

**The Investigation of the Formation of Newcomer-Co-worker
Work Relationships during the Organisational Socialisation
Process**

Aditya Raj Nair

A thesis submitted to Auckland University of Technology in fulfilment of the requirements
for the degree of Master of Business of 2024

Faculty of Business, Economics and Law

Supervisor: Dr. Helena Cooper-Thomas

Abstract

Upon joining a new organisation, new hires (newcomers) can struggle to fit in and adapt to a new work environment. This adjustment process, known as organisational socialisation (OS), can be made easier through social integration between the newcomers and the insider employees of the organisation (co-workers). Specifically, co-workers can offer newcomers valuable support and knowledge about the organisation and job responsibilities. This study aims to examine how newcomers and co-workers develop work relationships longitudinally during the OS process. By exploring past literature, the study investigates the varied nature of OS and emphasises the significance of strong newcomer-co-worker work relationships in enhancing newcomer outcomes. It also investigates how newcomers establish connections and how co-workers provide support. Additionally, it delves into factors that contribute to the success or failure of these relationships, ranging from examining the negative consequences of co-worker ostracism to assessing the impact of newcomer proactive behaviour, proactive activities, and psychological aspects on relationship development. The study approaches the research questions from both the newcomers' and co-workers' perspectives, using the snowball sampling method to recruit participants. The initial plan was to recruit five co-worker participants and five newcomer participants. However, due to the difficulties in recruiting newcomer participants, with only one newcomer participant recruited, the study focused principally on co-workers, with ten co-worker participants recruited. This change in design allowed for a more in-depth analysis of the co-workers' roles in the OS process, particularly their contributions to newcomer integration. The study uses a qualitative, semi-structured interview method to gain an in-depth understanding of both parties' perspectives with regard to newcomer-co-worker work relationships during OS (one, weekly longitudinal interview for three weeks in the case of the newcomer. While for co-workers, one interview to gain a broad perspective). Using thematic analysis techniques, the study analyses the interview data by

identifying critical themes, sub-themes, and codes such as the essential role of experienced co-workers in supporting newcomer integration, newcomer self-reliance and preparedness in seeking support, newcomer strategies during integration, and the impact of co-worker interactions on newcomer well-being and organisational integration. Through an in-depth exploration of these themes, the study emphasises the need to establish supportive organisational cultures, promoting inclusive work environments, and developing positive work relationships in order to improve newcomer adjustment, commitment, and performance outcomes. The findings of this study provide a better understanding of OS processes and offer practical techniques for supporting successful socialisation experiences in organisational environments.

Table of Contents

Abstract.....	2
List of Figures.....	8
List of Tables.....	9
List of Abbreviations.....	10
Attestation of Authorship	11
Acknowledgements	12
Acknowledgement of Ethics	13
Chapter 1. Introduction.....	14
Introduction and Background	14
<i>The Newcomers' Perspective</i>	<i>14</i>
<i>The Co-workers' Perspective.....</i>	<i>15</i>
<i>The Reciprocal Nature of Newcomer-Co-worker Work Relationship and its Importance during OS.....</i>	<i>17</i>
Research Design, Objective, and Purpose	18
Research Questions	20
Structure of the Thesis.....	20
Chapter 2. Literature Review	23
1. Introduction	23
<i>A. The OS Process and Background</i>	<i>23</i>
<i>B. The Role of Newcomers during OS</i>	<i>24</i>
<i>C. The Role of Co-workers during OS.....</i>	<i>25</i>

<i>D. Newcomer-Co-worker Work Relationships during OS</i>	26
2. Work Relationships between Newcomers and Co-workers during OS	27
<i>A. Factors Influencing the Formation and Development of Newcomer-Co-worker Work Relationships</i>	27
<i>B. Strategies Adopted by Newcomers for Pursuing Valuable Work Relationships and Co-workers for Integrating Newcomers</i>	34
<i>C. Outcomes of Positive Newcomer-Co-worker Work Relationships during OS</i>	42
3. OS as a Longitudinal Process	48
<i>A. Review of Research that Explores OS as a Longitudinal Process</i>	48
<i>B. Review of Research that Explores Newcomer-Co-worker Work Relationships as a Longitudinal Process</i>	52
Implications and Insights from the Literature Review	55
<i>Conceptual Framework for OS</i>	55
<i>Understanding the Characteristics of OS</i>	56
<i>Co-worker Work Relationships and Socialisation Outcomes</i>	56
<i>Organisational Strategies for Effective Socialisation</i>	56
<i>Global and Cultural Considerations in Socialisation</i>	57
Chapter 3. Methodology	58
Introduction	58
Research Methodology – Qualitative Research	58
<i>Research Philosophy</i>	59
Data Collection	61

<i>Snowball Approach</i>	61
<i>Semi-Structured Interviews</i>	62
<i>Ethical Considerations</i>	64
<i>Participants</i>	65
<i>Interview Questions</i>	70
<i>Interview Timing</i>	73
<i>Data Collection and Analysis</i>	75
Chapter 4. Findings	80
Co-worker Analysis	80
1. <i>Co-worker Facilitated Initial Integration</i>	81
2. <i>Supportive Relationship Building</i>	84
3. <i>Role of Newcomers in Relationship Formation and Integration</i>	90
4. <i>Newcomer Integration Timeframe and Adaptation</i>	94
5. <i>Mentorship as a Catalyst for Integration</i>	97
6. <i>Impact of Integration Struggles on Relationship and Performance</i>	100
Newcomer Analysis	107
1. <i>Foundations of Interpersonal Synergy</i>	109
2. <i>Strategies during Integration</i>	111
3. <i>Co-worker Support during Integration</i>	113
4. <i>Self-Reliance and Preparedness in Seeking Support</i>	115
5. <i>Strategic Relationship Building and Power Dynamics</i>	117

6. <i>Role of Mentorship in Newcomer Socialisation</i>	119
7. <i>Navigating Challenges in Boundary Setting and Integration</i>	121
Chapter 5. Discussion	124
Introduction	124
Theoretical Contributions	124
<i>Newcomer-Co-worker Strategies Towards Building Work Relationships</i>	124
<i>The Interplay of Culture and Individuality</i>	125
<i>A Longitudinal Lens on Work Relationship Building</i>	126
Practical Recommendations	127
Limitations and Future Directions	129
Conclusion	132
References	134
Appendix	163
Appendix A – Ethics Approval Form	163
Appendix B - Tools	164
<i>B1 – Newcomer and Co-worker Interview Guides</i>	164
<i>B2 – Newcomer and Co-worker Participant Information Sheets</i>	172
<i>B3 – Newcomer and Co-worker Consent Forms</i>	178
<i>B4 – Participant Invitation</i>	180
<i>B5 – Summary of the Findings for Participants</i>	181

List of Figures

Figure 1. Co-worker Analysis - Overarching Themes, Sub-themes, and Codes.....80

Figure 2. Newcomer Analysis - Overarching Themes, Sub-themes, and Codes 107

List of Tables

Table 1. Recruitment Criteria	66
Table 2. Interview Structure	73
Table 3. Demographic Information	76

List of Abbreviations

OS – Organisational socialisation

HR – Human resource(s)

AUTEC – AUT Ethics Committee

RQ – Research Question

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor used artificial intelligence tools or generative artificial intelligence tools (unless it is clearly stated, and referenced, along with the purpose of use), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Aditya Raj Nair

26-Jul-2024

Acknowledgements

I want to express my heartfelt gratitude to all the amazing individuals who supported me throughout my research journey and made valuable contributions to this study. To start, I extend my gratitude to Jo Mason for approving the initial funding that enabled me to enlist participants for the research. Furthermore, I am sincerely thankful to each and every research participant, to whom I will always be indebted. Thank you for your time, trust, cooperation, and support. Anna, Barbara, Crystalline, Donald, Foa, Gordon, Katrina, Richie, Samantha, Sunny, Sully – You all were an exceptional group of participants for the study! I couldn't have asked for better participants. Once again, thank you for your participation! I hope that this research pays tribute to your contributions and the newcomer-co-worker work relationship during onboarding. As we have built a strong connection, I hope we can stay in touch for the years to come.

I am extremely grateful to Dr. Helena Cooper-Thomas, my supervisor, for her indispensable support. Her ability to provide constructive feedback with positive reinforcement in a creative manner has been instrumental in my journey. I never anticipated reaching this point with my thesis, and I have her continuous encouragement and patient guidance to thank, especially during the challenges of participant recruitment. I appreciate her keeping my optimism alive regarding the feasibility of this study. I look forward to catching up in the future to hear about her mountain biking and golf activities.

I would like to express my gratitude to my parents and friends for their unwavering support throughout my research journey. Despite not being able to interact with them as often, I am truly grateful for their continuous motivation, encouragement, and reminders that I could succeed. They supported me throughout the research process and during the moments when it felt overwhelming. Thank you!

Acknowledgement of Ethics

Thank you to the Auckland University of Technology Ethics Committee for your approval of this research (AUTEC approval: 23/250, 9th October 2023)

Chapter 1. Introduction

Introduction and Background

When individuals enter a new organisation, they embark on a crucial journey of adaptation termed organisational socialisation (OS). The OS process is essential for ensuring their effective integration into the workplace and achieving long-term success (Saks & Gruman, 2018; Van Maanen, 1978). Successful OS goes beyond acquiring technical skills; it encompasses achieving social integration with the organisation's experienced co-workers and comprehending the unique organisational culture (Cooper-Thomas & Anderson, 2006; Jia et al., 2021; Korte et al., 2015; Saks & Ashforth, 1997). In this intricate web of integration, the work relationships that newcomers establish with their more experienced co-workers play a fundamental role.

The Newcomers' Perspective

For newcomers, building successful relationships with co-workers is essential for dealing with and overcoming the initial anxieties and uncertainties of a new role. These anxieties can stem from a lack of familiarity with the organisation's culture, work processes, and social norms (Bauer & Erdogan, 2014; Kowtha, 2008). Newcomers may also feel unsure about how to perform their tasks effectively, how to interact with co-workers from different backgrounds, or how to gain visibility and recognition for their contribution (Feldman & Brett, 1983; Kammeyer-Mueller & Wanberg, 2003).

Newcomers can behave proactively with the tools and confidence to address these anxieties and uncertainties (Zhao et al., 2023). By actively seeking feedback, newcomers can gain insights into their strengths and weaknesses, identify areas for improvement, and demonstrate their eagerness to learn (Major & Kozlowski, 1997; Morrison, 1993). Asking direct questions allows newcomers to clarify expectations, obtain essential information, and avoid misunderstandings (Gregory et al., 2022). Engaging in constructive negotiation

empowers newcomers to advocate for their needs and interests, while also demonstrating their collaborative spirit by finding solutions that meet both their own requirements and their co-workers' requirements (Zhou et al., 2022). Finally, actively networking with co-workers through informal conversations, attending social events, and participating in team-building activities can help newcomers build rapport, develop a sense of belonging, and establish a wider support network within the organisation (Griffin et al., 2000; Nifadkar et al., 2012; Sluss et al., 2012).

Studies have shown that newcomer proactive behaviours are positively correlated with a more effective OS process (Bauer & Erdogan, 2011; Cooper-Thomas et al., 2014). According to Cooper-Thomas and Anderson's (2006) OS model, positive relationships between newcomers and co-workers enhance the organisation's social cohesion, fostering a supportive and collaborative work environment that benefits both the newcomer and the organisation. Newcomers who feel welcomed, supported, and valued are more likely to be engaged, productive, and satisfied in their new roles (Chi et al., 2020; Klemme Larson & Bell, 2013; Ortlieb et al., 2021). In turn, organisations benefit from a more cohesive workforce, reduced turnover rates, and a stronger employer brand that attracts top talent (Van Maanen, 1975; Vandenberghe et al., 2021).

The Co-workers' Perspective

While newcomers can take the initiative in building relationships, experienced co-workers play a critical role in creating a welcoming and supportive environment. However, the challenge lies in the variability of this support, as not all co-workers are equally willing or able to provide such assistance. This inconsistency can hinder newcomers' successful integration into the organisation, potentially leading to feelings of isolation and a slower adjustment process. The problem, therefore, is the uneven availability of co-worker support, which can significantly impact the effectiveness of OS (Batistič & Kaše, 2022; Liu et al., 2023).

Ideal co-workers do more than simply provide information and answer questions; they act as mentors and guides, helping newcomers navigate the complex social landscape of a new workplace (Cai et al., 2020; Chao et al., 1992). This guidance can involve introducing newcomers to key co-workers, explaining informal workplace norms, and offering assistance with tasks or problems (Kulkarni & Lengnick-Hall, 2011). Without this proactive support, newcomers may struggle to develop the necessary professional networks that are vital for long-term success and career progression (Boekhorst et al., 2024).

Co-workers who are mindful of the challenges faced by newcomers are more likely to adopt supportive behaviours towards newcomers. Empathy and understanding can go a long way in creating a positive onboarding experience (Jiang et al., 2021). For example, co-workers can be mindful of the fact that newcomers may be feeling overwhelmed or unsure of themselves. They can adjust their communication style to be clear, concise, and encouraging. They can also be patient with newcomers who are still learning the ropes (Eberl et al., 2012; Nifadkar & Wu, 2022).

Furthermore, co-workers can help to integrate newcomers into the social fabric of the organisation by inviting them to participate in social events, team lunches, or after-work gatherings (Cooper et al., 2021; Thomas & Anderson, 1998). These informal interactions can help newcomers build rapport with co-workers, develop a sense of belonging, and learn more about the organisation's culture in a relaxed setting (Lee et al., 2010; Liu et al., 2020; Xing et al., 2021). Ultimately, co-workers who take the time to invest in newcomers are not only helping them to adjust to their new roles but are also contributing to a more positive and collaborative work environment for everyone (Ortlieb et al., 2021).

The Reciprocal Nature of Newcomer-Co-worker Work Relationship and its Importance during OS

The relationship between newcomers and co-workers is inherently reciprocal (Jia et al., 2021). While newcomers' proactive efforts are essential for initiating connections and promoting positive interactions, co-workers significantly contribute to creating a welcoming and supportive environment (Kammeyer-Mueller et al., 2013; Liu et al., 2023). When co-workers are willing to invest time and effort in helping newcomers adjust, it benefits both parties. Newcomers feel more supported and engaged, leading to higher job satisfaction and productivity (Katz, 1978; Taormina, 2009). Co-workers benefit from a more collaborative and cohesive work environment, and the organisation as a whole prospers from a more engaged and effective workforce (Smith et al., 2022).

Research suggests that newcomers' experiences often follow a honeymoon-hangover pattern upon joining. Initially, they enter a new organisation with high expectations and job satisfaction, fuelled by excitement for their role and the company (Boswell et al., 2005, 2009; Wanous et al., 1992). However, newcomers' initial enthusiasm can decline due to unmet expectations. Unsuccessful development of work relationships with co-workers during OS can be a major contributor to this decline. For example, veteran co-workers may exhibit negative behaviours towards newcomers, ostracising them or considering them inferior (Liu et al., 2021; Liu et al., 2021; Liu et al., 2020). Similarly, newcomers who lack proactive behaviour in integrating into the organisational culture and socialising with co-workers can also face unmet expectations (Ashforth et al., 2007; Gruman et al., 2006; Jiang et al., 2021; Kim et al., 2009; Liu et al., 2021; Liu et al., 2021). These factors can lead to a decline in job satisfaction – a phenomenon known as the hangover effect (Boswell et al., 2005, 2009). Understanding the newcomer-co-worker work relationships during OS might assist in the mitigation of the hangover effect and encouraging positive outcomes such as job satisfaction, perceived fit

within the organisation, and overall organisational commitment (Cooper-Thomas et al., 2004; Korte & Lin, 2013). The newcomers' perceptions of the organisation and their job satisfaction tend to decrease after an initial increase significantly within the first few months of joining, impacting their long-term well-being (Cooper-Thomas et al., 2004; Saks & Gruman, 2018).

This study aims to gain an in-depth understanding of the social dynamics at play during OS as newcomers and experienced co-workers build work relationships. Having an understanding of these relationships can significantly influence the OS experience for both parties. The remainder of the chapter outlines the research design used to investigate the development of newcomer-co-worker work relationships, including the chosen paradigm, data collection methods, and the rationale behind these choices (see Chapter 3. Methodology).

Research Design, Objective, and Purpose

This study adopts an interpretivist paradigm to explore how newcomers and experienced co-workers build work relationships during OS. The interpretivist paradigm emphasises the subjective experiences and meanings that individuals construct within their social context (Gray, 2014). This approach is particularly well-suited to this study as it seeks to understand the newcomer-co-worker work relationships and the organisational experiences of both parties during OS. The research employs in-depth, semi-structured interviews to gather rich qualitative data (Dempsey et al., 2016; Dolczewski, 2022; McNulty et al., 2013; Patton, 2014). This method allows participants to share their unique perspectives and experiences of work relationship building during OS. The interpretivist paradigm acknowledges the importance of subjective meaning-making in such contexts, making it a suitable approach to analyse this qualitative data and gain a deeper understanding of the phenomenon.

The study aims to offer a more enhanced understanding of how these work relationships influence the OS experience for both parties. This is possible by including both

the newcomers' and co-workers' perspectives. Prior to data collection, ethics approval was obtained from the AUT Ethics Committee (AUTECH).

The co-worker participants will be interviewed once to gain a broad perspective on their experiences in supporting newcomers. This approach is justified as co-workers, being more established in the organisation, are able to provide comprehensive accounts of the relational and organisational changes they observed over time. Moreover, capturing their perspectives at a single point offered practical advantages in terms of feasibility. On the other hand, the newcomer participants will be interviewed over time to assess how their relationships with their insider co-workers develop. The longitudinal data captures the dynamic and ongoing nature of the newcomer's social integration and relationship development in the workplace.

By employing a longitudinal approach for the newcomer interviews, the study will capture the evolving nature of newcomer adjustment in the organisation during OS. This will offer valuable insights for designing interventions and practices to enhance not only newcomers' integration experiences but also co-workers' work experiences within the organisation upon a newcomer joining (Bauer, 2010; Boswell et al., 2005, 2009; Gregory et al., 2022; Kammeyer-Mueller et al., 2013; Korte & Lin, 2013; Kram, 1983; Liu et al., 2021; Liu et al., 2021). However, during the actual data collection, only one newcomer participant was recruited and interviewed longitudinally. This reflected difficulties in recruitment. Therefore, in order to obtain a sufficient corpus of total interview data, ten co-workers were also interviewed for deriving meaningful insights and for maintaining sustainability within the submission timeframe (see Chapter 3. Methodology – Participants).

This study illustrates the proactive strategies the newcomer utilises to integrate into his new environments, informing organisational practices that support these initiatives (Ashforth et al., 2007; Gruman et al., 2006; Kim et al., 2009). Additionally, it sheds light on the role of experienced co-workers in facilitating newcomer's adjustment, offering guidance on

developing and promoting supportive behaviours (Cai et al., 2020; Chao et al., 1992). Ultimately, the findings of the study enable organisations to design better onboarding programmes and foster a culture of co-worker support that promotes positive socialisation experiences (Cimino, 2011; Dailey, 2016; Lee et al., 2010; Taormina, 2009). This, in turn, can lead to a more satisfied, committed, and high-performing workforce (Chi et al., 2020; Katz, 1978).

Research Questions

Based on past research of newcomer-co-worker work relationships during OS and the study's design and objective, the RQs are:

1. Overarching RQ – How do work relationships develop between newcomers and experienced co-workers during organisational socialisation?
 - a. Sub-RQ 1 – How do newcomers view and pursue the development of valuable work relationships with experienced co-workers?
 - b. Sub-RQ 2 – How do experienced co-workers perceive and enact their role in integrating newcomers through the development of work relationships?

Structure of the Thesis

Subsequent to this introductory chapter, this thesis is structured as follows:

Chapter 2: Literature Review – This chapter reviews the diverse nature of OS, emphasising the transformation of newcomers into insiders through reciprocal adaptation between the organisation and its newcomers. It highlights the important role of positive newcomer-co-worker work relationships in enhancing newcomers' job satisfaction, organisational commitment, and job performance. The literature review also addresses the detrimental effects of co-worker ostracism and interpersonal conflict on these outcomes. Additionally, it examines longitudinal studies to understand the evolving nature of newcomer-co-worker work relationships and the impact of proactive behaviours and psychological contracts on socialisation outcomes. Thereafter, the research questions (RQs) of the study are stated based on the implications and insights from the literature review.

Chapter 3: Methodology – This chapter describes the qualitative research methodology using semi-structured interviews. It emphasises a relativist ontology, subjectivism epistemology, and an interpretivist descriptive approach to explore subjective newcomer-co-worker work relationships during OS from both newcomers' and co-workers' perspectives. This chapter highlights the participant selection criteria, data collection process (longitudinally in the case of newcomers), and data analysis procedures using thematic analysis.

Chapter 4: Findings – This chapter presents the findings. As noted, recruitment challenges for newcomers meant that data came from interviews with ten co-workers and one newcomer. Thematic analysis was used to identify the key themes, sub-themes, and codes, including patterns in the data. The chapter is further divided into two subheadings. The first is co-worker analysis, which examines how experienced co-workers perceive and fulfil their roles in integrating newcomers through the development of work relationships. The second is newcomer analysis, which focuses on one newcomer's perspective over time as they develop meaningful work relationships with co-workers during OS.

Chapter 5: Discussion – This chapter interprets the findings of this qualitative study concerning the RQs and existing literature, focusing on the development of work relationships between newcomers and co-workers during OS. The chapter discusses theoretical implications that align with and extend existing research. It explores newcomer-co-worker work relationships from a dual perspective, focusing on how newcomer pursues valuable work relationships and how co-workers perceive and enact their roles in integrating newcomers. It also discusses the importance of individual differences and self-presentation styles in shaping these relationships. Furthermore, the chapter emphasises the need for a supportive organisational culture that encourages newcomer initiative and co-worker mentorship. Practical recommendations for HR strategies and leadership approaches are discussed, stressing the necessity for environments that motivate co-workers to support newcomers. The

chapter ends by addressing the limitations and future research directions of the study to enhance the understanding of newcomer-co-worker work relationships during OS.

In conclusion, by investigating the relationship formation between newcomers and co-workers during OS, this study aims to contribute to a deeper understanding of the factors that facilitate or hinder the successful integration of newcomers in the workplace.

Chapter 2. Literature Review

1. Introduction

A. The OS Process and Background

OS is the process whereby newcomers to work organisations are transformed into insiders (Cooper-Thomas & Anderson, 2006; Saks et al., 2007). This process involves a reciprocal adaptation between the organisation and its new members (Bauer & Erdogan, 2014). While effective socialisation can lead to higher newcomer job satisfaction, organisational commitment, job knowledge, performance, and lower turnover, poor-quality socialisation experiences can have adverse outcomes, such as lower job satisfaction, diminished commitment, and increased turnover (Allen et al., 2017; Saks & Ashforth, 1997). Thus, it is not merely socialisation itself but the quality of the socialisation experience that plays a critical role in shaping these outcomes.

Institutional theory offers an insightful lens for understanding how external pressures—such as legal frameworks, industry standards, cultural values, and societal expectations—can shape the OS process (Theodorakopoulos & Budhwar, 2015). This theory posits that organisations do not operate in isolation; rather, they are influenced by broader social and cultural forces that affect their internal processes (Spanuth & Urbano, 2023). For instance, if a particular industry places significance on certain ethical practices, an OS process may incorporate these practices to adhere to the industry's established norms. A non-profit organisation may possess a distinct institutional logic in comparison to a for-profit corporation, thereby affecting its strategies and values surrounding socialisation. From an institutional theory perspective, for organisations to effectively socialise their newcomers, organisations should not merely be incorporating them into the organisation's way of doing things; they should also harmonise their principles and methodologies with societal norms and standards. This not only aids organisations in manoeuvring their external surroundings but also enhances

their enduring prosperity and reputation (Fogarty & Dirsmith, 2001). A surge in research in the field of OS has been observed, with implications suggesting an increase in the efficacy of newcomers upon joining, with an emphasis on socialisation tactics, training, proactive socialisation, learning and content, group socialisation, and individual differences (Antonacopoulou & Güttel, 2010; Colella, 1994; Fang et al., 2011; Lee, 2023; Saks & Ashforth, 1997).

