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THE EFFECTS OF UNDERMINING ON NEWCOMER SOCIALIZATION

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF PSYCHOLOGY

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To my dearest wife Jenifer, I want to say thank you from the bottom of my heart. This was a journey I never thought possible. And it would have been exactly that if I did not have you by my side. You were there from the absolute beginning and never wavered in your support. Through two beautiful kids and moves across the country you have always found a way to keep our family afloat and keep me focused. I will forever be in your debt and will work forever to make you proud.

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Abstract

Although much is known about the nature of supportive behaviors during organizational socialization, less is known about the effects of undermining during this process. This study examines the effects of undermining from peers and supervisors on organizational newcomers during the early stages of socialization. It examines these effects on select outcome variables (organizational commitment, withdrawal behaviors, coworker satisfaction, burnout, and thriving) via a two-stage mediation process model that includes proactive socialization, newcomer adaptation, role clarity, and social acceptance as mediating variables. The effects were examined using structural equation modeling, and the results indicate that undermining in general does have deleterious effects on the outcomes via the mediational processes, but that the relationships are complex. Implications for the findings and future directions are also highlighted.

Introduction

It would be a fair statement that most people have experience being an organizational newcomer, even if just once. Additionally, those people who have held at least one job, can recall quite vividly the experience of being new to an organization; at once the excitement and anxiety of a new beginning, learning new things, making new friends, making a difference. Those first few days, weeks, and months played an important role in our lives; it set the expectation of what we are going to experience for the rest of our lives. Some newcomers enjoyed the experience partly perhaps, because they enjoyed the work, they enjoyed their team mates, had support from their supervisor, and felt that they were a contributing member of the team. Unfortunately, this experience does not hold for everyone. For those unfortunate souls, that first experience was dreadful. Reasons for this outcome would likely include not enjoying the social support and acceptance from their peers and supervisors like the former group did, feeling that they do not belong, that they do not understand their roles to the extent they would like or need, all of which makes for a miserable experience. This experience is undoubtedly one the newcomer would be trying to get out of.

Unfortunately, being an organizational newcomer is something that more and more people are experiencing as an ever-expanding population join the work force and people change jobs more frequently than ever before. Additionally, becoming organizational newcomers a few times over during the span of a career is an event that is becoming more frequent for the current workforce and will most likely continue to increase as the workforce and the employment relationship changes. According to the Bureau of Labor Statistics (2012), the average number of jobs someone will hold in the first 25 years of their working lives is 11. That means people switch jobs and become

newcomers all over again about every 2 years! Thus it is important to understand what factors influence the transition from organizational outsider to productive and well-adjusted insider, also known as, organizational socialization. This is important to understand not only for the newcomer, but also for the organization, since organizations are spending increasing amounts of resources in staffing functions to recruit, select, train, and retain quality individuals and can ill-afford to be doing things to alienate their newcomers.

Organizational Socialization

Many different conceptualizations of organizational socialization exist in the literature. Van Maanen & Schein (1979) defined socialization as the process by which an organizational newcomer acquires the knowledge and skills needed to assume an organizational role. Others have expanded this to the process through which the knowledge, skills, attitudes, and behaviors required to adapt to a new work role is acquired by the newcomer (Ashford & Nurmohamed, 2012; Wanberg, 2012). Whichever definition is chosen, they all share certain commonalities. These include that the newcomer must adapt to a new situation, and that they must acquire the knowledge and skills, as well as the normative attitudes and behaviors of their new environment if they are to be socialized effectively and transformed from newcomer or outsider to productive insider. However, over the last 20 years, a related concept began surfacing in the literature and was and still is widely adopted by organizations that is used synonymously and interchangeably with socialization – onboarding. These, however, are not the same constructs (Derven, 2008; Wanberg, 2012).

Onboarding is the set of procedures and activities that the organization use to socialize its newcomers, couched in the seminal work on organizational socialization tactics of Van Maanen and Schein (1979) (Klein & Polin, 2012; Bauer, 2010; Wanberg, 2012). Thus, onboarding is directed from the organization towards the newcomer. Socialization, however, can be from either direction (from the organization to the newcomer and vice versa) (Ashforth, Sluss, & Harrison, 2007; Ashforth, Sluss, & Saks, 2007; Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Kammeyer-Mueller & Wanberg, 2003; Van Maanen & Schein, 1979), while onboarding is an exclusive organizational function (Chao, 2013; Wanberg, 2012). Socialization is also an ongoing process (Ashford & Nurmohamed, 2012; Harvey, Wheeler, Halbesleben, & Buckley, 2010; Van Maanen & Schein, 1979) and not limited to a predetermined set of organizational actions and procedures, which constitutes onboarding (Bauer, 2010). Onboarding reaches its end when the newcomer has completed the activities and procedures, which could be as early as the first week after organizational entry and seldom last more than three to six months, while socialization occurs throughout the newcomer's tenure with the organization (Ashford & Nurmohamed, 2012; Wanberg, 2012).

Uncertainty reduction theory. Generally speaking, there is large-scale agreement in the socialization literature about a major theory involved with, and a major purpose of socialization: uncertainty reduction theory (URT; Bauer et al., 2007; Lester, 1987; Morrison, 1993; Saks, Uggerslev, & Fassina, 2007). Newcomers face many instances of uncertainty upon entry to the organization: uncertainty about their roles and responsibilities, uncertainty about their abilities in doing their jobs, and uncertainty

about whether or not they will fit in. All these lead to a highly stressful environment for the newcomer and increases their motivation to reduce it (Ashford & Black, 1996; Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994; Kammeyer-Mueller & Wanberg, 2003). The socialization process is aimed at reducing this uncertainty by increasing the newcomer's role clarity, self-efficacy, and social acceptance.

Meta-analytic evidence indicates that the tactics the organization uses, as well as the efforts on the part of the newcomer, are related to increases in these three elements (role clarity, self-efficacy, social acceptance) for the newcomer, which in turn is related to higher job satisfaction, organizational commitment, and intentions to remain a member of the organization (Bauer et al., 2007; Saks et al., 2007; Wanberg, 2012). Evidence also exist that indicate that positive experiences early in the tenure of the newcomer have long lasting effects (Ashforth et al., 2007). So it is clear that pro-social behaviors targeted toward the newcomer are highly functional in ameliorating the newcomer's uncertainty. But what about negative experiences? Do they have the same enduring effects? Are the effects of negative behaviors as strong as those of positive ones? Do they have the same enduring effects? It probably depends on the resources available to the newcomer to offset the negative behaviors of the organizational insiders.

Socialization resources theory. Socialization Resources Theory (SRT, Saks & Gruman, 2012) focuses on the resources newcomers need and the organization can provide, to facilitate the successful socialization of the newcomer (Saks & Gruman, 2012). SRT is based on both the socialization research and practitioner literatures and is intended to further reduce the newcomer's uncertainty by providing resources to this

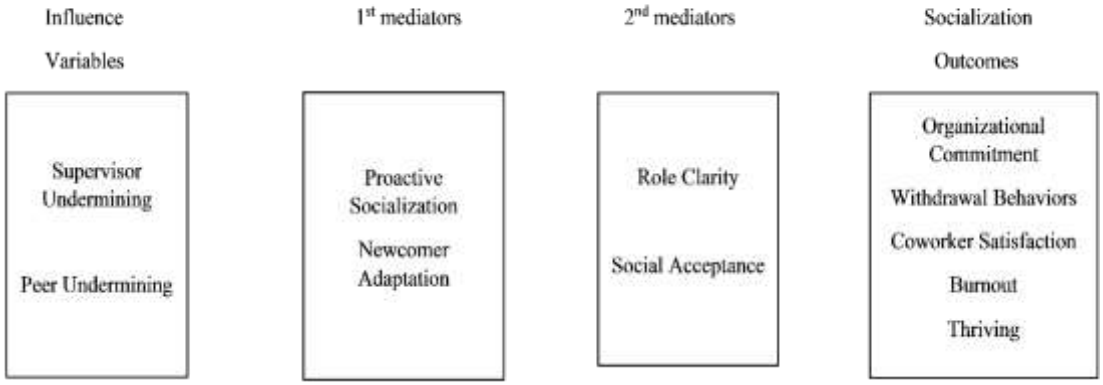
end. The conceptual basis for SRT is the Job Demands-Resources Model (JD-R, Bakker & Demerouti, 2007). That is, the work environment can be divided into job demands, and the resources needed/available to satisfy those demands.

Job demands are those physical, psychological, or social features of a job that require effort and persistence from the incumbent in order to be successful. The influences of these job demands are stronger on the newcomer than on the seasoned insider because the insider already has established personal and social resources that the newcomer might still be lacking. Job resources are those functional facets of a job that help achieve the work goals and thus satisfy the demands and attenuate the stresses associated with the demands for the newcomer. When the resources available to the newcomer are reduced either through a reduction in support or increase in negative behaviors that impede access to the resources, the demands of the job are increased which leads to reductions in distal outcomes such as commitment, integration, and thriving, and increases in outcomes such as burnout and turnover intentions (Bakker & Demerouti, 2007; Saks & Gruman, 2012).

Therefore, this dissertation uses uncertainty reduction theory, along with socialization resources theory and the job demands-resource model as foundation to examine the effects of negative organizational insider behaviors on the adjustment and ultimate socialization of newcomers. These theories help us understand what leads to effective socialization, and therefore, the purpose of this dissertation is to examine a two-stage mediation process model of newcomer adjustment during the socialization process and the potential negative influences of the variables on individual and organizational outcomes (See Model 1). Generally, I will examine how certain

organizational socialization agents impact newcomer adjustment and socialization via multiple mediating variables. These mediating variables include newcomer proactive socialization, newcomer adaptation behaviors, subsequent newcomer job role clarity, and social acceptance of the newcomer by their immediate work groups. The influence of these variables will be examined via their impact on select distal outcomes (See Figure 1).

Figure 1.
Hypothesized research model



Influence Variables

Specifically, I will examine the negative influences the newcomer's peers and supervisors can have on their adjustment by examining perceived undermining from the newcomer's perspective. Peers and supervisors are important facilitators of newcomer adjustment (Bauer, Morrison, & Callister, 1998) since they are the people that will have the most direct contact with, and thus the most direct influence on, the newcomer for better or worse. They are also quite often the resource most available to newcomers, as well as the resource found to be the most useful by newcomers during the socialization process (Louis, Posner, & Powell, 1983; Lundberg & Young, 1997; Nelson, Quick, and

Eakin, 1988). The social aspect of an organization's socialization tactics have been shown to be the strongest predictor of both proximal and distal socialization outcomes for the newcomer (Bauer et al., 2007; Jones, 1986; Saks et al., 2007; Van Maanen & Schein, 1979).

Much, if not most, of the socialization process occurs through interactions between organizational insiders and the newcomer (Lundberg & Young, 1997), leaving ample opportunity for these interactions to play a significant role on the newcomer's adjustment and ultimate socialization (Ashford & Nurmohamed, 2012; Reichers, 1987). By examining coworkers and supervisors in a local context, we can learn more about what the socializers in the immediate context of the newcomer are doing to facilitate, or perhaps stifle, socialization (Ashford & Nurmohamed, 2012). This is because supervisors provide more role information which leads to role clarity (Morrison, 1993) and peers provide group information that leads to social acceptance, along with technical information related to the newcomer's job that aides in role clarity (Chan & Schmitt, 2000; Ostroff & Kozlowski, 1992). These are both critical components in the socialization process. Therefore, I will look at how perceived instances of undermining from these sources affect the newcomer's adjustment.

To understand the potential impact of undermining, we first have to look at the antithesis of undermining behaviors i.e., supportive behaviors and consider its influence on socialization outcomes. Supportive behaviors have been conceptualized as providing information, listening to the newcomer when they have concerns, helping with newcomer task role functions, and providing emotional and coping resources (Fisher, 1985; Vinokur, Price, & Caplan, 1996). Supportive behaviors from these socialization

agents have long been considered a critical component in the socialization of newcomers (Bauer et al., 2007; Fisher, 1985; Lundberg & Young, 1997) and have been found to relate positively to several distal socialization outcomes such as job satisfaction, organizational commitment, and social integration (Bauer et al., 2007; Saks et al., 2007), and relate negatively with turnover, withdrawal, and burnout (Bauer et al., 2007; Saks et al., 2007). Therefore, newcomers who experience social support are clearly off to a good start. However, not all newcomer experiences are in resource- and support-rich environments. As eluded to before, many newcomers have terrible experiences during socialization. The question is, then, how does undermining influence newcomer adjustment and the outcomes of socialization?

