

What's new in newcomer adjustment? Insights from recent research

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Te Whare Wānanga o Tāmaki Makaurau

Orientation

- Overview of newcomer adjustment/organisational socialisation
- Study 1: newcomer learning scale
- Study 2: meta-analysis of newcomer learning
- Study 3: meta-analysis of proactive behaviours
- Study 4: understandings of adjustment for newcomers from a refugee background

A smorgasbord of newcomer research



The process of newcomer adjustment

Antecedents

Newcomer proactive behaviours

Insider supportive - undermining behaviours

Organisational socialisation tactics

Proximal outcomes

Learning

Role
Relationships
Organisation

Distal outcomes

Role performance

Citizenship behaviour

Social fit & cohesion

Well-being & engagement

Absenteeism & turnover

Study 1: Developing a better measure of newcomer learning

- 4 previous measures but all flawed
 - Irrelevant domains e.g., provision of training
 - Over-measurement in some domains e.g., organisation history, goals etc.
 - Negative items that can have high error
 - Too long (20 to 34 items)
- Developing a shorter, robust measure
 - Useful for research
 - Useful in practice

Study 1: Method

- 6 newcomer samples:
 - 550 Qualtrics panel US participants, <9 months
 - 286 newcomers to Chinese manufacturer, ≤ 12 months
 - 144 snowball sample NZ newcomers, < 6 months
 - 241 student-recruited NZ *employee*, mean = 36 months
 - 138 temporary agency NZ newcomers, < 12 months
 - 185 student interns Singapore, mean ~ 2.5 months
- Range of attitudinal measures, all self-report

Three Phases of Item Selection

1. Identified 3 key learning domains: role, relationships, organisation
2. Selected items based on judgmental, internal quality & external quality criteria
3. Assessed psychometric properties
 - a. Factor analyses & reliability
 - b. Convergent, discriminant & criterion-related validity

Newcomer Learning Sample Items

Role

- I know what it takes to do well
- I understand how to perform the tasks that make up my job

Relationships

- My coworkers are usually willing to offer their assistance or advice
- My relationships with other workers in this company are very good

Organization

- I know the internal structure of this organization
- I know who the most influential people are in my organization

Convergent & Discriminant Validity

Learning dimension	Role clarity	Friendship	PO Fit	Age	Gender
Role	.670**	-.246**	.170**	.124	.118
Relationships	.228**	.991**	.325**	.079	-.096
Organization	.052	.119**	.298**	-.084	-.039
Total R ²	.796**	.844**	.530**	.008	.007

