuum (Anderson & Thomas, 1996). Scholars have proposed that organizational socialization should be examined in the context of people relations and interactions rather than on people as if in isolation from one another (Anderson & Thomas, 1996; Kozlowski & Bell, 2003). Organizations are applying team-based structures to meet increasing market competition and challenges (Mohrman et al., 1995; Sundstrom, 1999). In most organizations, therefore, proximal work team provides new recruits the immediate work and socio-cultural environment in which newcomers learn, adjust, and perform (Anderson & Thomas, 1996).

First of all, to be effectively socialized, newcomers should learn diverse aspects of the organization even beyond the necessary job requirements (Van Maanen & Schein, 1979). Scholars have emphasized that new recruits acquire information from insiders about team goals, history, and role expectations (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994; Morrison, 1993). Studies also have showed that the

colleagues, superiors, and others support and guide individuals to learn the ropes (Anderson & Thomas, 1996; Chen & Klimoski, 2003; Settoon & Adkins, 1997). The primary task of socialization is ‘learning’, and the primary way people learn is through the observation and modeling of the behavior of experienced members (Bandura, 1971; Griffin et al., 2000).

In addition to social learning activities (Bandura, 1971), new recruits also conduct sense making activities (Louis, 1980). New recruits interpret their experience, attach meanings and finally see the organization the same as do insiders (Feldman, 1976; Van Maanen & Schein, 1979). Newcomers often attach meanings to action, events, and inevitable surprises in the new settings using interpretation schemes (Louis, 1980). It seems particularly important for new recruits to have experienced members who might guide them for assigning meaning to events and surprises (Louis, 1980). Close team members are not only the best role models to new recruits in observation and modeling but also the most available source of assistance to newcomers in testing their perceptions and interpretations.

Due to anxiety and stress generated by the encounter with new environment, another primary concern of new recruits is to clarify their situational identities through their work roles (Feldman, 1976; Jones, 1983). Researchers have argued to use interactionist perspective to understand how newcomers clarify their identities and differences of both individuals and co-workers affect this process (Jones, 1983; Reichers, 1987). Then new recruits establish their situational identities in the context of team relations and interactions.

Because working teams are the immediate work and socio-cultural

environment, it is vital for new recruits to establish desirable team relations. To fulfill the learning and sense making tasks and clarify their identities, new recruits are motivated to build relationships with their co-workers (Reichers, 1987). Indeed, scholars have highlighted the value of the “people” domain of socialization (Chao et al., 1994; Settoon & Adkins, 1997). Establishing successful and satisfying work relationships with organizational members by itself is a main theme in the literature (Louis, 1980; Reichers, 1987; Van Maanen & Schein, 1979).

Researchers have documented pervasive effects of peer relationships in organizations. Supportive co-worker relationship were demonstrated to promote newcomer citizenship and task performance, attendance, effort, and satisfaction (Chiaburu & Harrison, 2008). Just one negative relationship in a team can undermine the commitment, cohesion, and satisfaction and increase turnover for newcomers (Morrison, 2008). The different team dynamics will make individuals form different levels of relationships, commitment and satisfaction, which influence their withdraw intention and actual turnover.

This section discussed what effective socialization is and the importance of team relations for effective socialization. It is important to conduct organizational socialization research in consideration of team relations. Among diverse organizational socialization literature, socialization tactics is one of the most active areas of research (Saks & Ashforth, 1997a). It is promising to analyze socialization tactics from team relations perspective. The next section then reviews the definition and classification of socialization tactics and research on the effects and dynamics of socialization tactics on newcomer adjustment.

Socialization Tactics

Van Maanen and Schein (1979) proposed their model of socialization tactics that delineates “a set of interrelated theoretical propositions about the structure and outcome of organizational socialization processes”. Developed and refined on Van Maanen and Schein’s (1979) six-bipolar model, Jones’ (1986) study set forth the research path of socialization tactics which influenced other researchers (Saks & Ashforth, 1997a).

Definition of socialization tactics

According to Van Maanen and Schein (1979) and Jones (1986), collective (vs. individual) tactics refer to grouping of recruits and putting them through a common set of experiences together rather than giving each one a more or less unique set of experiences. Formal (vs. informal) tactics refer to segregating newcomers from regular organizational members when they going through a set of experiences rather than not making such segregation and distinguishing. Sequential (vs. random) tactics refer to providing recruits a given sequence of socialization steps leading to the target roles rather than offering unknown, ambiguous, or continually changing sequence of steps. Fixed (vs. variable) tactics refer to providing recruits with the precise knowledge of the timetable for the socialization and integration rather than giving recruits few clues as to when to expect. Serial (vs. disjunctive) tactics refer to experienced organizational members acting as role models to socialize newcomers rather than organizations not utilizing specific role models for them. Investiture (vs. divestiture) tactics refer to experienced organizational members providing newcomers positive social support rather than negative social support.

Categorization of socialization tactics

Jones (1986) argued that each of the six dimensions of socialization tactics is a bipolar continuum, one end of which represents institutionalized socialization tactics leading to passive or custodial role orientation and the other end represents individualized socialization tactics producing innovative role orientation. For Jones and other scholars following this classification, it is important to test the effects of institutionalized vs. individualized tactics. However, scholars suggest that it is important to provide evidence of its validity that goes beyond similarities in the patterns of correlations with outcomes (Allen & Meyer, 1990b).

Jones (1986) not only grouped the socialization tactics as institutionalized vs. individualized socialization tactics but also categorized the socialization tactics as three dimensions. Collective-individual and formal-informal techniques are categorized as context-related tactics varying in terms of the contexts in which organizations provide information to new recruits. Sequential-random and fixed-variable techniques are categorized as content-related tactics dealing with the content of the information given to new recruits via socialization. Serial-disjunctive and investiture-divestiture techniques are categorized as social-related tactics reflecting social or interpersonal aspects of the socialization process. Varimax factor analysis was performed by Jones (1986). Both of the social tactics load on one factor and both of the content tactics load on a single factor; however, formal vs. informal and collective vs. individual tactics load largely on different dimensions (Jones, 1986).

Today proximal working teams are the immediate work and socio-cultural

environment in which newcomers learn, adjust, and perform (Anderson & Thomas, 1996; Wanous, Reichers, & Malik, 1984). Socialization tactics employed by teams may then have great impact on newcomer adjustment in many organizations. Scholars also have suggested the importance of team relations for effective socialization. From team relations perspective, social-related tactics, i.e., serial-disjunctive and investiture-divestiture techniques, provide the social cues and facilitation necessary during the entry or encounter stage (Feldman, 1976; Jones, 1986), and they are the most important tactics that teams can use.

In this study, the definition of socialization tactics would be slightly modified to conduct study in the context of teams. Serial (vs. disjunctive) tactics are defined as experienced team members acting as role models. Investiture (vs. divestiture) tactics are defined as experienced team members providing positive social support. The next part reviews previous studies on the effects and dynamics of socialization tactics and states the research gap that this study will address.

Studies on the effects of socialization tactics on newcomer adjustment

The results of previous studies have clearly demonstrated that socialization tactics used by organization have impact on role ambiguity, role conflict, intentions to quit, job satisfaction, organizational commitment, role orientation (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Baker, 1995; Black & Ashford, 1995; Mignerey et al., 1995; Saks & Ashforth, 1997b). Newcomers characterized by high organizational commitment, high job satisfaction, low intention to quit, and strong relationships are more likely to stay in the organizations (Allen, 2006; Jones, 1986).

Institutionalized socialization tactics lead to custodial role orientations, and

individualized tactics to innovative role orientations (Jones, 1986). Institutionalized socialization (vs. individualized) approaches are also negatively related to attempted and actual role innovation, role ambiguity, role conflict, stress symptoms and intention to quit, and positively related to job satisfaction, organizational commitment, job performance, and fit perceptions (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Black & Ashford, 1995; Mignerey et al., 1995; Saks & Ashforth, 1997b; Saks et al., 2007).

Empirical results also support scholars' argument that social-related tactics, i.e., serial-disjunctive and investiture-divestiture tactics, are the most important among six categories of socialization tactics in mediating personal adjustment to organizations (Jones, 1986; Saks et al., 2007). The weakest relationships for adjustment measures were for context-related tactics (Saks et al., 2007). Saks et al.'s (2007) meta-analysis using usefulness scores also demonstrated social-related tactics are the most useful predictor of adjustment outcomes. Serial (vs. disjunctive) and investiture (vs. divestiture) tactics lead to high organizational commitment, high job satisfaction, good job performance, low intention to quit, and so on (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Jones, 1986; Saks et al., 2007).

Studies on the dynamics of socialization tactics on newcomer adjustment

Scholars have suggested that research should identify the processes by which socialization tactics influence newcomer adjustment (Wanous & Colella, 1989). An important development of previous studies is the inclusion of process variables and outcomes (Saks & Ashforth, 1997a). Baker (1995) reanalyzed and reinterpreted Allen and Meyer's 1990 longitudinal study using structural equation modeling. The results

suggested two latent factors, role certainty and incumbent interaction, and the most pronounced impact came from incumbent interaction. The results indicate the importance of human relations and uncertainty reduction in socialization process.

Uncertainty reduction theory (URT) has been the tacit basis for research on socialization tactics, training, and information seeking (Saks & Ashforth, 1997a). According to URT, newcomers experience high levels of uncertainty and uncertainty is reduced through the information provided by various sources (Falcione & Wilson, 1988; Morrison, 1993). Socialization tactics influence newcomer acquiring behavior of information and feedback and the availability of such information and feedback to reduce newcomers' uncertainty (Griffin et al., 2000; Mignerey et al., 1995).

Previous studies have suggested proximal outcomes partially mediate the relationship between socialization and distal outcomes (Kammeyer-Mueller & Wanberg, 2003; Saks & Ashforth, 1997b). Saks et al.'s (2007) meta-analytic review provides empirical evidence that uncertainty reduction in terms of role conflict, role ambiguity, and perceived fit partially mediates the relationships between the context, content, and social tactics and newcomer adjustment, such as organizational commitment, job satisfaction, job performance, intentions to quit, and role orientation.

Although the studies about socialization tactics are numerous, the mechanisms that underline the relationship between socialization tactics and adjustment outcomes are still not clearly understood (Saks et al., 2007). Examination of socialization tactics only through the uncertainty reduction perspective cannot fully understand the mechanisms. In most organizations, team relations are playing an important role in

socialization process. One important aspect of team relations is how people consider their goals related with other parties' goals and this consideration significantly influence people behaviors and attitudes. In the socialization research, previous studies have not considered how socialization tactics influence new recruits psychological perception of goal relationship between them and working teams.

The next section introduces the theory of goal interdependence, which is an elegant theory to understand team relations and the theoretical framework of this study, and posits that different goal relationships have different impacts on newcomer adjustment outcomes and argues when socialization tactics strengthen cooperative goal interdependence, they lead to positive adjustment.

Theory of Goal Interdependence

Introduction of the theory of goal interdependence

Deutsch (1949) theorized that individuals self-interestedly seek their own goals, and how people consider their goals are related very much affects their interaction dynamics and outcomes. Goal interdependence exists when individuals have overlapping goals and each one's outcomes are affected by the actions of the others (Deutsch, 1949; Johnson & Johnson, 1989). According to the theory, there are three types of relationship between two parties' goals, i.e., cooperatively related goals, competitively related goals, and independent goals.

In cooperation, people perceive their goals to be positively related, i.e., one person moves toward goal attainment, others move toward reaching their own goals. People believe that they can reach their goals if and only if the others also reach their

goals. People seek outcomes that are beneficial to all those with whom they are cooperatively linked.

In competition, people believe that their goals are competitively related, i.e., one person moves toward goal attainment, others will not or less likely attain their goals. People assume that they can reach their goals if the others fail or the others are ineffective. People seek an outcome that is personally beneficial but detrimental to all others in the situation.