Firstly, it is important to understand that undermining is not equivalent to a lack of support. Socialization agents can exhibit lack of support without being undermining, and vice versa. For example, an insider could simply not provide encouragement and not be undermining the newcomer. However, an insider would be undermining the newcomer if they willfully provided inaccurate information to the newcomer in an attempt to influence them negatively. Understanding what the newcomer is facing and experiencing during the first few months in their new role can help elucidate their needs and what the organization can do to satisfy these needs in attempts to aid the socialization process (Miller & Jablin, 1991; Saks & Gruman, 2012). This should help paint the picture of what role undermining could play in the socialization process. Newcomers experience uncertainty at various levels upon organizational entry and thus need information from many sources (e.g., organization manuals, peers, and supervisors) to attenuate the uncertainty. They need information about their actual job

roles and responsibilities, as well as information about their environment in terms of rules, norms, politics, and other valuable contextual information. Receiving the information helps increase role clarity and self-efficacy, while generally integrating the newcomer socially (Lundberg & Young, 1997).

However, undermining from peers and/or supervisors will negatively impact the newcomer in this anxiety reducing process, and could counter the socialization efforts by the organization. Thus we should understand what these influences are along with their potential effects. Potentially, undermining would lead to reduced information and feedback seeking for the newcomer from those workgroup agents leading to non-attenuated anxiety and role ambiguity (Saks & Gruman, 2012), as well as non-increases in self-efficacy and social acceptance, all of which lead to reduced employee job satisfaction leading to reduced performance (Judge, Thoresen, Bono, & Patton, 2001). Undermining from peers would also serve to increase conflict among peers leading to further reductions in performance (Kozlowski & Bell, 2013; Larson, 2010) for both the work unit and the individual team members. These behaviors could also lead to increases in withdrawal behaviors (physical and psychological) and deviance behaviors. Examples of undermining behaviors include peers who criticize the newcomer; who act in an unpleasant or angry manner toward the newcomer; and who engage in insulting, rude, and inconsiderate actions aimed toward the newcomer (Bies, 2000; Vinokur, Price, & Caplan, 1996).

Outcomes

Successful socialization has been conceptualized via both proximal and distal outcomes (Bauer & Green, 1998; Bauer et al., 2007; Kammeyer-Mueller & Wanberg,

2003), and it is anticipated that these undermining behaviors will have negative influences on the mediational variables and distal organizational outcomes mentioned previously (Ashforth, 1994; Tepper, 2000). Undermining will lead to lowered work satisfaction which would be the precipitant of increased adaptation behaviors (Diestel, Wegge, & Schmidt, 2014; Hom & Kinicki, 2001). Undermining should also be responsible for reduced proactive socialization behaviors from the newcomer (Kowtha, 2009). A reduction in proactive socialization behaviors and increase in adaptation behaviors would both lead to reduced role clarity and social acceptance for the newcomer (Bauer et al., 2007; Saks, Gruman, & Cooper-Thomas, 2011). Reductions in role clarity and social acceptance will each have deleterious effects on the distal outcomes of organizational commitment, withdrawal behaviors, coworker satisfaction, burnout, and thriving Bauer et al., 2007; Saks et al., 2007). I describe these distal outcomes further below.

The distal outcomes refer to the more traditional indicators of successful socialization (Bauer et al., 2007). Organizational Commitment (Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993) can be defined as an employee's identification with the organization, their intention to put forth effort to accomplish the organization's goals (Mowday, Steers, & Porter, 1979), and as an employee's intention to remain with the organization (Meyer et al., 1993). Organizations not only care about whether their newcomers are acquiring the requisite knowledge and skills to perform their jobs. They also care about whether these newcomers are internalizing the organization's goals and values and becoming more committed to the organization and thus less inclined to withdraw or exit (Ashford & Nurmohamed, 2012), thus justifying the organizational

resource allocation to the newcomer. Organizational commitment has been linked with reduced turnover, increased performance, and increased organizational citizenship behaviors (Bauer et. al., 2007; Jaramillo, Mulki, & Marshall, 2005; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). It is expected that increases in undermining will lead to reduced organizational commitment for the newcomer via the mediating variables.

Withdrawal behaviors are those behaviors intended to create physical or psychological distance between the employee and their work role stressors (Hanisch & Hulin, 1990; Rosse, 1988). These behaviors could include daydreaming or socializing while at work, or being tardy or even completely missing work (Rosse, 1983). Since it is important to decrease these behaviors because they can lead to reduced performance, increased work group discord, and ultimately increases in turnover (Hanisch & Hulin, 1990), we should understand the relationship between undermining and withdrawal behaviors. It is expected that withdrawal behaviors should increase on account of undermining of any kind, provided mobility is adequate.

Coworker satisfaction is positively related to social acceptance which is positively related to newcomer socialization outcomes (Bauer et al., 2007; Saks et al., 2007). When employees are dissatisfied with their co-workers on account of perceived undermining, they are more likely to seek employment elsewhere (Hanisch & Hulin, 1991). Coworker satisfaction could be reduced if a peer is the underminer, but could be enhanced if the supervisor is underminer.

Burnout is a state of emotional, mental, and physical exhaustion that is the outcome of a process wherein previously motivated employees lose their passion and

enthusiasm for their job, organization, and even their occupation (Maslach, 1982; Pines & Aronson, 1988). Emotional and mental exhaustion has been found to be the strongest components of burnout (Burke & Richardsen, 1993). It is expected that burnout will increase for newcomers who experience undermining because they will spend a lot of their time and resources trying to cope with the uncertainty, dissatisfaction, and anxiety of their new environment on account of reduced role clarity and social acceptance that would result from undermining, instead of being able to learn and contribute meaningfully to the organization.

Thriving at work is a state in which employees experience both a sense of learning and vitality (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant; 2005). Learning refers to the sense that newcomers are able to reduce role ambiguity and increase their understanding of role, job, and organizational norms and values by acquiring and applying knowledge and skills (Dweck, 1986; Elliot & Dweck, 1988; Spreitzer et al., 2005). Vitality is the positive feeling of having energy available to accomplish tasks (Nix, Ryan, Manly, & Deci, 1999). It is expected that thriving will be reduced on account of reduced role clarity, which in turn is reduced because of reduced proactive socialization behaviors and increased adaptation behaviors, both of which are influenced by undermining (the learning component of thriving). Additionally, thriving will be reduced via reductions in vitality on account of reduced satisfaction with the work environment (Spreitzer et al., 2005). This is because of reduced social acceptance, which is reduced via decreased proactive socialization and increased adaptation behaviors.

Mediating Variables

The proximal outcomes, or indicators of newcomer adjustment, include role clarity, self-efficacy, and social acceptance, which mediate the relationship between the antecedents of adjustment (Saks & Gruman, 2012) and the distal outcomes (Bauer et al., 2007; Saks et al., 2007). These proximal outcomes can be viewed as direct indicators of the quality of newcomer adjustment (Ashford & Nurmohamed, 2012; Kammeyer-Mueller & Wanberg, 2003). In this dissertation, I will focus on the influences on and from role clarity and social acceptance to the exclusion of self-efficacy, because information-seeking behaviors have been shown meta-analytically to relate to role clarity and social acceptance, but not to self-efficacy (Bauer et al., 2007). Additionally, in the current study, with a young and inexperienced sample, I chose these two variables because I believe that they will play larger roles in the newcomer's overall socialization than would self-efficacy, because not all newcomers face the same level of uncertainty upon organizational entry. Those who are first time employees would arguably face more uncertainty about work than would someone who is transitioning from one role to another (Bauer et al., 2007). Therefore, role clarity will have a direct influence on the newcomer's understanding of their job and hence with the selected outcomes, while social acceptance not only is a vital part of this sample's collective identity, it is also regarded as the most influential and important of the three proximal outcomes (Bauer et al., 2007; Saks et al., 2007). The influence of role clarity and social acceptance on socialization outcomes have been examined at length in previous research (Bauer et al., 2007; Saks et al., 2007), thus they will have a secondary focus in this study.

Role clarity. Role clarity is defined as a newcomer's knowledge and understanding about the processes and goals related to their job role (Sawyer, 1992). It pertains to the newcomer's familiarity with how the job is done and to what end, which includes their task proficiency and understanding of interdependencies between their role and those of others. Increased role clarity should lead to increased organizational commitment, coworker satisfaction, and thriving, and reduced withdrawal behaviors and burnout (Bauer et al., 2007). It is expected that undermining may have negative effects on the newcomer's role clarity in that the required process and goal understanding may be hindered because the sources that aid in establishing clarity will not be available for the newcomer. This will mainly be on account of changes in information-seeking behaviors via proactive socialization and adaptation, discussed later. Thus any change in a newcomer's role clarity acquisition, should have significant detrimental effects on the distal outcomes.

Social acceptance. Social acceptance is conceptualized as the degree to which the newcomer feel like they are socially included, respected, and accepted as part of the workgroup (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994). Social acceptance has been shown meta-analytically to be the most important of the proximal outcomes for newcomer adjustment because it encompasses resources that bolster the newcomer's role clarity and self-efficacy, which together with social acceptance, leads to positive newcomer adjustment (Bauer et al., 2007). As part of the newcomer's efforts to reduce their uncertainty, they gather referent information about what is needed to function on the job, but they also collect relational information from insiders (Bauer et al., 2007; Miller & Jablin, 1991). This relational information refers to the perceived quality of the

relationships between the newcomer and the insiders. Therefore, anything that may reduce the quality of these relationships will be deleterious to the newcomer's adjustments and overall socialization. It is expected that social acceptance will be negatively influenced by undermining, because the newcomer behaviors that would encourage social acceptance will be negatively impacted via reduced proactive socialization and increased adaptation behaviors.

Additionally, two variables are hypothesized to mediate the relationship between the influence variables and the proximal outcome variables and will also be examined. Specifically, proactive socialization and newcomer adaptation will be examined.

Proactive socialization. A large body of research has established the value of proactive behavior during socialization (Bauer et al., 2007; Saks et al., 2007; Saks & Gruman, 2012). Proactive behavior is defined as being future-oriented, self-initiated by the newcomer, and aimed at creating change in either the newcomer's work environment, or in the newcomer themselves (Parker & Collins, 2010). That is, they either try to do things to alter their environment (e.g., trying to negotiate role requirements), or they do things to alter their own state (e.g., they try to reduce their own uncertainty). For this study, I am not as interested in the former category, since I wanted to better understand the latter category. The selection of my sample also was driven to this end. Therefore, the newcomer proactive behaviors of interest include monitoring others, direct and indirect inquiry of supervisors and peers as well as third parties (or those not in the newcomer's immediate work group), establishing relationships with peers and supervisors, and feedback and information seeking from peers and supervisors (Cooper-Thomas, Anderson, & Cash, 2011; Cooper-Thomas &

Burke, 2012). These behaviors have been found to relate positively with the proximal outcomes and have been linked with increased learning, role clarity, self-efficacy, social acceptance, and increase job satisfaction (Bauer et al., 2007; Saks et al., 2007), although mixed findings have been reported (Saks et al., 2011). They have also been linked with positive distal outcomes such as increased commitment, performance, social integration, and reduced burnout, turnover, and withdrawal behaviors (Ashforth et al., 2007; Bauer et al., 2007; Kammeyer-Mueller & Wanberg, 2003).

Evidence has also been found that proactive behaviors mediate the relationship between organizational socialization tactics (an antecedent) and socialization outcomes (Gruman, Saks, & Zweig, 2006). I expect the same relationship between undermining (an antecedent), proactive behaviors, and the proximal socialization outcomes since results have been found that support the independent effects of information-seeking behavior on the proximal outcomes of role clarity and social acceptance (Bauer et al., 2007). Generally, research in this domain has looked at which behaviors from the organization (e.g., organizational socialization tactics) leads to and/or increases newcomer proactive socialization behaviors, which factors stemming from insiders (e.g., support behaviors) lead to these behaviors, and which newcomer characteristics (e.g., proactive personality) lead to these behaviors (Cooper-Thomas & Burke, 2012). For this dissertation, the factors stemming from the insiders (i.e., undermining behaviors) are of specific interest. Behaviors such as treating the newcomer with disrespect or making them feel unwelcomed from peers and supervisors will be examined to better understand their influence on the socialization process for the newcomer.

Unfortunately, research is unclear about the effect that undermining might have on newcomer proactive socialization behavior leading to some interesting questions. Firstly, does undermining in general increase or decrease newcomer proactive behaviors? Second, is there a difference between perceived undermining from peers versus supervisors? Considering the former, undermining could decrease proactive behavior since the newcomer may feel more dissatisfied and less committed and thus less likely to engage in proactive behaviors leading to reduced role clarity and reduced social acceptance. However, it could also increase proactive socialization behaviors since it could force the newcomer to seek out other sources for resources. Regarding the latter, if the supervisor is the underminer, then maybe the newcomer increases their interactions with peers potentially leading to increased role clarity through increased feedback-seeking, and increased social acceptance through increased relationship building. If a peer is the underminer, however, then perhaps the newcomer increases their interactions with the supervisor beyond what they would have done under non-undermining situations, leading to increased role clarity through increased feedback-seeking. Thus, examining the influence that undermining from peers and supervisors might have on newcomer proactive socialization behaviors are important, since a decrease in these behaviors should lead to less favorable proximal and distal outcomes.