The field of OS has transformed over time, with different aspects being emphasised in different decades, including tactics, proactivity, information seeking, uncertainty reduction, and a person-by-situation approach (Moynson et al., 2018). The existing body of literature indicates that for future research within this field of study, it is viable to not only scrutinise matters that affect distinct groups such as people with disabilities but also to explore the impact of socialisation on the attitudes and conduct of employees (Batistič & Kaše, 2015). It is particularly significant to focus on the interactions and dynamics between co-workers and newcomers, as well as the longitudinal elements and transitional experiences of newcomers while either party attempts to develop newcomer-co-worker work relationships during the OS process (Allen et al., 2017; Liden et al., 2016; Plakhotnik et al., 2011; Saks & Ashforth, 1997).

B. The Role of Newcomers during OS

Recently hired employees, also known as new hires, are newcomers to the organisation. They are those who are currently integrating into the organisational culture and familiarising themselves with their new roles and responsibilities.

The socialisation process involves not only organisational efforts to socialise newcomers but also the newcomers' individualisation efforts to influence the organisation (Mignerey et al., 1995). Various factors, such as the type of organisation, work interactions, occupation, and experience level, influence the information that newcomers acquire from their peers, for example, co-workers (Fang et al., 2011). The socialisation process aims to facilitate

the accessibility of newcomers to social capital, which can contribute to their adjustment and subsequent career success (Bauer & Erdogan, 2014; Comer, 1991).

OS is a process of cultural assimilation whereby newcomers learn, internalise, and adapt to the unique values, norms, and behaviours that define an organisation's culture. This highlights how socialisation helps transform newcomers from outsiders to insiders by facilitating their understanding and adoption of the organisation's cultural framework, which includes shared assumptions, values, and practices (Hall, 1981). Organisational insiders, such as supervisors and co-workers, play an essential role in facilitating this cultural adjustment by actively guiding and supporting newcomers through informal and formal means (Hess, 1993).

C. The Role of Co-workers during OS

In the context of OS, a newcomer's co-workers are individuals who work in association with the newcomer and have an impact on their socialisation process. These co-workers are insider employees of the organisation and play a significant role in facilitating the socialisation process of newcomers by providing support, guidance, and opportunities for engagement (Liu et al., 2021). Moreover, co-workers can influence the participation of the newcomer in developing organisational citizenship behaviours by creating a favourable team-member exchange and demonstrating organisational citizenship behaviours themselves (Wesche & Teichmann, 2016). The characteristics of the social connections established between newcomers and co-workers, encompassing aspects such as leader-member exchange and co-worker exchange, represent variables that may exert an influence on the initial task performance of newcomers as well as on their subsequent progress over an extended period (Hayashi, 2014). Additionally, co-workers contribute to the collective process of co-worksanship between newcomers and co-workers, which entails co-operation, trust, and a sense of community among colleagues (Liu et al., 2021). As a whole, co-workers are essential social

agents within an organisation who can significantly impact the socialisation and performance of newcomers.

D. Newcomer-Co-worker Work Relationships during OS

The relationship between new employees and their co-workers in the workplace, referred to here as the newcomer-co-worker work relationship, encompasses various interactions and exchanges. These interactions cover relationships that vary in quality and diversity (Sherony & Green, 2002). Furthermore, the level of engagement and involvement of newcomers in their work and research activities, as well as the motivation and competence of the co-workers, constitute an integral component of this newcomer-co-worker work relationship (Allen et al., 2017; Chen & Klimoski, 2003; Liden et al., 2016; Plakhotnik et al., 2011; Saks & Ashforth, 1997). The extent of belongingness perceived by newcomers and the degree of acceptance they receive from their co-workers are also significant aspects of this relationship (Bauer & Green, 1994). In addition, the design of work environments, including elements like task interdependence and the utilisation of common co-working spaces as opposed to individual cubicles or distinct zones, has a substantial impact on the social interactions and knowledge exchanges between newcomers and co-workers (Berbegal-Mirabent, 2021; Hertel et al., 2005; Navimipour & Charband, 2016; Orel & Bennis, 2021; Spinuzzi et al., 2019). This, in turn, can play an influential role in strengthening the newcomer-co-worker work relationship (Thau et al., 2007). Overall, the work relationship between newcomers and co-workers entails the intricacies and results of the affiliations and exchanges in the professional setting.

2. Work Relationships between Newcomers and Co-workers during OS

A. Factors Influencing the Formation and Development of Newcomer-Co-worker Work Relationships

The formation and development of newcomer-co-worker work relationships may be influenced by positive and negative factors. On the positive side, higher quality of newcomer-co-worker work relationships is related to better initial newcomer performance and adjustment during the process of their OS (Liu et al., 2021). On the negative side, the phenomenon of ostracism displayed by co-workers towards newcomers has an adverse effect on the process of their OS process (Nifadkar & Bauer, 2016). Additionally, conflict with co-workers can hinder newcomer's proactive behaviour, self-leadership, information-seeking, and adjustment to the organisation (Cranmer et al., 2019; Stewart et al., 2019; Wesche & Teichmann, 2016).

Impact of Positive Co-worker Work Relationships on Newcomer Integration and OS. Positive relationships with co-workers play a role in aiding newcomers in coping with stress and mitigating the negative psychological impacts of work demands. James (2020b) stresses the significance of supportive co-workers in helping newcomers adjust to their new work environment and effectively manage stressful situations. In a survey-based study, James found that co-worker support demonstrated a positive association with proactive behaviour and socialisation. Utilising a bootstrapping technique for analysis, the study indicated that co-worker support serves as a significant predictor of newcomers' OS. This highlights the importance of constructive relationships with co-workers in providing the required information for navigating workplace ambiguity and understanding the organisational culture. Co-worker support not only facilitates environmental learning but also contributes to newcomers' awareness of performance expectations. Fostering positive relationships between newcomers and co-workers is identified as a critical factor in achieving successful OS and adaptation processes. Establishing a welcoming environment and encouraging co-workers to mentor and

guide newcomers in their tasks are suggested strategies to facilitate this positive interaction.

In the realm of organisational sensemaking, involving the twin processes of information sense-making and understanding, Settoon and Adkins (1997) propose the value of intra-organisational referents—individuals or resources within the organisation—whom newcomers can turn to for guidance or information. Relying on supervisors and co-workers for sensemaking is associated with better adaptation, integration, skill acquisition, and the development of interpretive frameworks relevant to the organisation. In contrast, turning to extra-organisational referents, such as family and friends, may result in incorrect interpretations and unfavourable consequences. The study emphasises that intra-organisational referents contribute significantly to favourable outcomes for newcomers in their relationships with co-workers.

Socialisation practices that encourage the expression of newcomers' identities contribute to stronger employment relationships and improved employee performance. Cable et al.'s (2013) study compares different socialisation methods and finds that encouraging newcomers to be their authentic selves at work enhances their sense of worth and acceptance by co-workers. This, in turn, leads to positive relationships and heightened job satisfaction during OS. Moreover, the expression of authentic selves enables newcomers to bring unique perspectives to the workplace, facilitating innovation and enhanced team performance. Cable et al.'s findings emphasise the benefits of encouraging newcomers to express their identities while at work, offering insights into improved newcomer-co-worker work relationships.

The strategies employed by organisations in socialising with newcomers have a profound impact on the emergence of positive connections between newcomers and co-workers. Allen and Shanock (2013) contend that socialisation techniques promoting shared learning experiences and well-defined socialisation activities, such as training sessions, contribute to positive perceptions of social exchange between newcomers and co-workers. Planned

socialisation activities signal the organisation's investment in newcomers' adjustment and willingness to allocate resources for their assimilation into the work environment. This, in turn, heightens perceptions of organisational support (POS) and job embeddedness, ultimately leading to increased commitments to the organisation and reduced voluntary turnover. In light of these findings, promoting positive newcomer-co-worker work relationships is advocated as an essential component of organisations' socialisation tactics.

Managing Newcomer-Co-worker Worker Work Relationships for Successful OS.

The investigation conducted by Rubenstein et al. (2020) on the impact of supervisor helping motives sheds light on the nuances of newcomer-co-worker work relationships during OS. Recognising the significant role of co-workers in assisting newcomers in adjusting to their new roles, the study identifies different motivations for co-worker helping behaviour. Co-workers driven by other-orientation are more likely to provide authentic assistance, nurturing favourable relationships. Conversely, self-oriented co-workers may contribute to negative newcomer-co-worker work relationships. While the study doesn't explicitly delve into these relationships, it offers insights into how distinct motivations for helping behaviour can influence newcomer adjustment and socialisation outcomes, potentially shaping the overall newcomer-co-worker work relationships.

Wesche and Teichmann's (2016) exploration of optimistic and high-quality bonds among co-workers highlights the catalysing effect on organisational citizenship behaviour (C-OCB, as mentioned in their research), particularly pertinent for newcomers. Team-member exchange (TMX, as mentioned in their research) is identified as a key factor associated with positive affect, value similarity, and friendship within teams. This positive exchange facilitated through team-building techniques, not only engenders positive relationships but also contributes to the favourable display of C-OCB. However, adverse effects, such as social isolation or lack of recognition, may hinder the proactive behaviour of newcomers,

underscoring the significance of leaders acknowledging co-workers' potential influence during socialisation. This reinforces the need for OS and onboarding programmes that prioritise not only task proficiency but also the integration and welcoming of newcomers into their new team.

Reatto and Brunstein's (2020) examination of the effects of OS on relationships between newcomers and experienced co-workers in a public university emphasises the potential adversities arising from insufficient support, unclear organisational policies, and a lack of discussion regarding newcomers' roles. The study underscores the influence of socialisation processes on newcomers, making them self-motivated, non-institutionalised, informal, and influenced by the normative nature of work, emphasising the importance of cultivating a workplace environment that encourages solidarity, collectivism, and meaningful contributions during OS. This aligns with the overarching theme of navigating newcomer-co-worker work relationships for successful OS.

Cooper-Thomas's (2009) study on newcomer-insider relationships further reinforces the critical role of co-operative relationships with co-workers in OS. Positive newcomer-insider relationships enhance well-being, performance, and organisational productivity. To mitigate tension or exclusion between newcomers and co-workers, various approaches such as mentoring programmes, socialisation activities, and communication training are recommended. This study not only aligns with the overarching theme but also aligns with the broader theme by emphasising the significance of positive newcomer-co-worker work relationships in the success of OS.

Korte's (2010) investigation into the OS process of newly-employed individuals emphasises the central role of relationships with co-workers in the broader spectrum of social and professional interactions. The study sheds light on the importance of positive relationship-building with co-workers for the OS process of newcomers while highlighting adverse consequences resulting from negative relationships. It presents a relational viewpoint on the

socialisation process and provides evidence that relationship-building is a prime propellant of the socialisation process. Favourable aspects, including amicable relations, knowledge acquisition, and positive relationships with co-workers, facilitate the learning process. Conversely, adverse aspects such as slow-paced change and entrenched patterns can hinder the socialisation process. This study highlights the nuanced aspects of newcomer-co-worker work relationships and their impact on the OS process.

Bauer and Erdogan's (2014) exploration of newcomer capital's impact on OS brings attention to the role of social networks in facilitating constructive relationships with co-workers. The study emphasises the significance of psychological capital, such as self-efficacy, in shaping interactions between newcomers and co-workers. The positive impact of obtaining resources from social networks, such as having a mentor or supportive co-worker, contrasts with the hindrances posed by negative relationships. Overall, this study reinforces the theme by emphasising the need to consider newcomer capital in understanding the complex dynamics of newcomer-co-worker work relationships during OS.

Managing Adversities in Newcomer-Co-worker Work Relationships during OS.

The detrimental impact of co-worker ostracism on the proactive behaviour of newcomers within an organisation is a significant concern, as highlighted by Liu et al. (2021). The study delves into the consequences of co-workers shunning recently-hired employees during the OS process, revealing that such exclusion hinders the pursuit of information and the development of guanxi among newcomers. Emotional intelligence is identified as a factor that can intensify the adverse effects of co-worker ostracism on newcomers' psychological preparedness, thereby negatively influencing their proactive behaviour. The study stresses the importance of bolstering the psychological readiness of newcomers by clarifying job descriptions, setting expectations, and providing psychological aid, such as emotional regulation training. Strategies to mitigate the negative repercussions of co-worker ostracism on proactive behaviours are also

proposed. Ultimately, the study reinforces the vital role of positive newcomer-co-worker work relationships in the success of OS.

Nifadkar and Bauer's (2016) paper further explores the theme of navigating adversities in newcomer-co-worker work relationships, focusing on the adverse effects of interpersonal conflict. The study proposes a comprehensive model that traces the stages from a breakdown in the sense of belongingness to its immediate and long-term consequences, impacting newcomers' information-seeking behaviour and, consequently, their task performance. Highlighting the importance of cultivating affirmative relationships with both co-workers and supervisors, the paper suggests that despite conflicts with co-workers, newcomers can thrive by building rapport with and seeking guidance from their supervisors. This emphasises the essential nature of positive newcomer-co-worker work relationships for successful OS, acknowledging the possible negative implications of relationship disputes.

Korte et al.'s (2015) study delves into challenges faced during OS processes for new engineers and managers, emphasising the negative effects on learning, performance, and satisfaction. The research uncovers the unclear and difficult nature of OS processes, leading to misunderstandings between newcomers and managers. The study further finds that some newcomers received inadequate guidance from their managers, prompting them to look for assistance from their co-workers. Quality newcomer-co-worker work relationships are identified as having a significant positive impact on the socialisation process, with co-worker expectations playing an important role in newcomers' adaptation. The study underlines the importance of organisations providing clear guidance and support to newcomers during OS to ensure a positive experience.

Topa and Perez-Larrazabal's (2016) investigation extends the exploration of adversities in newcomer-co-worker work relationships by examining the impact of negative mentoring and co-worker undermining on the learning process and group identity of newcomers in the

workplace. The study reveals a positive association between negative mentoring and co-worker undermining, emphasising the potential harm to the newcomer-co-worker work relationship. The learning process of newcomers acts as a mediator in this relationship, indicating that the learning experience influences the newcomer-co-worker work relationship. The study highlights the importance of considering group identity when examining the factors that can affect newcomer-co-worker work relationships during OS.

In a different context, Kristensen and Kristensen (2021) explore the impact of the hazing rite termed, quizzing, on the dynamic between newcomers and experienced insiders within workgroups, particularly among nursing students during clinical internships at Danish medical facilities. The study reveals that quizzing is a public ceremony carried out by an experienced insider, which persists until an onlooker intervenes, even if the newcomer admits to not knowing the answers eventually leading to sentiments of alienation, estrangement, and a negative working environment among newcomers. Applying resonance theory and workplace hazing theories, the paper suggests that hazing practices can have an adverse effect on the newcomer-co-worker work relationship during OS, resulting in feelings of exclusion and alienation for newcomers.

In summary, the literature provides an understanding of the complexities surrounding newcomer-co-worker work relationships during OS. Positive relationships are essential for successful socialisation, while challenges such as ostracism, conflict, and hazing practices can impede the process. Strategies for promoting positive relationships, acknowledging co-workers' influence, and addressing adversities are essential for organisations aiming to enhance the socialisation experience for newcomers. The findings support the need for a holistic approach to understanding and facilitating positive newcomer-co-worker work relationships for successful OS.

B. Strategies Adopted by Newcomers for Pursuing Valuable Work Relationships and Co-workers for Integrating Newcomers

Newcomers may adopt various strategies upon joining an organisation to cultivate meaningful work relationships with co-workers during their OS process, including self-leadership strategies, proactive behaviour, and adaptability (Beddoes, 2022; James, 2020b, 2020a). Newcomers strive to seamlessly integrate into the workplace, cultivate meaningful work relationships with co-workers, and obtain social acceptance within the organisational culture (Antonacopoulou & Güttel, 2010; Green et al., 2017). By implementing self-leadership techniques such as setting goals and engaging in continuous learning, newcomers position themselves for professional growth and advancement (Parker et al., 2021; Saks & Ashforth, 1997). Proactive behaviour and effective communication not only enhance performance recognition but also aid in adapting to the organisation's values and expectations (Fuller & Marler, 2009; Gruman et al., 2006). The pursuit of job satisfaction is achieved through the development of positive work relationships, while a dedication to learning and skill development ensures relevance and contribution to the success of the organisation (Kwon & Kim, 2020). Ultimately, newcomers aim to achieve long-term career success by establishing themselves as valuable contributors within the organisational framework.

Strategic Approaches by Newcomers to Cultivate Positive Newcomer-Co-worker Work Relationships. Experienced newcomers employ a variety of strategic approaches to cultivate positive relationships with co-workers, a critical aspect of their successful adjustment during OS. Cooper-Thomas et al. (2011) delve into the adjustment strategies employed by experienced newcomers in a professional services organisation, identifying nineteen strategies that revolve around cultivating work relationships for positive adjustment. These strategies categorised into (i) modifying role or environment, (ii) acquiring knowledge or augmenting oneself or seeking information, and (iii) mutual development, encompassing actions such as

seeking mentorship, improving communication skills, and engaging in collaborative projects. Strategies in the first category entail adjusting one's role or environment to conform to the organisational culture. For example, newcomers may seek out co-workers who can mentor or serve as role models to learn about the organisation's culture or norms. Strategies in the second category involve acquiring knowledge or altering oneself to align with the organisational culture. For example, newcomers may improve their communication skills or quality of work to meet the expectations of their experienced co-workers and seek feedback from them to enhance their performance. Strategies in the third category entail mutual development with co-workers. For instance, newcomers may collaborate with co-workers on projects or initiatives and engage in social functions or extend help beyond their work duties to create bonds with their co-workers. The linkage between these strategies and overall adjustment during OS draws attention to the integral role of work relationships in this process.

Complementing this perspective, Flanagin and Waldeck (2004) examine the use of technology by newcomers, asserting its potential to enhance OS. Technology, by increasing efficiency and reducing ambiguity, aids newcomers in obtaining vital information about their work groups and the organisation, thereby reducing their stress. The paper proposes that technology can be a strategic tool for newcomers to develop work relationships, particularly when faced with communication anxiety. This insight aligns with the proactive approaches of newcomers in navigating the challenges of OS through technological means, thus contributing to the cultivation of positive work relationships with co-workers.

Building upon the proactive theme, Reichers (1987) identifies three individual difference variables—field dependence, tolerance for ambiguity, and need for affiliation—that characterise proactive newcomers and enable them to seek out interactions with others. These traits enable newcomers to actively seek interactions with co-workers, expediting the initial stage of OS. The study suggests organisational interventions, such as formal orientation

programmes and training programmes, buddy systems, frequent performance evaluations, and informal social activities all facilitate interactions between newcomers and co-workers. This highlights the importance of proactive newcomers in accelerating the OS process through strategic interactions, aligning with the overall theme of cultivating positive work relationships.

Examining the interplay of OS tactics and newcomer proactive behaviours, Griffin et al. (2000) propose a model that explores their combined influence on newcomers' relationship-building with co-workers and supervisors. They find that social aspects of organisational tactics significantly impact newcomers' establishment of informal mentor relationships. The emphasis on informal relationships points out the role of proactive socialisation tactics, such as seeking feedback, obtaining information, building relationships, and observing and modelling, in navigating the OS process successfully. This provides a holistic view of how proactive approaches contribute to effective relationship-building during OS.

In the context of information-seeking and OS resources, Saks and Gruman (2011) advocate for active information-seeking by newcomers related to their work environment as well as their role and performance within it, to decrease ambiguity. Additionally, the study recommends that organisations provide opportunities for socialising, planning introductions, networking assignments, and assigning mentors to newcomers. These strategies cultivate stronger work relationships with co-workers and facilitate the growth of newcomers' psychological capital through organisational support mechanisms. The importance of supervisors and co-workers undergoing training on how to provide social support to newcomers is highlighted where it is their fundamental responsibility to cultivate the newcomers' self-assurance, trust, positivity, and toughness. The paper recommends organisations provide opportunities for socialising, networking assignments, and assigning mentors to facilitate newcomers' integration. Proactive seeking of information emerges as a

strategic approach, aligning with the overarching theme of newcomers taking initiative in establishing positive work relationships.

Delving into the factors influencing the proactive information-seeking behaviour of newcomers, Major and Kozlowski's (1997) study identifies task interdependence, work-related self-efficacy, and physical accessibility of organisational insiders as critical factors. The findings suggest that task interdependence is positively associated with information-seeking among newcomers. Additionally, work-related self-efficacy and physical accessibility of organisational insiders act as moderators in the relationship between task interdependence and information-seeking. Specifically, the study finds that those newcomers who display low self-efficacy exhibit a greater tendency towards information-seeking when task interdependence and accessibility are high. These, put together, suggest that newcomers are more likely to seek information when there is task interdependence and high accessibility to organisational insiders. This aligns with the proactive nature of newcomers in strategically seeking information to establish relationships, emphasising the importance of task interdependence and self-efficacy in guiding these strategic efforts.

Shifting the focus to self-leadership, Cranmer et al. (2019) emphasise its significance in the OS of newcomers. While not directly addressing the strategies utilised by newcomers for developing work relationships with co-workers, the study highlights the role of proactive behaviours and initiatives in leveraging self-leadership to assist newcomers access organisational resources. The study suggests that self-leadership can promote newcomers' adjustment during OS and their commitment to the organisation. Proactive newcomers, by actively seeking chances to interact, introducing themselves, engaging in conversations, showing a willingness to learn, collaborating, and displaying openness, can enhance constructive relationships with co-workers, reinforcing the theme of strategic approaches in OS.

Similarly, Stewart et al. (2019) discuss the relevance of self-leadership in cultivating work relationships with co-workers. The paper highlights the importance of co-operation and synchronisation among individuals practising self-leadership, providing insights relevant to newcomers striving to build relationships with co-workers as they may require collaborative efforts to fulfil duties and develop relationships. Although the research does not directly examine how self-leadership is linked to the strategies that are utilised in cultivating work relationships with co-workers, the concept of collaborative efforts aligns with the proactive and strategic nature of newcomers in establishing lasting relationships with co-workers.

Strategic Co-worker Involvement in OS. It is noteworthy that co-workers play a key role in facilitating work relationships and employ diverse strategies to integrate newcomers during the OS process (Saks & Ashforth, 1997). These strategies, as indicated by Kammeyer-Mueller & Judge (2008), Triana et al. (2021), and Zacher et al. (2023), yield numerous advantages. Co-workers, through cultivating professional connections, facilitate newcomers' transitions, enhancing both productivity and job satisfaction (Cooper-Thomas & Anderson, 2006; Rousseau, 1997). The positive interactions between co-workers and newcomers contribute to improved communication, team cohesion, and a positive organisational culture, ultimately reducing turnover rates of newcomers (Frögéli & Backström Eriksson, 2023; Kristensen & Kristensen, 2021; Muskat et al., 2022). These supportive endeavours also enable knowledge dissemination, leading to heightened engagement and well-being for newcomers and establishing a more prosperous work environment.