In independence, people conclude that their goals are not related, i.e., one person moving toward goal attainment neither helps nor frustrates the goal attainment of others. People seek an outcome that is personally beneficial without concern for the outcomes of others. Independence will induce indifference to one another.

Socialization tactics and goal interdependence

Researchers have indicated that serial vs. disjunctive and investiture vs. divestiture tactics are the most important predictors of newcomer adjustment outcomes, as measured by organizational commitment, job satisfaction, intention to quit, and co-worker relationship (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Baker, 1995; Jones, 1986). This section suggests that socialization tactics do not inevitably promote desirable outcomes. However, when these tactics strengthen cooperative goal interdependence between newcomers and their teams, then they promote positive newcomer adjustment and high intention to remain.

Scholars have suggested that future research should identify the processes by

which socialization tactics influence newcomer adjustment (Allen & Meyer, 1990b; Saks et al., 2007; Wanous & Colella, 1989). Organizational socialization not only can be defined as the process through which newcomers adjust and learn (Van Maanen & Schein, 1979), but also can be viewed as the beginnings of new relationships. In organizations, team relations play a rising important role in effective socialization. In socialization process, newcomers have to form new relationships with other parties and attach meanings to these relationships. Team is the basic function unit of organization. It is very important for newcomers to have clear sense of the nature and quality of the relationship between them and their teams.

One important aspect of the nature of the relationship between new recruits and teams is whether individual goals and team goals are cooperatively related. Working teams can affect newcomers' psychological perception of the nature of the relationship between them and their teams. In consideration of team relations, social-related socialization tactics, i.e. serial vs. disjunctive and investiture vs. disjunctive, by the definition, are the most important ways that working teams can use. Serial and investiture tactics focus on whether or not experienced team members acting as role models or providing positive social support for new recruits. Employing serial and investiture tactics is a useful way to make newcomers form psychological perception of cooperative goal interdependence.

During the entry or encounter phase, newcomers have their own goals that they want to assume new roles and adjust to new environment as soon as possible (Feldman, 1981). New recruits, facing uncertainty and ambiguity, are assumed to experience "reality shock" (Hughes, 1958; Van Maanen & Schein, 1979). They search for the interpretive schemes that allow them to make sense of change, contrast,

and surprise encountered (Louis, 1980). When newcomers enter their new work teams, they will interpret and attach meaning to their experience (Reichers, 1987) and then they will attach meaning to the socialization tactics they experience.

Socialization tactics do not inevitably lead to desirable outcomes (Ashforth & Saks, 1996; Van Maanen & Schein, 1979). Since Hobbes, each party in the beginnings of new relationships may regard the exchange as dangerous and to view the other with some suspicion (Deutsch, 1955). When the interpretive schemes of new recruits lead them to think they have competitive goals or independent goals with their teams, newcomers will not have positive adjustment. In competitive circumstance, newcomers will seek an outcome that is personally beneficial but detrimental to all others. In independent circumstance, new recruits seek an outcome that is personally beneficial without concern for the outcomes of others. Newcomers also consider others do the same things to them. Therefore, competitive or independent interpretive schemes lead to negative adjustment.

However, when teams deploy serial or investiture tactics, they want to help newcomers assume their roles as smooth and trouble free as possible (Van Maanen & Schein, 1979). The way people interact can help develop beliefs about goal interdependence (Tjosvold, 1998; Tjosvold & Johnson, 2000). Newcomers will consider that teams show cooperative intent as they affect newcomer well-being and that teams give help to achieve newcomers' goals. The norm of reciprocity is the starting mechanism of the beginnings of new relationships (Gouldner, 1960). Newcomers reciprocate by concluding that their individual goals and team goals are cooperatively related and thereby have positive adjustment and retention.

Disjunctive and divestiture tactics, opposite ends of serial and investiture tactics, will make new recruits consider competitive goal or independent goal with working teams. Disjunctive and divestiture tactics mean work teams leave newcomers alone to discover their roles and disconfirm newcomers' expectations about themselves through negative social experiences (Jones, 1986). These practices show that work teams do not care about newcomers and do not help them to achieve newcomers' goals. This kind of interaction likely makes new recruits consider competitive or independent goal relationships. On the contrary, serial and investiture tactics will less likely lead to newcomers' perception of competitive or independent goal relationships.

Serial and investiture tactics used by teams have their impact by affecting the goal interdependence newcomers derive from them. Socialization tactics do not inevitably result in effective adjustment. This study argues that serial and investiture tactics that induce cooperative goal interdependence between newcomers and their teams result in effective adjustment and retention. To the extent that socialization tactics promote competitive goal interdependence or independent goal relationship, they do not lead to desirable adjustment.

H1a. To the extent that teams use serial and investiture tactics, newcomers believe that they have cooperative goal interdependence with their teams.

H1b. To the extent that teams use serial and investiture tactics, newcomers less likely consider them and their teams have competitive goal interdependence.

H1c. To the extent that teams use serial and investiture tactics, newcomers less likely consider them and their teams have independent goal relationship.

Goal interdependence and newcomer adjustment

The constructive effects of cooperative goal interdependence

According to the theory of goal interdependence, how group members believe their goals are related very much impacts their dynamics and success (Deutsch, 1949, 1973). Meta-analyses document that cooperative goals promote exchange dynamics that result in group productivity, individual learning, psychological health, and relationships (Johnson & Johnson, 1989; Johnson, Maruyama, Johnson, Nelson, & Skon, 1981).

Favorable attitudes and supportive climate are developed in cooperative context and cooperative goals rather than competitive or independent goals foster more mutual trust and openness of communication (Tjosvold, 1988; Tjosvold & Deemer, 1980). The mutual trust and open discussion increase sensitivity to similarities and common interests and encourage people to understand each other's feelings (Tjosvold, 1998).

In cooperative context, people build good relationships with each other that contribute to new recruits adjustment. Trust relationships are good for people psychological health (Johnson & Johnson, 1989). Previous experimental study indicated that a cooperative, in comparison to a competitive or independent, team climate strengthened the relationship and interaction between newcomers and the other team members and facilitated their socialization (Chen et al., 2008).

Cooperative goals also lessen communication difficulties and lead to open-minded discussion of diverse views (Tjosvold, 1998; Tjosvold & Johnson,

2000). New recruits would not hesitate to ask questions and other team members are easier to approach in cooperative context. In such circumstance newcomers will acquire more information and feedback to learn and adjust. Then newcomers form deeper understanding about their team and organization and hold more realistic expectation about the jobs. Therefore, cooperative goals lead to high organizational commitment and high job satisfaction.

One primary goal of effective socialization is to retain new recruits (Feldman, 1981). Cooperative goals increase newcomers' organizational commitment and job satisfaction thereby decrease their intention to quit (Tjosvold, 1998). Cooperative goals also assist newcomers to develop good co-worker relationship which can help them reduce uncertainty and find structure in the new environment; co-worker relationship helps new recruits become more embedded and thereby reduce turnover (Allen, 2006).

H2. To the extent that newcomers believe they and their teams have cooperative goal interdependence, they have high organizational commitment, high job satisfaction, low intention to quit, and strong co-worker relationship.

The destructive effects of competitive goal and independent goal relationships

Both competitive goals and independent goals have destructive effects on newcomer adjustment and retention. When newcomers perceive that they have competitive goals with their teammates, they conclude that they are in a win-lose situation and teammates pursue their interests at the expense of each other. As it is a win-lose situation, information may not be exchanged fully or accurately. The primary task of socialization is 'learning', and new recruits should acquire

information from insiders about team goals, history, and role expectations (Chao et al., 1994; Morrison, 1993). However, in situations with competitive goals, new recruits cannot acquire fully and accurately information necessary for learning and adjusting. Therefore, newcomers do not adjust effectively and efficiently.

Newcomers in competition likely have suspicious and hostile attitudes, including that team members will try to mislead and obstruct them as they pursue their own interests. In such circumstances, even when new recruits get information from insiders, they are not confident that the information is right and suspect that others might share the information in order to take advantage of them. Therefore, competitive goals lead to suspicious and hostile attitudes that result in unsuccessful socialization. These attitudes also hinder co-worker relationship building. Overall, newcomers will have low organizational commitment and job satisfaction and weak co-worker relationship because they perceive competitive goal interdependence between them and their teams.

Independent goals have destructive effects on newcomer adjustment through different mechanisms than competitive goals. When newcomers perceive that they have independent goals, they conclude that people do not care about each other's performance. Since people are indifferent to each other's performance and well-being, individuals are not motivated to have good relationships with each other. Independent goal relationship between new recruits and teams impedes co-worker relationship building.

With independent goals, people do not communicate with each other and have little information and resource sharing. Unlike people doubting the accuracy of

information in competitive goals, newcomers with independent goals do not get information because others do not share their knowledge and ideas. This independent context interferes with new recruits' learning and forming relationships.

Researchers have suggested that the effects of independent goals are similar to the effects of competitive goals (Johnson & Johnson, 1989; Johnson et al., 1981). With either competitive goal interdependence or independent goal relationships, newcomers may want to leave the organization. A previous study demonstrated that the leaders' competitive orientation was strongly negatively correlated with newcomers' desire to stay on the job and the correlation between this desire and individualistic orientation was negative and larger than expected (Tjosvold, Andrews, & Jones, 1983). Competitive goal interdependence and independent goal relationships thus promote newcomer intention to quit.

H3. To the extent that newcomers believe they and their teams have competitive goal interdependence, they have low organizational commitment, low job satisfaction, high intention to quit, and weak co-worker relationship.

H4. To the extent that newcomers believe they and their teams have independent goal relationships, they have low organizational commitment, low job satisfaction, high intention to quit, and weak co-worker relationship.

Overall model

Serial and investiture tactics are the most important and useful predictors of newcomer adjustment outcomes (Allen & Meyer, 1990b; Ashforth & Saks, 1996; Baker, 1995; Jones, 1986; Saks et al., 2007). The above theorizing and reasoning

suggest that new recruits' perception of goal interdependence between newcomers and teams mediates the relationship between serial and investiture tactics and adjustment outcomes.

H5. The effects of serial and investiture tactics on newcomer adjustment outcomes, i.e., organizational commitment, job satisfaction, intention to quit, and co-worker relationship, are mediated by three goal interdependencies, i.e., cooperative goal interdependence, competitive goal interdependence, and independent goal relationships.

This section introduced goal interdependence theory, the relationship between socialization tactics and newcomers' perception of goal interdependence between them and their teams, and the relationship between goal interdependence and newcomer adjustment outcomes. This study posits that goal interdependence between new recruits and their teams critically affects new recruits adjustment outcomes. It argues that serial and investiture tactics by working teams promote cooperative goal interdependence and reduce competitive goal and independent goal relationships and thereby result in newcomer adjustment and retention.

Summary

In recent years, organizations are struggling for recruiting and maintaining high quality newcomers to meet increasing global competition and technology innovations. Organizational socialization researchers have enriched our understanding about this important process of newcomers' career. However, previous studies have not fully understood the dynamics underlining the relationship between socialization tactics and newcomer adjustment (Saks et al., 2007). This study discusses the dynamics

between serial and investiture tactics and newcomer adjustment and retention using Deutsch's (1949) theory of goal interdependence.

In team-based structure organizations, peer relationships are playing important role in people's everyday organizational life. To adjust and perform in new environment, new recruits are motivated to establish relationships with co-workers (Bauer et al., 1998; Chao et al., 1994), learn from experienced members (Wanous & Colella, 1989; Wanous et al., 1984), build situational identities through interaction with insiders (Jones, 1983; Reichers, 1987), and input other members' interpretation schemes to sense making (Louis, 1980; Settoon & Adkins, 1997).