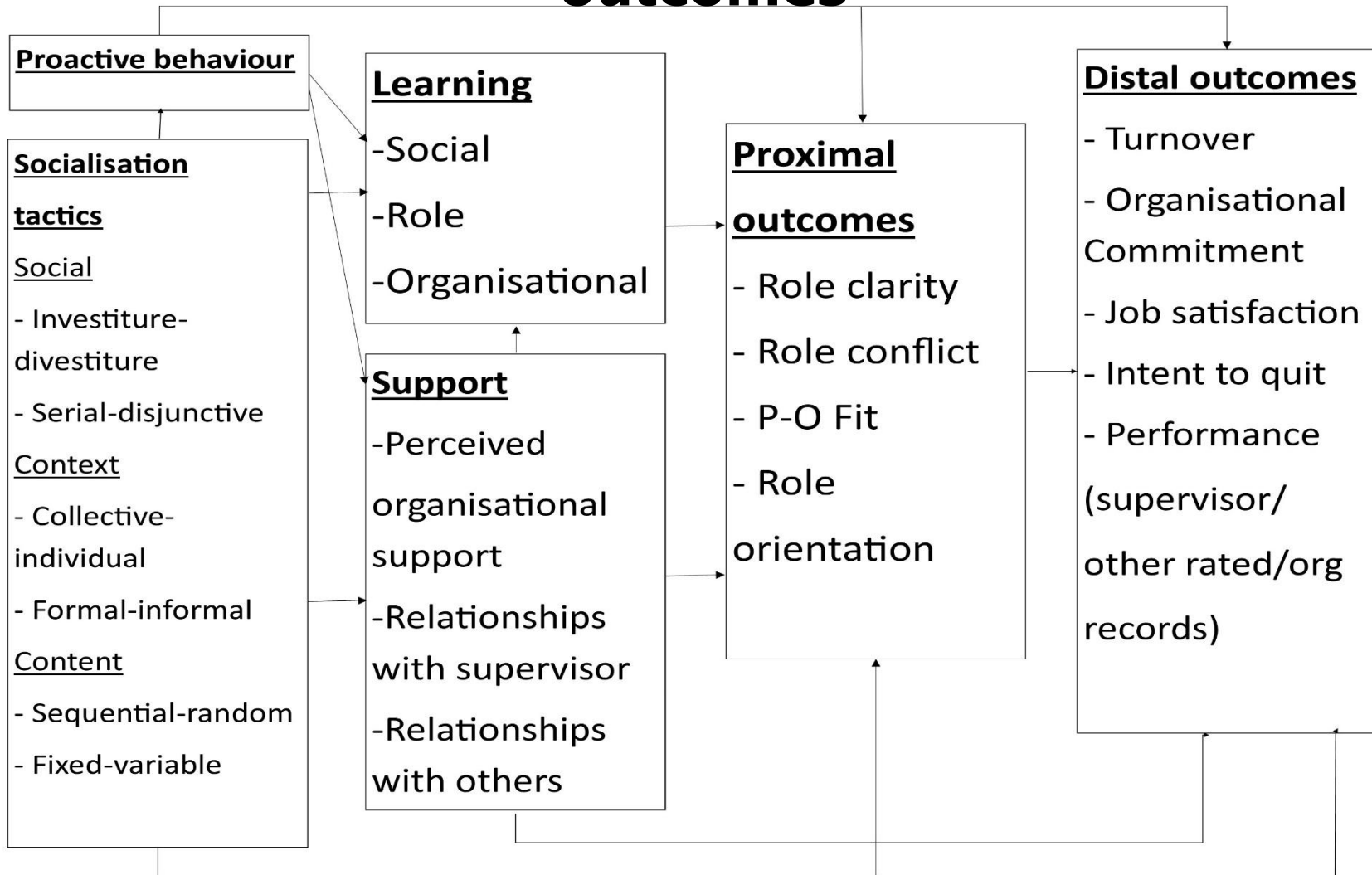
Criterion-Related Validity

Learning dimension	US data : Job satisfaction	US data : Performance	US data : Intent to Quit	Chinese data: Wellbeing
Role	.335**	.743**	-.149*	.176*
Relationships	.375**	-.142*	-.278**	.312**
Organization	.025	.033	.094	.007
Total R ²	.463**	.453**	.106**	.213**

Study 1 - Discussion

- Good evidence for the shorter measure of newcomer learning
- Needs to be tested with further samples and other variables
- Use of self-report and small samples, *but* typical for how the newcomer learning measure will be used

Study 2: Newcomer learning: Antecedents and outcomes



Organisational socialisation tactics

INSTITUTIONALISED

Collective ↔ Individual

Formal ↔ Informal

Sequential ↔ Random

Fixed ↔ Variable

Serial ↔ Disjunctive

Divestiture ↔ Investiture

Context

Content

Social

Data collection



1. Database searching
2. Manual searching of papers
3. Email to AoM listserv
4. SIOP proceedings
5. Unpublished data from H. Cooper-Thomas
6. Colleagues' data from their meta-analysis on PB

On the basis of the searching above, **213** articles were deemed relevant, and were therefore subsequently read in full.

Of these articles, **173** were included in the final meta-analysis. These articles yielded **3955** effect sizes.

Average sample size of included studies = **206.7**

Types of paper

- 79% journal articles
 - 18% theses
 - 3% conference papers
 - 1% unpublished papers
- 52% cross-sectional research design
 - 42% longitudinal
 - 4% dyadic
 - 1% quasi-experimental
 - 1% pre-post
- 68% employee sample
 - 21% graduates
 - 7% students
 - 2% temps
 - 3% other