When newcomers are altruistic, co-workers may attribute this to the newcomers' prosocial motives, thus amplifying the impact of co-workers' benevolent acts on newcomers' adjustment outcomes (Gregory et al., 2022). Another strategy involves co-workers implementing tailor-made socialisation tactics, such as considering newcomers' task mastery, to expedite social integration and functional efficacy, aiding newcomers' workplace adaptation

(Jia et al., 2021). Furthermore, co-workers significantly contribute during the socialisation process by guiding newcomers to swiftly assimilate into the project and team environment (Vendina, 2018). Co-workers may employ various strategies such as inquiry, observation, and networking to integrate newcomers during OS (Baroda et al., 2012).

Van Maanen and Schein's (1977) investigation provides insights into strategies for integrating newcomers in the workplace. It reinforces the significance of OS for both the organisation and newcomers, emphasising the need for a comprehensive approach to OS that considers diverse factors that influence the process. Various studies and theoretical frameworks on OS are reviewed to inform co-workers about effective strategies for integrating newcomers. The investigation highlights challenges in implementing effective OS programmes, stressing the need to balance newcomers' socialisation demands with co-workers' ongoing job responsibilities. Co-workers can adopt integration strategies, including support, guidance, mentorship, and opportunities for social interaction, laying the groundwork for an informed understanding of OS's importance.

Gruman et al. (2006) examine the relationship between OS tactics, newcomers' self-efficacy, proactive behaviours, and socialisation outcomes. Institutionalised socialisation tactics assist newcomers in integrating into the culture. The paper highlights the importance of institutionalised socialisation tactics in promoting proactive behaviours among newcomers, with co-workers further supporting these efforts. Proactive behaviours exhibited by newcomers play a partial mediating role in the relationship between organisational tactics and self-efficacy, influencing socialisation outcomes. Furthermore, feedback-seeking and information-seeking behaviours are identified as moderators in the relationship between socialisation tactics and socialisation outcomes. According to the study, the co-workers who adopt institutionalised socialisation tactics and encourage proactive behaviours can positively impact newcomers'

adjustment and socialisation, emphasising the significance of these strategies in creating an effective and supportive OS process.

Cooper-Thomas et al. (2004) find that co-workers' socialisation tactics significantly impact newcomers' perceived person-organisation (P-O) fit, job satisfaction, and organisational commitment. The study highlights the importance of OS in facilitating changes in P-O fit as newcomers' goals and values align more closely with those of the organisation over time. Furthermore, it indicates that co-worker approaches to integrating newcomers, such as investiture tactics, can influence newcomers' P-O fit. The study finds that perceived fit tends to become more congruent with actual fit over time, indicating a shift in newcomers' perceptions of the organisation. Additionally, the research underscores the mediating effect of perceived fit on the connection between investiture tactics and job satisfaction, as well as organisational commitment. The study recommends further exploration of different socialisation tactics' efficacy and how co-workers can effectively utilise the investiture strategy in integrating newcomers during OS.

Examining the role of individual differences and proactive socialisation tactics in cultivating organisational commitment and curbing employee turnover, Tang et al. (2014) find that individual differences affect newcomers' socialisation techniques, including inquiry, observation, and networking. Proactive socialisation strategies, especially observation, play a key role in the socialisation process and help newcomers adjust to their new environment and develop organisational commitment. The study suggests that co-workers can adopt strategies aligned with newcomers' individual differences to aid integration into the organisation, such as providing learning opportunities, encouraging observation and inquiry, and facilitating networking opportunities.

Wilkinson et al. (2003) investigate the socialisation strategies of major accountancy firms, highlighting the importance of early socialisation strategies adopted by insiders,

including co-workers. The study builds upon previous research to understand how accountancy firms socialise their new employees into their organisational culture. Specifically, the paper examines recruiting brochures, web pages, and human resources materials to scrutinise the socialisation procedures utilised by accountancy firms. The Enron scandal and other frauds have triggered inquiries into why employees fail to question flawed audit practices, emphasising the need to comprehend the role of organisational culture in promoting blind conformity to supervisors. The research suggests that the enculturation process starts even before newcomer accountants become members of the firm, indicating the importance of early socialisation strategies adopted by insiders, including co-workers. The study emphasises the role of organisational culture in promoting conformity and the need to comprehend socialisation processes. Co-workers can play a vital role in integrating newcomers by adopting strategies that align with organisational culture and encouraging a positive and inclusive working environment.

Cooper-Thomas and Anderson's (2002) research emphasises the importance of co-workers adopting strategies to facilitate the acquisition of information by newcomers, such as offering guidance, support, and resources. This helps newcomers navigate through the socialisation process and develop mutual work relationships. The research reveals that co-workers' actions and behaviour have a significant impact on the adjustment of newcomers during OS. Additionally, fostering a positive and inclusive working environment and culture can shape the attitudes of newcomers. Co-workers significantly impact newcomers' adjustment during OS, highlighting the need for supportive and inclusive strategies.

Jeske and Olson's (2022) study reveals onboarding as providing a unique opportunity for mutual learning between newcomers and co-workers, regardless of the organisation's size. Furthermore, as suggested by the authors, it is essential to maintain a consistent evaluation and assessment of the onboarding experiences for newcomers to continuously improve and refine

the onboarding procedures. The study reveals that co-workers can adopt various strategies to integrate newcomers during the onboarding process, such as identifying changes in work practices, and promoting team-building, social connections, informing newcomers about the latest environmental trends such as remote work and virtual onboarding, technological trends, identifying and adapting to market trends, customer preferences, and competitor strategies, sustainability, and corporate social responsibility. It is essential to customise these strategies to meet the expectations of the newcomers, especially in remote work arrangements. The onboarding process may act as a platform for newcomers to introduce fresh knowledge and perspectives, encouraging mutual learning and professional development opportunities through co-worker strategies.

To summarise, the complex procedure of OS encompasses various tactics employed by both newcomers and co-workers to cultivate positive work relationships. Newcomers utilise self-leadership, proactive behaviour, and adaptability, while co-workers contribute significantly through support, guidance, and mentorship. An all-encompassing understanding of these strategic methods amplifies the efficiency of OS, ultimately leading to the establishment of stable and enduring work relationships between newcomers and co-workers.

C. Outcomes of Positive Newcomer-Co-worker Work Relationships during OS

Positive newcomer-co-worker work relationships during OS can enable a range of outcomes. These include escalated levels of newcomer proactive behaviour, leading to improved newcomer outcomes such as increased role clarity, organisational knowledge, and job satisfaction (James, 2020a; Reatto & Brunstein, 2020). Moreover, constructive co-worker support and relationships contribute to higher levels of newcomers' adjustment into the organisation (Kowtha, 2018). Additionally, strong bonds of solidarity and collectivism among newcomers and co-workers, together with tangible opportunities for them to jointly contribute

to a significant cause, can enhance the OS process and overall organisational outcomes as well (Jokisaari & Vuori, 2018).

Critical Role of Newcomer-Co-worker Work Relationships in OS. The successful integration of newcomers during OS hinges significantly on the establishment of positive co-worker relationships. Ostroff and Kozlowski's (2006) study underscores the importance of diverse information sources such as supervisors, co-workers, task and role mastery, and domain knowledge, in the integration process of newcomers. It highlights the significance of co-worker relationships in the integration process of newcomers and hypothesises that positive changes in information acquisition from sources, including co-workers, would be related to positive changes in socialisation outcomes over time. The findings emphasise that co-workers play an important role in providing information, supporting the socialisation process, and yielding positive outcomes such as satisfaction, dedication, and reduced turnover. This underlines the necessity for organisations to prioritise the development of co-worker relationships during OS.

Saks and Gruman (2014) further delve into the broader impact of OS on organisational outcomes. Their study integrates strategic human resource management (SHRM) and high-performance work systems (HPWS) theories, highlighting how effective OS practices can impact newcomer adjustment and various indicators of organisational outcomes. OS plays a critical function in cultivating favourable newcomer-co-worker work relationships, which can lead to positive outcomes. Socialisation resources, including personal planning, recognition, verbal persuasion, and feedback, are identified as fundamental in enhancing newcomer-co-worker work relationships, ultimately leading to positive socialisation outcomes. Newcomers' psychological capital, comprising constructs such as optimism, hope, resilience, and self-efficacy, also contributes to newcomer adjustment and can have a positive impact on newcomer-co-worker work relationships, task mastery, job satisfaction, job performance, reduced turnover, and organisational commitment. The study emphasises the

interconnectedness of socialisation practices, newcomer-co-worker work relationships, and organisational performance, reinforcing the idea that prioritising positive relationships contributes to overall organisational success.

Bauer et al.'s (2007) meta-analysis explores factors influencing socialisation outcomes. It reveals factors such as role clarity, self-efficacy, and social acceptance mediate the impact of OS tactics and newcomer information-seeking on socialisation outcomes, specifically job satisfaction, organisational commitment, job performance, intentions to remain, and employee turnover. The presence of clear role expectations and social acceptance by co-workers further positively impacts job performance and goal accomplishment. Additionally, mutual social acceptance by peers serves as social capital that can facilitate job performance both for newcomers as well as co-workers. Positive newcomer-co-worker work relationships are identified as contributors to newcomer adjustment and socialisation outcomes, highlighting their role in cultivating a supportive environment and improving work performance.

Ashforth et al. (2007) focus on effective OS tactics and newcomer proactive behaviours that are essential in facilitating positive outcomes during OS. How newcomers are socialised holds a significant and symbolic value that goes beyond the actual knowledge acquired. This emphasises the importance of newcomer proactive behaviours such as information-seeking, feedback seeking, and general socialising. The study's comprehensive socialisation model highlights the significance of both organisation-driven strategies and individual-driven proactive behaviours, shedding light on factors contributing to newcomer-co-worker work relationships and overall socialisation outcomes.

Peltokorpi et al.'s (2022) investigation delves into the interactive effects of socialisation tactics and work locus of control (WLOC). WLOC is defined as an individual's perception regarding the degree of control they possess over the outcomes related to their occupation and is assessed using a scale. Individuals with lower scores have a greater external WLOC,

reflecting the conviction that external factors exert more influence on job outcomes. Conversely, individuals with higher scores have a greater internal WLOC, signifying the belief that one's actions and efforts determine job outcomes. They investigated WLOC's effects on newcomer work adjustment, job embeddedness, and voluntary turnover. The study highlights the potential of positive newcomer-co-worker work relationships to enhance job embeddedness, facilitate adjustment, and reduce turnover, emphasising the need for customised onboarding programmes based on individual differences. Understanding how socialisation tactics interact with individual differences, such as WLOC, contributes to tailoring socialisation strategies, expediting OS, and cultivating positive co-worker relationships.

In a distinctive context, Benson et al. (2016) analyse socialisation tactics for integrating newcomers into sports teams. Their findings stress the importance of establishing congruency of role expectations between newcomers and group leaders, such as team leaders and coaches, while simultaneously endorsing individuality among group members, which can culminate in favourable outcomes for both individuals and organisations. The study suggests that utilising experienced co-workers as mentors can help integrate newcomers into the team by familiarising them with responsibilities, norms, and culture. Coaches also play a vital role in promoting positive interactions among group members and guiding the team toward achieving its goals. This insight contributes to understanding sports socialisation tactics and their positive outcomes in terms of job satisfaction, organisational commitment, and retention.

Bridging the Social Gap during OS. The impact of newcomer self-presentation techniques, such as ingratiation and self-promotion, on newcomer-co-worker work relationships during OS is under examination. While Gross et al. (2021) do not explicitly delve into the outcomes of these relationships, their analysis suggests self-presentation techniques have potential to affect such outcomes. Ingratiation involves the efforts to be liked by others which can enhance trust and collaboration between newcomers and co-workers. Self-

promotion, on the other hand, is highlighting one's accomplishments and abilities, demonstrating competence and expertise to co-workers, and potentially leading to positive perceptions and collaboration during socialisation. These are identified as strategies for newcomers to establish positive relationships during socialisation. These techniques, although not prescriptive, imply that newcomers can use self-presentation to influence co-workers and achieve favourable socialisation outcomes.

Building upon this, Klein et al. (2006) conducted a field study, emphasising the impact of early socialisation experiences on new employees, in addition, to their mastery of socialisation content and outcomes. The authenticity of pre-entry knowledge and the supportiveness of socialisation agents enhance role clarity, job satisfaction, and organisational commitment. Additionally, the acquisition of specific socialisation content dimensions moderates the association between initial socialisation encounters and favourable outcomes. The study reinforces that positive initial socialisation experiences, likely involving interactions with co-workers, contribute to beneficial outcomes for newcomers.

Furthermore, altruistic motives for task-related assistance, as explored by Taber and Deosthali (2014), positively influence newcomer-co-worker work relationships. They explore the newcomers' self-reported motives for task-related assistance by co-workers and their impact on newcomer-co-worker work relationships during OS. The findings reveal that newcomers who give altruistic reasons for helping, exhibit greater helpful behaviour, and organisational commitment, and perceive more organisational justice. This altruistic behaviour contributes to a supportive work environment, facilitating the integration of newcomers and implying positive implications for newcomer-co-worker work relationships during OS.

The role of newcomers' helping behaviour is highlighted by Jia et al.'s (2021) research, emphasising its significance in promoting positive newcomer-co-worker work relationships. The participation of newcomers in helping behaviour is a critical factor in improving their

adaptation during OS. This is influenced by their task mastery and social integration. Additionally, when co-workers attribute the newcomers' helping behaviour to prosocial intentions, the benefits of such conduct on adaptation outcomes are further strengthened. Acknowledging the authentic desire of newcomers to assist others is necessary in their supportive behaviour. The study indicates that newcomer-helping behaviour has positive implications for subsequent work performance, task mastery, and social integration. This highlights the importance of creating a supportive work environment that recognises and encourages newcomers' helping behaviour, reinforcing the value of positive relationships during OS.

Considering the organisational impact, Allen's (2006) exploration suggests that OS tactics influence newcomer turnover, subsequently impacting the level of on-the-job embeddedness displayed by newcomers. The study suggests socialisation tactics such as collective tactics, where newcomers are grouped for orientation programmes; fixed tactics, which provide a clear timetable for the socialisation process (for example, a two-month training programme); and investiture tactics, which involve assigning newcomers to projects matching their skills, are positively associated with the level of on-the-job embeddedness exhibited by newcomers. Furthermore, on-the-job embeddedness is negatively correlated with turnover and mediates the relationship between some socialisation tactics and turnover. The findings support the idea that positive associations between newcomers and co-workers, cultivated by socialisation tactics, contribute to reducing newcomer turnover.

In summary, a review of the literature reveals the critical role of positive newcomer-co-worker work relationships during OS. These relationships contribute to a range of outcomes, including increased newcomer proactive behaviour, role clarity, organisational knowledge, and job satisfaction. Co-worker relationships facilitate successful newcomer integration, enhance job performance, and contribute to reduced turnover. The dynamics of these relationships are

influenced by various factors, including socialisation tactics, individual differences, self-presentation techniques, and altruistic motives for task-related assistance. Understanding and prioritising these factors can help organisations create a supportive and welcoming environment, fostering positive newcomer-co-worker work relationships, and contributing to successful OS.

3. OS as a Longitudinal Process

A. Review of Research that Explores OS as a Longitudinal Process

It is necessary to explore whether, in the first place, the OS process unfolds longitudinally, that is, over a span of time, to further enhance the depth of analysis and comprehension pertaining to the development of the newcomer-co-worker work relationship during the OS process. By attempting to gain an in-depth understanding of OS as a longitudinal process, research can assume a central role, thereby providing insights that contribute to a richer understanding of the undercurrents at play. The study of OS has witnessed an escalating interest in longitudinal designs (Fang et al., 2011).

The Evolution of OS Process. Bauer and Green (1994) conduct a longitudinal examination of newcomer involvement in OS, challenging the early, conventional views of socialisation stages as rigid and sequential. The study emphasises the importance of pre-entry variables and identifies key attributes of OS. The research indicates that experiences before joining an organisation significantly influence later outcomes and accommodation. By highlighting factors such as internalisation of values, learning organisational rules, and developing supportive relationships, the research showcases the dynamic and versatile nature of OS. Active newcomer involvement in work-related activities during socialisation is found to positively impact accommodation and productivity outcomes.

Building on this understanding, Woodrow and Guest (2020) delve into the longitudinal nature of OS, identifying five distinct pathways of the psychological contract during

socialisation. Their research, spanning the first year of work for newcomers, demonstrates that OS is an ongoing process. The study highlights the impact of psychological contract events on newcomer adjustment and experiences, emphasising the significance of perceived psychological contract fulfilment and breach in shaping experiences. This longitudinal perspective highlights the continuous unfolding of OS, challenging the notion of a one-time occurrence.

Similarly, Boswell et al.'s (2005) research investigates the relationship between job attitudes and job changes over time and across organisations. The study explores the gradual nature of OS, emphasising that comprehension and awareness of organisational procedures evolve over time. Their study proposes a longitudinal turnover process, linking job satisfaction variations to voluntary job changes. The findings suggest the importance of implementing long-term strategies to facilitate smooth transitions, aligning with the notion of OS as a continuous and evolving process.

Tan's (2012) three-wave survey among Chinese career starters reinforces the longitudinal nature of OS. The study aims to explore the predictive effects of reactive and proactive socialisation tactics on adjustment outcomes, including affective commitment, job satisfaction, and work performance. The survey was conducted over six months and the findings suggest that newcomers proactively join the organisation and make efforts to meet organisational expectations. Proactive socialisation behaviours, such as information-seeking and developing social support, reinforce the positive relationship between reactive socialisation and adjustment outcomes. The study highlights the interactive process between newcomers and organisations, stressing the importance of proactive behaviours in achieving positive workplace adjustment outcomes. This emphasises that OS involves dynamic interactions and unfolds over time.

Morrison's (1993) investigation supports the active role of newcomers in OS, particularly during the initial six months. The study reveals a link between information-seeking behaviours and proficiency in job performance, role definition, organisational culture understanding, and social integration. The study proposes that the initial stages of OS are essential in determining subsequent socialisation. Thus, newcomers who are less socialised shortly after joining may be at a disadvantage later. Therefore, it is essential to understand the factors that influence OS, such as newcomer information-seeking and proactive adjustment that may accelerate the socialisation of newcomers during the initial phases. Acknowledging the key role of newcomers in shaping their socialisation, the research suggests that understanding factors like information-seeking and proactive adjustment during the initial stages is essential for effective socialisation.

Fu et al.'s (2017) exploration of OS beyond newcomers' initial period, focuses on continuous processes that influence newcomers over time. The study examines the OS tactics of a local host organisation in South Korea and how they differ from previous expatriate socialisation studies that only focus on expatriates' proactive behaviours. The study also considers the role of calculative commitment in the self-initiated expatriate context and its relevance to performance. The authors suggest a structure for exploring organisational enculturation and incorporating its principles and values into one's self-concept. This research extends the temporal perspective of OS, emphasising that it continues beyond the initial newcomer period.

Kowtha's (2018) investigation employs a longitudinal design to study the impact of education and work experience over five months. The investigation studies how education and work experience impact newcomer adjustment, while also examining how OS tactics, along with professional education moderating the relationship between socialisation tactics and role clarity, conflict, and commitment. The paper also mentions that newcomers undergo a continual

process of OS, where they must learn and adapt to the norms and values of a new organisational culture to perform effectively. The recognition of persistent learning and adjustment implies that OS is a gradual and ongoing process, extending beyond a one-time event.

Dailey's (2016) research reveals the socialisation process for rotational employees differs from traditional employees. The study focuses on how rotational employees experience socialisation, particularly concerning role adjustment and organisational identification. The research highlights that even after gaining knowledge and adapting to the organisation, rotational employees undergo continuous role socialisation. The study demonstrates that the socialisation process is incessant and evolves over time, implying that it is a longitudinal process. The study advocates for more research on non-traditional employees, suggesting that their experiences should be broadly understood from a longitudinal perspective.

Tatachari's (2013) examination of the changes in organisational and professional identifications during the socialisation of newcomers in an Indian IT services establishment. The study uses longitudinal data to examine how social identifications evolve and how they relate to perceived organisational prestige and professional motivation. The findings suggest that perceptions of organisational and professional identifications tend to increase during the socialisation phase. The findings also suggest that perceived organisational prestige tends to rise during this phase, which can further enhance identification with the organisation. The research highlights the significance of organisational enculturation, which encompasses incorporating the organisation's beliefs and values into one's self-concept. This implies that OS is a procedure that encompasses not only gaining knowledge but also embracing the fundamental beliefs and values of the organisation over time, longitudinally.

Finally, Yang and Chen's (2020) study emphasises the dynamic influence of OS on knowledge sharing in Chinese enterprises, emphasising the importance of job embeddedness and trust longitudinally. It highlights the influence of OS on knowledge sharing over time and

identifies job embeddedness as a mediator in the linkage between OS and knowledge sharing. Furthermore, it suggests that trust plays a fundamental role in the association between organisational links and sacrifice, and employees' knowledge sharing. The research highlights the critical role of understanding the phases of OS to enhance knowledge sharing within organisations, further emphasising the need for future research to investigate underlying mechanisms and boundary conditions in this relationship. This reinforces the idea that OS is an ongoing and evolving process that extends beyond initial interactions.

The above literature elucidates OS as a longitudinal process, showcasing a continuum of experiences, adjustments, and interactions. The studies collectively emphasise the evolving nature of socialisation, incorporating pre-entry variables, psychological contracts, proactive behaviours, and ongoing adjustments. Understanding the longitudinal dimension of OS is essential for comprehending the evolution of newcomer-co-worker work relationships, aligning with the RQs of the study.

B. Review of Research that Explores Newcomer-Co-worker Work Relationships as a Longitudinal Process

OS being a longitudinal process, as discussed in the aforementioned papers, it is important to examine how newcomer-co-worker work relationships change longitudinally during OS, as these relationships actively contribute to the process. Moreover, various other elements such as organisational culture, mentoring and support structures, job satisfaction and performance may, beyond the interpersonal interactions between newcomers and co-workers, play vital roles in shaping the overall socialisation experience within an organisation during this process.

The Evolution of Newcomer-Co-worker Work Relationships during OS. The longitudinal exploration of newcomer-co-worker work relationships (CWX) is fundamental in unravelling their interdependencies and consequential impact on organisational performance.

Liu et al. (2021) delve into this realm by scrutinising the evolving nature of CWX and its influence on newcomer performance over time. Intriguingly, the study reveals that the initial quality of CWX does not foretell newcomer performance; instead, enhancements in relationship quality significantly correlate with improved performance. This paper suggests the need for future research to scrutinise both the initial state and the trajectory of CWX, elucidating the evolving link between newcomer exchange relationships and performance throughout the OS process.

Parallely, Kammeyer-Mueller et al. (2013) add depth to this narrative by uncovering the temporal evolution of newcomer-co-worker work relationships. Their research highlights the detrimental effects of supervisor and co-worker undermining on the development of proactive socialisation behaviours in newcomers and the significance of proactive behaviour as a mediator between support and distal work outcomes. Co-worker ostracism is identified as a hindrance to newcomer socialisation, with state self-control mediating this association. Conversely, positive co-worker variables, such as team-member exchange and co-workers' organisational citizenship behaviour (C-OCB denotes newcomers directing citizenship behaviours towards co-workers), contribute favourably to newcomer C-OCB. The moderating effect of perceived newcomer status further interplays with these processes, emphasising the intricate interplay within newcomer-co-worker work relationships. Organisations, in light of these findings, are encouraged to actively support newcomers in encouraging proactive behaviours, thereby ensuring positive work outcomes.

Expanding the scope to cultural considerations, Kim et al. (2009) investigate the interaction between proactive personality, employee creativity, and newcomer outcomes within an Asian cultural context. Employing a three-wave longitudinal design, their study reveals a positive association between proactive personality and employee creativity. Importantly, employee creativity emerges as a key mediator between proactive personality and newcomer

outcomes, including career satisfaction and perceived insider status. Cultivating a creative work environment is identified as fundamental for facilitating positive newcomer outcomes, emphasising the role of creative performance in mediating the relationship between proactive personality and favourable work attitudes.