In working team contexts, how people consider their goals are related very much affects their interaction dynamics and outcomes (Deutsch, 1949). There are three types of goal relationships: cooperative, competitive, and independent. This study explores the effect of these three goal relationships to newcomer adjustment and retention outcomes (organizational commitment, job satisfaction, intention to quit, and co-worker relationship). Cooperative goal interdependence compared to competitive goal and independent goal relationships promotes commitment and satisfaction, increases desire to stay on the job and improve co-worker relationship.

To have positive adjustment outcomes, it is important for socialization tactics used by working teams to induce new recruits' cooperative goal interdependence with teams. If newcomers perceive competitive goals or independent goals, it is unlikely to efficiently and effectively socialize newcomers. How people consider their goal relationship influences their interaction dynamics and how people interact also alters their perception of goal relationship (Tjosvold, 1998; Tjosvold & Johnson,

2000).

Present study suggests socialization tactics do not inevitably lead to desirable adjustment outcomes and when teams use serial and investiture tactics will make newcomers perceive they have cooperative goal interdependence instead of competitive goal interdependence and independent goal relationship. This cooperative goal interdependence results in positive adjustment and retention.

CHAPTER III

Hypotheses

The last chapter reviewed the socialization literature, used the theory of goal interdependence to develop present study's theoretical framework, and introduced its major constructs. This chapter presents the hypotheses about serial and investiture tactics and goal interdependence that are based on the literature review. This chapter first displays the hypothesized model and then explains the model's variables.

Hypotheses

This study proposes seven hypotheses:

H1a. To the extent that teams use serial and investiture tactics, newcomers believe that they have cooperative goal interdependence with their teams.

H1b. To the extent that teams use serial and investiture tactics, newcomers less likely consider them and their teams have competitive goal interdependence.

H1c. To the extent that teams use serial and investiture tactics, newcomers less likely consider them and their teams have independent goal relationships.

H2. To the extent that newcomers believe they and their teams have cooperative goal interdependence, they have high organizational commitment, high job satisfaction, low intention to quit, and strong co-worker relationship.

H3. To the extent that newcomers believe they and their teams have competitive goal interdependence, they have low organizational commitment, low

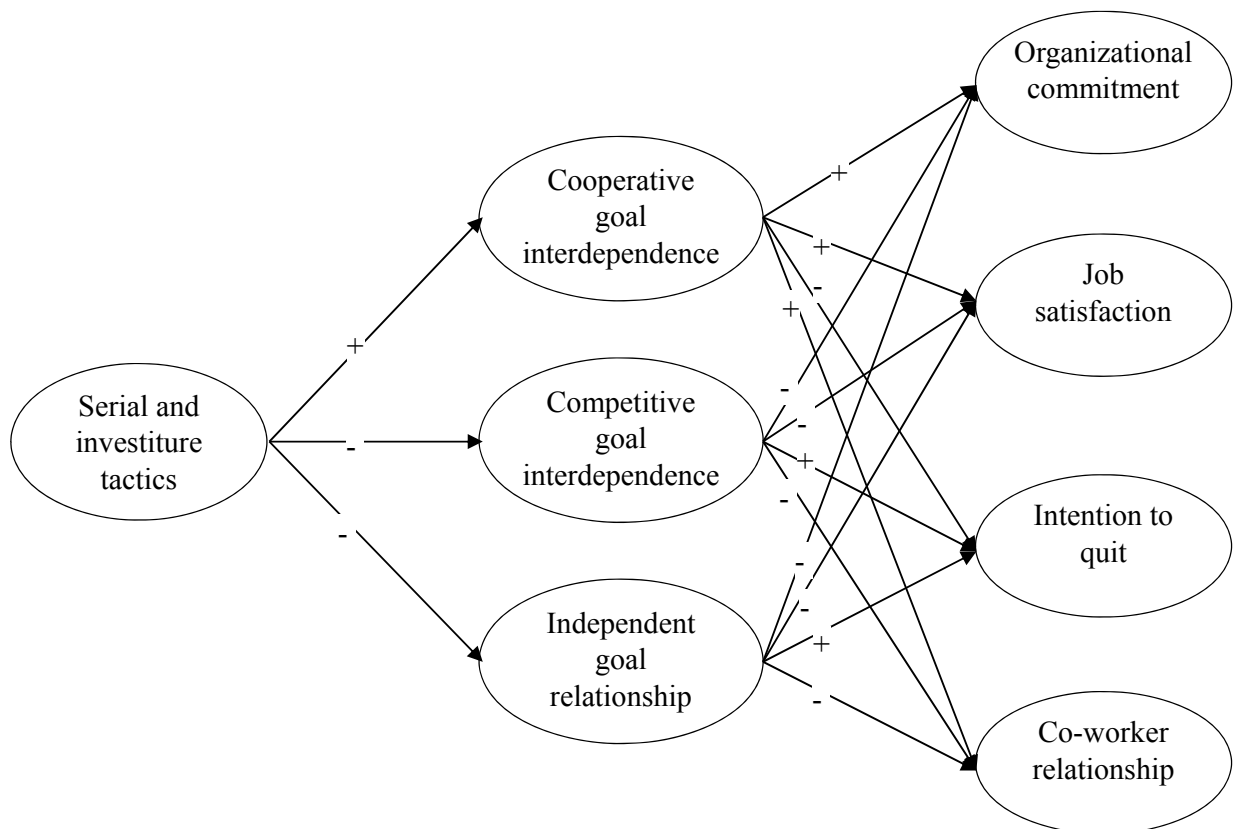
job satisfaction, high intention to quit, and weak co-worker relationship.

H4. To the extent that newcomers believe they and their teams have independent goal relationships, they have low organizational commitment, low job satisfaction, high intention to quit, and weak co-worker relationship.

H5. The effects of serial and investiture tactics on newcomer adjustment outcomes, i.e., organizational commitment, job satisfaction, intention to quit, and co-worker relationships, are mediated by three goal interdependencies, i.e., cooperative goal interdependence, competitive goal interdependence, and independent goal relationships.

Figure 1

Hypothesized Model



The study's hypothesized model is that serial and investiture tactics affect three goal interdependencies between newcomers and their working teams and these goal interdependencies lead to four outcomes, i.e., organizational commitment, job satisfaction, intention to quit, and co-worker relationship (Figure 1). In this model, cooperative goal interdependence, competitive goal interdependence, and independent goal relationship are identified as mediators between socialization tactics and newcomer adjustment outcomes.

Introduction of Variables

This study proposes that serial and investiture tactics used by working teams to socialize new recruits affect newcomers' perceptions of goal interdependence between them and working teams and then different goal interdependencies affect newcomer adjustment outcomes. There are eight variables in the hypothesized model with one antecedent variable, three mediators and four outcomes. All variables are scored on 7-point Likert-type scales ranging from "strongly disagree" to "strongly agree".

This section defines each variable in the model (Figure 1):

Serial and investiture tactics are measured by the extent the interviewees think experienced team members acting as role models and providing positive social support to them.

Cooperative goal interdependence is measured by the extent the interviewees think their goals and their working teams' are positively related. Competitive goal interdependence is measured by the extent the interviewees think their goals and

their working teams' are negatively related. Independent goal relationship is measured by the extent the interviews think their goals and their working teams' are unrelated.

Organizational commitment is measured by the extent the interviewees think they have positive emotional attachment to organization. Job satisfaction is measured by the extent the interviewees think they have positive feelings to their jobs. Intention to quit is measured by the extent the interviewees think they want to leave their jobs. Co-worker relationship is measured by the extent the interviewees think experienced team members and them have good relationship afterwards.

The next chapter presents in detail the method used to test the hypotheses and the proposed model (Figure 1).

CHAPTER IV

Methodology

Chapter III summarized the seven hypotheses in this study and briefly described the hypothesized model. To test the study's model (Figure 1), I collected data through interviews. This chapter examines the research methodology for testing these hypotheses. It introduces the sampling, interview schedule, and the data analyses respectively.

Participants

One hundred and two respondents from Anqing, Nanjing, and Shanghai China were recruited to participate in the present study on discussing newcomers' experiences when they first join the current organization. Of all the participants, twenty-seven were from Anqing, sixteen were from Nanjing, and fifty-nine were from Shanghai. The criterion of selecting participants is that the person entered organization no longer than half a year ago. They were also chosen to represent diverse industries and education levels in China.

As it was difficult to develop a sufficient sample size from one organization, I approached respondents in different organizations through personal networks, such as friends, formal schoolmates, formal colleagues, and relatives. My friends helped me to identify newcomers in their organizations and asked about their intention to participate in current study. Then my friends introduced me to the respondents. Through this approach, I could gain trust from participants and acquire rich information regarding their organization socialization experience and relationships.

Table 1 Demographic Characteristic of Interviewees

		Number of Participants	Percentage
Gender	Male	40	39.2%
	Female	62	60.8%
Age	21 – 25	76	74.5%
	26 – 30	24	23.5%
	>= 31	2	2.0%
Education Level	Tertiary Degree	28	27.5%
	Bachelor Degree	51	50%
	Master Degree	23	22.5%
Industry	Government Agency	6	5.9%
	Manufacturing	14	13.7%
	IT Industry	29	28.4%
	Hospital	16	15.7%
	Consulting	22	21.6%
	Education and Training	9	8.8%
	Banking	4	3.9%
	Sales Industry	2	2.0%
First job or not	Yes	62	60.8%
	No	40	39.2%
Average time in current post		3.6 months	

Among all the participants, 40 (39.2%) are male and 62 (60.8%) are female. The average age of the interviewees is 25 years, with 76 (74.5%) between 21 to 25 years old, 24 (23.5%) between 26 to 30 years old, and 2 (2.0%) are 31 or above years old. Regarding the educational level, 28 (27.5%) have tertiary degrees, 51 (50%) have bachelor degrees, 23 (22.5%) have master degrees. As for industry, 6 (5.9%) are from government agencies, 14 (13.7%) from manufacturing, 29 (28.4%) from IT industry, 16 (15.7%) from hospital, 22 (21.6%) from consulting, 9 (8.8%) from education and training, 4 (3.9%) from banking, 2 (2.0%) from sales industry. 62

(60.8%) have the current job as their first job and 40 (39.2%) have done other jobs before current job. The average months respondents worked in current company is 3.6 months.

Interview Schedule

Critical Incident Technique (CIT) was used to develop the interview structure, in which interviewees were first asked to recall and describe in detail a concrete example how the team treated them. After that they were asked to rate specific questions based on the recalled incidents on 7-point Likert-type scales. Measures included serial and investiture tactics, goal interdependence (cooperative, competitive, and independent), four outcomes of organizational commitment, job satisfaction, intention to quit, and co-worker relationship.

The interviews were conducted in Mainland China from June 2011 to September 2011. Each interview lasted for 20 to 50 minutes and was conducted in Chinese. As the interview schedule was originally written in English, I translated it into Chinese. To ensure the conceptual consistency, the questionnaire was checked by one bi-lingual researcher and two MPhil students in the Department of Management for possible deviation. Interviewees were assured that their responses would be kept totally confidential.

Critical incident technique

This study used the critical incident technique (CIT) which has been recommended as a particularly useful method to study complex interpersonal phenomena (Walker & Truly, 1992). Interviews have been used as practical ways to help people report past events fully with accuracy (Goodman, Fichman, Lerch, &

Snyder, 1995; Yukl, Kim, & Falbe, 1996). This technique also can moderate errors when people are asked to summarize across many incidents to provide response in most surveys (Schwartz, 1999).

Interviewees were informed that the objective of the study was to investigate newcomers' entry experience in China. Respondents were asked to recall and describe in detail a concrete example how the team treated them when they worked with other team members and adjusted to new roles. Team is those people with whom new recruits worked very frequently. They were told that the example can be one that affected their role performance or well-being and that the example can be either positive or negative.

After describing the incident in detail, interviewees rated on specific scales. All scales were based on the recalled incident and used 7-point Likert-type scale (from 1 = strongly disagree to 7 = strongly agree). The scales were listed below and all items in the measurement can be found in Appendix I.