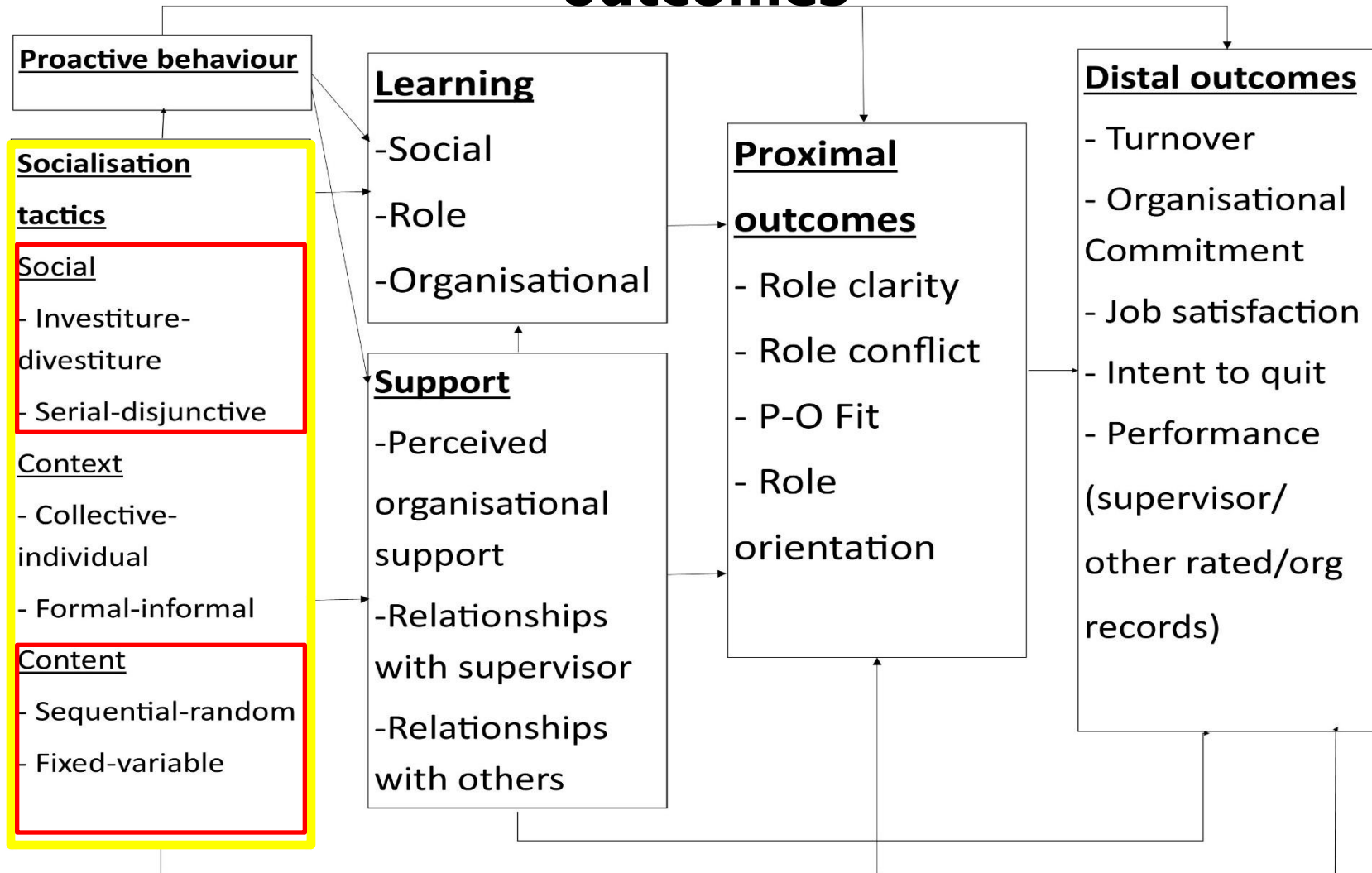


Analysis

- Second coding: 20% of studies are currently being coded to get inter-rater reliability
- Software used for analysis: CMA
- Random-effects model
- Moderators
 - Type of sample
 - Type of publication
 - Type of research design