Further enriching the discourse on longitudinal aspects, Hinds and Cramton (2014) highlight the central importance of site visits in establishing co-worker familiarity among distributed workers. Through site visits, co-workers gain insight into communication styles, competencies, interests, personalities, work and social roles, and cultural subtleties. The paper stresses the enduring impact of situated familiarity (referring to the deep understanding and connection that co-workers develop when collocated in a shared space for an extended period) on work relationships between distant co-workers. The nurtured, shared physical spaces are deemed essential for predicting and interpreting the actions and goals of others, thereby enabling effective collaboration in a complex social environment. The study advocates for longitudinal investigations into the evolution of newcomer-co-worker work relationships, particularly in distributed teams, providing valuable insights into the enduring impact of situated familiarity on work relationships.

Lance et al. (2000) significantly contribute to this narrative by employing a second-order factor latent growth modelling (LGM) approach to measure the longitudinal change in newcomer organisational attachment. Although their study does not directly focus on newcomer-co-worker work relationships, it lays the groundwork for comprehending shifts in employee attachment that could influence relationships with co-workers over time. The study not only emphasises the advantages of using the second-order factor LGM in measuring such changes but also highlights the significance of this statistical technique. For instance, the approach allows for the separation of occasion-specific factors and non-systematic measurement errors, providing a clearer picture of the underlying change. The call for further

research concentrating specifically on the evolution, interactions, and outcomes of newcomer-co-worker work relationships over an extended duration resonates throughout the findings, reinforcing the need to explore the intricacies of these relationships within a longitudinal framework.

In the vein of overarching recommendations for future research, Batistič and Kaš (2015) advocate for a broader exploration of OS's effects on employee attitudes and behaviours. Liu et al. (2021) echo this sentiment, emphasising the necessity to consider both the initial state and changes in newcomer-co-worker work relationships for a broad understanding of the link between these relationships and performance over time. Building on these insights, the implications drawn from Lance et al. (2000) highlight the imperative need for in-depth longitudinal examinations of OS and newcomer-co-worker work relationships to comprehend their multifaceted positive outcomes.

Implications and Insights from the Literature Review

Conceptual Framework for OS

The literature review reveals that OS is an inherently complex, multifaceted process involving reciprocal adaptations between newcomers and their organisations. Key elements such as proactive newcomer behaviours, psychological contract events, and co-worker relationships dynamically influence newcomer adjustments over time. This conceptual framework underscores OS as an evolving, longitudinal journey shaped by unique personal and contextual factors, with continuous adaptation and mutual shaping. Insights drawn from this framework underscore the importance of organisations creating flexible onboarding processes that not only integrate individuals into the organisational culture but also support them as they navigate evolving relational dynamics and psychological adjustments.

Understanding the Characteristics of OS

OS functions as a continuous, adaptive process, transforming newcomers into effective organisational members. This transformation involves a series of distinct, interdependent stages influenced by several components, including pre-entry experiences, newcomer characteristics, and interactions within the organisational context. The literature highlights that quality onboarding programmes must acknowledge newcomers' diverse needs and expectations, leveraging pre-entry experiences to facilitate smoother integration. Proactive engagement, continuous learning opportunities, and psychological contract management are critical to supporting a positive and adaptable OS experience, which, in turn, enhances long-term employee commitment and job satisfaction.

Co-worker Work Relationships and Socialisation Outcomes

Co-worker relationships are integral to OS, serving as conduits for knowledge transfer, emotional support, and cultural acclimatisation. Literature suggests that positive interactions with co-workers significantly affect newcomer adaptation, enhancing commitment and job satisfaction while reducing turnover. Conversely, negative interactions, such as co-worker ostracism, present substantial barriers, underscoring the importance of cultivating a supportive work environment. Newcomers benefit from both formal mentorship and informal social bonds, as these connections encourage organisational citizenship behaviours and reinforce a collective culture. This reciprocal relationship between newcomers and their co-workers creates a supportive network essential for both immediate acclimatisation and sustained productivity.

Organisational Strategies for Effective Socialisation

Organisational strategies play a pivotal role in facilitating OS, demanding a long-term perspective that recognises OS as a continuous, evolving process rather than a finite event. Literature suggests that customisable onboarding programs can accommodate diverse newcomer backgrounds and cultural contexts. In distributed teams, for instance, the role of site

visits and periodic team interactions fosters co-worker familiarity, which builds relational bonds essential for collaboration across remote environments. For effective OS, organisations are advised to adopt practices that foster adaptability, cultural sensitivity, and learning, thereby enriching the socialisation experience and promoting greater organisational cohesion.

Global and Cultural Considerations in Socialisation

Globalisation introduces cultural diversity into OS, requiring organisations to develop culturally sensitive strategies that bridge differences and enhance inclusivity. Research highlights the importance of recognising and incorporating cultural variations to build harmonious relationships between culturally diverse newcomers and co-workers. Tailoring OS processes to reflect an understanding of these differences fosters inclusivity and supports a welcoming environment, thus optimising both individual and organisational outcomes. This aligns OS processes with organisational diversity goals and strengthens the foundations of a supportive, culturally aware workplace culture.

Chapter 3. Methodology

Introduction

This chapter delves into the methodological approach adopted to investigate the RQs that guide this study. Specifically, the study aims to understand how work relationships between newcomers and experienced co-workers develop during OS. The primary RQ asks: How do work relationships develop between newcomers and experienced co-workers during organisational socialisation? This is explored through two sub-questions:

- Sub-RQ 1: How do newcomers view and pursue the development of valuable work relationships with experienced co-workers?
- Sub-RQ 2: How do experienced co-workers perceive and enact their role in integrating newcomers through the development of work relationships?

It expounds on the rationale for selecting the participants and provides a detailed account of their background information. Furthermore, it discusses in-depth about the data collection and analysis procedures. The research method choices' ethical considerations are also discussed.

Research Methodology – Qualitative Research

Qualitative research methodology will be used in this research to examine the RQs. Qualitative research seeks to elicit insight and comprehension regarding individuals' thoughts, emotions, perspectives, and experiences (Morrison, 2014). It constitutes an inquiry-based approach that appraises the reasons behind individuals' behaviour or thinking and how they comprehend these complex thoughts and actions within their lives (Jones & Steen, 2013). Qualitative research encompasses diverse methodologies, such as case studies, interviews, and observations, to systematically document and analyse data (Denny & Weckesser, 2019; Ellis et al., 1992). It concentrates on grasping human experiences through a humanistic and interpretative approach (Jackson et al., 2007). Unlike quantitative research, which relies on

quantification and measurement, qualitative research seeks to proffer rich and profound depictions of phenomena and their attached meanings (Xuehong, 2002). It is a flexible research methodology that allows for in-depth exploration and comprehension of the essence of a topic.

Research Philosophy

The qualitative nature of this research aligns with a relativist ontology, challenging the notion of a singular objective reality. Instead, it recognises that comprehension and cognition are moulded by cultural, historical, and societal contexts. This ontological standpoint resonates with disciplines such as anthropology and organisation studies, accentuating the significance of grasping dual perspectives and questioning prevailing narratives (Fleetwood, 2005; Gray, 2014; Nerlich, 2003). In the domain of organisational studies, particularly during OS, this approach proves indispensable for thorough exploration into the subjective experiences of individuals, such as newcomers and co-workers. By moving beyond quantitative metrics, the study aims to reveal the inter-workings of work relationships within the organisational context, contributing to a deeper understanding of the phenomena under investigation.

Moreover, the chosen subjectivism epistemological framework, intrinsic to the research's nature, highlights the subjective dimensions of knowledge and understanding. It asserts that individual experiences, perspectives, and interpretations significantly shape knowledge. This perspective transcends disciplinary boundaries and is particularly potent in the organisational domain, serving as a lens to address the RQs by delving into individual experiences, interpretations, and actions within social and cultural contexts (Cacciotti & Hayton, 2015; Delgado García et al., 2015; Worthington, 2021). By prioritising the subjective and firm-specific nature inherent in organisational activities, subjectivism provides a compelling avenue to unravel the intricacies of the phenomena under investigation. Consequently, adopting the subjectivism epistemology in organisational studies becomes

essential, offering unique insights and perspectives vital to holistically answering the RQs (Foss et al., 2008; Harding, 1992).

The interpretivism paradigm, associated with qualitative research, aligns with the chosen ontology and epistemology. This paradigm, focusing on understanding subjective meanings and interpretations, allows the researcher to develop a profound understanding of participants' lives and the meanings they attribute to their behaviour and interactions (Gray, 2014). It is important to note that interpretivism diverges from natural sciences, which aim for objective observation and interpretation of natural processes. Instead, interpretive research seeks empathic understanding and explores the subjective perspectives of participants (Mhango, 2018; Pulla & Carter, 2018; Sanchez et al., 2023). The interpretivism paradigm is inherently linked with the relativist ontology and subjectivism epistemology chosen for this study, forming a cohesive methodological framework that guides the exploration of subjective experiences and meanings to understand the nature of newcomer-co-worker work relationships during OS and provides a baseline for answering the RQs.

Based on the literature review discussed in the previous chapter, it is important to explore the RQs from dual perspectives, as per the interpretivism paradigm. In addition, given the qualitative nature of this study and the specific intricacies encapsulated within the RQs, the adoption of the interpretivist descriptive methodology is particularly strategic. This approach empowered the researcher to deliberately structure a study that intricately considers the research objective from both perspectives, thoroughly addresses the RQs at hand, and strategically utilise the available resources (Crotty, 2020). The interpretivist descriptive methodology proved instrumental in capturing the richness of subjective experiences and meanings, aligning seamlessly with the complexities inherent in the exploration of work relationships during OS (Pulla & Carter, 2018; Weed, 2008). This deliberate choice was not

merely a response to logistical considerations but was driven by the methodological advantages it offers in comprehensively unravelling the nuances under investigation.

In qualitative, interpretative research like this, the process of knowledge construction is considered a collaborative effort wherein both the researcher and participants contribute to constructing a complete understanding of pertinent issues related to the RQs (Burton et al., 2014). While the participants provided valuable data, the interpretation and analysis were conducted by the researcher, in the case of student research with additional guidance and support from the supervisor. The term, democratic, may need qualification, as the collaborative nature primarily lies during data collection rather than the analytical phase. Therefore, the selection of the in-person interview method stems from the rationale that, in alignment with the chosen interpretivist descriptive methodology, this approach offers a tool for gathering data that facilitates the unpacking of the RQs from both angles and perspectives (Gray, 2014). The in-person interview method was particularly valuable as it enables an in-depth comprehension of individuals' experiences, offering abundant qualitative data that can be thoroughly examined to reveal insights into the intricacies of work relationships during OS (Posthuma et al., 2002; Weber, 1992). It is noteworthy to highlight that while this approach enhances depth in the analysis, the selection of any research method inherently involves trade-offs, and the in-person interview method was deemed most suitable for achieving the depth of understanding sought in this study.

Data Collection

Snowball Approach

The study used a snowball sampling approach to recruit participants, wherein the researcher used his personal networks, LinkedIn, and other social media platforms to promote the research and seek potential participants. He asked his networks to pass the invitation (see Appendix B4) on, rather than directly recruiting the people he knew. The invitation introduced

the researcher, elucidated the study's objectives, and specified the eligibility criteria for participants. The recruitment process, ethical considerations (see Appendix A), study procedures, and token of appreciation (koha) were explored. The researcher's contact details, including their email and mobile number, were shared to enable interested participants to express their interest in participating. Additionally, these details offered a means for potential participants to address any queries or obtain further information about the study before committing to participation. Participants who are willing to consider the study further were provided with the participant information sheet (see Appendix B2) and consent form (see Appendix B3) (Geddes et al., 2018; Griffith et al., 2016; Noy, 2008).

Semi-Structured Interviews

A qualitative, semi-structured interview is a method that entails conducting interviews with participants using a flexible interview guide. This approach allows for open-ended questions and enables the provision by the researcher of in-depth verbal and non-verbal material pertaining to the research subject, offering the flexibility of asking open-ended questions. Semi-structured interviews enable the researcher to focus on specific areas while simultaneously permitting the exploration of relevant concepts that may arise during the interviews, thereby enriching understanding of the evaluated subject as the conversation evolves based on the participant's responses. Typically, the interviews are recorded and subsequently analysed employing diverse qualitative analysis techniques, such as content analysis or narrative inquiry. The objective of this form of interview is to accumulate detailed information and insights from participants, which may not be captured by quantitative measures like self-report questionnaires (Dempsey et al., 2016; Dolczewski, 2022; Malterud et al., 2016; McNulty et al., 2013; Patton, 2014; Turner, 2010; Vaivio, 2012).

Although semi-structured interviews have various benefits, as per Leech (2002), Neuman (2006), and Teh et al. (2023), they do have some shortcomings. Semi-structured

interviews may present a range of difficulties arising from the impact of the interviewer. The interviewer's effect, manifested through subtle cues such as tone and body language, possesses the potential to subtly steer participants' answers. The unintentional utilisation of leading questions can inadvertently guide participants towards the desired responses. The interviewer's bias, stemming from personal beliefs, can introduce a distortion in the trajectory of the interview. The inclination towards social desirability bias may compel participants to provide responses that conform to societal norms rather than their authentic opinions. In addition, recruiting participants is a time-consuming process compared to other research methods. Following up with the participants via email, text, and phone or clarifying their doubts regarding participation in the research can be a protracted process. Moreover, conducting face-to-face interviews with each participant can be lengthy and time-consuming. Furthermore, the researcher must travel to each interview location at the convenience of the participants, which may make the budget costlier compared to other research methods such as online surveys or questionnaires.

For this study, a face-to-face qualitative, semi-structured interview method was adopted for interviewing the participants. In addition, an option to conduct the interviews virtually via Microsoft Teams was offered to the participants which was mentioned in the participant information sheet. This was done to provide the participants flexibility, and at the same time, be face-to-face virtually. This facilitated the acquisition of in-depth explanations about various dimensions of the participants' experiences, viewpoints, affective states, and driving forces about newcomer-co-worker work relationships during OS. An interview guide was used (see Appendix B1) for interviewing the participants (Patton, 2014). The guide contained a combination of open-ended questions asking about personal experiences, and semi-open questions for example, the co-worker interview guide included a question that asks how co-workers balance their workload when assisting newcomers and whether there are any specific

strategies or approaches that co-workers find most effective for this. This provided a scope for probing the participants in areas where further information and clarification were required. For example, asking a participant to elaborate further on a personal experience via probing to extract the essential data and information related to the RQs. The interview guide served as a foundation for comparing participants' transcriptions during the analysis. It played an important role in preventing the interview from deviating from the main subject matter or repeating questions. This was especially important in instances where participants may have already addressed forthcoming questions while sharing their experiences or during probing in earlier questions (Kallio et al., 2016; Williams, 1988). This enabled a systematic and focused pathway towards data collection and analysis.

Ethical Considerations

In conducting this study involving employee interviews, ethical considerations were observed and adhered to by submitting a full ethics application form to AUTECH. The data collection from the participants commenced upon receiving the Ethics Approval form from AUTECH (see Appendix A).

The primary ethical consideration necessitating AUTECH approval revolved around the principles of interviewing participants. The researcher disseminated invitations (see Appendix B4) through his personal networks, LinkedIn and other social media platforms, to enhance research visibility and attract potential participants. Interested individuals received participant information sheets specific to their role, such as newcomer or co-worker participant sheets (see Appendix B2). These sheets detailed the study expectations, objectives, and research aims. Those participants willing to engage were provided with corresponding newcomer/co-worker consent forms (see Appendix B3), signifying their agreement to participate in the study. Both newcomer and co-worker sheets offered full insights into the research project, outlining its purpose and employing a dual-perspective approach—interviewing both newcomers and co-

workers. These documents specified participant selection criteria, emphasised voluntary participation, outlined potential benefits and risks, elucidated privacy protection measures, and detailed the options for future use of interview data by postgraduate students. The utilisation of pseudonyms, audio recording, and subsequent transcription of interviews were underscored. The newcomer sheet highlighted a three-interview process, while the co-worker sheet outlined individual interviews. Importantly, participants were granted the opportunity to review, comment on, and edit the transcriptions of their respective interviews, ensuring transparency and participant agency. A koha in the form of supermarket vouchers was extended to participants. The documents addressed potential discomforts, provided avenues for participant support, and assured confidentiality. Participants were explicitly informed that neither the procedure nor the outcomes of the studies carry cultural implications. Furthermore, participants were notified of AUTEK's approval of the research. In addition, the consent forms provided an option to the participants to choose whether they would like to receive a summary of the research findings upon completion of the data analysis (see Appendix B5).

The second ethical consideration involved securely storing copies of transcripts, interview recordings, and other confidential documents in AUT's OneDrive, accessible only to the researcher and supervisor.

The final ethical consideration revolved around the commitment to communicate the key research findings to participants who expressed an interest, as outlined in the consent form.

Participants

In an effort to gather a balanced perspective from both newcomers and co-workers, a total of ten participants from various sectors in Auckland were sought for the research study, aiming for five newcomers and five co-workers. Despite attempts to recruit equally from both groups, only one successful interview with a newcomer and four interviews with co-workers were conducted over a period of two months. It became apparent that newcomers were hesitant

to share their experiences and expectations, even with assurances of confidentiality. Despite posting advertisements on LinkedIn and using informal channels, no potential newcomer participants approached the researcher or his supervisor. Timing issues, including the minimum two-month timeframe of entry into the organisation, had posed challenges, as some expected newcomers have already exceeded this timeline. As a result, difficulties arose in approaching a new set of participants through a different network, given the timeframe for data collection was being exceeded.

Due to these recruitment difficulties, and in order to complete the research project within the required timeframe of the Master's programme, a decision was made to focus principally on the co-workers. Thus, a total of ten co-workers were interviewed (including the four co-workers already interviewed) and one newcomer. The initial focus was recruiting newcomer participants due to the longitudinal nature of their interviews, requiring more time to complete a set of interviews (newcomers) than a single interview (co-workers). Recruitment advertisements were posted to social media. Interested participants contacted the researcher who answered any questions and sent them the participant information sheet. The interview participants were recruited based on criteria (see Table 1).

Table 1

Recruitment Criteria

Criteria	Newcomer	Co-worker
1 st Criterion: Employment status	Currently employed full-time permanent employee of an organisation.	Currently employed full-time permanent employee of an organisation.
2 nd Criterion: Physical presence	Working on-site at least 2 days per week.	Working on-site at least 2 days per week.

3 rd Criterion: Tenure	Employed for 2 months or less in the organisation.	Employed for 6 months or more in the organisation.
4 th Criterion: Responsibility	N/A	Have had either formal or informal responsibility for onboarding 2 newcomers.

The inclusion of the 1st criterion, which specifies that participants must be “currently employed full-time permanent employee of an organisation”, is grounded in the foundational principles of this study. This criterion is strategically implemented to focus the research on individuals actively involved in the organisational context. The study targeted full-time permanent employees because of their more extensive and stable roles within the organisation, positioning them as central figures in the socialisation process. This criterion is aligned with the essence of OS, emphasising the participants' commitment to and immersion in the organisational culture, norms, and practices. In contrast, part-time or temporary employees may not have the same depth of engagement. Focusing on full-time, permanent employees ensures that the study's scope encompasses those more likely to cultivate meaningful connections. Additionally, by prioritising the long-term perspectives of full-time employees, we can examine the sustained development and impact of relationships over time. From a practical standpoint, this criterion facilitates consistent participant availability for data collection methods such as interviews or observations, ensuring a robust exploration of relationship underpinnings within the organisational setting. Overall, the inclusion of this criterion is a deliberate choice to capture the subtle and enduring aspects of relationship formation during OS (Korte & Lin, 2013).

The inclusion of the 2nd criterion, stipulating that participants must be “working on-site at least 2 days per week” is underpinned by the study's emphasis on exploring the spatial

processes of relationship formation during OS. This criterion is implemented to highlight the significance of physical presence in the workplace environment. Recognising that relationships often evolve through face-to-face interactions, casual conversations, and shared physical spaces, the criterion ensures that participants have regular, direct engagement opportunities with both newcomers and co-workers. By emphasising the importance of physical proximity, the study aims to capture the spontaneous and informal exchanges that contribute to the natural development of relationships. Additionally, this criterion facilitates the observation of participants in their work environment, providing insights into how the physical workspace influences relationship developments. From the perspective of OS, where assimilation into both formal and informal aspects is crucial, regular on-site presence enhances participants' exposure to various organisational dimensions. Moreover, the practical consideration of on-site engagement makes participants more accessible for in-person interviews or observations, enhancing the study's feasibility and effectiveness in exploring work relationships within the organisational context. Overall, the implementation of this criterion adds a spatial dimension to the study, enriching its examination of social interactions within the workplace setting (Bauer, 2010; Okuyan & Begen, 2022).

The integration of the 3rd criterion, which involves distinct employment durations for both newcomers “employed for 2 months or less in the organisation” and co-workers “employed for 6 months or more in the organisation”, is motivated by the study's objective to capture the evolution of relationships throughout different phases of OS. This dual-duration approach is grounded in several key considerations. For newcomers, the focus on those employed for 2 months or less aims to examine the unique challenges and strategies employed during the early stages of OS. In addition to that, being employed for less than 6 months increases the chances of being in the “honeymoon” period of employment and therefore, not being fully cognisant of the realities of the workplace. Simultaneously, the criterion for co-

workers with an organisational tenure of 6 months or more recognises the depth of experience possessed by individuals who have traversed the organisational landscape for an extended period. These experienced co-workers are likely to play an essential role in supporting and integrating newcomers, particularly in the later stages of their socialisation. By introducing divergent time frames, the study can explore the progression of relationship formation, acknowledging that relationships undergo different phases as newcomers transition to becoming more seasoned members of the organisation. This temporal dimension facilitates an in-depth understanding of how relationships develop and mature over the broader course of OS. The strategic sampling inherent in this criterion ensures the inclusion of participants at various points along the OS continuum, contributing to a thorough understanding of newcomer-co-worker work relationships. From a practical perspective, this criterion allows for the examination of relationships at different organisational entry points, accommodating the evolving nature of social interactions as individuals progress through their organisational journey. In essence, the dual-duration criterion enriches the study's exploration of work relationship development during OS, capturing a diverse range of experiences and perspectives at different stages of the OS process (Boswell et al., 2005, 2009; Kammeyer-Mueller et al., 2013; Liu et al., 2021).

The implementation of the 4th criterion, requiring co-workers to "have had either formal or informal responsibility for onboarding 2 newcomers", is guided by the study's emphasis on the active engagement of experienced organisational members in the onboarding process. This criterion is chosen to ensure that participants possess firsthand experience in guiding new employees through the integration process. By focusing on co-workers with onboarding responsibilities, the study aims to tap into the practical knowledge and insights gained from actively participating in the integration of newcomers into the organisation. These individuals bring a deep understanding of the nuances involved in onboarding, offering diverse

perspectives on what contributes to effective newcomer integration, whether through formal training programmes or informal mentorship. Additionally, co-workers meeting this criterion are likely to have developed strategies to support newcomers during the onboarding process, providing valuable insights into how experienced organisational members proactively contribute to relationship building and socialisation. As onboarding is a critical component of OS, this criterion ensures that the study captures the perspectives of those actively engaged in a central aspect of newcomers' initial experiences within the organisation. Co-workers who have experience with onboarding can provide valuable insights into the difficulties and possibilities involved in relationship building during the early stages of newcomers joining the new organisation. By including this criterion, the study gains depth as it focuses on those who play an active role in shaping the socialisation process within the organisational context. Ultimately, this enhances the study's overall perspective (Bauer & Erdogan, 2011; Gregory et al., 2022; Kram, 1983).