Scales

Serial and investiture tactics

The serial and investiture tactics scale consisted of seven items and was developed from Jones (1986) and slightly modified to be used in the context of teams. Variables for serial tactics indicated whether working teams provide mentors to newcomers to help them learn and adjust. A sample item for serial tactics is "In this incident, I had little or no access to people who had previously performed my role (reverse scored)". Variables for investiture tactics indicated whether working teams provide positive social support to new recruits to help them learn and adjust. A

sample item for investiture tactics is “In this incident, I felt that coworkers had held me at a distance until I conformed to their expectations (reverse scored)”.

Jones (1986) categorized serial and investiture tactics into one dimension that measures social/interpersonal aspects of socialization process and varimax factor analysis supported the argument that serial and investiture tactics load on a single factor. In this study, the combined factor has a coefficient alpha of .72. Then one serial and investiture tactics factor has acceptable reliability.

Goal interdependencies

This study used scales developed from Deutsch’s (1949, 1973) theory of goal interdependence. The goal interdependence scale was derived from a previous questionnaire study conducted in North America (Alper, Tjosvold, & Law, 1998). Variables for goal interdependencies indicated how the newcomers perceived the relationship between their goals and those of their teams in the incident. The three items for cooperative goal interdependence measured the extent interviewees assumed a cooperative goal relationship with their teams ($\alpha = .85$). A sample item is “In this incident, the team and I sought compatible goals with each other”.

The two items for competitive goal interdependence measured the extent interviewees assumed a competitive goal relationship with their teams ($\alpha = .81$). A sample item is “In this incident, the team gave high priority to the things it wanted to accomplish and low priority to the things I wanted to accomplish”. The two items for independent goal relationship measured the extent interviewees assumed an independent goal relationship with their teams ($\alpha = .75$). A sample item is “In this incident, the team and I ‘did our own thing’ without regard to the other”.

Adjustment and retention outcomes

All outcome measures were adopted from previous studies and slightly modified for this study. A term “Because of this incident” was added in each item to remind respondents to concentrate on the specific incident they recalled and to assure that participants were rating the effects of serial and investiture tactics and three goal interdependencies on their socialization outcomes.

Organizational commitment

This study adapted scale from the Affective Commitment Scale (ACS) (Allen & Meyer, 1990a) to measure the extent that the interviewees have positive emotional attachment to their organizations. Organizational commitment was measured by 2-item scale ($\alpha = .75$). A sample item is “Because of this incident, this organization has a great deal of personal meaning for me”.

Job satisfaction

This study uses the scale derived from Cammann et al. (1983) to measure the extent that newcomers have positive feelings to their jobs. Job satisfaction was measured by 2-item scale ($\alpha = .87$). A sample item is “Because of this incident, in general, I do not like my job (reverse scored)”.

According to the factor loadings, combining organizational commitment and job satisfaction that both measure newcomers’ affective attitudes into one factor yielded an effective measure. Scholars found that people cannot empirically and reliably distinguish job satisfaction and organizational commitment (Schmidt, 2010). The combined factor has a better reliability than the separated, with a coefficient

alpha of .89. According to the factor loadings and the coefficient alphas, the proposed model uses affective attitudes ($\alpha = .89$) instead of organizational commitment and job satisfaction.

Intention to quit

Two items were adopted to measure the extent that newcomers' desire to leave their jobs (Colarelli, 1984) ($\alpha = .94$). A sample item is "Because of this incident, I frequently think of quitting my job".

Co-worker relationship

The scale was derived from Chen et al. (in press) to measure the extent that newcomers build strong co-worker relationship with team members afterwards. The co-worker relationship scale consisted of five items ($\alpha = .78$). A sample item is "Because of this incident, I care about and try to have a good understanding of my team members' family and work conditions".

Table 2 Measures

Measure	Number of Items	Alpha
Serial and investiture tactics	7	0.72
Cooperative goal interdependence	3	0.85
Competitive goal interdependence	2	0.81
Independent goal relationship	2	0.75
Affective attitudes (Organizational commitment and job satisfaction)	4	0.89
Intention to quit	2	0.94
Co-worker relationship	5	0.78

Finally, there are seven variables in the proposed model, in which affective attitudes instead of organizational commitment and job satisfaction is used. Table 2 shows the reliabilities of the measurements collected in the present study.

Analysis

Both qualitative and quantitative analyses were used in this study. For the qualitative data from the participants' narrative accounts on those critical incidents, they were categorized and summarized to understand how different socialization tactics led to different perception of goal interdependence in workplace. Specific case studies were introduced for better understanding the relationship between serial and investiture tactics and goal interdependence. Regarding the quantitative data, it is based on the interviewees' ratings on the scales developed. Harman's one-factor test was first applied to test whether common method variance can explain the research findings in the present study. Confirmatory factor analysis (CFA) was then applied to test whether the respondents' ratings would load on seven distinct factors.

Common method variance

Since all measures were rated by newcomers and all variables were perceptual measures, the potential problem of common method variance should be considered. This study used Harman's one-factor test to control common method variance. Harman's one-factor test is one of the most widely used techniques to deal with the problem (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003; Podsakoff & Organ, 1986). According to this technique, if a substantial amount of common method variance is present, either a single factor will emerge from the factor analysis, or one "general" factor will account for the majority of the covariance in the independent

and criterion variables (Podsakoff et al., 2003; Podsakoff & Organ, 1986). In this study, Exploratory Factor Analysis was used to perform Harman's one-factor test. The Exploratory Factor Analysis resulted in seven factors with Eigen values greater than 1 and the first factor accounts for only 17% of total variance. This result suggests that common method variance is not likely to have caused significant relationship among variables in our study. Thus, common method variance cannot explain the research findings in the present study.

Confirmatory factor analysis

A series of confirmatory factor analyses (CFA) by AMOS 17.0 was used to confirm whether the respondents' ratings would load on seven distinct factors, namely serial and investiture tactics, cooperative goal interdependence, competitive goal interdependence, independent goal relationship, affective attitudes, intention to quit, and co-worker relationship.

This study compared the 7-factor measurement model labeled M0 to five different 6-factor models, one 5-factor model, and one factor solution model to test the factorial structure of the items. In the first 6-factor model, competitive and independent goals were merged into one factor as these two variables were significantly correlated. In the second 6-factor model, serial and investiture tactics and cooperative goal interdependence were merged into one factor. The 6-factor model of M3, M4, and M5 were all formed by merging cooperative goal interdependence with each outcome variables. In the 5-factor model, three dependent variables were merged into one aggregate factor. Finally in one factor solution model, all seven indicators were merged into a single factor.

Table 3 Confirmatory Factor Analyses

	<i>df</i>	Model χ^2	Δdf	$\Delta \chi^2$	CFI	IFI	RMSEA
Baseline 7-factor Model (M0)	245	318.1			.94	.95	.05
Combined competitive and independent goal interdependence (M1)	251	369.5	6	51.4	.91	.91	.07
Combined serial and investiture tactics and cooperative goal interdependence (M2)	251	364.0	6	45.9	.91	.92	.07
Combined cooperative goal interdependence and affective attitudes (M3)	251	415.8	6	97.7	.87	.88	.08
Combined cooperative goal interdependence and intention to quit (M4)	251	461.0	6	142.9	.84	.85	.09
Combined cooperative goal interdependence and co-worker relationship (M5)	251	350.3	6	32.2	.92	.93	.06
Combined affective attitudes, intention to quit, and co-worker relationship (M6)	256	441.5	11	123.4	.86	.86	.09
One factor solution (M7)	266	627.3	21	309.2	.73	.73	.12

Notes: * N of cases = 102

* In the one-factor Model (M7), all the factors were combined into one factor.

Results of the confirmatory factor analysis are showed in Table 3. M0 indicated that a good fit between the proposed 7-factor measurement model and the data, with a Comparative fit Index (CFI), an Incremental fit Index (IFI) and a Root Mean Square Error of Approximation (RMSEA) of .94, .95, and .05 respectively. The

indicators showed that the 7-factor fit the data best among all models. First, the model chi-squares of seven alternative models were greater than that of the proposed 7-factor model. The χ^2 differences between seven alternative models and the proposed model are all significant at the level of .001. Second, the CFI and IFI scores of the seven models were also lower than that of the proposed model. Third, the RMSEA of alternative models were also greater than that of the proposed model. Therefore, the results suggested that the proposed seven factors were distinct measures of the constructs in the present study. Thus, respondents distinguished the seven constructs.

Hypotheses testing

The first analysis was to test whether different types of respondents had effects on the results. All the participants were divided into three groups according to their cities and tested the differences of their responses between interviewees who worked in different cities in mainland China. All the interviews were also divided into two categories based on whether they have done other jobs before their current position and tested the differences of their ratings between participants who were recent graduates or experienced newcomers. Also the interaction between regional and first job difference were tested to see whether the interaction had effects on respondents' responses.

Correlation analyses were then conducted to provide a preliminary examination of the hypotheses linking serial and investiture tactics, goal interdependence, and adjustment outcomes. Then structural equation modeling (SEM) analysis by AMOS 17.0 was conducted to reveal underlying relationships among serial and investiture

tactics, goal interdependence (cooperative, competitive, and independent), and the outcomes (affective attitudes, intention to quit, and co-worker relationship) more specifically.

To test the mediation hypothesis, a model comparison commonly adopted in the structural equation modeling analysis was used where fully mediated model (the proposed model), non-mediated model, and alternative goal interdependence as antecedent model were compared. The fully mediated model proposes that goal interdependence mediates between serial and investiture tactics and outcomes.

At the same time, goal interdependence may not have effects on the relationship between serial and investiture tactics and outcomes. So the fully mediated model was compared to the non-mediated model that serial and investiture tactics directly impacts outcomes without relationships between goal interdependence and the outcomes.

It is also possible that newcomers' different psychological perception of goal interdependence lead to their different interpretation of socialization tactics rather than different socialization tactics make newcomer perceive different goal relationships. So the fully mediated model was compared to the alternative goal interdependence as antecedent model that serial and investiture tactics mediates between three goal relationships and outcomes.

Summary

This chapter discussed the interview schedule and research methods used in this study. One hundred and two participants from Anqing, Nanjing, and Shanghai, mainland China, were interviewed from June 2011 to September 2011. The critical incident technique was used to conduct interview. Interviewees were first asked to recall and describe in detail a concrete example how the team treated them. After that they were asked to rate specific questions based on the recalled incidents on 7-point Likert-type scales. Scales included serial and investiture tactics, cooperative goal interdependence, competitive goal interdependence, independent goal relationship, affective attitudes (organizational commitment and job satisfaction), intention to quit, and co-worker relationship.

Both qualitative and quantitative methods were used to analyze the data. Confirmatory factor analyses first validated the seven distinct scales measured in this study. Correlational analyses were conducted to provide initial supports to the relationships among antecedent variable, mediators, and outcome variables in the hypothesized model. Structural equation modeling then explored the relationships among serial and investiture tactics, goal interdependence, and three adjustment outcomes more specifically. Regarding the qualitative analyses, specific case studies were introduced for better understanding the relationship between serial and investiture tactics and newcomers' perception of goal interdependence and adjustment. The next chapter reports the analysis process and the results of the data analyses.

Chapter V

Results

The previous chapter described the methods used to develop the quantitative and qualitative data. This chapter reports how we analyzed the data collected from the interviews and presents the results of data analyses. Specifically, it describes the sample, regional and first job difference analysis, correlational analysis, structural equation modeling analysis, and other results. Finally, it presents three representative cases to illustrate hypotheses proposed in this study.

Sample Difference Analysis

Multivariate statistics were used to test the differences of ratings to the variables between newcomers coming from different cities in mainland China. We also compared newcomers who were recent graduates and took current job as the first job and those who have previous work experience.