Newcomer adaptation. Adaptation refers to the behavioral change tendencies of organisms in response to stimuli in their environments (Rosse & Hulin 1985; Roznowski & Hanisch, 1990; Roznowski & Hulin, 1992). This same construct can be applied to organizations in that it can be argued that when employees experience work stressors that are discordant with their perceptions as normal, that these employees may

exhibit specific behaviors in response to these influences in order to increase positive work outcomes or reduce the stressor and the subsequent dissatisfaction (Hulin, 1991). That is, they do not just react with the same behavior to different stimuli, but rather, they target their responses to the specific sources of their dissatisfaction (Hulin, 1991). For example, different sources of work dissatisfaction will elicit different responses from the employee to attenuate the dissatisfaction (Rosse & Miller, 1984; Roznowski & Hulin, 1992). For instance, when an employee is experiencing interpersonal conflict with a coworker, it can be assumed the employee may avoid the conflict by asking for reassignment to a different task or by trying to resolve the conflict, or even to do subpar work in order to assure no future opportunity for working with the source of conflict. It is not assumed that the employee will react by just leaving the organization. These responses would also not be appropriate when the source of dissatisfaction is pay, for instance. Thus, the chosen responses are directed towards the source of dissatisfaction.

It is important to point out that there is general agreement that these adaptation behaviors are more accurately described as part of behavioral families than behaviors enacted in isolation (Hanisch & Hulin, 1990, 1991; cf. Blau, 1998). These adaptive behaviors can be classified as either job withdrawal or work withdrawal (Hanisch & Hulin, 1990). Job withdrawal are the behaviors aimed at removing or distancing the employee from the job and the organization permanently. These behaviors include quitting or retiring. Work withdrawal are those behaviors aimed at restoring satisfaction by enacting specific behaviors aimed at specific targets (i.e., the sources of the dissatisfaction). The most likely responses for the employee in attempts to reestablish role satisfaction in this family would be to alter the employee's work outcomes, work

inputs, and role inclusion when dissatisfaction is perceived (Hulin, Roznowski, and Hachiya, 1985). That is, employees may attempt to increase their work outcomes by stealing company property, or using work time for personal tasks. They may also attempt to reduce their work inputs like missing meetings or taking extended break times. This aides in their physical and psychological withdrawal. Employees may also attempt to reduce their work role inclusion by being tardy or absent from the job, thus increasing their physical withdrawal and avoidance.

In this dissertation, I will mainly focus on those behaviors classified in the work withdrawal category. Adaptation can be conceptualized as avoidance and deviance behaviors where avoidance behaviors are those that reduce the employee's participation in their work role (Hulin, 1991; Katz & Kahn, 1978), and thus increasing the psychological and physical distance between them and the dissatisfaction, leading to a reduction in the dissatisfaction. These include being absent from work, being late to work, or leaving early from work (Roznowski & Hanisch, 1990). Deviance behaviors are those behaviors that increase the employee's work outcomes or decrease their work inputs (Hulin, Roznowski, & Hachiya, 1985). These include stealing, taking extra-long breaks, and spending time talking to coworkers about non-work related issues. It is expected that undermining will have significant influence on adaptation behaviors and subsequent proximal and distal outcomes. I believe that increased undermining will lead to an increase in newcomer adaptation in attempts to reduce the dissatisfaction perceived by the newcomer, which will in turn lead to differential relationships with the outcomes of interest.

It is posited that increased adaptation will have detrimental effects on both newcomer role clarity and social acceptance. Increased adaptation behaviors such as being absent from work or missing important meetings will lead to reductions in role clarity because the newcomer will not be there to gather useful and perhaps critical information in order to facilitate this process. Additionally, these adaptation behaviors will lead to lowered social acceptance by the newcomer's work group on account of reduced relationship building efforts, and reduced trust engendered by a sub-performing and always distanced newcomer. Therefore, increased adaptation may play a significant role in the overall socialization process of the newcomer.

A note of caution when examining adaptation behaviors. When investigating a construct such as adaptation, it is important to look at the different types of behaviors at a higher level of abstraction. That is, these behaviors should be examined as a composite of the different withdrawal behaviors instead of the behaviors in isolation because not only does it provide a more accurate representation of the actual correlations of the set of behaviors on account of the covariances among the behaviors (Hanisch & Hulin, 1990), but more importantly, examining these behaviors in isolation provides little empirical evidence on account of low base rates for the behaviors in question, leading to biased estimates of the relationships among variables (Hulin, 1991; Rosse & Hulin, 1985; Roznowski & Hanisch, 1990). Thus examining these employee adaptation responses to supervisor and peer undermining as a set can provide useful information in predicting the effects of these environmental events on employee behavior (Hanisch & Hulin, 1991; Rosse & Hulin, 1985; Rosse & Miller, 1984).

Considering the discussed influence, mediating, and outcome variables, the following hypotheses are posited:

> Hypothesis 1: The two-stage mediation model is a better fitting model compared to either single-stage mediation models (MODEL 3 & MODEL 4).
>
> Hypothesis 2: Role clarity will mediate the relationship between a) proactive socialization and the outcomes and b) adaptation and the outcomes
>
> Hypothesis 3: Social acceptance will mediate the relationship between a) proactive socialization and the outcomes and b) adaptation and the outcomes
>
> Hypothesis 4: Proactive Socialization will mediate the relationship between a) supervisor undermining and role clarity, b) supervisor undermining and social acceptance, c) peer undermining and role clarity, and d) peer undermining and social acceptance.
>
> Hypothesis 5: Adaptation will mediate the relationship between a) supervisor undermining and role clarity, b) supervisor undermining and social acceptance, c) peer undermining and role clarity and d) peer undermining and social acceptance.

Therefore, this dissertation is an attempt to better understand the influence of undermining from supervisors and peers on distal socialization outcomes via four mediating variables: proactive socialization, adaptation, role clarity, and social acceptance. It also proposes a two-stage mediation process model in an attempt to disentangle the complexity of the relationships between these variables and to better understand how they collectively and differentially influence the proximal and distal indicators of newcomer adjustment and successful newcomer socialization.

Methodology

Data Collection Procedures

Qualtrix data collection and management software were used to survey participants who indicated that they were currently, or had been employed during the

past twelve months, either full-time or part-time. Participants were asked to reflect on perceived instances of support and undermining from their supervisors and peers during this time. A number of studies have examined the appropriateness of using retrospective techniques for survey research (Maertz & Campion, 2004; Maertz & Kmitta, 2012; Lee, Mitchell, Wise, & Fireman, 1996). To help control for possible biases in retrospective reporting, participants were asked to indicate the extent of their ability to recall the details of the events upon which they are reflecting. This was assessed using a three-item scale with five-point anchors (1 = *strongly disagree*, 5 = *strongly agree).* A sample item was "I can recall instances of support or undermining as if they just happened". This is similar to questions asked in other retrospective studies evaluating employee resignation behavior and employee turnover (Klotz, 2013; Maertz & Kmitta, 2012). Overall, respondents remembered their support and undermining events quite clearly (mean recall = 2.82). As such, no respondents were discarded for not being able to recall the events.

Sample Characteristics

The participants for the current study were a representative sample of the undergraduate population at a large Midwestern university who volunteered to take part in the study. Participants were recruited via an online recruiting database used by the University. A brief description of the study was given and then participants could volunteer for the study. Included in the description of the study was the requirement that in order to be able to participate in the study, participants had to be currently employed, or had been employed during the most recent twelve months. Once participants volunteered for the study, they could read the Institutional Review Board (IRB) -

approved information sheet and had another opportunity to decide to participate in the study or self-select out. The information sheet provided information regarding the purpose of the study, the benefits and costs associated with participation, as well as the compensation the participant would receive for participating. Participants would receive two research course credits if they completed the survey. Of the 300 participants who volunteered for the study and read the information sheet, two self-selected out from participation, leaving 298 participants who participated in the study.

After a visual inspection of the data to ensure completeness, 19 participants who failed to fully complete all the measures were discarded. The remaining data were then inspected to determine the thoughtfulness of their responses. This was done both graphically to ensure that all data were approximately normally distributed, and by inspecting scale reliabilities to look for any abnormalities. While all measures and items approximated the normal distribution, one scale-social integration- did return a questionable reliability. The data was first checked for errors in entry and none were found. Then descriptive statistics were examined to see if anything was wrong but the data was suitable. Then the scoring and reliability syntax was checked and a coding error was discovered. After the correction was made, the scale's reliability increased from .55 to .88. After this correction, the data set were considered clean and ready to be analyzed.

Seventy-eight percent of the sample were female and the average age of the participants were 19 years (*SD* = 2.14). The ethnic breakdown of the sample were 79.9% Caucasian, 2.9% African American, 2.9% Hispanic, 4.3% Native American, and 1.8% indicated "Other". Sixty-nine percent were Freshmen, 20% were Sophomores, 8%

were Juniors, and 2% were Seniors. The bulk of the participants were psychology majors (23%), with Pre-Nursing (17%), and Health and Exercise Science (17%) making the greatest part of the participants. The number of years of employment for the participants were 1 year (19%), 2 years (20%), 3 years (22%), and 4 or more years (14%) and considering the distribution in ages and class standing, these are not surprisingly low numbers. Of more import perhaps, is the number of employers the participants have had over the preceding five years. Forty-percent of participants had been employed by 3 or more employers, 34% by two employers, and 26% had a single employer. This focuses the importance of understanding the relationships between support and undermining from sources such as peers and supervisors since it is clear that these events can occur frequently throughout a person's career.

Participants indicated that their roles at work ranged from food service (26%) to customer service (8%) to sales and retail (20%). Fifteen percent of participants indicated that they worked with less than three peers, while 28% of participants indicated that they worked with between three and five peers, while the range for the rest where from six peers to groups as large as 250.

Measures

This section contains details about the measurement of peer and supervisor undermining, the mediational variables - the proximal outcomes or indicators of adjustment - and distal outcomes or indicators of effective socialization. The means, standard deviations, and alphas for all measures in the study are displayed in Table 1 at the end of this section. All of the items for each scale are presented in Appendix A.

Individual Factors

Big Five Personality. The Big Five dimensions of personality (Agreeableness, Conscientiousness, Openness to experience, Neuroticism, and Extraversion) was assessed using John, Donahue, & Kentle's (1991) 44-item inventory. Sample items include: "I see myself as someone who…is talkative (extraversion); who tends to find fault with others (agreeableness- reverse scored); does a thorough job (conscientiousness); is original (openness); is depressed (neuroticism). The 44-items and five dimensions were assessed using a five-point scale (1 = *disagree strongly,* 5 = a*gree strongly).* Cronbach's alpha for each dimension are as follows: Agreeableness: α =.80; Conscientiousness: α =.80; Openness: α =.77; Extraversion: α =.87; Neuroticism: α =.78. Cronbach's alpha is an indication of a scale's reliability based on the internal consistency of the scale. The internal consistency is based on the inter-item correlations of the items that make up the scale. It is understood that items that correlate highly with each other do so on account of a shared cause (the phenomenon the scale is reported to assess). Therefore, items of unidimensional scales or a single dimension of a multidimensional scale should all correlate highly with one another. Correlations greater than .70 is considered acceptable (DeVellis, 2012)

Proactive Personality. Proactive personality was assessed using Bateman & Crant's (1993) 10-item scale. A sample item is, "I am always looking for better ways to do things." Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .85.

Verbal Reasoning. Verbal reasoning, as a component of intelligence, was measured using Ruck & Ruck's (1980) verbal reasoning portion of the Employee

Aptitude Survey. The 30-item measure is a timed measure with a limit of five minutes that asks respondents to make judgments about the logical accuracy of statements based upon a set of facts. Cronbach's alpha for this scale is .76.

Influence Variables

Peer Undermining. Perceived peer undermining (PUM) was assessed using Vinokur, Price, & Ryan's (1996) 7-item scale. The item stem is: "Over the past 12 months, how often have your coworkers engaged in the following behaviors with you:" Response examples include: "Acts in ways that show they dislike you". Responses were made on a five-point scale (1 = *never;* 5 = v*ery often*). Cronbach's alpha for the scale is .91.

Supervisor Undermining. Perceived supervisor undermining (SUM) was assessed using the same Vinokur, Price, & Ryan (1996) scale used to assess peer undermining. However, this scale was adapted to reflect the assessment of supervisor behaviors over peer behaviors. The item stem was changed from "coworkers" to "supervisor" and read: "Over the past 12 months, how often have your supervisor engaged in the following behaviors with you:" Response options were identical for the scale. Responses were made on a five-point scale (1 = *never;* 5 = *Very often*). Cronbach's alpha for the scale is .92.