Interview Questions

The interview questions formulated for the newcomer and co-workers have been developed based on a literature review in the previous chapter. The interview guide consisting of the interview questions have been carefully designed to address the overarching RQ and its sub-RQs stated in Chapter 1 (see Appendix B1). Their objective was to capture the intricacies of work relationships between newcomers and experienced co-workers during the process of OS. The questions were formulated to gather insights from both newcomers and experienced co-workers, thereby offering a holistic perspective on the integration process. Repetitive and overlapping questions for example, “Being an experienced co-worker, do you have any strategies for building relationships with new colleagues? Could you share some of your ideas?” and “What initiatives have you taken to maintain and nurture your work relationships with newcomers? Can you share some examples?” were minimised and subsequently organised

logically. A simulated interview with the supervisor was carried out before the real interviews with the participants, in which the supervisor assumed the roles of various interview participants, aiming to enhance the researcher's interviewing skills.

Newcomer Interview Questions. The successful integration of newcomers into an organisation often depends on their ability to establish positive work connections with more experienced co-workers. These relationships are fundamental in facilitating the process of OS. To thoroughly examine this aspect, a set of interview questions that directly relate to the RQs of the thesis were developed. The newcomer was interviewed thrice over a span of three weeks.

The 1st interview focused on the perspectives and experiences of the newcomer in building work connections with his co-workers. The questions were structured in a way that explored the significance of these connections, the strategies employed by the newcomer in developing work relationships with co-workers, and newcomer's views of the efforts co-workers made to assist him in adjusting. Demographic questions were asked towards the end of the interview to only ask these more detailed questions once the researcher established a rapport with the interview participant and created a comfortable environment for sharing demographic information. This also allowed the participant to control what demographic information they wanted to share.

The 2nd interview delved deeper into the experiences of newcomers, specifically focusing on their proactive endeavours, the challenges faced, and the changes in relationships over time.

The 3rd interview was conducted in the third week which was after a certain time period since the 1st interview, allowing for reflection on the development of work connections. It explored and their views of the assistance received from experienced co-workers.

Co-worker Interview Questions. To gain insights into the nature of newcomer-co-worker work relationships during OS. The interview questions were formulated from the viewpoints of co-workers. The co-workers were interviewed once.

The interview questions provided a rich context that facilitated a deep understanding of how co-workers interact with and support newcomers, thereby elucidating their functioning through specific instances of both successful and challenging scenarios. It is important to note that a challenging scenario does not necessarily preclude success; rather, it signifies situations where additional efforts or strategies may be required for effective interaction and support. Furthermore, the questions underscored the perceived significance of work relationships in the context of newcomers' adaptation, shedding light on his role in the process of socialisation. The questions investigated the specific initiatives taken by co-workers and how they perceive actions undertaken by newcomers, providing a detailed understanding of the processes involved in establishing these relationships.

Moreover, the questions explored the timeline for the newcomers' adjustment, aiming to shed light on the expectations of the points when newcomers become competent insiders and the duration for which co-workers bear the responsibility of assisting the newcomers. In terms of the interview content for co-workers, there were two primary phases. Firstly, questions explored the perceived significance of work relationships, the initiatives taken by co-workers, and the actions undertaken by newcomers, providing an all-inclusive understanding of the processes involved in establishing these relationships. They specifically examined successful and challenging scenarios to capture varied perspectives on interaction and support. Secondly, the interview probed into formal and informal mentorship experiences, evaluating their effectiveness and how co-workers managed their workload during the mentoring process. By addressing the challenges encountered in establishing work relationships and their impact on

both co-workers and newcomers, a thorough perspective was provided on the obstacles that may impede the process of socialisation.

Lastly, similar to the 1st newcomer interview, towards the conclusion of the interview, participants were asked to provide demographic details. The hope was that, having developed rapport with the interview participant throughout the interview, they would feel at ease sharing their demographic information.

Interview Timing

The newcomer was interviewed thrice at one-week intervals with each interview lasting up to 45 minutes to assess his relationships with insider co-workers as these relationships develop. Co-workers were interviewed once with the interview lasting up to 45 minutes to gain a broad perspective on their experiences of supporting newcomers. Details of the interview structure are outlined in Table 2 below.

Table 2

Interview Structure

Participant	Interview
Newcomer	1 st Interview (up to 45 minutes) – 1 st week
	2 nd Interview (up to 45 minutes) – 2 nd week
	3 rd Interview (up to 45 minutes) – 3 rd week
Co-worker	1 Interview (up to 45 minutes)

For the newcomer participant, the decision to carry out three interviews with newcomer participants at one-week intervals, each lasting up to 45 minutes, aimed to grasp the longitudinal aspects of the OS process. The one-week interval served as a temporal window to observe the evolving nature of connections between the newcomer and co-workers. This approach enabled the researcher to document alterations in newcomer's perceptions,

experiences, and behaviour over the duration of their initial weeks within the organisation. By embracing a longitudinal outlook, the study not only captured the initial impressions of newcomer but also witnesses the adaptations and adjustments that transpire as they grow more acquainted with their work environment. The structure of the three interviews permitted a complete exploration of diverse dimensions of the socialisation journey, encompassing initial impressions, encountered challenges, and employed strategies for building relationships. Furthermore, the one-week interval facilitated the gradual establishment of rapport between the researcher and the participant, facilitating a more transparent and genuine sharing of experiences. Additionally, the spacing between interviews prevented possible reactivity, ensuring that changes in newcomer's behaviour are not solely influenced by the research process. Overall, this methodology was purposefully designed to provide a detailed understanding of how newcomer-co-worker work relationships evolve over time, allowing for a thorough examination of the transitional phases as the newcomer participant integrates into the organisational culture.

For co-worker participants, the decision to conduct a single interview with co-worker participants, with each interview lasting up to 45 minutes, was strategically driven by the study's emphasis on gaining an in-depth perspective regarding their experiences in supporting newcomers during OS. This approach is grounded in the assumption that experienced co-workers, particularly those with onboarding responsibilities, possess relatively stable roles and perspectives over time compared to the dynamic and evolving experiences of newcomers. The rationale behind this methodological choice is multifaceted. Firstly, a single, extended interview is considered efficient and practical, minimising the burden on participants who may have busy schedules. It is expected that within the 45-minute timeframe, co-workers can provide a thorough exploration of their accumulated insights, strategies, and challenges in supporting newcomers. Secondly, the stability of experienced co-workers' roles over time

suggested that a thorough understanding of their perspectives can be captured in one session. Unlike newcomers who undergo significant adjustments in their early weeks, co-workers' roles are presumed to remain consistent, allowing for a focused exploration in a single interview. Lastly, this approach recognised that co-workers' insights were likely to be drawn from long-term experiences, providing a rich understanding of both successful and challenging scenarios in supporting newcomers. In summary, the decision to conduct one interview with co-worker participants aligned with the study's objectives of efficiency, practicality, and captured a detailed overview of their stable and long-term roles in facilitating OS.

Data Collection and Analysis

Data Collection. The participant information sheet informed participants that their involvement in the research is voluntary and that they could withdraw at any point before the data analysis. This ensured that there were no power imbalances during the interview process, as participants were given prior notice and played an active role in the interview. If they were willing to participate, they were required to sign the consent form. The interview schedule was arranged according to the convenience of the participants with the researcher willing to travel to the agreed interview locations.

The newcomer was interviewed thrice at one-week intervals while co-workers were interviewed once. The newcomer and co-workers were not paired, such that, they do not belong to the same department of an organisation to ensure that they are not acquainted with each other.

The actual interviews for the newcomer lasted between 22-27 minutes over three weeks, while interviews with co-workers lasted between 22-50 minutes.

The researcher used both a mobile phone and an interview recorder as a backup for recording the physical interviews. The virtual interviews were recorded using Microsoft Teams' built-in recording functionality. Furthermore, detailed field notes were taken to capture all pertinent information, which could not be fully conveyed through recordings alone, such as

pauses or gestures. Table 3 below contains the demographic details of the interviewed participants.

Table 3

Demographic Information

Participant pseudonym	Participant type	Age bracket	Ethnicity	Gender	Years of work experience	Tenure	Industry
Anna	Co-worker	56-60	Indian	Female	35+ years	26 years	Education – Treasury
Barbara	Co-worker	61-65	Indian	Female	35 years	22 years	Government – Education
Crystalline	Co-worker	46-50	Indian	Female	20 years	18 years	Social Services
Foa	Co-worker	46-50	Pasifika	Female	27 years	5 years	Government – Education
Gordon	Co-worker	66+	Asian	Male	40 years	20 years	Public Service
Katrina	Co-worker	41-45	Indian	Female	20+ years	4 years	Government – Education (Psychology)
Richie	Co-worker	31-35	European/ Pākehā	Male	12 years	2 years	Health Insurance
Samantha	Co-worker	51-55	Asian	Female	30 years	7 years	Education – Science and Technology

Sunny	Co-worker	31-35	European/ Pākehā	Male	11 years	1.5 years	Finance
Sully	Co-worker	61-65	Indian	Male	45+ years	1 year	Retail
Donald	Newcomer	36-40	Asian	Male	15 years	1 month	Banking – IT

Data Analysis. First and foremost, the digital interview recordings were transcribed verbatim with the assistance of Otter AI software. The researcher then manually reviewed the transcripts. The transcribed responses were sent back to the participants for them to check and correct for any inaccuracies and make amendments. Finally, the interview transcripts received from the participants, with one revision, were used for analysis. The analysis being qualitative, the researcher used his insights, empathy, and human understanding while analysing the data instead of Generative Artificial Intelligence (GAI) which may fail to capture the aforementioned aspects (Davison et al., 2024).

As noted under the heading “Participants”, the challenges associated with recruiting newcomers were explored. Consequently, the research focus shifted towards including a larger number of co-worker participants and the single newcomer participant who was interviewed longitudinally. This adjustment was made to ensure the feasibility and sustainability of the study within the timeframe for a Master’s thesis. The alteration in the manner in which data is collected, as mentioned previously, will be apparent during the analysis of the data by giving priority to Sub-RQ 2 – How do experienced co-workers perceive and enact their role in integrating newcomers through the development of work relationships? over Sub-RQ 1 – How do newcomers view and pursue the development of valuable work relationships with experienced co-workers? In other words, Sub-RQ 2 will be analysed first, followed by the analysis of Sub-RQ 1.

Thematic analysis, as a foundational qualitative research method, assumes a key role in exploring the complexities and subtleties of newcomer-co-worker work relationships within the context of OS (Braun & Clarke, 2006; Kleinheksel et al., 2020; Kyngäs, 2020). Diverging from the quantitative paradigm, which often emphasises frequency, this approach prioritises the significance of themes in relation to the RQs, necessitating discerning and reflective judgements by the researcher (Braun & Clarke, 2006; Williams & Moser, 2019).

This study employs thematic analysis to discern essential themes associated with the experiences of both newcomers and co-workers throughout the process of OS. The central focus lies on the relevance of these themes to the RQs, with an intentional absence of predetermined theoretical assumptions, allowing the emergent data to guide the identification of pertinent themes (Braun & Clarke, 2006; Pratt et al., 2006; Skjott Linneberg & Korsgaard, 2019; Williams & Moser, 2019). Thematic analysis explicitly recognises the potential for themes to diverge from initial research objectives, ensuring an open exploration of participant narratives.

Moreover, the overarching objective of thematic analysis in this study is to provide a holistic portrayal of the entire dataset, capturing a spectrum of both newcomer and co-worker perspectives, particularly in areas that have received limited exploration, such as newcomer-co-worker work relationships (Braun & Clarke, 2006; Williams & Moser, 2019). The concentration is on semantic-level themes, aiming to explicitly capture the meanings inherent in participants' statements, thereby enriching the understanding of the intricacies involved in OS dynamics.

The approach to thematic analysis unfolds in six distinct phases, aligning with the inductive methodology advocated (Braun & Clarke, 2006). They are:

i. Data Familiarisation. The analytical journey begins with a complete review of interview transcriptions, fostering familiarity with the dataset.

ii. Feature Identification. Noteworthy features within the semantic content are identified. In this case NVivo software was employed to develop themes, data are purposefully organised, with meaningful grouping and the assignment of tentative codes to each extract.

iii. Construction of Overarching Themes. Codes serve as building blocks for the construction of overarching themes. Less prevalent themes find a place as sub-themes beneath broader categories, ensuring the alignment and validation of codes and themes with the underlying dataset.

iv. Refinement of Codes and Themes. Rigorous refinement takes place, where the researcher critically evaluates and streamlines codes. Initial themes lacking substantial data support for broader relevance are discarded, and a reflective process ensues to ascertain the coherence and meaningfulness of emerging themes within the dataset.

v. Further Refinement of Themes. Complexity is addressed in this phase as complex themes are simplified to their essential components. Sub-themes play an essential role in breaking down complexity into clear and manageable characteristics, contributing to a more holistic understanding.

vi. Final Reduction of Themes. Themes undergo a final reduction, condensing them into concise and coherent accounts. Each theme is substantiated by ample evidence drawn from the interview data, resulting in a refined and thorough representation of the underlying narrative.

An important drawback associated with thematic analysis is the absence of a universally agreed-upon applied method, which could potentially lead to variations in its application across studies (Braun & Clarke, 2006; Nowell et al., 2017). Nevertheless, the adherence to the phases of an inductive thematic analysis approach is intended to alleviate this limitation by ensuring consistency in the interpretation of diverse datasets and minimising the risk of misinterpretation (Braun & Clarke, 2006).

Chapter 4. Findings

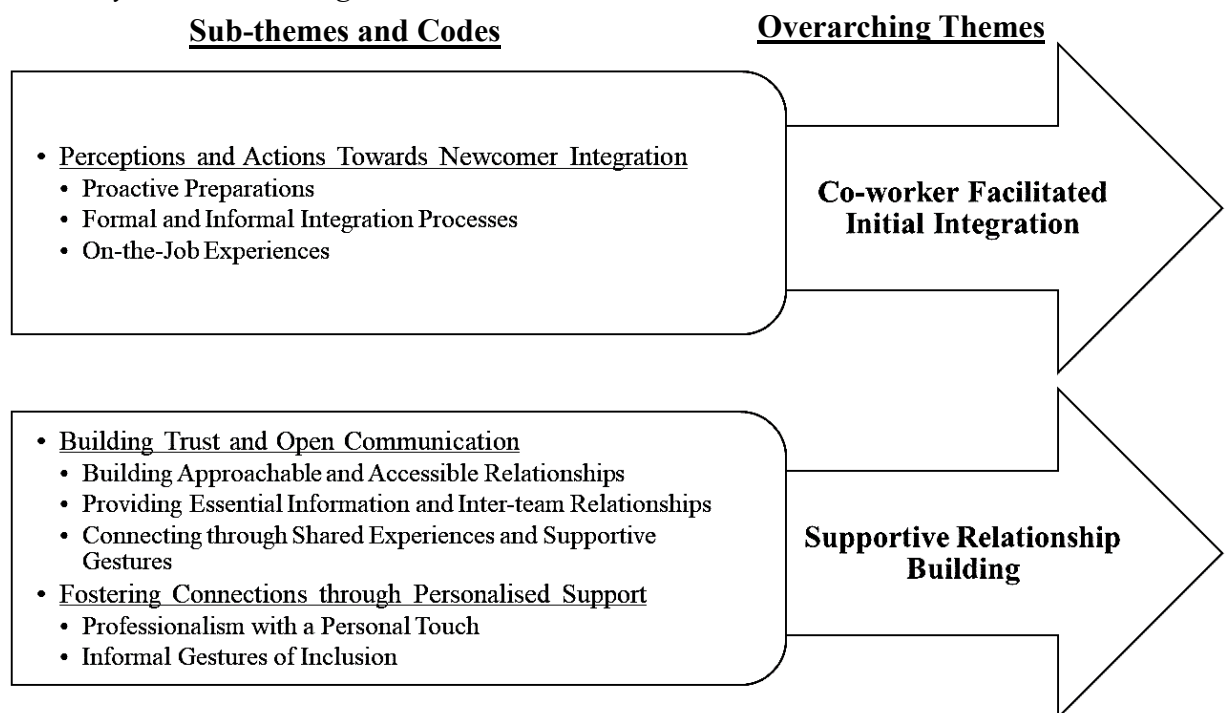
Qualitative data were obtained from semi-structured interviews with co-workers and newcomers to address the RQs. Due to challenges in recruiting newcomer participants, the focus shifted to co-workers. The analysis will prioritise examining co-worker participants' responses first, using thematic analysis, followed by the newcomer participant's responses.

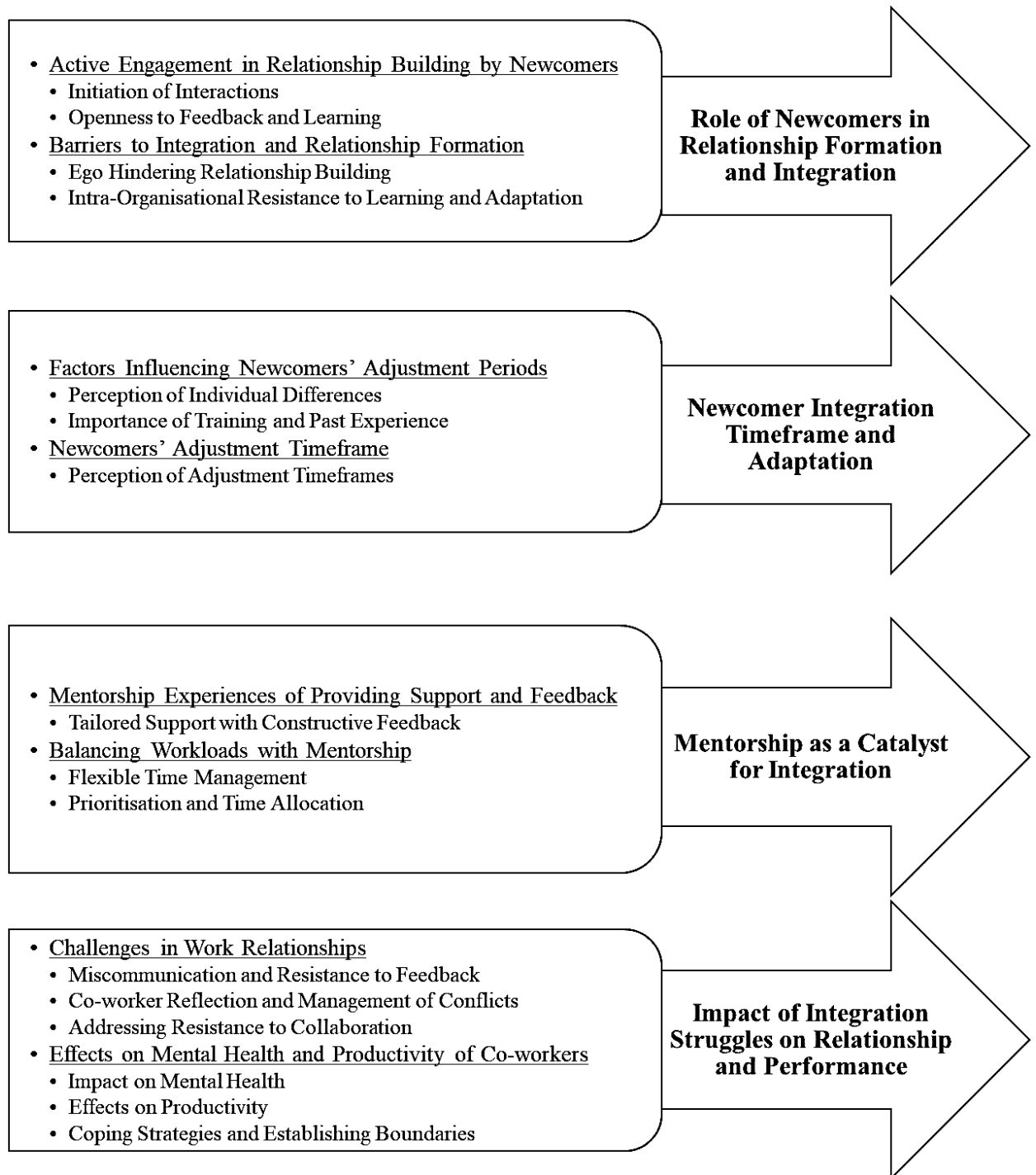
Co-worker Analysis

The co-worker analysis was conducted to explore Sub-RQ 2 – How do experienced co-workers perceive and enact their role in integrating newcomers through the development of work relationships? Six overarching themes emerged from the responses, viewpoints, and experiences outlined by co-workers during the interviews. The overarching themes have been built based on the sub-themes and codes for a more comprehensive investigation (see Figure 1).

Figure 1

Co-worker Analysis - Overarching Themes, Sub-themes, and Codes





1. Co-worker Facilitated Initial Integration

The overarching theme highlights the widespread approaches employed by co-workers in integrating newcomers into the organisation through their perceptions and actions. The sub-theme "Perceptions and Actions Towards Newcomer Integration" sheds light on the nuanced strategies and attitudes that provide the platform for co-workers to get an opportunity to interact

with newcomers who have just joined the organisation. Understanding this provides the basis for work relationship building, promotes effective newcomer integration, and enhances the process of OS.

1.1 Perceptions and Actions Towards Newcomer Integration. Co-workers have a multifaceted approach to integrating newcomers, involving proactive preparations, formal and informal integration processes, and on-the-job experiences. This holistic viewpoint emphasises the significance of combining structured onboarding with personalised assistance for effective newcomer integration.

1.1.1 Proactive Preparations. Analyses the co-workers' actions and motivations in relation to anticipating needs, providing resource support, and personal guidance to newcomers.

"... we knew that this person was recruited, and we knew what sort of role they were coming in. So, it gave me basically time to prepare for what are the needs of the newcomer...when this person came in, I was able to give that to them." – [Crystaline]

"... the equipment didn't arrive... the person was on board first... good time for me to go in details and talk about all the technology... it was practical, later theory." – [Samantha]

"... I had a chat with him... he was pretty naïve... and I took him under my wings." – [Sully]

Crystaline's approach emphasises the strategic and anticipatory dimension of integration, emphasising the importance of understanding the newcomer's role and requirements in advance to facilitate a more customised and efficient onboarding process. This proactive approach contributes to a smoother integration by pre-emptively addressing the individual's needs. Samantha, on the other hand, champions proactively adapting to unforeseen circumstances, such as equipment delays, to optimise the newcomer's time effectively. This illustrates a flexible mindset and a practical orientation towards learning, facilitating the

newcomer's familiarity and comfort with the organisation's technology and procedures. While Sully's personal involvement and mentorship exhibit a nurturing attitude towards newcomer integration. By taking the newcomer under his wings, Sully conveys a dedication to providing personal guidance and assistance, which can greatly bolster the newcomer's confidence and understanding of their roles. The co-workers proactively prepare and assist newcomers by combining strategic readiness, resource adjustment, and individual mentoring.

1.1.2 Formal and Informal Integration Processes. Analyses the co-workers' engagement in both formal and informal processes to assist newcomers in integrating.