This study conducted interviews in Anqing, Nanjing, and Shanghai, mainland China. Differences of the recorded variables between interviewees who worked in the three cities were tested. The effects of the interviewees' working city were examined to see whether cultural background, economic development, and working environment significantly affected interviewees' responding. The three cities of China are in different phases of development and have different cultures. All three cities are located along the Yangtze River. But Shanghai has the fastest economic development and is used to the exposure to the outside world. It is more open to western cultures. Nanjing is less developed than Shanghai and has a long history and

traditional culture. Anqing is located in the middle developing area with the slowest development and people are not that open to western management and other ideas comparing to people in Nanjing and Shanghai. Therefore, we may assume that the reported serial and investiture tactics, perception of goal interdependencies and newcomer adjustment outcomes may differ across the cities the interviewees worked in.

The effects of holding their first job were also examined to see whether previous work experience significantly affected interviewee ratings. Saks et al.'s (2007) meta-analytic review suggested that recent graduates taking their first job have different responses to socialization tactics compared to experienced newcomers. Therefore, we may assume that the reported serial and investiture tactics, perception of goal interdependencies and newcomer adjustment outcomes may differ based on first job or not. Given the different culture background and economic development across three cities, we may assume newcomers taking their first job in different cities may have different perception and responding of the seven variables. So the effects of the interaction between the interviewees' working city and first job or not were also examined.

The results (Table 4) indicate that there are no significant effects of the regional factor on newcomers' ratings to serial and investiture tactics and perception of goal interdependencies. However, there are significant main effect of the regional factor on newcomer adjustment outcomes in terms of affective attitudes, intention to quit, and co-worker relationship.

Table 4 Results of Regional and First Job Difference Analysis

	Dependent Variable	df	Mean Square	F	Sig.
First job or not	serial and investiture tactics	1	3.507	5.445	.022
	cooperative goal interdependence	1	.015	.021	.886
	competitive goal interdependence	1	1.181	.554	.458
	independent goal relationship	1	2.944	2.342	.129
	affective attitudes	1	2.498	2.786	.098
	intention to quit	1	4.533	3.348	.070
	co-worker relationship	1	.039	.049	.825
Regional	serial and investiture tactics	2	1.044	1.622	.203
	cooperative goal interdependence	2	1.774	2.447	.092
	competitive goal interdependence	2	2.429	1.141	.324
	independent goal relationship	2	3.609	2.871	.062
	affective attitudes	2	6.917	7.714	.001
	intention to quit	2	6.776	5.004	.009
	co-worker relationship	2	3.875	4.831	.010
First job * Regional	serial and investiture tactics	2	.729	1.131	.327
	cooperative goal interdependence	2	.592	.816	.445
	competitive goal interdependence	2	.441	.207	.813
	independent goal relationship	2	.984	.783	.460
	affective attitudes	2	.442	.492	.613
	intention to quit	2	1.307	.965	.385
	co-worker relationship	2	.506	.631	.534

To further analyze the main effect of the regional factor, this study conducted Post hoc tests using Turkey HSD. The results (Table 5) suggested that there is no significant difference between Shanghai and Anqing on the responses. Yet, Nanjing is significantly different from Shanghai and Anqing on the ratings. Interviewees from Nanjing reported significant lower affective attitudes toward organization and job,

higher intention to quit and weaker co-worker relationship.

Table 5 Post Hoc tests of Regional Difference on Outcomes

Dependent Variable	(I) regional (J) regional		Mean		
			Difference (I-J)	Std. Error	Sig.
affective attitudes	1.00	2.00	1.0249*	.29876	.003
		3.00	-.0967	.22003	.899
	2.00	1.00	-1.0249*	.29876	.003
		3.00	-1.1216*	.26692	.000
	3.00	1.00	.0967	.22003	.899
		2.00	1.1216*	.26692	.000
intention to quit	1.00	2.00	-1.2326*	.36713	.003
		3.00	-.1855	.27038	.772
	2.00	1.00	1.2326*	.36713	.003
		3.00	1.0471*	.32800	.005
	3.00	1.00	.1855	.27038	.772
		2.00	-1.0471*	.32800	.005
co-worker relationship	1.00	2.00	.2801	.28259	.584
		3.00	-.4006	.20811	.137
	2.00	1.00	-.2801	.28259	.584
		3.00	-.6807*	.25247	.022
	3.00	1.00	.4006	.20811	.137
		2.00	.6807*	.25247	.022

Notes: 1.00 = Anqing; 2.00 = Nanjing; 3.00 = Shanghai

*. The mean difference is significant at the .05 level.

The reason why there is regional difference may be due to lower serial and investiture tactics reported by interviewees from Nanjing comparing to Anqing and

Shanghai (Table 6). Consequently, interviewees from Nanjing indicated lower cooperative goal interdependence, higher competitive goal interdependence and independent goal relationship than did participants from Anqing and Shanghai.

Table 6 Descriptive Statistics of Regional Difference

	regional	Mean	Std. Deviation
serial and investiture tactics	1.00	5.2910	.69815
	2.00	4.8304	1.11296
	3.00	5.3269	.80771
cooperative goal interdependence	1.00	5.7531	1.04429
	2.00	5.4375	1.02356
	3.00	5.9379	.67940
competitive goal interdependence	1.00	2.6296	1.46493
	2.00	3.5000	1.71270
	3.00	3.0254	1.35323
independent goal relationship	1.00	2.5185	1.22067
	2.00	3.0313	1.54347
	3.00	2.2797	.92509
affective attitudes	1.00	5.2593	.88655
	2.00	4.2344	1.51236
	3.00	5.3559	.77432
intention to quit	1.00	2.1111	1.22736
	2.00	3.3438	1.69035
	3.00	2.2966	.96543
co-worker relationship	1.00	4.7926	1.08057
	2.00	4.5125	.91788
	3.00	5.1932	.77812

Notes: 1.00 = Anqing; 2.00 = Nanjing; 3.00 = Shanghai

The results of multivariate statistics also indicate that there are no significant main effects of the first job or not factor on newcomers' responding to perception of goal interdependencies and adjustment outcomes. Yet, recent graduates taking their first job reported serial and investiture tactics different from experienced newcomers who have done other jobs before current jobs. According to descriptive statistics (Table 7), recent graduates reported significant higher serial and investiture tactics than experienced newcomers. Other ratings are not significant different between recent graduates and experienced newcomers.

Table 7 Descriptive Statistics of First Job Difference

	first job or not	Mean	Std. Deviation
serial and investiture tactics	1.00	5.4470	.74410
	2.00	4.9179	.90170
cooperative goal interdependence	1.00	5.8387	.89064
	2.00	5.7667	.81019
competitive goal interdependence	1.00	2.8871	1.49704
	2.00	3.1625	1.38854
independent goal relationship	1.00	2.3468	.93031
	2.00	2.6375	1.40049
affective attitudes	1.00	5.3226	.81782
	2.00	4.8937	1.24536
intention to quit	1.00	2.2097	1.06567
	2.00	2.7250	1.40945
co-worker relationship	1.00	4.9645	.93355
	2.00	5.0050	.90637

Notes: 1.00 = Recent graduates taking first job; 2.00 = Experienced newcomers

Finally, the interaction effect of the regional and first job or not factors on the seven variables' ratings was insignificant (Table 4). The results suggested different culture background and economic development across three cities may not influence the effect of first job or not factor on interviewees' perception and responding of the seven variables.

In this study, no matter whether interviewees took first job or not or came from different cities, we focus on whether newcomers' perception of goal interdependence mediates the relationship between serial and investiture tactics and their adjustment and retention outcomes. Therefore, we analyze the data by combining the different sets of data into one.

Correlational Analysis

Correlation analyses were conducted to provide a preliminary examination of the hypotheses linking serial and investiture tactics, goal interdependence, affective attitudes, intention to quit, co-worker relationship. Descriptive statistics and correlations among all measures appear in Table 8.

Serial and investiture tactics and goal interdependence

The first hypothesis posits that the extent to which teams use serial and investiture tactics, newcomers consider that they and their teams have cooperative goal interdependence rather than competitive goal and independent goal relationships. A significant positive correlation was obtained between serial and investiture tactics and cooperative goal interdependence ($r = .50, p < .01$), indicating that providing role models and positive social support in general is associated with newcomers

perceiving that they have cooperative goals with their teams. Hypothesis 1a has initial support.

Table 8 Descriptive Statistics and Correlations among Variables

Variables	Mean	Std. D	1	2	3	4	5	6	7
1. Serial and investiture tactics	5.24	.85	1						
2. Cooperative goal interdependence	5.81	.86	.50**	1					
3. Competitive goal interdependence	3.00	1.45	-.49**	-.52**	1				
4. Independent goal relationship	2.46	1.14	-.51**	-.39**	.36**	1			
5. Affective attitudes	5.15	1.02	.57**	.54**	-.49**	-.44**	1		
6. Intention to quit	2.41	1.23	-.59**	-.45**	.52**	.45**	-.74**	1	
7. Co-worker relationship	4.98	.92	.30**	.49**	-.30**	-.24*	.43**	-.26**	1

On the other hand, significant negative correlations were found between these tactics and competitive goal interdependence and independent goal relationship ($r = -.49, p < .01$; $r = -.51, p < .01$). The results suggest that newcomers treated by teams using serial and investiture tactics are unlikely to think that their goals and teams' goals are competitively related or independent from each other. Hypotheses 1b and 1c are both supported. Overall, according to correlation analysis, serial and

investiture tactics lead to newcomers' perception of cooperative goal interdependence rather than competitive goal or independent goal relationships between them and their teams.

Goal interdependence and outcomes

Hypothesis 2 suggests that the extent to which newcomers believe that they have cooperative goal interdependence with their teams; they have high organizational commitment, high job satisfaction, low intention to quit, and strong co-worker relationship. According to the results of correlation analysis, cooperative goal interdependence between newcomers and teams was significantly associated with high affective attitudes ($r = .54, p < .01$), low intention to quit ($r = -.45, p < .01$), and strong co-worker relationship ($r = .49, p < .01$). The results provide support for hypothesis 2.

Hypothesis 3 predicts that the extent to which newcomers believe they have competitive goal interdependence, they have low organizational commitment, low job satisfaction, high intention to quit, and weak co-worker relationship. The correlation results are consistent with hypothesis 3. Competitive goal interdependence was significantly associated with low affective attitudes ($r = -.49, p < .01$), high intention to quit ($r = .52, p < .01$), and weak co-worker relationship ($r = -.30, p < .01$).

The effects of independent goals are similar to the effects of competitive goals. Hypothesis 4 argues that the extent to which newcomers believe they have independent goal relationship, they have low organizational commitment, low job satisfaction, high intention to quit, and weak co-worker relationship. According to

correlation analysis, independent goal relationship was significantly associated with low affective attitudes ($r = -.44, p < .01$), high intention to quit ($r = .45, p < .01$), and weak co-worker relationship ($r = -.24, p < .05$). The results provide initial support for hypothesis 4.

Structural Equation Modeling Analysis

Structural equation modeling analyses through AMOS 17.0 were used to further explore the relationship among serial and investiture tactics, cooperative goal interdependence, competitive goal interdependence, independent goal relationship, affective attitudes, intention to quit, and co-worker relationship. We compared the hypothesized model with alternative models to see whether the proposed model fits the data best.

Model comparison

Results (Table 9) show that the proposed fully mediated model fits the data very well. The Model χ^2 of the hypothesized model was 13.6 with $df = 3$. And a Comparative fit Index (CFI), an Incremental fit Index (IFI) and a Root Mean Square Error of Approximation (RMSEA) of the fully mediated model were .96, .96, and .19 respectively. Given the usually critical value of .90 (Bentler & Bonett, 1980), therefore, the results of the fit statistics suggest that the fully mediated model can be accepted.