Mediational Variables and Proximal Outcomes

Proactive Socialization. Proactive socialization (PAS) was assessed using Ashford & Black's (1996) 10-item proactive socialization tactics scale. The scale has three dimensions assessing feedback seeking (4 items), peer socialization (3 items), and supervisor socialization (3 items). The same item stem is used with all items: "Over the

past 12 months, how often have you engaged in the following behaviors?" Sample items include: "…sought feedback on your performance after assignments" (feedback-seeking), "…attended company social gatherings" (peer socialization), and "…tried to spend as much time as you could with your boss" (supervisor socialization). Responses were made on a five-point scale (1 = *never;* 5 = *very often*). Cronbach's alpha for this scale is .79.

Adaptation. Employee adaptation (ADAPT) was assessed using Roznowski & Hanisch's (1990) ten-item scale. The scale has two dimensions assessing absence (5 items) and deviance (5 items). Sample items include "I often fail to attend scheduled meetings" (absence), and "I use equipment for personal use and without permission" (deviance). Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .82.

Role Clarity. Role clarity (RC) was assessed using Sawyer's (1992) 13-item scale. The scale has two dimensions assessing process clarity (6 items) and goal clarity (7 items). Sample items include "I know what my duties and responsibilities are" (process clarity), and "I know the expected results of my work" (goal clarity). Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .93.

Social Acceptance. Social acceptance (SA) was assessed using Chao, O'Leary-Kelly, Wolf, Klein, & Gardner's (1994) seven-item scale. A sample item includes "My coworkers seem to accept me as one of them." Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .89.

Distal outcomes

Organizational Commitment. Organizational commitment (OC) was assessed using Meyer, Allen, & Smith's (1993) 18-item scale. The scale has three subscales with six items each. These are affective commitment, normative commitment, and continuance commitment. Sample items include "This organization has a great deal of personal meaning for me" (affective commitment), "Right now, staying with my organization is a matter of necessity as much as desire" (continuance commitment), and "I would feel guilty if I left my organization now" (normative commitment). Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .74.

Withdrawal Behaviors. Employee withdrawal behaviors (WITHDRAWAL) were assessed using Lehman & Simpson's (1992) 16-item scale. The scale has two dimensions assessing psychological withdrawal (8 items) and physical withdrawal (8 items). Sample items include "Over the past 12 months I have thought about being absent from work" (psychological withdrawal), and "Left work early without permission" (physical withdrawal). Responses were made on a five-point scale (1 = *very little;* 5 = *a great deal*). Cronbach's alpha for this scale is .80.

Coworker Satisfaction. Coworker satisfaction (CS) was assessed using Simon, Judge, & Halvorsen-Ganepola's (2010) three-item scale. A sample item includes "Generally, I enjoy my coworkers." Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .93.

Burnout. Burnout (BURNOUT) was assessed using Malach-Pines' (2005) ten-item measure. The scale has three dimensions assessing emotional burnout (4 items),

physical burnout (3 items), and mental burnout (3 items). Items use the same item stem: "When you think about your work overall, how often do you feel the following:" Sample items include: …tired (physical burnout), …hopeless (emotional burnout), and ….trapped (mental burnout). Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .91.

Thriving. Thriving (THRIVE) was assessed using Porath, Spreitzer, Gibson, & Garnett's (2011) ten-item scale. The scale has two dimensions: learning (5 items) and vitality (5 items). Sample items include "At work I find myself learning often" (learning), and "At work, I have energy and spirit" (vitality). Responses were made on a five-point scale (1 = *strongly disagree;* 5 = s*trongly agree*). Cronbach's alpha for this scale is .91.

Table 1 presents a correlation matrix for all the variables in the study. In addition, Table 1 displays the means, standard deviations, and alpha coefficients for the variables examined.

Data Analyses

I used structural equation modeling (Bollen, 1989; Loehlin, 2004) and a statistical software package that allows for direct evaluation of paths between variables (SPSS-AMOS) to examine the relationships among my study variables and I followed a two-step process in doing so (Anderson & Gerbing, 1988). First I did a series of factor analyses to test the adequacy of my measures and to ensure that my measurement model would be as accurate as possible, followed by a test of my proposed structural model via comparisons with other models. Several indices of model fit were used to determine the appropriateness of my research model to get an overall understanding of its fit, since

there is no panacea for model fit (Carmelli, Ben-Hador, Waldman, & Rupp, 2009; Field, 2011; Loehlin, 2004). The indices used for model goodness-of-fit evaluation and model comparison purposes included the comparative fit index (CFI), the Tucker-Lewis coefficient (TLI), the root mean square error of approximation (RMSEA) and the Akaike's information criterion (AIC). The AIC is especially useful for comparing models with different combinations of predictors. Models with lower AICs fit comparatively better than models with higher AICs (Field, 2011).

Factor analyses

I started by looking at each latent variable and its subsequent indicators to ensure proper loadings onto the latent factor and eliminated items with factor loadings below .4. The rationale for this is based on the recommendation by Stevens (2002) that for sample sizes above 200, loadings greater than .36 could be considered significant, and for sample sizes above 300, loadings above .30 could be considered significant (Field, 2011). These values are based on an alpha level of .01 (two-tailed). Since the current sample was 279, I felt comfortable with retaining loadings above .4. This process was repeated for each measure.

Each scale was also checked to ensure that estimates for the amount of variance extracted by the scale were above .5 (Carmeli et al., 2009; Fornell & Larcker, 1981). Once each measure was deemed appropriate, scale reliabilities were attained and reported above. Once all measures were cleaned, an exploratory factor analysis was ran using maximum likelihood estimation with Promax rotation (since it is a large enough sample) (Field, 2011) with all scales together. I did this to ensure that the scales were indeed clean and that the pattern matrix was clean and had minimal factor cross-

loadings. Items that cross-loaded on more than one factor where examined and eliminated in order to reduce the cross-loading. However, with items that were cross-loading on more than one factor, these items were considered for exclusion from the scale but consideration was given to the theoretical importance of each item to the purpose of the scale. If exclusion of an item would fundamentally change this, it was not excluded and remained within the measure. This was done until the pattern matrix was acceptable.

I considered numerous indices for fit of the remaining items. These include the Kaiser-Meyer-Olkin (KMO) test of sampling adequacy to conduct factor analyses (Kaiser, 1970). This test examines the appropriateness of using factor analysis techniques based on the current sample and is recommended to have a value above .70. KMO for this study is .87. I also looked at Bartlett's test of Sphericity, which is a test that examines the correlations among the variables in the population (Field, 2011). It is assumed that correlations among these variables exist and that these correlations are significant from zero. Bartlett's test should be significant and for this study is .000. I also inspected item communalities to identify those below .4 (to be considered for exclusion), chi-square Goodness-of-fit Test (which will practically always be significant with a sample size of 279), and an examination of residuals between the observed and reproduced correlation matrices for nonredundant residuals (recommended to be less than 10%) (Field, 2011). The nonredundant residuals for this study was 3%. Thus using these processes and indicators I concluded I had an adequate measurement model.

Research model checks

Once an adequate measurement model was established, I did a check for linearity between all the variables of the research model via curve estimation function in a pairwise fashion. This is recommended since the algorithms involved with the software assumes the existence of linear relationships between variables. The linear relationship between supervisor undermining and proactive socialization was non-significant (for any type of relationship), which was echoed in the non-significant findings in the model. All the remainder of the tests were significant for linear relationships and thus appropriate for SEM analyses. The non-significant linear relationship between supervisor undermining and proactive socialization is a limitation of using such software, but not one that cannot be overcome. Since the relationship between peer undermining and proactive socialization was significant (using the same sample of participants and items), I believe that the issue is not data driven but theory driven. Perhaps my proposed influence of supervisor undermining onto proactive socialization is incorrect, and the data reflects that.

Multicollinearity was not examined explicitly since the model did not have more than two variables predicting one outcome variable simultaneously. However, there is some multicollinearity between variables at different levels in the model e.g., adaptation and withdrawal behaviors are highly correlated (r = .68) and social acceptance and coworker satisfaction are highly correlated (r = .72). These are limitations to the model that should be addressed in future research efforts.

I also checked the extent common method variance was present in the model since all measures were administered at the same time point using the same method

(online survey). I ran the model with a common latent factor entered into all the endogenous variables and re-evaluated the path coefficients from the model and there are some evidence of common method bias for the role clarity variable but not any of the others.

Model comparisons and Hypothesis testing procedures

The overarching research question for this study is stated as follows: Does proactive socialization and adaptation mediate the relationships between supervisor/peer undermining and role clarity/social acceptance, while role clarity and social acceptance in turn mediate the relationships between proactive socialization/adaptation and the dependent variables of newcomer organizational commitment, withdrawal behaviors, coworker satisfaction, burnout, and thriving? (See figure 2 at the end of this section). I followed the following steps to answer this question.

I started by analyzing the full model, specifying all mediational paths, in sequence, simultaneously. However, since traditional views of mediation include only three variables-independent, mediator, dependent (Baron & Kenny, 1986) – and two-stage mediation models are relatively rare (Carmeli et al., 2009; Taylor, MacKinnon, & Tein, 2008), I also analyzed the two-path mediated sequences nested in the full model separately (see above), as recommended by James, Mulaik, & Brett, (2006). All these analyses were conducted using structural equation modeling (SEM) because this technique holds several advantages over traditional methods like hierarchical regression (Carmeli et al., 2009; Loehlin, 2004). These advantages include allowing the researcher to analyze more complex models (Carmeli et al., 2009; Hoyle & Smith, 1994) and to specify all relevant paths simultaneously (Baron & Kenny, 1986).

Altogether, seven models were compared against the research model (full model) to evaluate the plausibility of the model. The research model posits a two-stage mediation process between the sources of undermining and the outcomes of socialization, and the seven models compared against the full model are all nested within the full model. Model 1 is equal to the research model but with added direct effects from undermining to the outcomes, Model 2 is equal to the full model but with reversed mediators, Model 3 is a single-stage mediation model between undermining and the outcomes with only the first mediators (proactive socialization and adaptation) included, Model 4 is the second single-stage mediation model between undermining and the outcomes with only the second mediators (role clarity and social acceptance) included, Model 5 is equal to the full model sans undermining, Model 6 is equal to the full model sans socialization outcomes, and Model 7 is a direct effects model only between undermining and the socialization outcomes. See Figure 2 for reference to the research model. Table 2 provides the fit statistics for these comparisons.

I used numerous models to evaluate the proposed mediational processes. Model 3 was used to evaluate the mediation effects of PAS and ADAPT between undermining and the outcomes, Model 4 to evaluate the mediation effects of RC and SA on undermining and the outcomes, Model 5 to evaluate the influence of proactive socialization and adaptation on the outcomes via role clarity and social acceptance respectively, Model 6 to evaluate the influence of undermining on role clarity and social acceptance via proactive socialization and adaptation respectively, and Model 7 to evaluate direct effects (for comparison against models 3 & 4). The results for these comparisons are presented in the results section.

Table 1.

Correlations, means, and standard deviations for studied variables.

	SUM	PUM	PAS	ADAP	RC	SA	OC	WB	CS	BO	Thrive
Mean	1.89	2.00	3.20	1.62	4.31	3.97	2.86	1.85	4.25	1.75	3.74
Std. Dev.	.82	.75	.69	.56	.54	.69	.75	.50	.71	.69	.75
α	.92	.91	.79	.82	.93	.89	.74	.80	.93	.91	.91
SUM	-										
PUM	.643**	-									
PAS	-.051	-.138*	-								
ADAP	.305**	.329**	-.110	-							
RC	-.240**	-.255**	.154**	-.361**	-						
SA	-.208**	-.443**	.352**	-.192**	.417**	-					
OC	-.237**	-.249**	.353**	-.213**	.232**	.427**	-				
WB	.443**	.428**	-.046	.688**	-.273**	-.179**	-.229**	-			
CS	-.249**	-.441**	.291**	-.234**	.351**	.725**	.449**	-.237**	-		
BO	.459**	.530**	-.093	.334**	-.334**	-.521**	-.291**	.437**	-.499**	-	
Thrive	-.374**	-.405**	.389**	-.314**	.378**	.451**	.518**	-.378**	.568**	-.466**	-

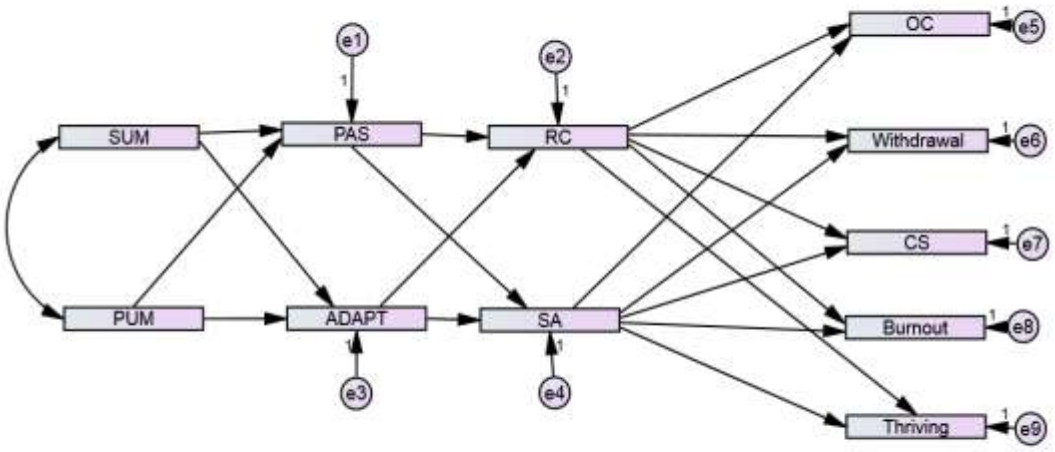
Note: SUM = supervisor undermining; PUM = peer undermining; PAS = proactive socialization; ADAP = adaptation; RC = role clarity; SA = social acceptance; OC = organizational commitment; WB = withdrawal behaviors; CS = coworker satisfaction; BO = burnout; Thrive = thriving.