"... formally go through the mentoring process... set up with the mentor, who just listens to the calls, provides feedback afterwards and make sure that everything's within compliance." – [Richie]

"The informal part is your relationship... colleague's responsibility to make the new person feel very at ease and comfortable... in such a way that they are sailing in the same boat." – [Barbara]

Thereafter, moving on to the integration processes, Richie demonstrates a structured approach to integration, emphasising the importance of formal mentoring. The mentor's role is explicitly outlined as involving monitoring, offering feedback, and ensuring adherence to guidelines. This indicates that the co-workers view their role as somewhat procedural, focusing on guiding newcomers to comprehend and follow organisational norms and protocols. While Barbara's perspective highlights the emotional and interpersonal dimensions of the integration process. By prioritising the creation of a comfortable and welcoming atmosphere for newcomers, co-workers perceive themselves as facilitators of a supportive environment. This indicates a dual responsibility: ensuring performance outcomes while nurturing a sense of inclusion. Bringing together the insights from both formal and informal integration methods, it becomes evident that co-workers view their role in newcomer integration as multidimensional.

They navigate the delicate balance between enforcing procedural compliance and cultivating interpersonal relationships, both of which are vital for the initial stages of OS.

1.1.3 On-the-Job Experiences. Analyses the elements of the co-workers' on-the-job experiences that contribute to newcomer integration.

“So, we do a lot of fieldwork... we take them with us to each and every visit initially... very valuable and very important for anyone who has started new in any company.” – [Barbara]

“Also, when we go out, maybe after we've visited a school or a centre, and then I'll suggest, ‘Oh, would you like to have a coffee?’... we'll sit and just debrief it. That way, it's a little bit more relaxed... it is really important... you have to do it from the heart as well.” – [Foa]

The co-workers utilise their on-the-job experiences to support the integration of newcomers, balancing their professional development and personal involvement, essential for cultivating strong work relationships. Barbara emphasises the significance of engaging newcomers in actual work scenarios right from the beginning. This strategy not only assists the newcomers in grasping the practical elements of their roles but also aids in their integration into the organisational culture and operational standards. Active participation is endorsed as a fundamental approach for effective learning and relationship building, demonstrating that co-workers view this hands-on method as vital for successful integration. Foa accentuates the significance of informal social interactions by inviting newcomers for coffee following work-related interactions. Foa uses the informal setting to debrief and reflect, which not only aids in learning but also strengthens interpersonal bonds. This practice acts as an essential element of integration, emphasising the emotional and relational aspects of newcomer integration.

2. Supportive Relationship Building

After the newcomers have navigated the initial stages of integration and a platform for

developing work relationships, this overarching theme encapsulates how co-workers take various newcomer-co-worker work relationship initiatives to further strengthen their bonds with newcomers and assist their integration. It highlights the sub-theme: "Building Trust and Open Communication" which demonstrates how co-workers use deliberate measures and open communication to create an inclusive environment where trust can thrive. It also highlights another complementing sub-theme: "Fostering Connections Through Personalised Support" which revolves around the co-workers' initiation of informal interactions to nurture bonds beyond formalities and provide professional guidance with a personal touch to make newcomers feel valued and understood within the organisational framework in development meaningful associations and facilitating work relationships during OS.

2.1 Building Trust and Open Communication. The sub-theme highlights the importance of building trust, cultivating open communication, and creating a supportive environment for newcomers. Co-workers see it as their responsibility to build approachable and accessible relationships, provide essential information and inter-team relationships, and help newcomers integrate by connecting through shared experiences and supportive gestures.

2.1.1 Building Approachable and Accessible Relationships. Analyses co-workers establishing accessibility and building camaraderie with newcomers.

"I was approachable... rather be like a friend and guide him... show that yes, he will have problems, everybody has, we have gone through that. But there is a solution possible, there is a person that can be approached... building a relationship and making understand that we are colleagues and not one better than the other is important." – [Gordon]

"... try and have daily if not, bi-daily catch ups with them to ensure that everything is going okay... if I saw them in the kitchen or if they were sitting by themselves for lunch, I'd go and join them and just have a bit of a chat... Buddy is now very comfortable and

coming up and having a conversation with me... built a kind of relationship...” –
[Sunny]

Gordon draws attention to the significance of approachability and accessibility when establishing relationships with newcomers. By assuming the role of a friend and guide, he cultivates an atmosphere that encourages newcomers to comfortably seek guidance and express their concerns. This method nurtures trust and cultivates a sense of camaraderie, thus facilitating successful integration. In a similar vein, Sunny's approach entails proactive measures to connect with newcomers on a personal level. Through initiating regular informal meetings and participating in activities together, Sunny creates chances for casual interactions and relationship development. The use of the term, buddy, conveys a feeling of camaraderie and mutual assistance, further strengthening trust and rapport among co-workers and newcomers. Their perspectives demonstrate how co-workers strategically build trust and promote open communication with newcomers. These behaviours play a role in encouraging an inclusive and supportive atmosphere that promotes effective integration and relationship building.

2.1.2 Providing Essential Information and Inter-team Relationships. Analyses the co-workers providing job-related information and inter-team relationship trust in the context of newcomer socialisation.

“... how you manage your caseload and time management... I share... Then I share suppose we have gone for observation... bit of details of that and what is my goal, why I'm observing that... we hand over the keys to that particular area of the team... building a good relationship with counter teams and inter teams in the teams very, very important. That makes the job easier for the new person to carry on.” – [Barbara]

“... tell them what work is going to be there, what will they have to do in their role.” –
[Anna]

Barbara and Anna both highlight the significance of providing critical information and nurturing inter-team relationships for the integration of newcomers. Barbara stresses the sharing of practical knowledge and goals, along with cultivating relationships with other teams to aid in the newcomer's understanding and adjustment to their role. Anna accentuates the importance of clarity and openness in elucidating the responsibilities of the newcomer, ensuring that they are well informed and equipped for their duties. Their approaches promote trust and establish a feeling of equality and belonging, which are imperative for efficient integration.

2.1.3 Connecting through Shared Experiences and Supportive Gestures. Analysing by co-workers creating shared experiences and extending supportive gestures towards newcomers.

“I’ll say things like ‘I’m popping down to the bakery or something, I’m going down if you want to come’ or ‘Do you want me to grab something for you?’... I always feel food’s a good way to connect with people.” – [Foa]

“... previous job... I was an assistant store manager... I took over and made it a... mellow, enjoyable, jokey atmosphere while still doing the work and maintaining the standards... this has been brought up to me by the eerie manager as well at the time that the turnover went from very high to very low...” – [Richie]

Foa underscores the significance of establishing shared experiences through simple gestures such as volunteering to grab items from the bakery. By encouraging newcomers to partake in daily routines, Foa strives to cultivate a feeling of camaraderie and inclusivity. Shared experiences generate occasions for bonding and mutual understanding, which aid in the cultivation of strong relationships. Similarly, Richie recounts his involvement in crafting a nurturing workplace ambience characterised by a laid-back and pleasurable atmosphere. By perpetuating a favourable environment while adhering to professional expectations, Richie

showcases supportive leadership that nurtures confidence and morale among team members. Such actions engender a sense of belonging and gratitude, both essential for the integration of newcomers. They exemplify how co-workers strategically engage with newcomers through shared experiences and supportive gestures. These actions contribute to the establishment of an encompassing and supportive environment conducive to efficient integration and relationship building.

2.2 Fostering Connections through Personalised Support. Co-workers prioritise balancing professionalism with a personal touch to support newcomers to ensure newcomers feel valued and included in the organisation. They also employ informal gestures of inclusion through relationship building to create a supportive environment that encourages newcomers to comfortably seek assistance and establish trust. This approach expedites their integration into the workplace culture by blending professional support with meaningful work relationships.

2.2.1 Professionalism with a Personal Touch. Analyses how co-workers balance professionalism with personalisation to assist newcomers during integration and build supportive relationships.

“Professionally... guide him through your products, how you have to approach, how it is to be delivered, and the understanding of the regulations or understanding the principle behind the company’s thing, that is something that is formal... It is not that everyone has dealt with multi-cultural people. So, when the newcomer comes in, he is likely to make a mistake... these are things which initially we must tell the newcomer to adopt, to understand, to give respect.” – [Gordon]

“... you need to customise the training, the communication, and the relationship building with each individual because they are different... making them aware that wherever they come from or stand... it's okay for them to reach you and you are happy

to go out of the way if needed.” – [Samantha]

Gordon stresses the significance of offering newcomers formal guidance concerning professional elements like products, regulations, and organisational values. Nevertheless, he acknowledges the necessity of adjusting to newcomers' differences and potential errors, demonstrating a personal touch in understanding, and aiding their integration process. Samantha, on the other hand, accentuates the importance of tailoring support for each newcomer according to their distinct requirements and backgrounds. This individualised strategy goes beyond formal training to encompass effective communication and relationship building. By assuring newcomers of their approachability and readiness to offer aid, Samantha nurtures a feeling of confidence and inclusivity. Tailored formal guidance and promotion of transparent communication establishes an environment conducive to successful integration and relationship building.

2.2.2 Informal Gestures of Inclusion. Analyses the informal gestures showcased by co-workers towards newcomers, thereby improving work relationships and their integration.

“Previously, we used to have team lunches quite often. But now we have two times a year... lately, we have started to have it in our homes. The team members, they volunteer... we initiate some games and then have a potluck... have fun and then they go back... During these times, the co-workers and the newcomers interact informally. There’s no formality. Formality is just about making some planning and all otherwise, it's absolutely informal, and those are very much required.” – [Barbara]

“... in relation to make them feel included in the social events... take them out for coffee, take them out even for lunches or do other health activities together...” – [Crystalline]

Furthermore, informal gestures play a vital role in ensuring that newcomers feel welcome and integrated. Barbara emphasises the transition from frequent team lunches held in

the office to less frequent yet more intimate gatherings in personal settings like homes. This change appears to cultivate deeper personal relationships through voluntary participation and shared activities such as games and potluck meals. These gatherings eliminate hierarchical boundaries and formal work constraints, enabling newcomers to engage openly and establish informal relationships with their co-workers. On a similar note, Crystalline discusses a more individualised or small-group approach to inclusivity, emphasising off-site activities like coffee meetings, lunches, and wellness events. These initiatives aim to establish a relaxed atmosphere where newcomers can comfortably exchange personal experiences and interests, thereby nurturing a sense of belonging and mutual respect beyond the professional setting. These informal gestures not only aid in dismantling formal barriers but also in constructing a foundation of trust and camaraderie that are vital for professional relationships.

3. Role of Newcomers in Relationship Formation and Integration

This overarching theme explores the extent to which newcomers take the initiative to integrate and build work relationships with co-workers. Sub-theme 1, "Active Engagement in Relationship Building by Newcomers", emphasises the proactive role taken by newcomers in initiating interactions, and seeking feedback from co-workers. Sub-theme 2, "Barriers to Integration and Relationship Formation" highlights the challenges faced by co-workers due to newcomers exhibiting ego-driven attitudes, and their resistance to feedback and learning. Understanding these dynamics from co-workers' perspectives is critical for creating a supportive work environment that encourages successful work relationship formation during integration.

3.1 Active Engagement in Relationship Building by Newcomers. Newcomers play an active and proactive role in establishing work relationships and integrating into the organisation. Their initiation of interactions and openness to feedback and learning significantly contribute to their successful integration into the organisational culture, as

perceived by co-workers.

3.1.1 Initiation of Interactions. Analyses the proactive behaviours through interactions taken by newcomers, as observed from co-workers' perspectives.

“Most of my experiences with newcomers are all positive... they approached, and they came asking me for help... like to ask questions, which is good in a way that helps them to settle well...” – [Anna]

“Person A... quite an extroverted person, which has been really easy... made the effort to go up and say good morning to everyone. So, when they first started, it was quite an easy situation... build very quick rapport, and very chatty.” – [Sunny]

The initiation of interactions by newcomers plays a significant role in their effective integration into the organisational culture. Anna shares that newcomers display initiative by seeking guidance from co-workers. This proactive behaviour showcases not only their eagerness to learn and integrate but also eases their transition and adjustment within the organisational setting. In a similar vein, Sunny emphasises the proactive approach of a newcomer in initiating interactions through greetings and engaging in conversations. The co-workers reflect the newcomers' openness, inquisitiveness, and thirst for knowledge, thereby facilitating the development of work relationships and positioning themselves as valuable contributors during the integration process.

3.1.2 Openness to Feedback and Learning. Analyses the newcomers' receptiveness to feedback and learning, as observed from co-workers' perspectives.

“I just thought, Mandy, the way she worded some of her discourse... was a little bit not warm... can tone that down a little bit... Mandy... asking “What do you think? How do you think?” and it's an opportunity for me to give constructive feedback, and she welcomed that.” – [Foa]

“... she is quite open to feedback... come and seek advice... not afraid to, you know,

like, to be seen as somebody who doesn't know all the answers... most of the interns that I have supported, have all been very forthcoming, to seek advice and guidance, and raise questions as and when they arise for them.... helps their growth and my growth.”

– [Katrina]

Furthermore, Foa describes how the newcomer engages proactively in soliciting feedback through questions such as "What do you think?" and "How do you think". This emphasises the newcomer's openness to feedback and willingness to adapt his/her strategies based on constructive criticism, thereby contributing towards successful integration. Likewise, Katrina stresses the interns whom she supported exhibited a willingness to receive feedback by actively seeking advice and guidance. Their ability to recognise their limitations and seek assistance as necessary nurtures an environment conducive to perpetual learning and development, which proves advantageous for both them and their co-workers. Through actively pursuing and embracing feedback constructively, newcomers manifest their dedication to personal and professional advancement, ultimately strengthening their relationships with co-workers.

3.2 Barriers to Integration and Relationship Formation. The sub-theme highlights the challenges faced by co-workers in integrating newcomers due to ego hindering relationship building, and intra-organisational resistance to learning and adaptation. Overcoming these obstacles necessitates a collaborative effort from both parties to establish a work environment that enables work relationship-building and integration.

3.2.1 Ego Hindering Relationship Building. Analyses the ego barriers faced by co-workers hindering relationship building with newcomers during their integration.

“... a newcomer, to accept, others’ strength is a big thing in workplaces. When that ego or with that thing, ‘No, I know the best, why should I ask? I’m doing well, I know she or he is doing this way, I would have done this way’ this attitude actually is harmful...”

humbleness and whatever you are learning, you are taking as a learning that ‘You are not the ultimate, there are people who know more than you, and you just keep quiet, learn, and then it is up to you’... But if you feel that ‘I’m better than the other person’. That creates a very negative impact and then the manager comes in.” – [Barbara]

“Joanne came across as... she knew everything and I felt it was quite hard for me to get my point across to have that conversation... it's finding the middle ground... I don't want to put myself as ‘Miss know-it-all’... I don't want Joanne to conduct and carry on because it's not good for practices... meeting in the middle without having to offend the other person...” – [Foa]

Barbara and Foa expound on how ego-driven attitudes impede the establishment and integration of relationships within the organisation. Barbara shares the impact of newcomers' ego-driven attitudes, characterised by a conviction of superior knowledge and resistance to learning from others, hindering relationship building. Similarly, Foa articulates the dilemma posed by interacting with a newcomer who displays a 'know-it-all' mentality. This egotistical attitude creates communication barriers, hindering Foa's ability to participate in meaningful conversation. Foa points out the significance of reaching a middle ground to prevent conflicts and sustain a constructive work environment. To surmount these obstacles, co-workers emphasise humility, open-mindedness, and efficient communication to nurture a supportive work atmosphere conducive to successful integration.

3.2.2 Intra-Organisational Resistance to Learning and Adaptation. Analyses how resistance to learning and adaptation can hinder work relationship formation and integration within the organisation.

“... differences between the contact centre and the face-to-face is what he has to understand and for which he also needs to be patient along with me. It becomes sometimes difficult for somebody who comes from another department... to not accept

a little variation... it is our job to make him understand... comes from the other department, it is generally a little tougher... own ideas, he has his own notions, his way of working..." – [Gordon]

"... the guy in question, he comes from furniture. But furniture and appliances, you know, chalk and cheese... he is constantly making a mistake, which I feel bad about, is trying to make up things without actually knowing it. I did try to correct him a couple of times. He hasn't taken it very positively... Let me just see what happens." – [Sully]

Furthermore, Gordon emphasises the difficulty of integrating a newcomer from another department who faces challenges in adjusting to the variations within the contact centre setting. The newcomer's reluctance to embrace differences and insistence on their own notions and ideas impede their integration and relationship formation. Similarly, Sully highlights the obstacle of integrating a newcomer from a different department who struggles to adapt to the intricacies of their current position. Their inclination to presume and reject feedback hampers their learning and adjustment, leading to conflict in the integration process. Co-workers tackle these hindrances by cultivating a culture of receptiveness to learning and adjustment, offering assistance and direction to newcomers as they navigate the organisational complexities.

4. Newcomer Integration Timeframe and Adaptation

In an exploration of the overarching theme, sub-theme 1 "Factors Influencing Newcomers' Adjustment Periods" and sub-theme 2 "Newcomers' Adjustment Timeframe" shed light on the newcomers' integration timeframe, as perceived by co-workers. These sub-themes emphasise the various factors affecting the newcomers' adjustment periods, the newcomers' adaptation periods, and the roles of co-workers in facilitating successful integration and relationship development within the organisational context.

4.1 Factors Influencing Newcomers' Adjustment Periods. The sub-theme explores the factors that play a role in the integration process of newcomers that affect their adjustment

periods. It focuses on the perception of individual differences, the importance of induction and mentoring and the recognition of past experience. These factors can significantly affect the adjustment durations of newcomers.

4.1.1 Perception of Individual Differences. Analyses the impact of personal characteristics on adjustment periods.

“... some people are quick learners, six months is more than enough, or even three months is more than enough for them.” – [Anna]

“... you're going to get someone that's introverted or extroverted, young... I found that some people seem to sort of zone out.” – [Sunny]

Anna's observation emphasises the notable variation in learning speed observed among individuals, which in turn can impact the adjustment period of newcomers. The swift adaptation of quick learners implies that a standardised approach to integration timelines may not yield the desired outcomes. On a different note, Sunny points out the influence of personality traits (introversion versus extroversion) and potentially age (younger versus older newcomers) on the adjustment process of newcomers. For example, introverted and younger newcomers may require different support systems or extended periods for complete integration. The co-workers consider the individual differences of newcomers to offer adaptable and personalised strategies for integration.

4.1.2 Importance of Training and Past Experience. Analyses how co-workers consider training and past experiences as factors that affect newcomer integration and adjustment.

“If the person gets good induction, good mentoring...” – [Barbara]

“... newcomer learns faster with a past experience... because if the field is same... for him should not be a problem. But if you come from another field... basic skills which are transferred, so person should be able to learn.” – [Gordon]

Additionally, Barbara highlights the essential role of effective induction and mentoring

in aiding the integration and adaptation of newcomers. This indicates that training programmes and supportive mentoring relationships can have a positive influence on the integration of newcomers into the organisational environment and processes. Gordon emphasises the importance of past experience in hastening the learning curve for newcomers, particularly during transitions within related fields. He highlights the transferability of fundamental skills and expertise, implying that familiarity with the field can facilitate a smoother adjustment period. Co-workers emphasise the significance of induction initiatives, mentoring, and previous professional backgrounds that may lead to reduced adjustment periods.

4.2 Newcomers' Adjustment Timeframe. This sub-theme focuses on the perception of adjustment timeframes for newcomers to adapt to their roles and the organisational environment. It explores the expectations of co-workers towards the duration of newcomers' adjustment periods and the awareness required for successful integration, emphasising the importance of understanding individual timelines and the impact of professional skills on easing the transition.

4.2.1 Perception of Adjustment Timeframes. Analyses the variability in co-workers' perceptions of adjustment timeframes.

“... I'd say it takes about six to eight months, also a bit longer, like one year...” –

[Anna]

“It is not a timeframe that one year or two years, it's an ongoing process... It is not only you are learning, but the newcomer is also learning all the time...” – [Barbara]

“I think it depends on a case-by-case basis... take an average of say, between one to three months, people do learn and get easy in their job.” – [Crystaline]

“Two to three months, if you are not sort of been able to become one within six months, that's the wrong place...” – [Sully]

Anna suggests that the adjustment of newcomers typically spans from six to eight

months, sometimes extending to a year. Her viewpoint emphasises a notably prolonged phase of adjustment, underscoring the complexity of integrating into the organisation. Barbara, interestingly, accentuates that the integration of newcomers is an ongoing process rather than a fixed timeframe. Her viewpoint underlines the perpetual aspect of adaptation and knowledge acquisition within the organisational environment, hinting that adjustment extends beyond specific timeframes. Crystalline acknowledges the diverse adjustment timelines, suggesting that the duration depends on individual circumstances. She proposes an average span of one to three months for newcomers to feel at ease in their positions, mirroring a more concise understanding of the adjustment phase. Similarly, Sully emphasises the significance of a comparatively brief adjustment period, proposing that newcomers should ideally assimilate within two to three months. His perspective conveys a sense of urgency in terms of adaptation and highlights the potential consequences of prolonged adjustment durations. The co-workers acknowledge that individual differences, organisational contexts, and job roles can influence newcomers' integration timeframes.

5. Mentorship as a Catalyst for Integration

The overarching theme explores the role of mentorship in facilitating the integration of newcomers. It delves into how co-workers perceive and enact their role in this process. Sub-theme 1, "Mentorship Experiences of Providing Support and Feedback", sheds light on the nuanced approaches utilised by co-workers in offering tailored support and constructive feedback to newcomers, encouraging their professional growth and OS. Subsequently, sub-theme 2, "Balancing Workloads with Mentorship", investigates the challenges faced by co-workers in managing their workload while simultaneously assisting the newcomers during mentorship. The sub-themes uncover the multifaceted nature of mentorship which can be a pivotal driver for successful integration development of work relationships.

5.1 Mentorship Experiences of Providing Support and Feedback. Co-workers assist

newcomers in integrating through mentorship by providing tailored support with constructive feedback.

5.1.1 Tailored Support with Constructive Feedback. Analyses the co-workers' experiences in providing mentorship support and feedback.

“...we first explain to the newcomer, do the practical part of it a couple of times, and then we have an observation. Then we give feedback to our managers to say how he's progressing...” – [Gordon]

“A lot of staff, when they come off the mentoring programme, will still be messaging their mentor... The feedback that I've received is all of my mentees feel confident enough to find the answer on their own... for my mentoring style, I believe that's spot on.” – [Richie]

“I've tried to catch up with them on a daily basis... having an open and honest conversation... where I always, as I said at the start ‘How are you? What's going on? Tell me does this fully make sense to you?’...” – [Sunny]

Gordon emphasises the structured approach to mentorship, involving practical demonstrations, observations, and feedback. His assertion highlights the significance of tailored support and constructive feedback in guiding newcomers. While Richie highlights the continual assistance offered through mentorship, extending beyond the formal programme. His mentees feel empowered to autonomously seek solutions, indicating the efficacy of his mentorship technique in nurturing self-sufficiency and assurance. Sunny, however, prioritises consistent communication and open dialogue in mentorship. He attempts to make newcomers feel supported and make them clear about their responsibilities, facilitating effective integration and growth. The co-workers acknowledge the efficacy of mentorship in newcomer integration and work relationship development.

5.2 Balancing Workloads with Mentorship. Co-workers can balance their workloads

to assist newcomers during the mentorship period by employing flexible time management and focusing on prioritisation and time allocation for tasks. Also, the newcomers' involvement in work tasks by co-workers eases their workloads which can be a distinct strategy for assistance.

5.2.1 Flexible Time Management. Analyses the co-workers' flexible time management strategies for managing their workload while providing mentorship support to newcomers.

“That is the difficult part because you fall back on your workload. So sometimes I do it after hours at home, or simultaneously, make them sit with me so what I'm doing, they can learn from me at that time to finish off my work.” – [Anna]

“So, if I have to stay back today for reason to spend time with the newcomer for training purpose, some days we leave early, so we do have that flexibility, which helps a lot both of us.” – [Samantha]

Anna emphasises the significance of time management flexibility through engaging in tasks after regular working hours or involving newcomers to enhance their learning experience while effectively handling her workload. Similarly, Samantha highlights the significance of flexibility in managing workload and mentoring newcomers. Adjusting work hours enables her to allocate time for mentoring without neglecting her own duties, nurturing a supportive environment for both her and the newcomers. They demonstrate adaptability in their approaches, utilising various time management strategies to ensure effective mentorship while managing their workloads and responsibilities.