Two alternative models were compared to the hypothesized fully mediated model. The first alternative model is the non-mediated model with the mediator omitted. It indicates that serial and investiture tactics directly affect the three

outcomes without three goal interdependencies. As shown in the Table 9, the fully mediated model provided better fit to data than the non-mediated model, χ^2 difference (9) = 76.3, $p < .001$, indicating the omission of parameters for goal interdependence's mediating effect on outcomes significantly deteriorates the model fit to the data.

The second alternative model is goal interdependence as antecedent model. It posits that newcomers' goal interdependence leads to their various perceptions of socialization tactics that result in different adjustment. The results (Table 9) indicate that the Model χ^2 , and the CFI and IFI scores of goal as antecedent model are not so good as the hypothesized fully mediated model and χ^2 difference (6) = 23.5, $p < .001$, indicating that it is not that different goals lead to various perception of socialization tactics.

Table 9 Results of Model Comparison Analyses

	Model χ^2	<i>df</i>	$\Delta \chi^2$	Δdf	CFI	IFI	RMSEA
1. Fully mediated	13.6	3			.96	.96	.19
2. Non-mediated	89.9	12	76.3	9	.71	.72	.25
3. Goal interdependence as antecedent	37.1	9	23.5	6	.90	.90	.18

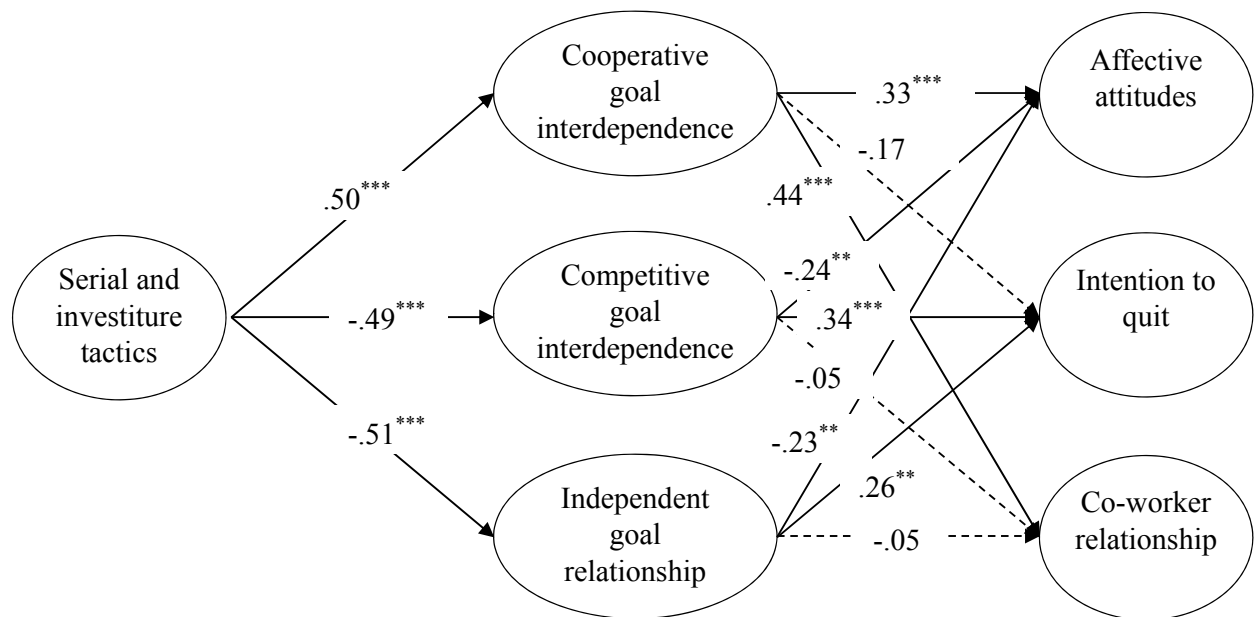
Hypothesis 5 suggests that goal interdependence mediates the relationship between serial and investiture tactics and adjustment outcomes. Overall, the fit statistics show that omitting the mediation effects of goal interdependence or changing goal interdependence from mediator to antecedent significantly deteriorates the model fit. Hypothesis 5 is supported.

Structural equation modeling analysis for the hypothesized model

The path estimates of the fully mediated model were conducted to reveal the findings more specifically (Figure 2). Generally, the findings on path estimates provide reasonable support for the present study.

Figure 2

Path Estimates for the Fully Mediated Model



Note: N = 102;

*** $p < .001$; ** $p < .01$

Hypotheses 1a, 1b, and 1c posit that serial and investiture tactics result in newcomers' perception of cooperative goal interdependence rather than competitive goal and independent goal relationships. According to the results, serial and investiture tactics contributed to cooperative goal interdependence ($\beta = .50, p < .001$) supporting hypothesis 1a, and undermined competitive goal interdependence ($\beta =$

-.49, $p < .001$) supporting hypothesis 1b and independent goal relationship ($\beta = -.51$, $p < .001$) supporting hypothesis 1c. The results indicate that using serial and investiture tactics is more likely leading to cooperative goal interdependence and less likely leading to competitive goal interdependence and independent goal relationship.

The results indicate that cooperative goal interdependence has positive and significant effects on newcomers' affective attitudes ($\beta = .33$, $p < .001$), co-worker relationship ($\beta = .44$, $p < .001$), and insignificant negative effects on their intention to quit ($\beta = -.17$, *ns*). The results partially support hypothesis 2 that newcomers' perception of cooperative goal interdependence between them and their teams would promote their adjustment to new environment in terms of high organizational commitment and job satisfaction and strong co-worker relationship.

The results indicate that competitive goal interdependence significantly undermines newcomers' affective attitudes ($\beta = -.24$, $p < .01$) and significantly strengthens their intention to quit ($\beta = .34$, $p < .001$). However, the effects of competitive goal interdependence on co-worker relationship were insignificant ($\beta = -.05$, *ns*). The results partially support hypothesis 3 that newcomers' perception of competitive goal interdependence between them and their teams would undermine their adjustment to new environment in terms of low organizational commitment and job satisfaction and high intention to quit.

The results indicate that independent goal relationship has negative and significant effects on newcomers' affective attitudes ($\beta = -.23$, $p < .01$) and positive and significant effects on their intention to quit ($\beta = .26$, $p < .01$). However, the

effects of independent goal relationship on co-worker relationship were insignificant ($\beta = -.05, ns$). The effects of independent goals are similar to the effects of competitive goals. Hypotheses 4 are partially supported that newcomers' perception of independent goal relationship between them and their teams would undermine their adjustment to new environment in terms of low organizational commitment and job satisfaction and high intention to quit.

Overall, the path estimates provide good support for our hypothesized model. Serial and investiture tactics promote newcomer adjustment as high affective attitudes as organizational commitment and job satisfaction and strong co-worker relationship by making newcomers perceive cooperative goal interdependence. Serial and investiture tactics also undermine newcomers' perception of competitive goal interdependence and independent goal relationship, the two goals that lower newcomers' affective attitudes and increase newcomers' intention to quit.

Summary of the Incidents

A total of 102 incidents were recorded. According to the interviewees' descriptions on the incidents about socialization tactics they received, 71 cases indicated received mentors and/or positive social support from their working teams and in which 59 cases reported cooperative goal interdependence with teams afterwards, according to their ratings to three goal interdependencies. The rest 31 cases reported that they did not receive mentors or positive social support and to some extent 23 of them considered that they had competitive goal interdependence or independent goal relationship with teams afterwards based on their ratings to three goal variables. These results are consistent with the correlations and structural

equation analyses that the extent to which teams use serial and investiture tactics, newcomers believe that they have cooperative goal interdependence with their teams rather than competitive goal interdependence and independent goal relationship. These incidents also suggested various types of treatment that newcomers considered as mentoring and providing positive social support from teams.

Case illustrations

Based on the participants' qualitative accounts of their incidents, this study presents three typical cases. The interviewees rated the cases as high or low in the serial and investiture tactics they received and in the goal relationship (cooperative, competitive, and independent) between them and working teams afterwards. These three cases respectively represent serial tactics and/or investiture tactics or not and illustrate how different socialization tactics affects the goal interdependencies newcomers perceived and how these goal interdependencies impact the newcomer adjustment outcomes.

Case 1 illustrates how serial (providing role models) tactics lead to cooperative goal interdependence between newcomers and their working teams, and in turn lead to desirable newcomer adjustment as high organizational commitment and job satisfaction, low intention to quit, and strong co-worker relationship. A recent graduate who joined an IT company as a technique support personnel for two months in Nanjing described her case about how team treated her during the entry stage. At the beginning, the team leader had a talk with her and assigned her a mentor who was responsible for her adjustment. The mentor not only taught her basic knowledge necessary for working but also introduced her to four experienced members who the

mentor had taught before and had joined the company at least half a year. They guided her adjustment and performance. In an incident, she was required to do a public presentation. The mentor taught her presentation skills. The experienced members lent reference books, helped her do the presentation rehearsal, gave many useful suggestions and also helped her record the presentation for improvement. Because of this incident, she gained confidence in performing her task and coordinating with other team members. In this incident, she felt that the team and her 'swam or sunk' together with each other and strongly disagreed that the team did things in ways that favor its own goals or the team "did its own thing" without regard to the other. Because of this incident, she liked her job very much, cared about other team members and did not want to change the job.

Case 2 illustrates the dynamics of how investiture (providing positive social support) tactics might lead to cooperative goal interdependence between newcomers and their working teams, and in turn influence newcomer adjustment in terms of organizational commitment and job satisfaction, intention to quit, and co-worker relationship. An experienced graphic designer who joined a real estate consulting firm for only four months from Shanghai illustrated her incident. When she just entered the organization and was not familiar with other colleagues, the whole team was required to do a business trip to Changchun because the branch there needed emergency assistance. Personally she did not like travel and felt upset about this assignment. During the business trip, however, what the colleagues had done changed her mind. The team members very much cared about her feelings. She disliked the food in Changchun and did not eat very well. Other members encouraged her to eat to keep strength, and bought her cakes to refresh. One member

spared the water to her during work. Even though these were the little things, she felt enthusiasm and encouragement from others. After only four days' trip, she gained understanding and built relationships with other team members. In this incident, she felt that the team and she want each other to succeed and afterwards she liked working here and had good personal relationship with others.

Case 3 describes how disjunctive and divestiture tactics (teams do not provide mentors or positive social support to newcomers) lead to competitive goal interdependence or independent goal relationship, and in turn result in unsatisfactory outcomes. A sales assistance who worked in current company for one month from Nanjing described her incident. The former sales assistance had left the organization before the interviewee joined in the firm. So the interviewee was left alone to discover how to do her job properly. At the same time, the leader had a bad temper and he criticized other members a lot. The interviewee always felt that she would be blamed. In an incident, the interviewee informed the financial department to issue and send invoice to one customer because the customer had already transferred the payment and needed the invoice to do financial account before the end of this financial month. However, because a bank transfer would be slow, the leader insisted to issue invoice only after receiving the payment and criticized her for not asking him before informing the financial department. The interviewee felt very upset and thought that the criticism was unfair because she had not been told this. After all, the interviewee thought that the environment was not friendly and team members only cared for themselves; at times she wanted to leave.

Summary

This chapter described the methods and results of the data analyses. We conducted sample difference analysis, correlational analysis, and structural equation modeling analysis to test the proposed fully mediated model. Results of within and between group analyses suggested the effect of first job difference on the ratings of serial and investiture tactics and the effect of regional difference on the ratings of adjustment outcomes. We tested the hypothesized model to analyze the effects of serial and investiture tactics on newcomer perception of goal interdependencies and adjustment for both newcomers taking first job and having previous work experience and for new recruits from three regions.