Study 2: Newcomer learning: Antecedents and outcomes

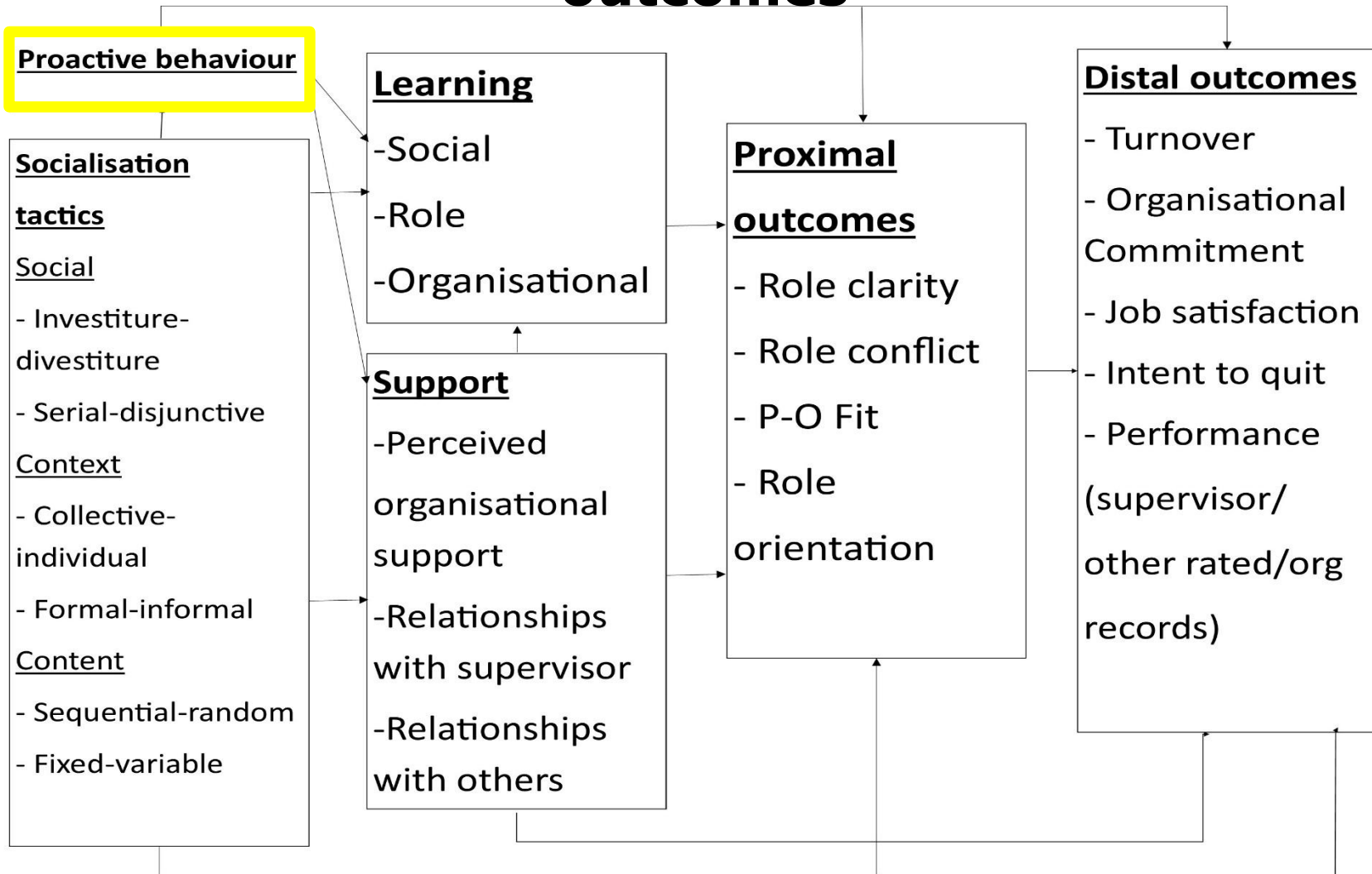


Results

- **Social** and **content** tactics have stronger relationships to learning, and proximal and distal outcomes, than context tactics