N = 279

** $p < .05$ (two-tailed); ** $p < .001$ (two-tailed).

Figure 2.

SEM Full model



Note. SUM = Supervisor undermining; PUM = Peer undermining; PAS = Proactive socialization; ADAPT = Adaptation;
RC = Role clarity; SA = Social Acceptance; OC = Organizational commitment; Withdrawal = Withdrawal behaviors; CS =
Coworker satisfaction; Burnout = Burnout behaviors; Thriving = Thriving.

Table 2.

Complete Model Comparisons

Model	**X2**	***df***	**TLI**	**RMSEA**	**CFI**	**AIC**
Full model	369.43	30	.50	.20	.73	441.438
Model 1	257.97	20	.47	.21	.81	349.97
Model 2	470.41	30	.35	.23	.64	542.41
Model 3	143.05	14	.63	.18	.86	205.04
Model 4	133.13	15	.71	.17	.88	193.14
Model 5	236.05	16	.47	.22	.77	294.05
Model 6	56.84	5	.57	.19	.86	.88.84
Model 7	35.22	5	.81	.14	.95	81.22

Note. Full model vs Model 1 (Full model with direct effects) vs Model 2 (FM w R/mediators) vs Model 3 (1^{st} mediators) vs. Model 4 (2^{nd} mediators) vs Model 5 (1^{st} & 2^{nd} mediators and outcomes) vs Model 6 (no outcomes) vs Model 7 (no mediators)

Results

Preliminary analyses

To review, I proposed a two-stage mediated model whereby the relationship between undermining from supervisors (SUM) or peers (PUM) and five distal outcomes of organizational socialization (organizational commitment (OC), withdrawal behaviors (WB), coworker satisfaction (CS), burnout (BO), and thriving (Thrive)) is mediated by newcomer proactive socialization (PAS), adaptation (Adapt), role clarity (RC), and social acceptance (SA). The paths that were tested included a) the full model (all paths simultaneously examined; see Table 3 for standardized coefficients), b)

SUM→PAS→RC→OUTCOMES, c) PUM→ PAS→RC→OUTCOMES, d) SUM→PAS→SA→OUTCOMES, e) PUM→PAS→SA→OUTCOMES, f) SUM→ADAPT→RC→OUTCOMES, g) PUM→ADAPT→RC→OUTCOMES, h) SUM→ADAPT→SA→OUTCOMES, and i) PUM→ADAPT→SA→OUTCOMES. See Figure 2 for reference.

Table 3.
Full model standardized path coefficients

			Estimate	S.E.	P
PAS	<---	SUM	.066	.065	.394
ADAPT	<---	SUM	.159	.050	.030
PAS	<---	PUM	-.180	.071	.020
ADAPT	<---	PUM	.227	.055	.002
RC	<---	PAS	.116	.043	.037
SA	<---	PAS	.336	.055	***
RC	<---	ADAPT	-.349	.054	***
SA	<---	ADAPT	-.156	.068	.005
OC	<---	RC	.065	.083	.273
Withdrawal	<---	RC	-.240	.059	***
CS	<---	RC	.059	.064	.193
Burnout	<---	RC	-.141	.071	.011
Thriving	<---	RC	.237	.076	***
OC	<---	SA	.399	.065	***
Withdrawal	<---	SA	-.079	.046	.213
CS	<---	SA	.699	.050	***
Burnout	<---	SA	-.461	.056	***
Thriving	<---	SA	.366	.060	***

Note. PAS = Proactive socialization; SUM = Supervisor undermining; ADAPT = adaptation; PUM = peer undermining; RC = role clarity; SA = social acceptance; OC = organizational commitment; CS = coworker satisfaction.
* $p < .05$. ** $p < .001$

Initial analyses to evaluate the fit of the structural model yielded a model of moderate fit, $x^2(30) = 369.4$, CFI = .73, TLI = .5, RMSEA = .2. Although these indices do not fall in the range of what is considered "good" fit (Joreskog & Sorbom, 1993),

researchers are cautioned not to rely too much on cutoffs for these indices since there are myriad factors that can influence their outcome and interpretation, and an overreliance on these indices encourages researchers in cherry-picking those indices that best support their hypotheses (Kenny, 2014; Kenny, Kaniskan, & McCoach, 2014; Kenny & McCoach, 2003). These factors include sample size, number of variables in the model, and the model complexity. More important than the fit of the singular model to the data, I wanted to see what the relationships were between the variables, and how the hypothesized research model compared to other plausible models. The model(s) as tested is adequate to this end.

Model Comparisons

As can be seen from Table 2, compared to the research model (full model), Model 1 is a better fitting model, although not substantially. Thus it appears that there are noteworthy direct effects of undermining on the socialization outcomes that should be considered. Model 2 is a poorer fitting model than the research model, providing some support to the proper direction of influence proposed in the theory and two-stage model. Models 3 and 4 (the single-stage models) are both significantly better fitting models than the research model, suggesting single-stage mediation is more likely and more authoritative than the proposed two-stage model. Comparing Models 3 & 4, model 4 (second mediators) is the better fitting model, although not significantly. This is not surprising since the effects of single mediators like role clarity and social acceptance on the outcomes have been established before (Bauer et al., 2007). Models 5 and 6 are the partial models and they are both better fitting models than the research model. Model 5 (second half of the research model) examines the relationships between the variables

while excluding undermining, while model 6 (first half of the research model) examines the relationships while excluding the five outcomes. Comparing these two models, the better fitting model is model 6 (no outcomes), suggesting perhaps a problem with the chosen outcomes for the research model. The effects are significantly stronger between the first half variables (Undermining→PAS/Adapt→RC/SA) compared to the second half variables (PAS/Adapt→RC/SA→ OUTCOMES). Model 7 was the best fitting model of all, suggesting that we lose some information when using any of the mediation models specified. This could be on account of the attenuation that accompanies increased measurement error when introducing more variables to the model, in addition to the extant error in theoretical proposed relationships.

Table 2.

Complete Model Comparisons

Model	**X2**	***df***	**TLI**	**RMSEA**	**CFI**	**AIC**
Full model	369.43	30	.50	.20	.73	441.438
Model 1	257.97	20	.47	.21	.81	349.97
Model 2	470.41	30	.35	.23	.64	542.41
Model 3	143.05	14	.63	.18	.86	205.04
Model 4	133.13	15	.71	.17	.88	193.14
Model 5	236.05	16	.47	.22	.77	294.05
Model 6	56.84	5	.57	.19	.86	.88.84
Model 7	35.22	5	.81	.14	.95	81.22

Note. Full model vs Model 1 (Full model with direct effects) vs Model 2 (FM w R/mediators) vs Model 3 (1st mediators) vs. Model 4 (2nd mediators) vs Model 5 (1st & 2nd mediators and outcomes) vs Model 6 (no outcomes) vs Model 7 (no mediators).

Hypothesis testing

I predicted in hypothesis 1 that the two-stage mediation model would be a better fitting model than either single-stage mediation model. As indicated by the models' comparative fit, this hypothesis is not supported. Both models 3 and 4 fit the data substantially better than the full model does indicating a single-stage mediation model is preferable to the full model. (FULL MODEL: $x^2(30) = 369.4$, CFI = .73, TLI = .5, RMSEA = .2, AIC = 441.43; MODEL 3: $x^2(14) = 143.05$, CFI = .86, TLI = .63, RMSEA = .18, AIC = 205.04; MODEL 4: $x^2(15) = 133.13$, CFI = .88, TLI = .71, RMSEA = .17, AIC = 193.14). However, comparing the full model to model 2 (reversed mediators), the full model fits substantially better, indicating that at least the hypothesized direction of influence in the research model is appropriate (FULL MODEL: $x^2(30) = 369.4$, CFI = .73, TLI = .5, RMSEA = .2, AIC = 441.43; MODEL 2: $x^2(30) = 470.41$, CFI = .64, TLI = .35, RMSEA = .23, AIC = 542.41).

To examine the proposed mediational processes, I compared sections of the full model to select nested models. These comparisons involved hypotheses 2-5. I predicted in hypothesis 2 that Role Clarity will mediate the relationship between a) Proactive socialization and the outcomes and b) adaptation and the outcomes (Model 5). I first looked at model 5 and established mediational relationships by comparing model 5 to the same model with direct effects and evaluating the resulting direct effects a) to find if they exist and b) how, and if, they changed when the mediators were added to the equation. I first established that the direct effect was present between influence variable and outcome variable (i.e., PAS→OUTCOMES; ADAPT→OUTCOMES), then I looked to see that the influence variable had a significant relationship with the mediator

(i.e., PAS→RC, PAS→SA, ADAPT→RC, ADAPT→SA) followed by an examination of the relationship between the potential mediator and the outcome variables (i.e., RC→OUTCOMES, SA→OUTCOMES). Then I looked to see if the previously significant direct effect (if it existed) remained after the mediator was added. If all paths remained significant, partial mediation was inferred. If both portions of the mediational path (IV→Med→DV) was significant but the direct path became nonsignificant, full mediation was inferred (assuming an original significant path between IV and DV existed). If any path was nonsignificant, then no mediation was inferred (Baron & Kenny, 1986; Kenny, 2014). This process was used for every mediation examination.

Results indicate hypotheses 2a and 2b are both partially supported. That is, although no full mediation was found, two partial mediation paths were found. These paths are for H2a: PAS →RC→THRIVE, and for H2b: ADAPT→RC→ THRIVE (See Table 4 for coefficients). As newcomer proactive socialization decreases, their role clarity decreases, and as their role clarity decreases, their thriving also decreases. There is also a direct effect of newcomer proactive socialization that is significantly and positively related to newcomer thriving. This makes sense since the tenets of proactive socialization include feedback-seeking and relationship-building which leads to increased goal and process clarity and increased thriving via learning and vitality. As for adaptation, as newcomer adaptation increases, their role clarity decreases, leading to a commensurate decrease in thriving. Again, as with H2a, increased adaptation includes behaviors such as absence from the work environment which clearly has a significant role to play in the newcomer's reduced role clarity, which in turn leads to lowered thriving. No other mediation paths for this model was found to be significant.

Table 4.

Hypothesis 2a and 2b path coefficients (Model 5)

Partial Mediation Model H2a		Partial Mediation Model H2b	
PAS→RC	.12*	ADAPT→RC	-.35**
RC→THRIVE	.17*	RC→THRIVE	.17*
PAS→THRIVE	.26**	ADAPT→THRIVE	-.18**

Note. PAS = proactive socialization; RC = role clarity; THRIVE = thriving; ADAPT = adaptation.

* $p < .05$. ** $p < .001$.

I predicted in Hypothesis 3 that social acceptance will mediate the relationship between a) proactive socialization and the outcomes and b) adaptation and the outcomes (Model 5). Results indicate that both hypotheses 3a and 3b are both partially supported in that full, partial, and no mediation results were found. For H3a, full mediation was found for PAS→SA→ CS, partial mediation was found for the PAS→SA→OC and PAS→SA→THR paths, and no mediation was found for the rest. For H3b, partial mediation was found for ADAPT→ SA→ OC, ADAPT→ SA→ CS, ADAPT→ SA→ BO, and ADAPT→ SA→ THRIVE, with no mediation for the other relationships (See Table 5 below for coefficients). Thus for H3a, the full mediation path suggest that as newcomer proactive socialization is decreased, social acceptance from the newcomer peer group is decreased, which in turn leads to decreases in coworker satisfaction, which is not surprising. The effect of the proactive socialization on coworker satisfaction is wholly through the social acceptance from the peer group. The partial

mediation paths for H3a suggest that as proactive socialization is decreased, social acceptance is also decreased, which in turn leads to decreases in both organizational commitment and newcomer thriving, while the direct effect of PAS on OC and THRIVE remained a significant influence.