The correlational and SEM analyses supported Hypotheses 1a, 1b, and 1c, indicating that serial and investiture tactics make newcomer perceive cooperative goals rather than competitive goals or independent goals. The SEM analysis partially supported Hypothesis 2, indicating that cooperative goal interdependence can lead to high affective attitude and strong co-worker relationship. Path estimates results partially supported Hypotheses 3 and 4, suggesting that competitive goal interdependence and independent goal relationship can lead to low affective attitudes and high intention to quit. The SEM analysis supported Hypothesis 5, suggesting that the three goal interdependencies have important mediating effects on the relationship between serial and investiture tactics and outcomes. This chapter also summarized typical cases to illustrate how different socialization tactics affect newcomers' perception of goal interdependencies with teams and finally influence their adjustment and retention.

Chapter VI

Discussion

Earlier chapters described how the data were analyzed and the results. This chapter provides an overview of the study's results and then discusses the theoretical implications of the findings. Specifically, the Discussion considers the relationship between serial and investiture tactics and goal interdependence and the relationship between goal interdependence and newcomer adjustment outcomes and suggests theoretical contributions, research implications and future research. Then it suggests the implications of previous job experience. Finally, it describes the study's limitations and practical implications of the findings.

Summary of the Results

A series of statistical analysis were taken to test the hypothesized relationships among variables. Results extend the understanding of the role of goal interdependence on the relationship between serial and investiture tactics and newcomer adjustment and retention. When new recruits perceive cooperative goal interdependence between them and their teams, they had high organizational commitment and job satisfaction and built strong co-worker relationship. However, when newcomers consider that they have competitive goal or independent goal relationships with their teams, they will have low organizational commitment and job satisfaction and strong intention to quit. It was also documented that serial and investiture tactics, but not disjunctive and divestiture tactics, are important antecedents of cooperative goal interdependence. Goal interdependence plays an important mediating role on the relationship between tactics and outcomes.

The present study analyzed the entire data to focus on whether goal interdependence mediates the relationship between serial and investiture tactics and newcomer adjustment. There were significant differences on participants' responding on serial and investiture tactics due to whether they had previous job experience. This chapter then discusses the implications of socialization of recent graduates compared to experienced newcomers.

The correlations strongly support the hypotheses and the proposed model. Structural equation modeling was further used to test the proposed causal relationships among variables. With acceptable model indices, the hypothesized model was by convention considered to be a good fit with the data, supporting the mediation hypothesis. The path coefficients of the accepted model concurred with the correlational results. The results of SEM suggest that serial and investiture tactics promote cooperative goal interdependence that then results in high affective attitudes and good co-worker relationship. Serial and investiture tactics undermine competitive goal and independent goal relationships, two goal interdependencies that have destructive effects on newcomer adjustment and retention as reflected in low affective attitudes and high intention to quit.

Socialization tactics and goal interdependence

Results supported Hypotheses 1a that suggests that serial and investiture tactics promote cooperative goal interdependence between new recruits and their teams. Both correlational and path estimates results are consistent with previous argument that the way people interact can help develop beliefs about goal interdependence (Tjosvold, 1998; Tjosvold & Johnson, 2000). Findings indicate that serial and

investiture tactics used by working teams are antecedents to goal interdependence between new recruits and their teams; providing role models and positive social support predicted to cooperative goal interdependence. During the entry or encounter phase, new recruits want to assume new roles and adjust to a new environment as soon as possible (Feldman, 1981). When teams deploy serial and investiture tactics, they help make newcomers assuming their roles smooth and trouble free (Van Maanen & Schein, 1979). New recruits attach meaning to the socialization tactics they experience and see cooperative intent from their teams as teams give help to newcomers. Newcomers reciprocate by concluding that their goals and teams' goals are cooperatively related.

Hypotheses 1b and 1c suggesting that serial and investiture tactics undermine competitive goal interdependence and independent goal relationship were well supported by both correlational and path estimates results. These results suggest that serial and investiture tactics, in contrast to disjunctive and divestiture tactics, show that work teams care about newcomers and help them to achieve their goals and are less likely to make new recruits conclude that competitive goal and independent goal relationships exist between them and their teams.

Findings provide support for the utility of the theory of goal interdependence for understanding the mechanism by which the socialization tactics influence newcomer adjustment. This study not only brings a new perspective to understand the socialization process but also adds to our understanding of team cooperation.

Goal interdependence and newcomer adjustment

Results are consistent with previous research that cooperative goals rather than competitive or independent goals result in group productivity, individual learning, psychological health, and relationships (Johnson & Johnson, 1989; Johnson et al., 1981). Socialization tactics lead to desirable newcomer adjustment and retention, such as, high organizational commitment and job satisfaction, low intention to quit, strong co-worker relationship, by making new recruits perceive cooperative goal interdependence between them and their teams.

Hypothesis 2 is partially supported by path estimates that when newcomers believe they have cooperative goal interdependence, they have high affective attitudes like organizational commitment and job satisfaction and strong co-worker relationship. The relationship between cooperative goal interdependence and intention to quit is insignificant but in the proposed negative direction ($\beta = -.17, ns$).

To be effectively socialized, new recruits should learn the knowledge, attitudes and behaviors necessary to perform (Van Maanen & Schein, 1979), attach meanings to their experience (Louis, 1980), build their situational identities (Jones, 1983), and form relationships with other parties in new environment (Bauer et al., 1998). Cooperative goal interdependence leads to open-minded discussion of diverse views, builds trust and sensitivity with each other, and forms favorable and supportive climate in working teams (Tjosvold, 1988, 1998; Tjosvold & Deemer, 1980; Tjosvold & Johnson, 2000). Then cooperative goals between newcomers and their teams lead to newcomer effective adjustment.

Hypotheses 3 and 4 suggest that competitive goal and independent goal

relationships result in ineffective adjustment outcomes, such as, low organizational commitment and job satisfaction, high intention to quit, and weak co-worker relationship. According to the confirmatory factor analyses, interviewees were able to distinguish competitive goal interdependence and independent goal relationship. The two hypotheses were partially supported by path estimates. Both competitive and independent goals have destructive effects on adjustment outcomes but through different mechanisms. In independent goals people cannot get necessary information because there is little knowledge sharing. With competitive goals, recruits doubt the correctness and cannot rely on information that they do receive.

According to path estimates, both competitive goals and independent goals lead to low affective attitudes and high intention to quit. The results are consistent with previous research that the effects of competitive goals and the effects of independent goals are similar to each other (Johnson & Johnson, 1989; Johnson et al., 1981). However, the effects of competitive goal and independent goal relationships on co-worker relationship were insignificant ($\beta = -.05$, ns; $\beta = -.05$, ns). One possible explanation is that people know the importance of good co-worker relationship during their entry period. For example, newcomers might want to learn necessary information of team members to participate as a member of the team. Therefore, newcomers work hard to develop relationships and do not let their relationships deteriorate despite competitive and independent goals.

Findings demonstrate the constructive effects of cooperative goal interdependence and the destructive effects of competitive goal and independent goal relationships. Therefore, findings indicate the utility of the theory of goal interdependence for understanding newcomer adjustment.

The mediating effects of goal interdependence

Results supported hypothesis 5 that goal interdependence mediates the relationship between serial and investiture tactics and newcomer adjustment and retention outcomes. Scholars have suggested that research should identify the processes by which socialization tactics influence newcomer adjustment (Wanous & Colella, 1989). This study included goal interdependence as process variables to analyze the dynamics by which serial and investiture tactics influence socialization outcomes. Model comparison suggested that omission of mediating effects of goal interdependence or changing goal interdependence to antecedents significantly deteriorates the model fit. Findings indicate the usefulness and importance of the theory of goal interdependence to understand socialization tactics. This study makes several contributions to literature.

Theoretical Contributions

The present study contributes to the socialization tactics literature. Regarding the mechanism between socialization tactics and newcomer adjustment, previous research suggested that uncertainty reduction partially mediates the relationships between the socialization tactics and newcomer adjustment (Saks & Ashforth, 1997a; Saks et al., 2007). This study indicates that it is useful to investigate socialization tactics from team relations perspective and shows that the theory of goal interdependence is useful for understanding the link between socialization tactics and newcomer adjustment. The study's mediating model demonstrated a better fit to the data than the model relating socialization tactics directly to outcomes. These results suggest the value of newcomers forming cooperative goal interdependence rather

than competitive goal and independent goal relationships with their teams during the entry phase.

The current study also contributes to the theory of goal interdependence. Previous studies have focused on the dynamics and outcomes of goal interdependence (Chen & Tjosvold, 2008). But antecedents of goal interdependence are an important theoretical issue and practical problem (Deutsch, 1973). Some studies have verified Deutsch's argument (Chen & Tjosvold, 2008; Tjosvold, 1998) that mutually beneficial rewards, structures, and values are antecedents to cooperative goals. Organizational socialization is an important period of employees' career. It is vital for organizations to induce employee cooperative intention from the beginning of employees' career. Results of this study contribute to our understanding of antecedents by showing that how new recruits are treated very much affects their goal interdependence with their teams. People can use cognitive and affective cues to believe that they and their teams are mutually committed to each other (Deutsch, 1973). Socialization tactics such as providing new recruits role models and positive social support can help new recruits conclude that their goals and team goals are cooperatively related.

Research Implications and Future Research

Results suggest future research in order to further develop our understanding of effective socialization. This study demonstrates the important role of cooperative goal interdependence in organizational socialization process. Other than serial and investiture tactics, we can investigate other factors that can promote cooperative goal interdependence in order to help newcomers on-boarding. For example, a previous

study has indicated that the effects of relationship and open conflict values on goal interdependence and newcomer socialization (Chen, Tjosvold, Huang, & Xu, 2011). Deutsch argued that mutually beneficial rewards, structures, and values are antecedents to cooperative goals (Chen & Tjosvold, 2008; Deutsch, 1973; Tjosvold, 1998). We can further investigate other kinds of rewards, structures, and values that promote cooperative goal interdependence, and then result in effective organizational socialization.

Recent Graduates vs. Experienced Newcomers

This study hypothesized that the effects of serial and investiture tactics on adjustment outcomes are mediated by newcomers' perception of goal interdependence between them and their teams. We analyzed the entire data indicating that no matter in their first job or not, newcomers treated by serial and investiture tactics form cooperative goal interdependence and then adjust effectively.

In this study, the first job or not factor indicates whether interviews were recent graduates or experienced newcomers. The results of multivariate statistics indicate that there are no significant main effects of prior experience on newcomers' responding to perception of goal interdependencies and adjustment outcomes. Yet, recent graduates reported significant higher serial and investiture tactics than experienced newcomers.

Researchers have suggested that more attention should be given to individual differences, given the increasing emphasis on interactionist perspective and newcomer proactive behavior (Griffin et al., 2000; Jones, 1983, 1986; Saks et al., 2007). Saks et al.'s (2007) meta-analytic review suggested that indeed recent

graduates is an important moderator on the relationship between socialization tactics and outcomes such that the relationships between socialization tactics and adjustment are stronger for recent graduates than for other newcomers and provided three explanations for the moderating effects. This study demonstrates that serial and investiture tactics are antecedents for goal interdependence. Future research could investigate whether first job moderates the relationships between serial and investiture tactics and goal interdependencies.

Saks et al.'s (2007) suggested that experienced newcomers might be less affected by socialization tactics; they are less willing to bend and mold because they know better of their own needs and requirements at work (Beyer & Hannah, 2002; Saks et al., 2007). Saks et al.'s (2007) other two explanations are that less socialization is needed for experienced newcomers or that more effort is required to socialize experienced newcomers (Saks et al., 2007). With these three explanations, the relationships between socialization tactics and goal interdependencies might be weaker for experienced newcomers than recent graduates.

To conclude, this study's results suggest that overall it is important for new recruits, no matter which types of newcomers, to form cooperative goal interdependence to adjust effectively and that it is serial and investiture tactics that induce cooperative goals. Further investigation is required into whether previous experience moderates the relationships between serial and investiture tactics and goal interdependencies.