5.2.2 Prioritisation and Time Allocation. Analyses the co-workers' strategies towards prioritisation and the time allocation for managing their workload while providing mentorship to newcomers.

“I make myself notes. So that way, I don't forget. So, I make little sticky notes about my tasks, my applications I have to write and my meetings... I make notes in my diary, or time set aside, this time is scheduled.” – [Foa]

“It's very hard... because as the year progresses, the work gets more intense... they come to you for questions, and you are heading out to a meeting... so 90% of the time, I'll just drop what I'm doing, unless it's a meeting got booked for... and support them.”

– [Katrina]

“... I take this guy along... and I tell the customer that he's new... he gets to learn, the customer also feels that he's been given importance, that I took his permission, just did not bring anyone at random... or I tell him to stand at a distance with a piece of cloth. Just pretend that he's trying to clean and listen to the conversation and try to learn.” –

[Sully]

Moreover, Foa stresses the significance of organisation and time management by employing notetaking and scheduling to ensure the prioritisation and adequate allocation of time for mentorship duties. Meanwhile, Katrina points out the difficulty of handling the escalating intensity of work while engaging in mentorship responsibilities. She gives priority to assisting newcomers, frequently modifying her timetable to accommodate their requirements. Interestingly, Sully illustrates involving newcomers in real-world work situations to facilitate their learning. This practical approach enables newcomers to both observe and actively take part in tasks, enhancing their understanding and integration. Despite challenges, the co-workers exhibit adaptability and ingenuity in prioritising mentorship responsibilities and involving newcomers in work tasks.

6. Impact of Integration Struggles on Relationship and Performance

The overarching theme analyses the difficulties faced by co-workers in the development of work relationships with newcomers during OS and the impact of newcomer integration on the overall productivity of co-workers. Two sub-themes emerge: "Challenges in Work Relationships" and "Effects on Mental Health and Productivity of Co-workers". These sub-themes explore the nature of co-worker newcomer work relationships, communication and

collaboration barriers that affect co-workers during the integration process. They also examine the impact on the mental well-being and productivity of co-workers.

6.1 Challenges in Work Relationships. Challenges faced by co-workers while integrating newcomers include miscommunication and resistance to feedback, co-worker reflection and management of conflicts, and addressing resistance to collaboration. Despite these challenges, co-workers show resilience by proactively confronting these challenges through effective communication, defining boundaries, and resolving conflicts.

6.1.1 Miscommunication and Resistance to Feedback. Analyses the challenges faced by co-workers and the strategies used to mitigate the integration struggles.

“I found one newcomer a little mis-communicative and some kind of difficulty in discussing and talking. So, what I suggested my manager that instead of me dealing with that person, why don’t we have a peer supervision kind of a session... It was kind of a, discussions from various perspectives and so, more opportunity for that person to learn or, that person cannot have one-to-one, ‘No, no, no, I would have not done this or that’. So that opportunity, get less, and it can be solved in a more healthier way.” – [Barbara]

“... in my previous role, yes, there was a situation where the newcomer had some concerns about to my management style, and they were not open for feedback. That was a really, really difficult situation for me and I would say, for the person as well... they do have a good HR support system... managed that situation, conversations happened... we decided to agree to disagree on certain points...” – [Crystalline]

Barbara recognises an issue with direct communication with a newcomer and innovatively proposes a group session approach. This method facilitates healthier resolution by introducing multiple perspectives and reducing confrontational one-on-one interactions. While Crystalline describes a scenario where a newcomer's resistance to her leadership style and

feedback resulted in a difficult situation. The resolution involved human resource (HR) intervention, highlighting organised support mechanisms for handling personal conflicts and reaching a mutual agreement. Nonetheless, co-workers utilise diverse strategies to address these challenges, contributing to an evolving understanding of effective newcomer integration.

6.1.2 Co-worker Reflection and Management of Conflicts. Analyses co-worker reflection and conflict resolution during newcomer OS.

“I have had that in my last job, a newcomer come in and she was chopping me... when we were having a meeting... my response was professionally... So afterwards, when we finish the meeting, I approached her... so she said to me, I didn't really listen, or take on board what the other teachers' views were. So that was a big reflection for me. So, I guess in situations like that, I would take, what's been said to me, and I go back, and I deconstruct that, and why. So yeah, I have to think about it. Then I would regroup with the team and discuss...” – [Foa]

“... a female newcomer... had a preconceived notion... male and a female... thought if I was telling her something that I'm trying to... demean her, because I'm a male... This one was a little complex one because this is a psychological problem... initially it was really bad... sometimes start crying because she says that I'm bullying her, but gradually, I also have to go through a lot of toughness... made her understand that my aim is not to bully but to make her understand because sometimes what happens is, not all persons are the same... We have to be patient and ultimately it does work out...” – [Gordon]

Moreover, Foa exemplifies a proactive approach towards conflict, characterised by a professional attitude and subsequent introspection. Her approach entails internal reflection followed by collective discussion, stressing the significance of understanding and dealing with fundamental issues with newcomers. In contrast, Gordon encounters a gender-related

misunderstanding that escalates into accusations of bullying. His reaction centred on patience and repeated clarification of intentions, highlights the challenges of overcoming deeply ingrained biases and the importance of persistence and empathy in resolving workplace conflicts. The co-workers highlight how reflective practices and understanding newcomer-co-worker dynamics are fundamental in building resilient work relationships.

6.1.3 Addressing Resistance to Collaboration. Analyses the formal and informal methods used by co-workers in addressing collaboration resistance.

“...who refused to collaborate... I ended up and tried to talk to them about it and it gets brushed off like it's no big deal. But they're also the same newcomers who don't make the effort in building relationships... I think it's important for them to come to work, come into the office, build those relationships... I end up sending a formal email, and I CC our managers into it. Because ultimately, we [employees] represent an organisation.”

– [Katrina]

“Going back to the previous role where I was an assistant store manager of a fast food... Being a leader, you go in and defuse that as soon as you notice it's becoming more than what it should be... But then it's finding a solution at that point. So, walk up, investigate, find out it's a difference of opinion, whether they find middle ground and offer a solution. ‘Here's what we do, you stay in this position, you stay in this position’, keep them split up for the moment, let them cool down, and then just monitor... Most of the time, it gives people time to cool down... There were times where differences of opinions were so big that effectively we just have to rework the roster, the schedule, so it could be moving from open to close so they're not on the same shifts...” – [Richie]

Additionally, Katrina addresses the resistance to collaboration by first engaging in direct communication, which upon failure, progressing to a formal email addressed to supervisors. Her tactic emphasises the significance of adhering to established organisational

procedures to ensure responsibility and promote the communal principles anticipated in a professional setting. In contrast, Richie opts for an immediate, hands-on approach to mitigate conflicts and identify practical solutions. His hands-on approach showcases adaptability in striving to uphold harmony and efficiency within the team, which includes newcomers and co-workers. The choice of method adopted by co-workers may depend on the situation's immediacy, the severity of the resistance, and organisational culture.

6.2 Effects on Mental Health and Productivity of Co-workers. Co-workers believe that their mental health and productivity can be significantly impacted by assisting and developing work relationships with newcomers during OS. The conflicts between co-workers and newcomers can lead to stress and frustration, negatively affecting co-workers' well-being and efficiency. Co-workers mitigate these effects by using coping strategies, such as establishing boundaries and maintaining a broader perspective, enabling co-workers to tackle the challenges while safeguarding their mental health and sustaining productivity levels.

6.2.1 Impact on Mental Health. Analyses the co-workers' effects on the emotional and cognitive resources due to the integration of newcomers.

"... it [assisting newcomers versus own job responsibilities] does take a toll on your mental health. You do get stressed about it and you feel as that you are possibly not doing your job, right... kind of a setback in thinking and an opportunity to reflect to see if I was doing things right, or what were the other things that I could do possibly, to support this person, to make them feel better." – [Crystalline]

"... newcomers will come and ask the same questions again... shown so many times and still they come to me all the time." – [Anna]

Crystalline emphasises the importance of acknowledging the stress and self-doubt associated with assisting newcomers in adapting. The psychological toll is evident in her questioning regarding her job performance and effectiveness, signalling a notable influence on

her self-image and mental well-being. Similarly, Anna shares the frustration stemming from the repetitive inquiries of newcomers. This persistent recurrence may result in training fatigue, causing co-workers to feel drained and inundated with the constant need to provide identical information, affecting their mental health and job satisfaction. Failure to adeptly handle the demands of integrating newcomers and the requisites of workplace relationships among co-workers could potentially lead to diminished mental health and job performance.

6.2.2 Effects on Productivity. Analyses the interaction between emotional management and training effectiveness on co-workers' productivity during newcomer integration.

“It 100% affected productivity... Not just because of the rosters, but when somebody's working and they're in a bad mood, most likely they're emotional... we make mistakes. So definitely affected productivity for example, people handing out the wrong orders... being angry enough that they'd be shaking... more likely to be dropping things... This one harkens back even further... when I was a team member, and was that previous assistant store manager, when yells, screams, especially if it's a newcomer they're doing the best they can.” – [Richie]

“... when it takes longer time than normal, then we feel that will she really be able to pick it up or her capacity is not there to pick it up... she will need that constant gentle guidance... becomes a little bit difficult as a team working, because after all, each member of the team is not giving what is expected, others will have to bear the load.” – [Gordon]

Furthermore, Richie highlights the direct relationship between emotional well-being and productivity. Emotional disturbances stemming from workplace conflicts or challenges with newcomers can lead to an increased error rate, affecting service quality and operational success. Gordon, on the other hand, elucidates the productivity challenges that emerge when newcomers require extensive guidance and training. This situation not only affects the

newcomer's integration but also places additional burdens on other co-workers, who must compensate for the lower productivity levels.

6.2.3 Coping Strategies and Establishing Boundaries. Analyses the coping mechanisms and professional boundaries used as essential tools by co-workers in maintaining productivity, mental health, and managing work relationships during OS.

“I was not only hurt, but I was also very angry, because I felt that in spite of me offering him all the help, giving him the sale, which he didn't deserve... Productivity, not really... I would say momentary setbacks... if you look at the positives, I think they far outweigh the negatives and that is the reason why I still enjoy doing what I do.” – [Sully]

“... in a sense it can affect your productivity because you do have that relationship and rapport with the person that you built. It definitely is reciprocal, I do value all of the people that I work with, some of them pretty much perceive our friendship more than I do, which doesn't sound like a nice thing to say which, but I understand the line between being a manager and being a friend and having that fine line.” – [Sunny]

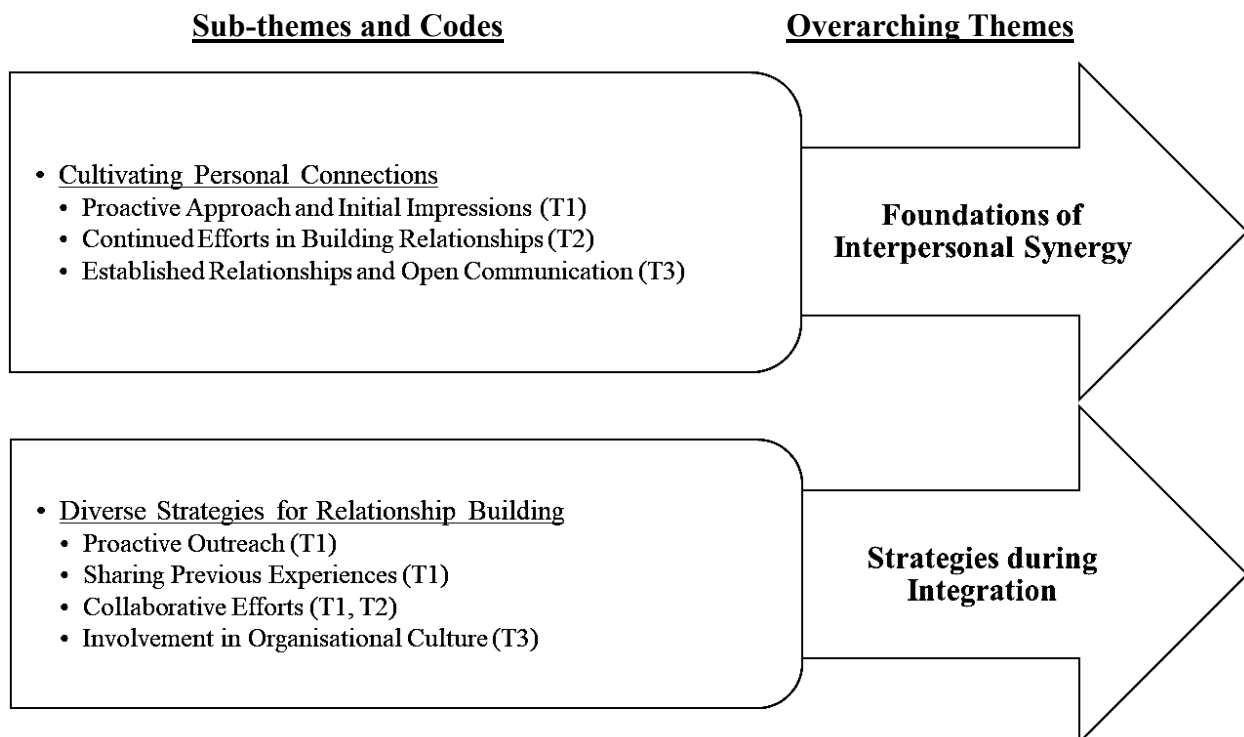
Sully addresses the emotional toll of feeling underappreciated but counters it by focusing on the overall positives of his role. This reflects a strategy of cognitive reframing, where he acknowledges setbacks but chooses to emphasise the broader benefits to maintain his job satisfaction and emotional well-being. On the other hand, Sunny illustrates the complexity of maintaining professional boundaries while developing rapport with newcomers. His statement underlines the delicate balance between personal affinity and professional obligations, emphasising the need for clear boundaries to maintain both productivity and proper workplace relationships during OS.

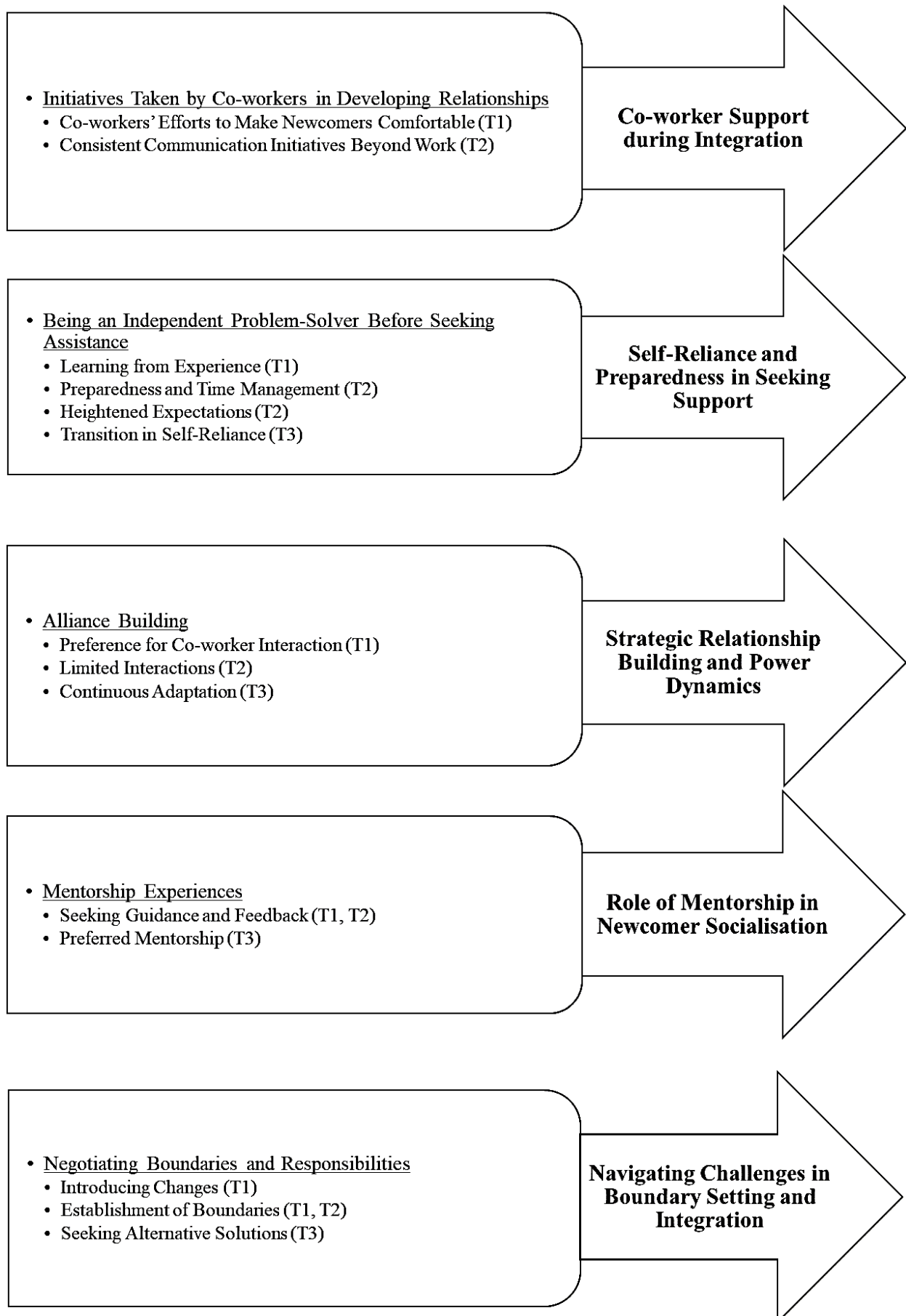
Newcomer Analysis

The three longitudinal interviews at one-week intervals of the sole newcomer participant were conducted to investigate Sub-RQ 1 – How do newcomers view and pursue the development of valuable work relationships with experienced co-workers? The analysis identified seven overarching themes from Donald's responses and experiences. The overarching themes have been developed from the sub-themes and codes for a better exploration (see Figure 2).

Figure 2

Newcomer Analysis - Overarching Themes, Sub-themes, and Codes





Note. T1 – 1st Interview, T2 – 2nd Interview, T3 – 3rd Interview

1. Foundations of Interpersonal Synergy

The overarching theme focuses on the newcomer's perspective of developing meaningful newcomer-co-worker work relationships during OS. The sub-theme "Cultivating Personal Connections" explores proactive measures taken by newcomers to establish rapport with co-workers.

1.1 Cultivating Personal Connections. Donald's approach to building personal connections with co-workers is characterised by valuing the significance of initial impressions and taking a proactive approach to cultivating relationships. Donald continues his efforts in building relationships over time, understanding that established relationships and open communication are fundamental for nurturing meaningful work relationships that thrive beyond the confines of the workplace.

1.1.1 Proactive Approach and Initial Impressions. Analyses the newcomer's proactive and versatile nature of relationship building with co-workers during OS.

"I started talking to them, I couldn't speak to all of them but at least half of the team members on the very first day I called, and I started having a conversation... tried to break the ice." – [T1]

"I asked about the project-related questions and all those things. After that, as a personal help... 'Hey, my new organisation is offering me some insurance, should I go for that?' ... we become more of a like a friend kind of thing... Whenever I feel like 'Okay, I need some more advice', straightaway just get in touch with her." – [T1]

Donald demonstrates a proactive approach to relationship-building by initiating conversations with co-workers from the outset. This proactive involvement showcases his keenness to swiftly establish relationships and integrate into the workforce. Moreover, he acknowledges the significance of initial interactions in setting the tone for future relationships. By progressing from professional queries to personal discussions, Donald lays the groundwork

for deeper and more meaningful relationships with co-workers.

1.1.2 Continued Efforts in Building Relationships. Analyses the newcomer's proactive and ongoing efforts of relationship development with co-workers during OS.

“But somehow solving issues together, probably helped us getting together very well... So that helps in building a little bit of good relationships with co-workers...” – [T2]

Throughout his tenure, Donald recognises the significance of sustained efforts in cultivating relationships. Through acknowledging that ongoing collaboration and communication are essential in nurturing meaningful work relationships, he emphasises the importance of continued investment in interpersonal relationships between newcomers and co-workers.

1.1.3 Established Relationships and Open Communication. Analyses the newcomer's appreciation of the role of established relationships and open communication in facilitating meaningful work relationships with co-workers.

“... I will not have that kind of leverage, or that kind of grounds to express my views. So, it's very important for me to have a very good or healthy relationship with my co-workers.” – [T3]

“Now, it is very easy for me to reach out to them, and they reach out to me, we discuss topics very openly... then sometimes, not agreeing with each other is much easier than before.” – [T3]

As time progresses, Donald emphasises the significance of established relationships and open communication in enhancing productive interactions with co-workers. He appreciates the ease at which he can actively engage in open discussions with his co-workers, cultivating an environment where differing opinions can be expressed and discussed constructively. Furthermore, Donald's willingness to initiate communication and engage in constructive dialogue with co-workers facilitates the development of meaningful work relationships over

time.

2. Strategies during Integration

This overarching theme investigates how newcomers develop work relationships with co-workers in the workplace by employing various strategies. The insights into the different strategies used by the newcomer are explored in the sub-theme "Diverse Strategies for Relationship Building".

2.1 Diverse Strategies for Relationship Building. Donald actively cultivates significant work relationships through proactive outreach, where he initiates conversations and interactions with co-workers. He shares previous experiences, leveraging them to connect with others and develop understanding. Through collaborative efforts on projects and tasks, Donald demonstrates his commitment to teamwork and collaboration. His involvement in organisational culture is evident through his participation in activities and physical representation of belonging to reflect his connection to the organisation. These multifaceted approaches can help newcomers like Donald integrate into the professional work environment, establishing meaningful relationships with their co-workers and contributing to a positive and inclusive workplace culture.

2.1.1 Proactive Outreach. Analyses the newcomer's initiatives towards engaging in conversations and interactions with co-workers during the integration process.

"I tried to understand who all I'll be working with, and then to build a positive relationship with them. I called and pinged them through Microsoft Teams 'Hey, I'm the new joinee'. I started talking to them..." – [T1]

Donald demonstrates a proactive approach by reaching out to his co-workers via digital platforms to introduce himself and initiate conversations. As a newcomer, the proactive outreach reflects his commitment to building positive relationships with co-workers from the outset of his tenure.

2.1.2 Sharing Previous Experiences. Analyses the newcomer's leveraging of past experiences to connect with co-workers and build understanding and trust.

"... experiences, which I think worked well there, I tried to put them forward with the team... slowly, people started accepting those changes..." – [T1]

Moreover, Donald actively shares his previous experiences with his co-workers, aiming to introduce positive changes and improvements in the existing organisation. By doing so, he not only provides valuable insights but also demonstrates openness and a willingness to create an inclusive workplace culture with his co-workers, thereby cultivating trust and understanding.

2.1.3 Collaborative Efforts. Analyses the newcomer's dedication to collaborating with co-workers towards work-related projects and tasks during integration.