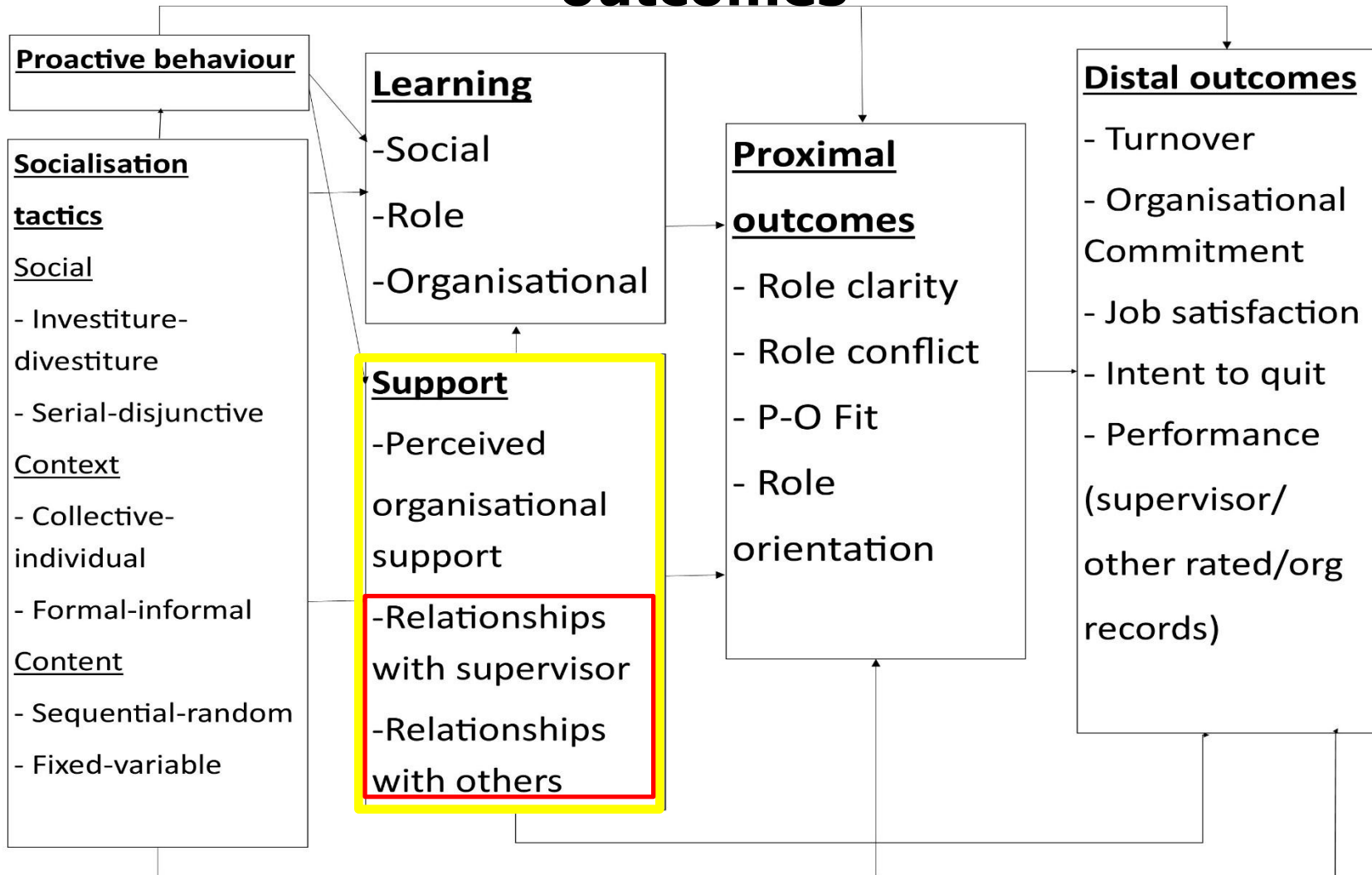
Study 2: Newcomer learning: Antecedents and outcomes



Proactive behaviours

- Mutual development proactive behaviours have stronger relationships than change self/ information seeking behaviours with:
 - Organisation and social learning
 - P-O fit and role clarity
 - Job satisfaction, organisational commitment, and intent to quit

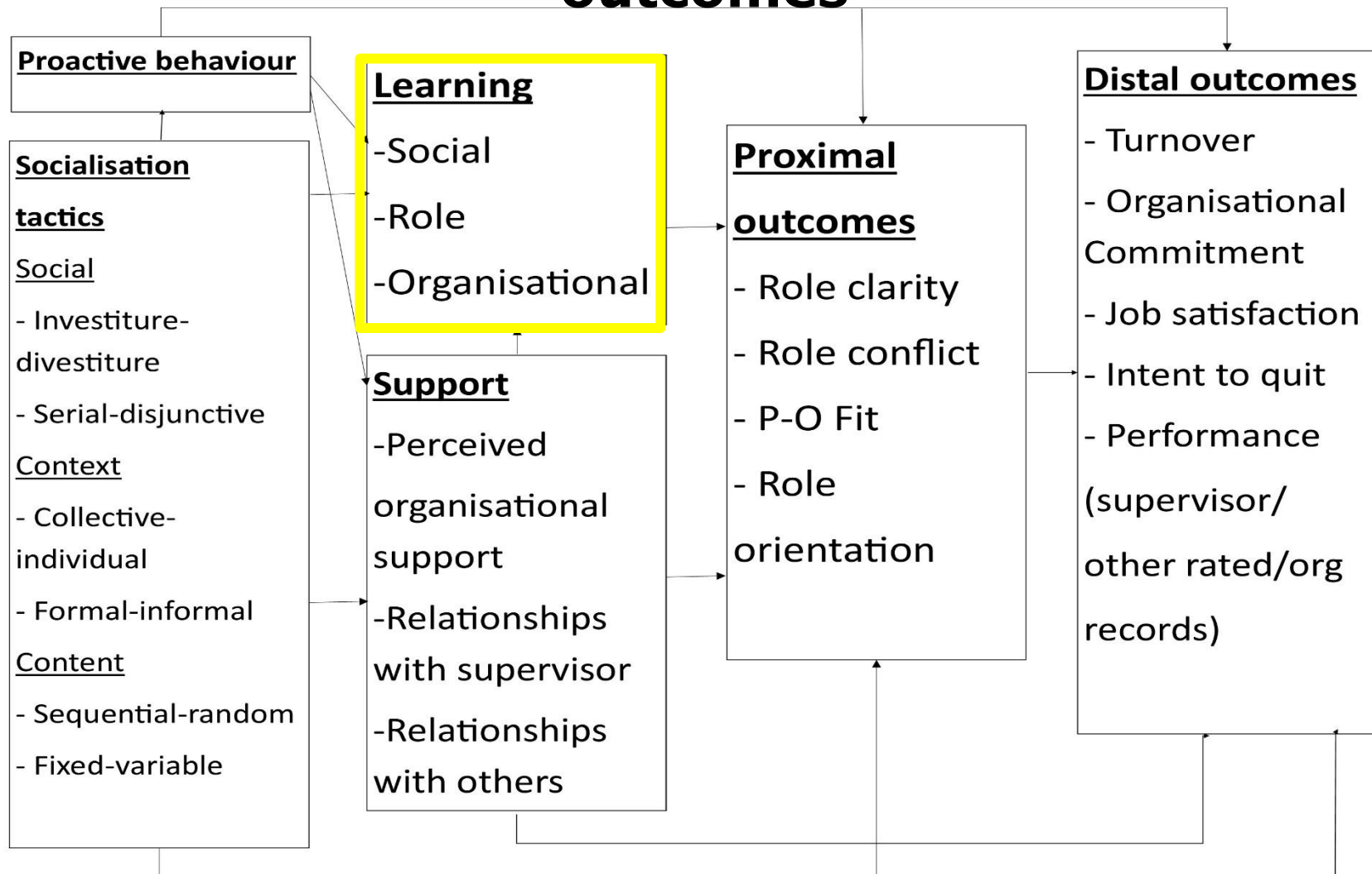
Study 2: Newcomer learning: Antecedents and outcomes