Limitations

Certain limitations of the study should be recognized when interpreting the

results. First, the data in current study were self-reported and subject to biases, and may not be accurate. Some research though suggests that self-reported data are not as limited as commonly expected (Spector, 1987). It also seems appropriate that employees assess these variables which pertain their perceptions, intentions, and responses (Bauer & Green, 1994). However, future research should use data from other sources such as peers and supervisors. It would be helpful when peers or supervisors give responses as how they treat new recruits and test their assessments with new recruits' perception of goal interdependence.

These data were also cross-sectional and correlational and do not provide direct evidence of the causal links between socialization tactics, goal interdependence, and outcomes. Scholars have suggested that the most effective way to overcome recall and other methodological weaknesses is to test ideas with different methods (Spector & Brannick, 1995). Longitudinal design to test the socialization process in which socialization tactics leads to goal interdependence that in turn leads to adjustment outcomes would be useful. It also would be desirable to provide direct experimental verification of the causal links among socialization tactics, goal interdependence, and adjustment outcomes.

To some extent the sample is homogeneous and the size is not large in certain respects. The relative small sample limits the validation and generalization of the findings. Although the respondents came from different industries, mostly they were very young (average age is 25). The current position was the first job for most of the interviewees (N = 62, 60.8%). Previous meta-analysis suggests the type of newcomer (recent graduates vs. other newcomers) moderates the relationship between socialization tactics and adjustment outcomes (Saks et al., 2007). Thus, to generalize

the findings, future research should include more participants and more diverse samples.

The reliability of the serial and investiture tactics factor is quite low ($\alpha = .72$). Previous studies also have such low reliability problem (Ashforth & Saks, 1996). Ashforth and Saks (1996) recommended that additional items be written or rewritten. However, I followed Jones' path and derived the scale of current study from his. It also should be borne in mind the fact that I conducted study in the context of teams. This fact suggests that future studies can not only modify existing items but also develop new items suitable for organizational socialization research in the context of teams.

Practical Implications

In addition to contributing to our theoretical understanding, the hypotheses, if further support is obtained, have important practical implications for developing cooperative goal interdependence in teams and for helping newcomers on-boarding through teams. Organizations can choose various types of tactics according to their different purposes.

The findings have important practical implications for developing cooperation in workplace. Realizing coordination and cooperation are imposing challenges for organizations (Mohrman et al., 1995). Feeling cooperatively related goals is possible but team members can also develop competitive or independent goals that make coordination difficult. The early experience of employees appears to have important effects on developing goal interdependence. It is vital to influence employees' psychological perception of goal interdependence when new recruits begin to build

relationships with other parties in new environment. To achieve coordination and cooperation among team members, it is desirable for working teams to give new recruits role models and positive social support as much as possible rather than hold them at a distance and leave them alone to discover the roles. The data reinforce the value of such practices of providing mentors and positive social support for socialization.

To help new recruits adjust and remain, the findings emphasize that it is vital for working teams to promote cooperative goal interdependence and reduce competitive goal and independent goal relationships between newcomers and their teams. Deutsch (1973) suggested that people can use cognitive and affective cues to believe that their goals and teams' goals are cooperatively related. Besides serial and investiture tactics, for example, teams can promote relationship and open conflict values which can influence goal interdependence and newcomer socialization (Chen et al., 2011). Teams also can deploy interdependent tasks and shared rewards system rather than independent work and competitive rewards to increase cooperative goal and decrease independent and competitive goals.

Conclusion

The model of socialization tactics has been studied for several decades and is one of the most active areas in organizational socialization research. This study examines how socialization tactics influence newcomers' perception of goal interdependencies in the context of teams. It also identifies the influence of different goal relationships taken by newcomers on their adjustment and retention.

This study links the theory of goal interdependence and socialization tactics

literature. Few studies examine goal interdependence in organizational socialization research. This study testifies to the role of serial and investiture tactics on predicting newcomers' psychological perception of goal interdependence between them and their teams. Results indicate that serial and investiture tactics (providing role models and positive social support to newcomers) are an important condition for realizing cooperative goal interdependence and in turn lead to effective adjustment.

This study also explores the effects of different goal relationships on newcomer adjustment and retention. Results indicate that cooperative goals between newcomers and working teams lead to high organizational commitment and job satisfaction and strong co-worker relationship. Competitive and independent goals lead to low commitment and satisfaction and high intention to quit.

This study contributes to socialization tactic literature by exploring the mechanisms underlining the relationship between serial and investiture tactics and newcomer adjustment and retention. It contributes to the theory of goal interdependence by analyzing serial and investiture tactics as important antecedents of goal interdependencies between newcomers and their teams.

It provides research implications for scholars to understand organizational socialization through team relations and goal interdependence perspectives. We can further investigate other tactics, rewards, structures, and values that contribute to cooperative goals that lead to effective socialization. Findings suggest that teams should employ serial and investiture tactics and strengthen cooperative goals to integrate newcomers effectively.

Appendix I

English Questionnaire



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管理學系 Department of Management

Thank you for your participation!

Interviewee: _____ Organization: _____
Gender: _____ State-owned/Joint-venture/Private-owned
Age: _____ /Foreign-funded/Others: _____
Education level: _____ Whether this is your first job: _____
Position: _____ Contact No.: _____
Months at organization: _____ Email: _____

- A. We are studying people's experiences when they first join an organization. We want you to recall and describe a concrete example how the team treated you when you worked with other employees and adjusted to new roles. We define team as those people with whom you worked very frequently. The example can be one that affected your role performing or your well-being. The example can be either positive or negative.
- B. Describe what happened, how others behaved, how you felt and reacted, and the outcomes.

1. In this incident, I received little guidance from coworkers as to how I should perform my job. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
 2. In this incident, I had little or no access to people who had previously performed my role. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
 3. In this incident, I was generally left alone to discover what my role should be. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
 4. In this incident, most of my colleagues were supportive of me personally.
strongly disagree 1 2 3 4 5 6 7 strongly agree
 5. In this incident, I had to change my attitudes and values to be accepted. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
 6. In this incident, my colleagues had gone out of their way to help me adjust.
strongly disagree 1 2 3 4 5 6 7 strongly agree
 7. In this incident, I felt that coworkers had held me at a distance until I conformed to their expectations. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
-

What were your objectives in this incident? (Record Verbatim)

What were the team's objectives in this incident? (Record Verbatim)

How were your objectives related to objectives of the team? Were they related so that you and the team both reached the goals or not? (Record Verbatim)

These questions ask you to rate how you think your objectives related to objectives of the team:

8. In this incident, the team and I 'swam or sunk' together with each other.
strongly disagree 1 2 3 4 5 6 7 strongly agree
9. In this incident, the team and I wanted each other to succeed.
strongly disagree 1 2 3 4 5 6 7 strongly agree

10. In this incident, the team and I sought compatible goals with each other.
strongly disagree 1 2 3 4 5 6 7 strongly agree
11. In this incident, the team did things in ways that favor its own goals rather my goals.
strongly disagree 1 2 3 4 5 6 7 strongly agree
12. In this incident, the team gave high priority to the things it wanted to accomplish and low priority to the things I wanted to accomplish.
strongly disagree 1 2 3 4 5 6 7 strongly agree
13. In this incident, the team and I “did our own thing” without regard to the other.
strongly disagree 1 2 3 4 5 6 7 strongly agree
14. In this incident, the team and I worked for our own independent goals.
strongly disagree 1 2 3 4 5 6 7 strongly agree
-
15. Because of this incident, I would be very happy to work many years with this organization.
strongly disagree 1 2 3 4 5 6 7 strongly agree
16. Because of this incident, this organization has a great deal of personal meaning for me.
strongly disagree 1 2 3 4 5 6 7 strongly agree
17. Because of this incident, in general, I do not like my job. (reverse scored)
strongly disagree 1 2 3 4 5 6 7 strongly agree
18. Because of this incident, in general, I like working here.
strongly disagree 1 2 3 4 5 6 7 strongly agree
19. Because of this incident, I frequently think of quitting my job.
strongly disagree 1 2 3 4 5 6 7 strongly agree
20. Because of this incident, I am planning to search for a new job during the next 12 months.
strongly disagree 1 2 3 4 5 6 7 strongly agree
21. Because of this incident, other team members and I have good personal relationship.
strongly disagree 1 2 3 4 5 6 7 strongly agree
22. Because of this incident, I care about and try to have a good understanding of my team members’ family and work conditions.

strongly disagree 1 2 3 4 5 6 7 strongly agree

23. Because of this incident, my team members invite me to have lunch or dinner.

strongly disagree 1 2 3 4 5 6 7 strongly agree

24. Because of this incident, during Holidays or after office hours, I will call my team members or have fun together.

strongly disagree 1 2 3 4 5 6 7 strongly agree

25. Because of this incident, on special occasions such as team members' birthdays, I would send them my greetings.

strongly disagree 1 2 3 4 5 6 7 strongly agree

Appendix II

Chinese Questionnaire



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管理學系 Department of Management

感谢您的参与!

姓名:_____ 单位名称:_____

性别:_____ 国有 合资 私营 外资

年龄:_____ 其他:_____

学历:_____ 是否是您第一份工作:_____

职位:_____ 联系电话:_____

工作时间:_____月 电邮地址:_____

A. 我们正在研究人们刚加入现在单位时的经历。我们希望您能回忆一件您亲身经历的具体事例,请您描述在适应新工作的过程中您所在的团队是怎么对待您的。我们定义的团队是您经常与其工作的一群人。这个事例可以是影响到您的工作表现也可以是影响到您的个人福利。这个经历可以是好的经历也可以是不好的经历。

B. 请您描述当时的情况,别人的行为,您对他们行为的感受和反应,最后的结果。

1. 在这件事中,关于怎么履行我的工作,我从同事身上没有得到任何指导。(反向计分)

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

2. 在这件事中,我基本没有渠道接触之前曾执行过我这一工作的人。(反向计分)

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

3. 在这件事中,总的来说我是独自去发掘我的角色应该是怎样的。(反向计分)

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

4. 在这件事中,我的大部分同事本身都很支持我。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

5. 在这件事中,我不得不改变我的态度和价值观才能被接受。(反向计分)

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

6. 在这件事中,我的同事都不怕麻烦的帮助我适应。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

7. 在这件事中,我感到除非我达成了同事的期望,否则他们都与我很疏远。(反向计分)

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

在这件事中您所期望达成的目标是什么?

在这件事中您所在团队期望达成的目标是什么?

您的目标和团队的目标是怎样联系的?您和您所在的团队是否可以同时达成各自的目标?

以下问题请您对您的目标和团队的目标之间的联系进行评分:

8. 在这件事中,团队和我是同舟共济的关系。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

9. 在这件事中，团队和我希望对方都能成功。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

10. 在这件事中，团队和我所追求的目标是互相促进的。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

11. 在这件事中，团队以它自己的目标为重而不考虑我的目标。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

12. 在这件事中，团队优先考虑它自己想做的事，而把我的事情放后面。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

13. 在这件事中，团队和我各行其是。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

14. 在这件事中，团队和我分别为各自的目标行事。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

15. 由于这件事，我会非常高兴在这个单位工作很多年。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

16. 由于这件事，这个单位对我来说很有个人意义。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

17. 由于这件事，大体上，我不喜欢我的工作。（反向计分）

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

18. 由于这件事，大体上，我喜欢在这里工作。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

19. 由于这件事，我经常想到辞职。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

20. 由于这件事，我计划下一年里换工作。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

21. 由于这件事，您和其他团队成员有良好的个人关系。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

22. 由于这件事，我关心并努力理解我的团队成员的家庭和工作情况。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

23. 由于这件事，我的团队成员邀请我一起吃午饭或晚饭。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

24. 由于这件事，在假期或下班后，我会打电话给我的团队成员或者大家一起去玩。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

25. 由于这件事，在特殊时刻比如我的团队成员的生日，我会给他们祝福。

1 强烈不同意 2 不同意 3 不大同意 4 无所谓 5 比较同意 6 同意 7 强烈同意

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