The partial mediation results for H3b indicate that as newcomer adaptation is increased, social acceptance from the newcomer's peer group is reduced. This reduction in social acceptance leads to reductions in newcomer organizational commitment, coworker satisfaction, and thriving, while leading to an increase in newcomer burnout. Thus it appears that increases in social acceptance have strong positive effects on these relationships, while changes in newcomers' role clarity has significant, albeit lesser effects.

Table 5.

Hypothesis 3a and 3b path coefficients (Model 5)

Mediation & Hypothesis	Direct effects		Mediation Model	
Full mediation: H3a	PAS→CS	.28**	PAS→CS	.04, ns
			PAS→SA	.34**
			SA→CS	.68**
Partial mediation: H3a			PAS→SA	.34**
			SA→OC	.32**
			PAS→OC	.23*

	PAS→SA	.34**
	SA→THRIVE	.27**
	PAS→THRIVE	.26**
Partial mediation: H3b	ADAPT→SA	-.16*
	SA→OC	.32**
	ADAPT→OC	-.12**
	ADAPT→SA	-.16*
	SA→CS	.68**
	ADAPT→CS	-.09*
	ADAPT→SA	-.16*
	SA→BO	-.49**
	ADAPT→BO	.23**
	ADAPT→SA	-.16*
	SA→THRIVE	.27*
	ADAPT→THRIVE	-.18**

Note. PAS = proactive socialization; CS = coworker satisfaction; SA = social acceptance; OC = organizational commitment; THRIVE = thriving; BO = burnout.

*$p < .05$. ** $p < .001$.

In Hypothesis 4 I predicted that proactive socialization will mediate the relationship between a) supervisor undermining and role clarity, b) supervisor

undermining and social acceptance, c) peer undermining and role clarity and d) peer undermining and social acceptance. (Model 6). This hypothesis was also partially supported in that full, partial, and no mediation paths were found. Full mediation was found for H4c, partial mediation was found for H4d, and no mediation was found for either H4a or H4b (See Table 6 for coefficients). Results for H4c suggest that the direct negative effect of increased peer undermining on newcomer role clarity is fully mediated by proactive socialization. That is, as peer undermining increases, newcomer proactive socialization behaviors (e.g., feedback-seeking) decreases, leading to decreases in role clarity for the newcomer. The partial mediation found for H4d suggest that as peer undermining increases, proactive socialization will decrease (via reduced relationship-building behaviors), leading to reduced social acceptance, while increased peer undermining has a direct and negative influence on social acceptance. Looking at the differential influence between supervisor and peer undermining with regard to proactive socialization, results indicate that peer undermining is the more important variable. There appears to be no relationship between supervisor undermining and proactive socialization which is surprising. Feedback-seeking from, and building relationships with supervisors (proactive socialization behaviors) is not related to perceived supervisor undermining. Perhaps this is because newcomers need to receive feedback from their supervisors and they do not have much control over this relationship, thus an increase in undermining plays little role in the newcomer's behavior, and thus the no relationship result.

Table 6.

Hypothesis 4a-d path coefficients (Model 6)

Mediation & Hypothesis	Direct effects		Mediation Model	
Full mediation: H4c	PUM→RC	-.17*	PUM→RC	-.09, ns
			PUM→PAS	-.18*
			PAS→RC	.11*
Partial mediation: H4d			PUM→PAS	-.18*
			PAS→SA	.29**
			PUM→SA	-.47**

Note. PUM = peer undermining; RC = role clarity; PAS = proactive socialization; SA = social acceptance.

*$p < .05$. ** $p < .001$.

In hypothesis 5 I predicted that adaptation will mediate the relationship between a) supervisor undermining and role clarity, b) supervisor undermining and social acceptance, c) peer undermining and role clarity and d) peer undermining and social acceptance. (Model 6). This hypothesis was partially supported in that H5c was fully mediated, while no other relationships were confirmed for mediation (See Table 7 for coefficients). Thus the results of H5c indicate that the direct negative effect of peer undermining on newcomer role clarity becomes nonsignificant and the effects are wholly via newcomer adaptation. As peer undermining increases, newcomer adaptation behaviors increase, leading to a decrease in role clarity for the newcomer.

Table 7.

Hypothesis 5c path coefficients (Model 6)

Mediation & Hypothesis	Direct effects		Mediation Model	
Full mediation: H5c	PUM→RC	-.17*	PUM→RC	-.09, ns
			PUM→ADAPT	.23*
			ADAPT→RC	-.29**

Note. PUM = peer undermining; RC = role clarity; ADAPT = adaptation; RC = role clarity.

*$p < .05$. ** $p < .001$.

After completing the hypothesis testing processes, I compared the results from the sectional analyses with that of the original model, and with the exception of the significant relationship between ADAPT→SA in the full model which became nonsignificant in model 6 with direct effects, all paths and coefficients were as indicated in the original full model analysis. This helps to establish some theoretical ground for the proposed two-stage mediation research model. It also appears that undermining from peers play a more influential role in terms of its effects on both proactive socialization and adaptation behaviors. This is an important finding since much of the newcomer's socialization occurs in the context of interactions with their workgroup peers. Organizations will do well to reduce and eliminate wherever possible, instances of this undermining.

Discussion

The term undermining evokes cognitions of dark and malicious behavior such as sabotage, when in reality undermining behaviors include far more benign behaviors (which were included in this study) such as peers acting in an angry or unpleasant way towards you, criticizing you, or making you feel unwanted. The prevalence of these lesser behaviors are also higher than the more pernicious ones, so employees, particularly organizational newcomers, are potentially exposed to many types of undermining, even types that the organization might classify as harmless behaviors. Therefore, it is important for organizations to understand a) the influence of perceived undermining from their supervisors and the immediate workgroup of the newcomer on the socialization of the newcomer, but more importantly b) that they need to discourage behavior that can be construed as undermining in nature by the newcomer, on account of the severe negative consequences these actions could, and probably will, have on the newcomer's socialization and consequent proximal and distal outcomes.

Based on previous research in this domain, it was expected that undermining from peers and supervisors would lead to negative changes in the newcomer's proactive socialization and adaptation strategies, which in turn would lead to decreases in the newcomer's role clarity and social acceptance by their peer group. These reductions would then lead to negative socialization outcomes for the newcomer. Based on current findings, these expectations were largely met. However, it is important to note that the current findings are based on a structural model that does not fit well, and that the results and conclusions drawn herein should only be considered in context of the current

study and with the understanding that until a more appropriate and better fitting model can be established, no generalizations should be made or inferred.

In this dissertation, the overarching research question posited that a two-stage mediation model is a plausible model to explain the relationships between the variables. The answer to this question is complex in that the two-stage model is indeed a plausible model, but compared to single mediation models, it is a poorer fit for the current study data and theory. The results indicate that the single mediation models are better fitting models, but that there is some utility in the two-stage model. Undermining, especially peer undermining, does play a significant role on the socialization outcomes of newcomers, and these effects are strengthened via all of the proposed mediators. Thus, undermining does influence proactive socialization and adaptation, which in turn influences role clarity and social acceptance, which in turn influence the outcomes.

With these findings in mind, it is important to understand these influences more deeply and holistically because some relationships were not found to be significant when tested as nested models, but were significant when testing the full model. For example, the paths between role clarity and withdrawal behaviors, and role clarity and burnout were not found to be significant when tested in hypothesis 2, but when you consider the cumulative effect of the full model on the outcomes, these relationships are not only significant, but significant at the $p < .001$ level. Therefore, these relationships are highly complex and more information is needed in order to draw stronger conclusions about the nature of their interactions upon each other. There exists a conundrum here in that the more complex model is a poorer fit for the data than the more elegant ones, but the relationships between the variables are complex enough that

the more elegant models do not capture these relationships fully. On the one hand, more complex modelling is needed to capture the dynamics of the relationships, but the data suggests that simpler modeling is justified. I believe that with a better measurement model (achieved via higher quality measures), with a better design (i.e., longitudinal), and better sampling strategy (i.e., using multiple workers from single sources), the current two-stage model's fit can be drastically improved and match that of the single-stage models. That will help untangle some of the ambiguity in the findings, while providing support for stronger conclusions to be drawn.

When considering the full model and the cumulative influence of all the variables on each other, certain findings are worth noting. However, caution should be taken with findings on account of potential artifactual relationships (or lack of) that will be evident for one study but that may not hold in others (Hulin, 1991). Peer undermining decreases newcomer proactive socialization and increases adaptation, while supervisor undermining increases adaptation while having no influence on proactive socialization. These effects are problematic for newcomer socialization in that decreasing the newcomer's proactive socialization reduces their feedback-seeking and relationship building efforts which reduces their job role clarity and social acceptance from their peer group. Reductions in these elements lead to lowered performance and increased employee turnover among others (Bauer et al., 2007; Saks et al., 2007). Increasing the newcomer's adaptation behaviors on account of increased undermining lead to reduced time the newcomer is actually on the job learning and performing and contributing to the organization in a meaningful way. Instead, they are spending organizational resources like time and money by being absent or disengaged, and

personal resources physically and psychologically distancing themselves from the organization, or committing acts of workplace deviance in attempts to cope with the perceived undermining and restore their perceived inequity (Rosse & Miller, 2000). These adaptation behaviors -- such as being absent or daydreaming or using company resources for personal gain -- lead to reduced role clarity and social acceptance for the newcomer. As will be discussed below, this has negative socialization outcomes for the newcomer.

As proactive socialization decreases and adaptation increases, role clarity also decreases leading to reductions in thriving, and increases in withdrawal behaviors and burnout. This is problematic because it reduces the newcomer's learning on the job (as an element of thriving), and increases the time and resources the newcomer spends in trying to cope with their new roles instead of increasing their understanding of their role and subsequent performance.

Additionally, the correlations between role clarity and newcomer organizational commitment and role clarity and coworker satisfaction are highly significant suggesting that a significant path coefficient could be expected, but in the context of the full model, these relationships disappear and become nonsignificant. Using the full model and understanding how the variables influences each other cumulatively helps provide insight into the effects, and in this particular case the deleterious effects, that undermining has on distal outcomes such as organizational commitment and coworker satisfaction.

Considering social acceptance, as it is reduced, newcomer organizational commitment, coworker satisfaction, and thriving are all reduced, while burnout is

increased. This is problematic because reduced organizational commitment, coworker satisfaction and thriving is deleterious for both the task and contextual performance of the newcomer (Saks et al., 2007). Increased burnout leads to increased withdrawal behaviors, and potential downstream loss of the employee which is costly in terms of both financial resources needed to replace the employee both immediately and distally, and loss of productivity. Surprisingly, the correlation between social acceptance and withdrawal behaviors is highly significant and negative, but similar to the relationship between role clarity and organizational commitment and role clarity and coworker satisfaction, in the context of the full model, this relationship becomes nonsignificant. The absolute effect between these two variables is negative but very small. The expectation was that as proactive socialization is decreased via undermining, social acceptance would be decreased (which was confirmed), leading to an increase in withdrawal behaviors but this was not the case. This was unexpected, since a highly significant effect for this relationship has been found in the past (Bauer et al., 2007). This could be because the upstream variables account for more variance in the outcome than social acceptance alone, and thus this relationship loses its importance. It could also be because the perceived peer undermining already led the newcomer to exhibit fewer proactive socialization behaviors (e.g., reduced feedback seeking from peers and reduced relationship building with peers) which could be seen as withdrawal behaviors directed at the source of the undermining in their own right. Third, as undermining increases, adaptation increases significantly. As adaptation increases, the newcomer's social acceptance is reduced significantly on account of decreased relationship formation further increasing their withdrawal behaviors.

Practical Implications

It is entirely plausible that newcomers may utilize both proactive socialization and adaptation techniques (and others not examined in this dissertation) during their socialization efforts, so this study brings to light the practical importance of understanding the effects of undermining on newcomer socialization efforts. Not only does undermining reduce a very beneficial strategy in proactive socialization, but it also increases in adaptation a strategy that is highly deleterious to the newcomer's socialization and ultimately their value to the organization. Organizations should ensure that all their employees, but specifically those work groups that are about to receive newcomers, understand the impact of their actions on the newcomer. These groups should understand that the newcomer is sensitive to these "harmless" behaviors and that there are real negative consequences that accompany them, for both the organization and the newcomer. Newcomer work groups and supervisors should be educated on these negative outcomes so that they may see the impact their potential behaviors may have on the organization, and their own work environments. These outcomes include increased costs for the organization in recruiting, selecting, and training newcomers constantly on account of increased turnover. For the immediate workgroup, these negative outcomes include increased workload, stress, and reduced performance on account of increased turnover of newcomers who are not successfully socialized and become productive insiders.