Support – Relationships in the workplace

- Relationships with leaders has strongest relationship with social learning
- Relationships with others has strongest relationship with role learning
- Relationships (both with leaders and co-workers) have stronger relationships with P-O fit, role clarity, and reduced role conflict than proactive behaviours
- Relationships (both with leaders and co-workers) have stronger relationships with job satisfaction, performance, and organisational commitment than all other variables in model

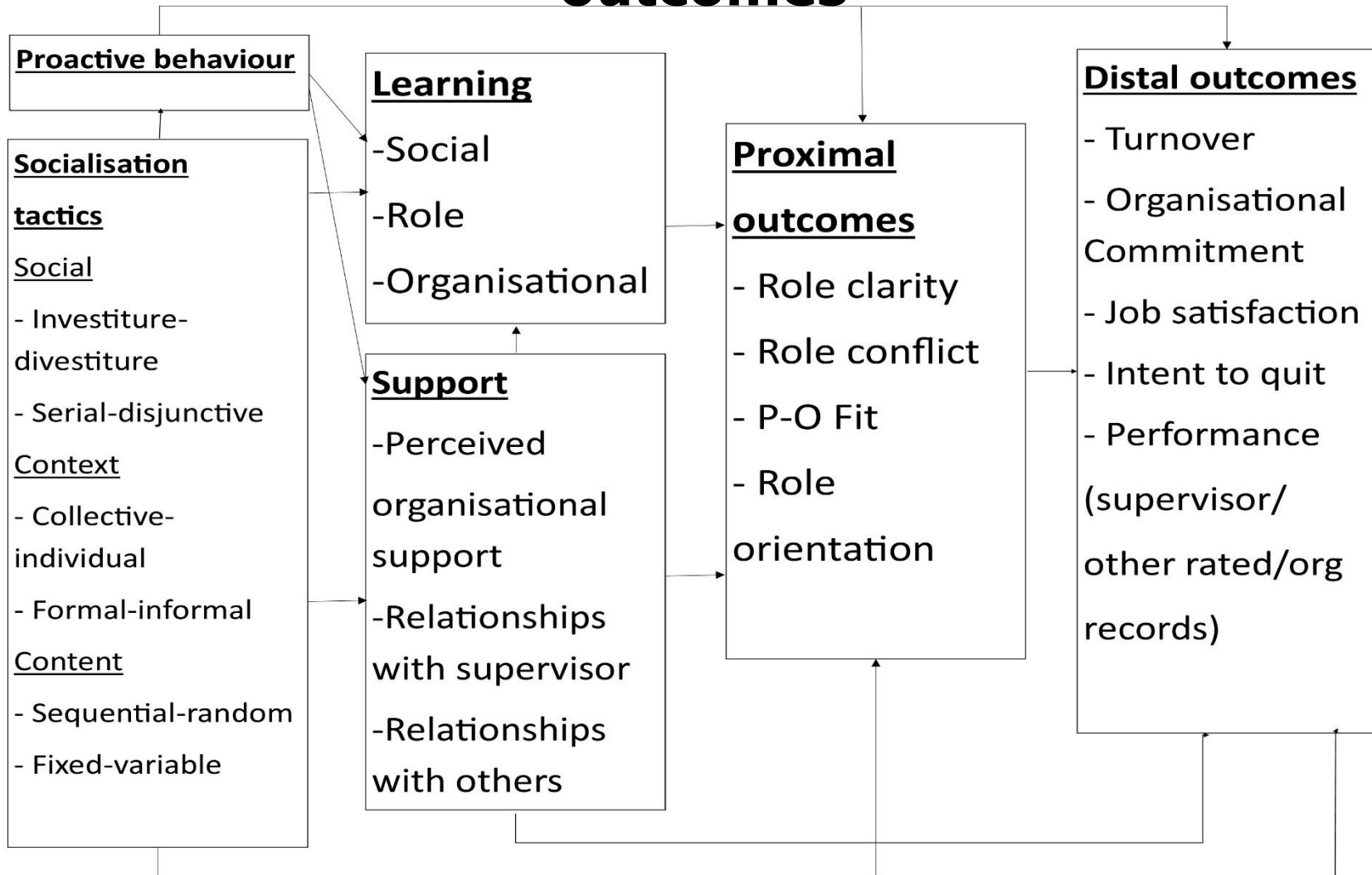
Study 2: Newcomer learning: Antecedents and outcomes