Limitations

The current study's results should be considered in context of certain limitations inherent in the study. Below I discuss a number of limitations and their impact on the

interpretation of the findings. A potential source of the poor-fitting full model may be inherent in the measures I used. Although all attempts were made to have the best measurement model with which to evaluate the structural model (via factor analyses), there remains a constraint on the actual measures. For instance, although the undermining measure may have been valid and reliable (as indicated by its factor structure and scale reliabilities), the scale is still constrained by the content of the items that comprise it. It is possible that for the current sample, the scale simply did not adequately measure the domain of undermining behaviors with which they have experience, which is a construct validity concern. This could lead to lowered relationships between the measure and the other variables in the study (Shadish, Cook, & Campbell, 2002; DeVellis, 2012). Future research should consider using different measures of undermining and see if the relationships remain the same.

A second limitation is the nature of the research design. Since the data was cross-sectional in nature, the idiosyncratic temporal influences of the variables on the outcomes would go undetected (Beehr & Gupta, 1978). That is, the influence of undermining over time could have different influences on the downstream variables that is not captured in a cross-sectional snapshot. For example, continued perceived undermining might lead to increasing levels of adaptation behaviors in order to alleviate dissatisfaction. Newcomers who experience undermining might initially consider making cognitive adjustments to reduce the stressor's effect, but with sustained undermining, these adaptation behaviors might escalate into counterproductive workplace behaviors in order to regain satisfaction and equity. Unfortunately, with the current sampling effort, I did not have access to a stable and currently employed

workforce from a single source for which measures could be taken over an extended period of time. Since I have a sample from many different occupations, job roles, and organizations, longitudinal designs was not appropriate. However, when cross-sectional data are collected, the associations between variables are usually stronger than when collected over time, thus in this first effort to evaluate a two-stage model, this was appropriate in order to find the relationships if they existed (Bauer et al., 2007).

A third limitation is that I did not assess job or work satisfaction directly. The underlying hypothesis with adaptation is that it is caused by perceived work dissatisfaction, and prior research has established the link between work satisfaction and withdrawal behaviors, organizational commitment, and coworker satisfaction (Diestel, Wegge, & Schmidt, 2014; Hanisch & Hulin, 1990, 1991; Judge, Thoresen, Bono, & Patton, 2001; Rosse & Miller, 2000). This study did not assess perceived satisfaction directly, but did so indirectly via elements of affective organizational commitment, which is a related construct (Organ & Ryan, 1995; Rosse & Miller, 2000), thus the findings from this study should not be discounted merely on a lack of a direct measure of satisfaction. Unfortunately, with the nature of the study being reflective, having a state measure of work satisfaction was not possible. However, this reflective approach has been used successfully in other domains to elicit experienced prior events (Ayduk, Mischel, & Downey, 2002; Kross, Ayduk, & Mischel, 2005). However, having a direct measure of employee satisfaction would have been better and would be encouraged in future work.

Fourth, I should also discuss arguably the most obvious missing distal outcome: job performance. The relationships between undermining, the mediating variables, and

newcomer job performance was not examined. Since I was not able to collect data from the employees' organizations, I was not able to collect performance data. Clearly this would have been highly useful information and is highly recommended for future research.

Fifth, although these results do shed some light to the relationships studied, the structural model does not fit to the level of what is accepted as a good fitting model, thus there is some room for error in findings and subsequent conclusions. A better fitting model, based on reviewed theory derived from current findings, could aid in making these findings more robust in future efforts.

Last, the sample could also have had a clear influence on the outcomes. Since the structural model is based on theory and hypotheses about the relationships between undermining and the outcomes, it is plausible that the work experience of the current sample is insufficient to provide the relationships expected. A sample of more experienced employees could alter the findings. Future research should consider this.

The current dissertation is overall limited in that there appears to be a theory problem in how the current variables fit into the proposed model. However, since work on two-stage mediation models in this domain is scant, hopefully this effort can shed some light for future researchers who attempt to understand these relationships better.

Future Directions

Future research in this domain should investigate the potential reasons for engaging in some of the behaviors examined in this study. For instance, that those individuals who engage in proactive socialization may have done so for reasons other than uncertainty reduction as posited previously. They may have done so for impression

management or to stand out from their peers (Bolino, 1999). Future research should consider the reasons behind proactive socialization and how these might influence the model. Additionally, peer undermining should also be considered more deeply. That is, it is important to understand why insiders choose to display undermining behaviors towards the newcomer. It could be that they are actively displaying their dislike towards the newcomer based on some relevant characteristic, but it could also be that they themselves are using undermining behaviors as adaptation behaviors in attempts to reduce their own dissatisfaction by participating in equity-enhancing retaliation (Feldman, 2012; Rosse & Miller, 2000). They may be trying to reduce the work outcomes of others in order to feel better about their own dissatisfaction. Since this aspect of the undermining was not examined in this dissertation, it could be something to consider in future studies.

Future research should examine the specific adaptation behaviors used more fully. That is we assume, perhaps erroneously, that these adaptation behaviors are all functionally equivalent and can be substituted and changed if the context or source of dissatisfaction is different in different situations, or if a different work outcome is sought. However, clearly there are different costs incurred in choosing a behavior. Stealing property is viewed as more egregious an offense than talking to coworkers about non-work related issues or taking longer breaks than what is expected. Future studies could shed light on the rationale behind the chosen behaviors and determine the context in which each behavior is most likely to be chosen. There are of course inherent difficulties in studying these low base rate behaviors against which future researchers are cautioned (Hulin, 1991). Additionally, any attempt to study variables such as

adaptation should be done with the explicit understanding that adaptation is the behavioral manifestation of attempts to alleviate perceived dissatisfaction. However, this assumes that employees actually go so far as engaging the chosen behavior. There may be other ways of attenuating the dissatisfaction. Employees may choose to make affective or cognitive adjustments in attempts to relieve dissatisfaction. They may reevaluate the importance of the dissatisfying outcomes and devalue them if that will reduce the dissatisfaction. They may also reexamine their value of their inputs and reduce discontent by devaluing these. They may also decide that the work itself is only marginally important to their identity and decide that the dissatisfaction is minor and not worth going through with any behavioral adaptations to reduce the dissatisfaction, thus leading to low base rates of actual behavioral adaptation.

Future work can also examine how undermining affects the group or team dynamics of the newcomer's work group. That is, how does group processes and dynamics change in relation to the source of the undermining? Do groups get more cohesive when a supervisor is the source of undermining? How about when a peer is the source of undermining? How do groups react to such violations of trust? Future research should examine these relationships more closely.

Last, the finding of Hypothesis 4d (proactive socialization will mediate the relationship between peer undermining and social acceptance) deserves more attention. The direct effect of perceived peer undermining on social acceptance is highly significant and negative, but the question begs as to the directionality of this relationship. Does increased undermining lead to decreased proactive socialization behaviors such as relationship building, which leads to reduced social acceptance? Or

does reduced social acceptance (for any other reason) lead to increased undermining (when the newcomer becomes the source of undermining) which then creates a vicious circle. Future research should look at this relationship further.

Conclusion

This dissertation illustrates the importance of successful newcomer socialization and highlights the negative influences behaviors such as undermining can have on this process: not only does it lead to the examined outcomes, but it could also leads to things like decreased organizational citizenship behaviors (OCBs) and task performance, and negatively, to increases in counterproductive workplace behaviors (CWBs) and employee deviance behaviors (Bauer et al., 2007; Hurst, Kammeyer-Mueller, & Livingston, 2012). If undermining is increased, it is deleterious and has negative impacts on these and other outcomes, which is unwanted. This may not be a direct relationship between undermining and the distal outcomes, but instead, the undermining negatively influences the mediators or proximal outcomes, which then lead to negative downstream outcomes. So it is important to understand this whole process from a systems-perspective: everything has an influence on everything else.

Thus, the theoretical contribution of this study empirically establishes relationships between supervisor undermining, peer undermining, proactive socialization, adaptation, role clarity, social acceptance, and select distal outcomes. Practically, it sheds light on the significance organizational newcomers attach to subtle instances of perceived undermining and that these negative experiences carry strong negative outcomes for both the newcomer and the organization proximally and distally. Additionally, organizations should be able to address these potential undermining behaviors with their

workforce preventatively through group training and supervisory development training. The results indicate the relationships are not as simple as imagined, and understanding these effects and relationships better will help the socialization efforts of, and for, the newcomer achieve its intended goal: that of integrated and productive organizational insider.

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Appendix A

Demographics sheet:

Gender: Male____ Female_____

Birth Date: Month____ Date_____ Year_____

Ethnic background:

– African American

– Asian or Pacific Islander

– Hispanic

– Native American or Alaska Native

– White/Caucasian

– Other

What is your current academic standing?

– Freshmen

– Sophomore

– Junior

– Senior

– Other

What is your major? _____

How many psychology classes have you taken thus far?

– None

– 1-2

– 3-4

– 5 or more

How many years of full-time or part-time work experience do you have? _____

How many different employers have you worked for in any capacity over

the past five years, including your current job? _____

What is your primary function in your current job? (Select the one that most closely describes what you do.)

– Office management / administration

– Food Service

– Customer service

– Sales

– Retail

– Human resources / personnel

– Other _____

How many hours do you work in a typical week? _____

Please indicate the number of workers in your work group (the number of people with whom you would interact in a typical week)? _____

Please indicate the number of hours you spend interacting with other members of your work group in a typical week? _____

Personality Measure: Big Five- 44 inventory (John, 1991)

Big Five-44 Inventory
Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others?* Please choose a number for each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

I see myself as *someone who . . .*

1. is talkative
2. tends to find fault with others
3. does a thorough job
4. is depressed, blue
5. is original, comes up with new ideas
6. is reserved
7. is helpful and unselfish with others
8. can be somewhat careless
9. is relaxed, handles stress well
10. is curious about many different things
11. is full of energy
12. starts quarrels with others
13. is a reliable worker
14, can be tense
15. is ingenious, a deep thinker
16. generates a lot of enthusiasm
17. has a forgiving nature
18. tends to be disorganized
19. worries a lot
20. has an active imagination
21. tends to be quiet
22. is generally trusting
23. tends to be lazy
24. is emotionally stable, not easily upset
25. is inventive
26. has an assertive personality
27. can be cold and aloof
28. perseveres until die task is finished
29. can be moody
30. values artistic, aesthetic experiences
31 . is sometimes shy, inhibited
32. is considerate and kind to almost everyone
33. does things efficiently
34. remains calm in tense situations
35. prefers work that is routine
36. is outgoing, sociable
37. is sometimes rude to others
38. makes plans and follows through with them
39. gets nervous easily
40. likes to reflect, play with ideas

41. has few artistic interests
42. likes to cooperate with others
43. is easily distracted
44. is sophisticated in art, music, or literature
Please check: Did you write a number in front of each statement?

Proactive personality scale: Bateman & Crant (1993)
10-item scale rated from 1 (strongly disagree) to 5 (strongly agree)

This set of statements is designed to measure how you feel about things in your life: Please answer these questions honestly and keep in mind that your individual responses will *NOT* be shared with anyone.

Please indicate the extent to which you agree or disagree with the following statements. Scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

I am constantly on the lookout for new ways to improve my life
Wherever I have been, I have been a powerful force for constructive change
Nothing is more exciting than seeing my ideas turn into reality
If I see something I don't like, I fix it
No matter what the odds, if I believe in something I will make it happen
I love being a champion for my ideas, even against others' opposition
I excel at identifying opportunities
I am always looking for better ways to do things
If I believe in an idea, no obstacle will prevent me from making it happen
I can spot a good opportunity long before others can.

Intelligence scale: Verbal Reasoning Measure from the EAS

Verbal Reasoning (from the Employee Aptitude Survey) (Ruch & Ruch, 1980)

The Following test is a general logic test. Please read the instructions for the sample problem below, and complete the following problems in a similar fashion. Please spend no more than 5 minutes on these logic problems.

Please review the following example. Please read each fact carefully and then review the conclusions:

*****EXAMPLE*****

FACTS: Chris is a widow
Jane works for Co. B
Chris' only child is a girl
Co. A makes spark plugs
Co. A employs no women

CONCLUSIONS:

1. A B C Chris does not work for Co. A
2. A B C Chris' son is ill
3. A B C Chris works for Co. C
4. A B C Chris has never been married
5. A B C Chris inspects spark plugs

The purpose of this measure is for you to decide whether the conclusion listed is "A" for True, "B" for False, or "C" for uncertain, based upon the presented facts.
For Conclusion 1 in the above example, the facts say that Chris is a widow, and that Company A employs no women. The fact that Chris is a widow means that she is a woman and so could not work for Company A, which does not hire women. Therefore, the first conclusion is definitely true, and A should be marked on the answer sheet.
For Conclusion 2, the facts also say that Chris' only child is a girl, which means that her son could not be ill since she has no son. Therefore, the second conclusion is definitely false, and B should be marked on the answer sheet.