Learning outcomes

- Of the learning domains,
 - Organisational has strongest relationships with P-O fit, intent to quit, and organisational commitment
 - Role has strongest relationships with role clarity, role orientation, and performance
 - Social has strongest relationships with role conflict and job satisfaction

Study 2: Newcomer learning: Antecedents and outcomes



Take home message

- The **social** in **socialisation** is vital!
 - Central to positive socialisation outcomes
 - Organisations should facilitate newcomer access to insiders through buddying, mentoring, physical proximity
 - Not just for learning the tasks of the job – also to learn about how the organisation really works and the social world e.g. social functions, opportunities to network, interact with co-workers in a less formal setting



Study 3: Newcomer proactive behaviours

Proactive newcomer behaviours are future-focused, self-initiated, and achieve change towards better person-environment fit



Categorising newcomer proactive behaviours

Change role or environment	Mutual development	Change self
Change work procedures	Networking	Feedback seeking
Trial and error	General socialising	Monitoring

“Mutual development” behaviours likely to be most effective

- Helpful and available co-workers and supervisor associated with more positive newcomer adjustment (Louis et al., 1983; Nelson & Quick, 1991; Ostroff & Kozlowski, 1992)
- Organisation’s use of social tactics – investiture & serial – associated with more positive newcomer adjustment (Bauer et al., 2007; Saks et al., 2007)
- Importance of newcomer-insider social links (Jokisaari & Nurmi, 2009; Morrison, 2002) & social environment receptive to proactive behaviours (Cooper-Thomas et al., 2014; Saks et al, 2011)

Study 3 - Method

- Identifying studies
 - 1,056 studies were identified using various means
 - Of which 30 studies ($N = 4,681$) met inclusion criteria
- Random-effects model using Hedges and colleagues' method (Hedges & Olkin, 1985; Hedges & Vevea, 1998)
- Dependent variables: role clarity, job satisfaction, organizational commitment

Meta-Analytic Results - I

	\bar{r}	Lower CI \bar{r}	Upper CI \bar{r}	z-test	Q	τ^2	k	N
Direct Enquiry								
Role clarity	0.12	0.07	0.18	4.29* (72)	11.62	0.019	10	1681
Job satisfaction	0.13	0.08	0.18	4.82** (59)	8.37	0.003	9	1484
Org commitment	0.13	0.06	0.20	3.56** (38)	7.75	0.029	6	1229
Monitoring								
Role clarity	0.02	-0.05	0.09	0.63	4.38	0.000	7	838
Job satisfaction	0.04	-0.05	0.12	0.86	3.06	0.000	5	537
Org commitment	0.14	0.04	0.23	2.89** (5)	2.00	0.000	3	457
Feedback seeking								
Role clarity	0.25	0.15	0.34	5.02** (273)	26.55**	0.016	10	1262
Job satisfaction	0.21	0.09	0.32	3.44** (216)	41.43**	0.029	8	928
Org commitment	0.31	0.24	0.37	8.28** (98)	2.02	0.000	4	701