For Conclusion 3, from the facts that are given, there is not enough information to know definitely where Chris works. She does not work for Company A because that company hires no women. It is possible that she works for Company C, but it is also possible that she works somewhere else. Therefore, the third conclusion is uncertain, and C should be marked on the answer sheet.

Now mark the two remaining conclusions according to the facts presented: "A" for true, "B" for false, and "C" for uncertain.

You should have marked "B" and "C" for the fourth and fifth conclusions.

On the next few pages are six sets of facts and six sets of conclusions: work them in order. Select A, B, or C as appropriate, for each conclusion. You will have 5 minutes to complete this entire task, so work as fast and accurately as you can.



Stop

When you are ready, you may begin.

FACTS: Mr. J does not smoke
Mr. K and all of his friends do not smoke
Mr. K is not an aviator
Mr. K has a friend who is an aviator

A = TRUE B = FALSE C = NOT SURE

CONCLUSIONS:

1. Mrs. J does not smoke	A B C
2. Mrs. J is a smoker	A B C
3. All aviators smoke	A B C
4. Some aviators smoke	A B C
5. Mrs. J is an aviator	A B C

FACTS: Everyone living on the farm is related to Mrs. Doe
Hiram Ross has no children
Elias Biggers is Mrs. Doe's brother
Joseph Anthony lives on the Farm
Mrs. Doe has a son in the Navy

CONCLUSIONS:

6. Hiram Ross lives on the Farm.	A B C
7. Joseph Anthony is related to Mrs. Doe	A B C
8. Elias Biggers lives on the farm	A B C
9. Hiram Ross does not live on the farm	A B C
10. Mrs. Doe lives on the farm	A B C

FACTS: All houses on Elm Street are rented
McNickel rents his house
Rafferty does not own a home
Myer lives on Elm Street
All houses on Elm Street are modern

CONCLUSIONS:

11. Myer lives in a modern house	A B C
12. Rafferty lives in a farmhouse	A B C
13. McNickel lives on Elm Street	A B C
14. Myer is a good musician	A B C

15. Myer rents his house A B C

PLEASE TURN TO THE NEXT PAGE

FACTS: All of the boats on Red River are sailboats
Some of Robertson's boats are on Lake Bluewater
Jones owns a motorboat
Every boat Smith owns is on Red River
Most of Robertson's boats are motorboats

A = TRUE
B = FALSE
C = NOT SURE

CONCLUSIONS:

16. Some of Robertson's boats are on Red River A B C
17. Robertson has no boats on Red River A B C
18. Smith owns no sailboats A B C
19. Jones has no boats on Red River A B C
20. Smith owns no motor boats A B C

FACTS: The school is bigger than the church
The church is smaller than the railway station
The railway station is bigger than the post office
The church is the same size as Elks Hall

CONCLUSIONS:

21. The Elks Hall is larger than the school A B C
22. The school and the post office are the same size A B C
23. The school is smaller than the railroad station A B C
24. The Elks Hall is larger than the post office A B C
25. The post office is smaller than the Elks Hall A B C

FACTS: Mary is older than Jack
David is not younger than Roger
Jack is younger than Betty
Betty is not older than Roger

CONCLUSIONS:

26. Betty is not older than Mary	A B C
27. Jack is not younger than David	A B C
28. Roger is not the same age as Mary	A B C
29. Jack is not older than Roger	A B C
30. Betty is younger than Roger	A B C

Proactive Socialization Tactics Scale: Ashford & Black (1996)
10-items for 3 subscales: Feedback seeking (4), general socialization (3), socialization with supervisors (3).

The next set of statements focuses on your own specific behavior regarding when you are new to a job so please think back to your current or most recent job when responding to these questions. Please answer these questions honestly and keep in mind that your responses will NOT be shared with anyone.

Over the past 6-12 months, how often have you engaged in the following behaviors? Please indicate on the scale from 1 (Never) to 5 (Very Often):

Feedback-seeking
Sought feedback on your performance after assignments
Solicited critiques from your boss
Sought out feedback on your performance during assignments
Asked for your boss' opinions of your work
Generalized socialization
Participated in social office events to meet people (i.e., parties, softball team, outings, clubs, lunches etc.)
Attended company social gatherings
Attended office parties
Supervisor socialization
Tried to spend as much time as you could with your boss
Tried to form a good relationship with your boss
Worked hard to get to know your boss

Support/Undermining Accuracy of Recall Check

Please indicate the extent to which you agree with the following statements on the scale from 1 (strongly disagree) to 5 (strongly agree): can remember the details of the mentioned support or undermining from your peers and supervisors on the scale from 1 (I don't remember much at all) to 5 (I remember the events very clearly).

I cannot recall instances of support or undermining (R)

I can recall instances of support or undermining as if they just happened

I can remember almost every detail of instances of support or undermining

Support/Undermining Measures: (Vinokur, Price, & Ryan, 1996).

Peer support (10 items) /undermining (7 items) behaviors:

The next set of statements focuses on specific behavior of your coworkers only (NOT your supervisor or manager). Please answer these questions honestly and keep in mind that your responses will NOT be shared with anyone.

Over the past 6-12 months, how often have your coworkers engaged in the following behaviors with you? Please indicate on the scale from 1 (Never) to 5 (Very Often)

Provided you with encouragement?
Provides you with information
Says things that raise your self-confidence
Listens to you when you need to talk
Shows that they care about you as a person
Understands the way you think and feel about things
Talks to you when you are upset
Helps you understand and sort things out
Provides you with direct help
Makes you feel you can rely on them
Acts in an unpleasant or angry manner toward you
Makes your life difficult
Acts in ways that show they dislike you
Makes you feel unwanted
Gets on your nerves
Criticize you
Insult you even if they did not mean to.

Supervisor Support (10 items) /Undermining (7 items) Behaviors:

The next set of statements focuses on specific behavior of your *supervisor* only (NOT your coworkers). Please answer these questions honestly and keep in mind that your responses will NOT be shared with anyone.

Over the past 6-12 months, how often have your supervisor engaged in the following behaviors with you? Please indicate on the scale from 1 (Never) to 5 (Very Often)

Provided you with encouragement?
Provides you with information
Says things that raise your self-confidence
Listens to you when you need to talk
Shows that they care about you as a person
Understands the way you think and feel about things
Talks to you when you are upset
Helps you understand and sort things out
Provides you with direct help
Makes you feel you can rely on them
Acts in an unpleasant or angry manner toward you
Makes your life difficult
Acts in ways that show they dislike you
Makes you feel unwanted
Gets on your nerves
Criticize you
Insult you even if they did not mean to.

Organizational Commitment Scale: (Meyer, Allen, & Smith, 1993)
Affective, Continuance, and Normative commitment subscales (6 items each) towards the organization.

The next set of statements focuses on how attached and committed you feel towards your employer. Please answer these questions honestly and keep in mind that your responses will NOT be shared with anyone.

Please indicate your agreement with the following statements on the scale from 1 (strongly disagree) to 5 (strongly agree):

Affective commitment
I would be very happy to spend the rest of my career with this organization
I really feel as if this organization's problems are my own
I do not feel a strong sense of "belonging" to my organization (R)

I do not feel like "a part of the family" at my organization (R)
This organization has a great deal of personal meaning for me
Continuance commitment
Right now, staying with my organization is a matter of necessity as much as desire
It would be very hard for me to leave my organization right now, even if I wanted to
Too much of my life would be disrupted if I decided I wanted to leave my organization now
I feel that I have too few options to consider leaving this organization
If I had not already put so much of myself into this organization, I might consider working elsewhere
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives
Normative commitment
I do not feel any obligation to remain with my current employer (R)
Even if it were to my advantage, I do not feel it would be right to leave my organization now
I would feel guilty if I left my organization now
This organization deserves my loyalty
I would not leave my organization right now because I have a sense of obligation to the people in it
I owe a great deal to my organization

Role Clarity scale (13 items): (Sawyer, 1992).

This set of statements is designed to measure your understanding of your job requirements. Please answer these questions honestly and keep in mind that your individual responses will NOT be shared with anyone.

Please indicate the extent to which you agree or disagree with the following statements on the scale from 1 (strongly disagree) to 5 (strongly agree):

I know what my duties and responsibilities are.

I know what the goals and objectives for my job are.

I know how my work relates to the overall objectives of my work unit.

I know the expected results of my work.

I know which aspects of my work will lead to positive evaluations.

I know how to divide my time among the tasks required of my job.

I know how to schedule my work day.

I know how to determine the appropriate procedures for each work task.

I know the procedures I use to do my job are correct and proper.

I know the best ways to do all of my work tasks.

Thriving Scale (10 items): (Porath, Spreitzer, Gibson, & Garnett, 2011)

Please indicate the extent to which you agree with the following statements on the scale from 1 (strongly disagree) to 5 (strongly agree):

At work….

I find myself learning often

I continue to learn more and more as time goes by

I see myself continually improving

I am not learning (R)

I have developed a lot as a person

I feel alive and vital

I have energy and spirit

I do not feel very energetic (R)

I feel alert and awake

I am looking forward to each new day

Withdrawal Behaviors (16 items): Lehman and Simpson (1992)

Psychological and Physical Withdrawal Scale:
This set of statements is designed to measure how much time and effort you spend on non-work behaviors. Please answer these questions honestly and keep in mind that your individual responses will *NOT* be shared with anyone.

Please indicate the extent to which you agree with the following statements on the scale from 1 (very little) to 5 (a great deal):
Over the last 6-12 months, indicate the extent to which you:

Psychological withdrawal
Thought about being absent from work (Absence adaptation)
Chat with co-workers about non-work topics (deviance)
Left work for unnecessary reasons (absence)
Daydreamed at work (absence)
Spent work time on personal matters (deviance)
Put less effort into your job than you should have (deviance)
Had thoughts about leaving your current job (absence)
Let others do your work (deviance)
Physical Withdrawal
Left work early without permission (absence)
Taken longer lunch or rest breaks than allowed (deviance)
Taken supplies or equipment without permission (deviance)
Fell asleep at work (deviance)
Spent a lot of time looking for a job alternative (absence)
Devoted much effort to looking for other jobs (absence)
Focused your time and effort on job-search activities (absence)
Given your best effort to find a job (absence)

Social Integration Scale (7 items): (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994)

This set of statements is designed to measure how much you feel like you are socially included in your work organization. Please answer these questions honestly and keep in mind that your individual responses will *NOT* be shared with anyone.

Please indicate the extent to which you agree or disagree with the following statements. Scale from 1 (Strongly Disagree) to 5 (Strongly Agree):

The people I work with respect me
My coworkers seem to accept me as one of them.
I get along with the people I work with very well.
I feel comfortable around my coworkers.
I am usually excluded in social get-togethers given by other people in the organization (R)
Within the work group, I would be easily identified as "one of the gang"
I am usually excluded in informal networks or gatherings of people within this organization (R)

Employee Adaptation Scale (10 items): (Roznowski & Hanisch, 1990)

This next set of statements is designed to identify general work-related behaviors and attitudes. Please answer these questions honestly and keep in mind that your individual responses will NOT be shared with anyone.

Please indicate the extent to which you agree or disagree with the following statements on the scale from 1 (strongly disagree) to 5 (strongly agree):
I often fail to attend scheduled meetings
I am often late for work.
I am often absent from work.
I constantly look at my watch at work
I make excuses to go somewhere to get out of work
I let others do my work for me
I take frequent or long coffee or lunch breaks
I do poor quality work
I use equipment (such as phone or internet) for personal use and/or without permission
I neglect those tasks that will not affect my performance appraisal or pay raise

Coworker satisfaction scale: Simon, Judge, Halvorsen-Ganepola (2010)
3-item scale rated on scale from 1 (strongly disagree) to 5 (strongly agree)

These items are designed to measure how happy you are with the people at work (Coworkers only).

Please indicate the extent to which you agree with the following statements:

Generally, I like the people I work with very much
Generally, I enjoy my coworkers
Generally, I feel very friendly toward my coworkers

Burnout Measure: Short Version (10 items): (Malach-Pines, 2005)

This set of statements is designed to measure how you feel in general about your job. Please answer these questions honestly and keep in mind that your individual responses will NOT be shared with anyone.

Using the scale from 1 (never) to 5 (always), please indicate your agreement about the following statements:
"When you think about your work overall, how often do you feel the following?

Tired

Disappointed with people

Hopeless

Trapped

Helpless

Depressed

Physically weak/Sickly

Worthless/Like a failure

Difficulties sleeping

"I've had it"