Meta-Analytic Results - II

	r	Lower CI r	Upper CI r	z-test	Q	τ^2	k	N
General Socialising								
Role clarity	0.23	0.15	0.32	5.13** (104)	5.16	0.006	6	907
Job satisfaction	0.22	0.12	0.31	4.40** (105)	13.17*	0.010	7	919
Org commitment	0.29	0.18	0.38	5.11** (80)	6.41	0.007	4	701
Networking								
Role clarity	0.19	0.07	0.30	3.19** (37)	8.66	0.009	5	676
Job satisfaction	0.16	0.07	0.25	3.43** (44)	9.86	0.006	7	799
Org commitment	0.19	0.08	0.30	3.36** (15)	2.77	0.003	3	443
Boss relationship building								
Role clarity	0.35	0.24	0.45	6.05** (163)	9.90*	0.106	5	726
Job satisfaction	0.32	0.22	0.43	5.63** (110)	7.78	0.009	5	596
Org commitment	0.35	0.29	0.42	9.69** (136)	2.81	0.000	4	701

Study 3 - Discussion

- Relatively easy proactive behaviours such as monitoring appear to have lower benefits
- More pro**active** behaviours – mutual development category - appear more effective
 - Support ongoing relationships for adjustment
 - Allow for indirect learning & adjustment via colleagues

Study 4: Resettled Refugees' Adjustment to Work in New Zealand



Image: UNHCR

Global Refugee Crisis

- 21.3 million refugees in 2015
- Third country resettlement as a durable solution
- Over 100,000 refugees resettled annually
- Employment considered most important factor for successful resettlement



Background Research

- Resettled refugees highly motivated to find employment
- Unemployment has wide-ranging negative impacts. For example:
 - Lowered self esteem
 - Difficulty accessing goods and services such as education and healthcare
- Greater difficulty entering labour market than other migrant groups. Barriers include:
 - Limited host language proficiency
 - Difficulty gaining recognition for overseas qualifications and experience

Rationale

- I/O psych criticised for inadequate representation of diverse groups (Bergman & Jean, 2016)
- Limited research on refugee-background newcomers' adjustment to work
- Limited research on managers' perspectives of hiring and/or managing resettled refugees



Aims

1. To understand resettled refugees' experiences of unemployment and underemployment and the impacts of these on their wellbeing
2. To understand how resettled refugees adjust to a new job role, work group and culture once they gain employment
3. To explore New Zealand managers' perspectives and experiences of hiring and managing employees from a refugee-background
4. To develop a theoretical framework of refugee adjustment to work



Method

- Recruitment
 - NZ Managers: Advertisements
 - Refugee-background: Third party
- Interviews
 - 15 – 20 resettled refugees
 - 10 – 15 New Zealand managers
- Surveys
 - 100 – 150 resettled refugees
 - 100 – 150 New Zealand managers



Topics covered in Interviews and Surveys

Refugee-background Participants:

- Educational and occupational history
- Experiences of unemployment and underemployment – including impacts on wellbeing
- Proactive behaviours used to gain, adjust to, and retain work
- Factors facilitating their work adjustment
- Factors contributing to engagement in meaningful work



Topics covered in Interviews and Surveys

New Zealand Managers:

- Experience hiring and managing refugee-background employees
- Perceived barriers to hiring resettled refugees
- Perceived benefits of employing resettled refugees
- Organisational strategies that facilitate resettled refugees' work adjustment
- Strategies employers *could* use to improve resettled refugees' outcomes at work



Practical Implications

- Identify specific factors that facilitate resettled refugees' access to employment in New Zealand
- Identify specific factors that resettled refugees and managers perceive to be facilitating their adjustment to a new workplace
- Improve resettled refugees' opportunity to use their knowledge, skills and abilities fully at work
- Internationally relevant as explores ways to improve employment outcomes for the increasing number of refugees resettling in third countries

Overall practical implications

- Study 1: useful psychometrically sound measure of newcomer learning; utility of measuring newcomer adjustment in a less threatening way; benchmarking
- Study 2: “social” learning key; support through newcomer & organisational advice
- Study 3: mutual development proactive behaviours are especially important to newcomer adjustment; should be put in place by organisations, facilitated by colleagues, & pursued by newcomers
- Study 4: focus on resettled refugee and manager perspectives to gain a better understanding of how to improve resettled refugees’ access and adjustment to work in New Zealand