"When I tried to find the solution, it didn't work, and then I reached out to them and they helped... we together, could find a solution, and then we proceed forward." – [T1]

"In last one week, we were working on a particular issue... I collaborated with my colleagues, and we together, discussed about how other responsibilities can be shared between us. So, in that fashion, I got an opportunity to talk to each and every co-worker... talking more about the other aspect of the people like their social life and all those things. So that I think helps to ease the conversation and helps in building the relationship." – [T2]

Donald stresses the significance of collaboration in problem-solving and project completion. Through actively reaching out to his co-workers and initiating collaborative efforts, Donald not only seeks solutions but also builds rapport with his co-workers. This collaborative approach nurtures a spirit of teamwork and strengthens relationships within the workplace. Moreover, he deliberates on work-related issues and partakes in discussions encompassing personal facets, like social interactions, through which Donald facilitates relationship establishment within the workplace, consequently cultivating a positive and inclusive work

environment.

2.1.4 Involvement in Organisational Culture. Analyses the newcomer's strategies for building relationships with co-workers through active involvement in organisational culture.

"... whenever there is a function like Diwali celebration or Christmas celebration, I dress in such a way that I'm part of that celebration... in between my work, I spend more time on checking the social media of our organisation... internal social media application as well... I also post something, I comment..." – [T3]

"One thing is, wearing a t-shirt of the organisation so that one helps me to feel like I'm part of this community or this family." – [T3]

In addition to collaboration, Donald actively participates in organisational activities and events, such as celebrations, intending to immerse himself in the organisational culture. Through engagement in these events and interactions on internal social media platforms, Donald showcases his dedication to becoming a part of the organisational community. This active involvement not only strengthens his sense of affiliation but also establishes meaningful work relationships. Furthermore, by incorporating elements of organisational culture into his attire, Donald visibly demonstrates his commitment to being an integral part of the organisational community, promoting a deeper connection with his co-workers.

3. Co-worker Support during Integration

Donald's experiences suggest that co-worker support is key to integrating newcomers into work environments. Supportive interactions facilitate the process, and the sub-theme "Initiatives Taken by Co-workers in Developing Relationships" highlights the proactive measures taken by co-workers during the newcomer integration process and its influence on newcomer-co-worker work relationships.

3.1 Initiatives Taken by Co-workers in Developing Relationships. Over the course of three weeks, co-workers demonstrated proactive efforts to establish relationships with

Donald. They made deliberate attempts to ensure his comfort, extending invitations for social interactions. Additionally, they supported his proactive learning by providing consistent communication initiatives and facilitating conversations beyond work-related topics.

3.1.1 Co-workers' Efforts to Make Newcomers Comfortable. Analyses the co-workers' actions and behaviours to ease the newcomer's integration transition into the workplace from the newcomer's perspective.

"... effort that they put in to make myself comfortable is like sometimes they try to make things easier, some humour they put in, in the conversation and all those things... My working environment becomes more relaxed." – [T1]

"... 'Let's go for a coffee, tea'... I'm an introvert kind of person... they took those initiatives and that actually helped me to get along..." – [T1]

Donald acknowledges the proactive efforts made by his co-workers to create a welcoming and relaxed atmosphere in the workplace, also by engaging him in social activities outside of work tasks. Their use of humour and supportive behaviours, extending out invitations for coffee or tea, his co-workers demonstrate a willingness to connect with Donald on a personal level contributes to his comfort and sense of belonging, facilitating his integration into the organisation.

3.1.2 Consistent Communication Initiatives Beyond Work. Analyses the co-workers' efforts, as perceived by the newcomer, to maintain regular communication, cultivating a supportive environment and encouraging openness.

"... even though he doesn't come to office very often. So, what he tries to do is, he makes sure that there is a catch-up every day... the work... since we are almost on the verge of, coming to a solution to the problem... discussed more about what is the holiday plan and all those things, and people open up." – [T2]

"... his initiative of, talking more about the other aspect... their social life and all those

things. So that I think helps to ease the conversation and helps in building the relationship.” – [T2]

Furthermore, Donald appreciates his co-workers' efforts to maintain regular catch-ups, despite them working at different office locations of the same organisation. Also, their initiative to engage in conversations about non-work-related topics, such as social life and holiday plans. This consistent communication engenders a sense of connection and collaboration, allowing for discussions beyond work-related tasks and encouraging openness between Donald and his co-workers.

4. Self-Reliance and Preparedness in Seeking Support

The overarching theme sheds light on how the newcomer balances independence and seeks support from co-workers to understand work relationships during OS. The sub-theme "Being an Independent Problem-Solving Before Seeking Assistance" shows a transition of the newcomer's prioritisation of self-reliance over seeking assistance from co-workers.

4.1 Being an Independent Problem-Solver Before Seeking Assistance. The sub-theme highlights Donald's transition to an independent problem-solving approach as he integrates into the organisation, characterised by learning from experience. His preparedness and time management skills have played a crucial role in this evolution, allowing him to tackle challenges effectively. As he settles in, the expectations placed upon him heighten and reflect his transition to seeking assistance while still maintaining his self-reliance.

4.1.1 Learning from Experience. Analyses the newcomer's process of learning from challenges and experiences encountered during integration.

“I approached the person and said that, ‘Hey, I tried this, this but it still didn't work'. But that was actually a problem with the software... Software should not be that much bad. It should work... that's a little bit of kind of setback... happens like when you are completely in a new organisation.” – [T1]

Reflecting on a previous experience where he initially took on responsibility for a software matter, Donald prioritises self-reliance by attempting various solutions before seeking assistance which reflects a common aspect of newcomer integration. As his experience and familiarity within the organisation progresses, he becomes more confident in his capacity to address challenges independently.

4.1.2 Preparedness and Time Management. Analyses the newcomer's ability to manage his time and prepare for tasks in the context of independent problem-solving during integration.

"... I have those points in my mind that if they ask 'Hey, have you tried this and that?' then probably I should be ready... 'Yes, I tried this, I tried that, but still, I was not able to'. So, I always prefer to figure out things by myself before reaching out to a co-worker... I always time bound this thing, I will not spend the whole day like, I'll spend half an hour or one hour to find the things." – [T2]

Moreover, Donald emphasises the significance of preparedness and time management in his problem-solving approach. He ensures that he is equipped with potential solutions by setting time limits and ensuring that he has potential solutions ready before seeking assistance from co-workers, demonstrating a proactive and efficient approach to resolving challenges.

4.1.3 Heightened Expectations. Analyses the increased expectations placed by the co-workers, as perceived by the newcomer as he settles into his role, requiring him to demonstrate independence and self-reliance in problem-solving.

"... their expectation has gone a little bit up... nobody is going to spoon-feed a person with 15 years of work experience... I have never faced any challenge while getting information from my team members or co-workers." – [T2]

In addition, Donald recognises the heightened expectations placed on him as he integrates into his role. Nevertheless, he exhibits confidence in his ability to acquire

information and address issues independently, demonstrating his increasing self-reliance and readiness to meet the challenges of his position.

4.1.4 Transition in Self-Reliance. Analyses the newcomer's progression from relying on co-workers for immediate assistance to attempting to solve problems independently.

"... when I joined, whenever I had some sort of question in my mind, I used to go to them without any hesitation... But now... before I can jump forward to asking questions to them, I go to the places where I know that there could be the answer... I'm doing more kind of work before pitching onto them." – [T3]

Lastly, Donald describes his progression towards increased self-reliance through initially attempting to find solutions to problems independently before seeking assistance from co-workers. This transformation signifies his growing confidence in his problem-solving abilities and his desire to exhibit greater resourcefulness in addressing challenges. His journey towards increased self-reliance is supported by his willingness to learn from experience, effective time management, and the ability to meet heightened expectations.

5. Strategic Relationship Building and Power Dynamics

In the overarching theme, the newcomer navigates work relationships and authority dynamics with his co-workers during his integration journey. The "Alliance Building" sub-theme emerges as the newcomer aligns with co-workers to traverse organisational politics and advance work relationships.

5.1 Alliance Building. Donald prioritises co-worker interaction to build alliances and strategically support them, aiming to gain influence within the team and the organisation. He recognises his limited interaction with co-workers from other departments, which may be hindering the cultivation of meaningful work relationships. Donald's reflection on his transition within the organisation highlights the importance of recognising and navigating transitions effectively, emphasising the need for

continuous adaptation to new roles and environments.

5.1.1 Preference for Co-worker Interaction. Analyses the newcomer's inclination towards supporting co-workers who already hold power dynamics within his team.

“So, whenever... there is a discussion happening, so if my co-worker who is having a little bit of like rapport or hold with the team, if he is proposing something, my inclination is to back him, because he already has a power dynamics within him.... So, when I propose something, there is a chance that he will also support me.” – [T1]

Donald supports co-workers who hold existing influence within the team, acknowledging that associating with them can enhance his prospects of receiving support and advancing his proposals. By strategically supporting co-workers who hold influence, Donald seeks to strengthen his position within the team and organisation, demonstrating an understanding of power dynamics and the importance of building alliances with co-workers.

5.1.2 Limited Interactions. Analyses the newcomer's recognition of the need to be more proactive in interacting with co-workers from other departments.

“... one of the persons asked ‘Hey, I saw you for the first time, are you a newcomer?’ and I also started interacting with them... I should be more proactive, talking to people from other departments...” – [T2]

However, Donald also recognises the limitations in his engagement with co-workers from other departments and emphasises the significance of taking proactive steps to connect with them. This reflects his understanding of the need to expand his network of co-workers beyond his immediate team to cultivate meaningful work relationships within the overall organisation.

5.1.3 Continuous Adaptation. Analyses the newcomer's reflection of continuous adaptation and adjustment to new roles, also emphasising roles within the organisation.

“... even though I am in the same organisation, when I'm moving from one team to another, it's a transition... I have to treat myself as a newcomer...” – [T3]

“So, this platform helped me reminding me that I still have to be vigilant, I have to be proactive, even though I've now blended to the team to some extent, but I should roll up my socks [sleeves] before, heading to the next week, and then doing my work.” – [T3]

Lastly, Donald understands the significance of continuous adaptation to new roles and environments within the organisation itself. By recognising the need to treat every transition, even within an identical organisation, as a new beginning and remaining proactive in his approach, Donald demonstrates his commitment to personal growth and development within the organisation.

6. Role of Mentorship in Newcomer Socialisation

The overarching theme explores the mentorship assistance provided by the co-workers, as perceived by the newcomer during the integration process and how it may influence the newcomer-co-worker work relationships. The sub-theme of "Mentorship Experiences" focuses on seeking guidance, feedback, and building relationships in the context of organisational entry.

6.1 Mentorship Experiences. The sub-theme delves into newcomers like Donald actively seeking guidance, feedback, and mentorship from approachable and knowledgeable co-workers during OS. It offers insights into how Donald perceives and pursues work relationships, emphasising the importance placed on seeking guidance and feedback as well as his preferences for mentorship from supportive co-workers.

6.1.1 Seeking Guidance and Feedback. Analyses the newcomer's approach to seeking guidance and feedback underscoring the importance of mentorship in newcomer socialisation.

“I straightforward, called one of my colleagues... ‘Hey, this is this is a problem and I don't know the navigation of the other software. Could you give me a demonstration?’. He gave it to me...” – [T1]

“... I asked, ‘How I'm doing?’... he came back to me and said ‘You’re doing exceptionally well...’...” – [T2]

Initially, Donald demonstrates a proactive attitude towards seeking guidance through his direct initiation of contact with a co-worker for assistance in navigating software. Moreover, the request for feedback initiated by Donald reflects his desire to gauge his performance as he adjusts to his role. The positive response from the co-worker reinforces the value of mentorship in providing support and encouragement during the integration process, despite the co-worker not having initiated the feedback process.

6.1.2 Preferred Mentorship. Analyses the newcomer’s preference for mentorship, highlighting the significance of approachability and comfort in his interactions with co-workers in comparison to his mentor.

“Yes, I was assigned. They call it as buddy. If they have or if I have any problem, or any doubt or any question, and she's the one I need to reach out to first... Maybe she's my official buddy, but there is another person with whom I'm more comfortable with and that guy is more approachable... she is not junior by age, but junior by experience... she may not have the answer to the question that I have...” – [T3]

However, despite being assigned a mentor from the beginning, in the final interview, Donald expresses his preference for seeking guidance from a co-worker with whom he feels more comfortable and approachable, despite the formal assignment of a buddy as a mentor. This highlights the significance of newcomer-co-worker interactions in mentorship relationships. This indicates that the quality of the mentor-mentee relationship can influence the newcomer's integration and learning experience within the organisation and the fact that

Donald has received an unofficial form of mentorship through his co-workers with whom he has developed rapport and work relationships.

7. Navigating Challenges in Boundary Setting and Integration

Newcomers can face challenges in negotiating workplace boundaries and responsibilities. The overarching theme encompasses the multifaceted encounters as Donald integrates into the organisation with co-workers. The sub-theme "Negotiating Boundaries and Responsibilities" highlights the newcomer's approach to striking a balance between assertiveness and adaptability while cultivating meaningful work relationships with co-workers.

7.1 Negotiating Boundaries and Responsibilities. As Donald progresses through the process of OS, he takes the initiative to introduce changes and establish personal boundaries as he familiarises himself with his role. Over time, Donald becomes adept at managing resistance, addressing areas requiring improvement, and seeking alternative solutions as he approaches the culmination of his OS journey. Throughout this process, mindfulness of status and learning boundaries play pivotal roles in Donald's development within the organisation.

7.1.1 Introducing Changes. Analyses the newcomer's ease of implementing changes based on past experience in the present organisation.

"... experiences, which I think worked well there, I tried to put them forward... Some of them were accepted... some of them didn't go very well. But I was always trying to push them so that it makes things more streamlined, and it makes things easier... slowly, people started accepting those changes..." – [T1]

Donald demonstrates initiative by attempting to introduce changes based on his past experiences. Although not all his attempts were successful, it illustrates the ease of being able to implement prior knowledge and experience into the present organisation where the co-workers accepted the changes. Furthermore, it highlights Donald's proactive approach to improving processes within the organisation.

7.1.2 Establishment of Boundaries. Analyses the newcomer's establishment of personal and professional boundaries.

“One of my co-workers, he was asking me, ‘Hey, I have a work on so and so please, can you come with me?’ ... I was about to go to pick my son from the school. I politely declined... It's the kind of thing that build up like, I'm not available all the time, that kind of thing, I have some sort of responsibilities... I would say, hindering in the relationship...” – [T1]

“... I already came to know where to draw a line... To put my views or my ideas, because after working for some time in the team I know where I can push and where I can get pushed back.... when I see that some of the areas are not working up to the standard... I tried to push my ideas, but I got a push back then I know where the fine line is...” – [T2]

However, Donald articulates how he establishes personal boundaries by politely declining work requests when they conflict with his responsibilities outside of work. He focuses on effectively managing the boundaries and responsibilities in the workplace. Professionally, Donald also demonstrates his growing understanding of when and how to assert his ideas with other co-workers in the team. By asserting his personal boundaries and balancing work commitments with personal responsibilities, Donald simultaneously focuses on balancing his work relationships with co-workers with his personal life.

7.1.3 Seeking Alternative Solutions. Analyses the newcomer's approaches to seeking solutions when faced by unapproachable co-workers.

“In my other organisation... they are not very much approachable... getting a little bit irritated when I ask them questions... I used to put that the problem statement in a larger forum.” – [T3]

Additionally, Donald reflects on his previous experiences in navigating challenges with

co-workers in his previous organisation, discussing tactics such as resilience and adaptability by seeking alternative solutions when faced with unapproachable co-workers. By presenting the problem in a larger forum, he bypasses individual resistance and invites collective input and solutions. This reflects his flexibility and adaptability to effectively integrate into the previous organisation as well.

Chapter 5. Discussion

Introduction

In this chapter, the findings of the qualitative study are reflected. Overall, the findings analysed how work relationships develop between newcomers and experienced co-workers during OS (overarching RQ). The findings further examined the newcomer-co-worker work relationships during OS from the individual perspectives of the newcomer and co-workers. From the co-workers' perspective, the findings explored how they perceived and enacted their role in integrating newcomers through the development of work relationships (sub-RQ 2). While, from the newcomer's perspective, the findings also explored how the newcomer pursued the development of valuable work relationships with experienced co-workers (sub-RQ 1). The theoretical contributions including the RQs are discussed first, followed by a discussion on the practical implications, the limitations and future directions, and finally the conclusion.

Theoretical Contributions

The findings align with and extend the existing body of research on the development of work relationships between newcomers and experienced co-workers during the OS process.

Newcomer-Co-worker Strategies Towards Building Work Relationships

While past research underscores the significance of newcomer proactiveness and self-leadership in building relationships, according to Cooper-Thomas et al. (2011), Cranmer et al. (2019), and Stewart et al. (2019), the study strengthens these ideas (see Newcomer Analysis, sub-theme "2.1 Diverse Strategies for Relationship Building"). Importantly, it broadens this understanding by highlighting how both formal and informal relationship-building strategies play a critical role in the integration process (see Newcomer Analysis, sub-theme "1.1 Cultivating Personal Connections"). The findings suggest that by going beyond information-seeking and displaying a willingness to learn, while taking the initiative to build rapport, newcomers can significantly enhance their integration process.

Likewise, the established role of experienced co-workers in providing guidance and mentorship is well-supported by past literature (Gruman et al., 2006; Jeske & Olson, 2022). The study (see Co-worker Analysis, theme “2. Supportive Relationship Building” and “5. Mentorship as a Catalyst for Integration”) reinforces this understanding. However, the unique strength of this study lies in its dual perspective, capturing the experiences of both newcomers and co-workers. This dual focus illuminates the collaborative nature of work relationship development during OS, which has often been examined predominantly from the newcomer’s perspective (Saks & Ashforth, 1997). By considering both sides, the study adds a nuanced understanding of how these relationships develop, contributing to a more comprehensive view of the OS process.

The Interplay of Culture and Individuality

The study goes beyond acknowledging the influence of cultural and individual factors, such as individual differences, self-presentation, and altruistic motives (see Co-worker Analysis, theme “3. Role of Newcomers in Relationship Formation and Integration”) and (see Newcomer Analysis, sub-theme “5.1 Alliance Building”, “7.1 Negotiating Boundaries and Responsibilities”, and code “2.1.4 Involvement in Organisational Culture”). It contributes to the growing body of literature calling for a more holistic understanding of OS by illustrating how these factors shape newcomer-co-worker work relationships (Gross et al., 2021).

In particular, the study provides insights into how individual differences (see Co-worker Analysis, code “4.1.1 Perception of Individual Differences”) and self-presentation styles (see Newcomer Analysis, sub-theme “4.1 Being an Independent Problem-Solver Before Seeking Assistance”) affect the quality and development of these relationships. While past research has explored these themes, this study adds depth by exploring the dynamic interplay between individual characteristics and relationship-building strategies within the context of co-worker

interactions, providing a more complete picture of how these factors operate during OS (Ashforth et al., 2007; Jia et al., 2021; Ostroff & Kozlowski, 2006; Saks & Gruman, 2014).

A Longitudinal Lens on Work Relationship Building

In alignment with prior research, as per Boswell et al. (2005), and Woodrow and Guest (2020), that emphasises the ongoing nature of OS, this study acknowledges OS as a continuous, longitudinal process (see Co-worker Analysis, code “4.2.1 Perception of Adjustment Timeframes”) and (see Newcomer Analysis, theme “4. Self-Reliance and Preparedness in Seeking Support” and code “5.1.3 Continuous Adaptation”). The unique contribution lies in showcasing through the study’s findings of how newcomer-co-worker work relationships develop and evolve. This reinforces the critical need for a longitudinal perspective in fully grasping the complexities inherent in these work relationships (Boswell et al., 2009; Kammeyer-Mueller et al., 2013; Liu et al., 2021).

Overall, the study transcends a replication of existing knowledge of past literature. It delves into the interplay of newcomer co-worker work relationship development during OS. By employing a dual perspective and a longitudinal lens, the study unveils a rich tapestry of collaborative strategies, the interplay of cultural and individual factors, and the continuous evolution of these work relationships. These insights directly address the overarching, and the two sub-RQs posed by the study.

The study attempts to broadly answer all the research questions. First, regarding the overarching question of how work relationships develop between newcomers and experienced co-workers during OS (Overarching RQ – How do work relationships develop between newcomers and experienced co-workers during organisational socialisation?), it sheds light on the collaborative nature of this process. The findings highlight the importance of newcomer initiative in building rapport alongside co-worker support and mentorship (Sub-RQ 1 & 2).

Furthermore, the study showcases how these strategies work together over time, longitudinally to foster successful work relationships.

It also attempts to answer both sub-questions regarding newcomer and co-worker perspectives on relationship development (Sub-RQ 1 – How do newcomers view and pursue the development of valuable work relationships with experienced co-workers?; Sub-RQ 2 – How do experienced co-workers perceive and enact their role in integrating newcomers through the development of work relationships?). Newcomer analysis sub-themes (e.g. “1.1 Cultivating Personal Connections” and “2.1 Diverse Strategies for Relationship Building”) and co-worker analysis themes (e.g. “2. Supportive Relationship Building” and “5. Mentorship as a Catalyst for Integration”) illustrate how both parties view their roles in building these relationships. Moreover, the study's emphasis on the collaborative nature of work relationship development highlights the ways these viewpoints work together in practice.

By cultivating a culture that encourages newcomer initiative in building rapport alongside co-worker support and mentorship, organisations can empower newcomers to integrate seamlessly and contribute meaningfully from the outset. Furthermore, recognising the influence of cultural and individual differences allows for a more tailored approach to OS, ensuring a positive and productive experience for both newcomers and experienced co-workers. Ultimately, the study offers a powerful lens for understanding of the newcomer-co-worker work relationship development during OS, paving the way for a more successful and enriching experience for all involved.

Practical Recommendations

This study presents actionable insights for enhancing organisational protocols, particularly within HR strategies, leadership approaches, and workplace relationships. A fundamental finding is the essential role co-workers play in integrating newcomers, highlighting the necessity for companies to create work environments that can motivate co-

workers towards providing mentorship and support initiatives to newcomers (Allen et al., 2017; James, 2020b; Kammeyer-Mueller & Judge, 2008; Rogers et al., 2016). Organisations might consider embedding such responsibilities within their HR policies, thereby recognising, and rewarding the mentorship contributions of co-workers during the OS process (Baral et al., 2024; Diaz et al., 2017). This could manifest as formal mentorship schemes with co-workers guiding newcomers as per the formal mentorship guidelines. In addition, organisations can also implement informal mentorship or buddy schemes where co-workers are paired with newcomers to guide them during their early experiences and support their ongoing professional journey where the relationships can naturally evolve. Organisations could facilitate this by creating more casual interaction opportunities through team-building exercises, company-wide social events, and cross-departmental projects, laying the groundwork for a more personal mentor-mentee work relationships (Cai et al., 2020; Carpenter, 2009; Chao et al., 1992; Jackling & McDowall, 2008).

Furthermore, the observed initiatives by the newcomer in establishing professional relationships and seeking support emphasise the need for an organisational culture that is open and welcoming (Chen et al., 2011; Cimino, 2011; Findler et al., 2007; Lee et al., 2010; Taormina, 2009). Leaders and managers should actively promote open communication and create avenues for newcomers to express their needs and request assistance. This includes both structured mechanisms like systematic feedback loops and an informal culture that views the act of seeking help as a sign of proactive engagement rather than a weakness (Cooper-Thomas et al., 2014; Fuller & Marler, 2009; Hess, 1993; Major & Kozlowski, 1997; Morrison, 1993; Vandenberghe et al., 2021; Zhao et al., 2023).

Moreover, the emphasis on the importance of clear communication and the potential barriers the study poses points to the need for continuous training for both newcomers and co-workers (Kowtha, 2018; Liu et al., 2023). Training programmes that focus on efficient

communication strategies, cross-cultural proficiency, and empathy development could greatly facilitate the integration process (Hardy et al., 2019). For newcomers, such training could equip them for the trials of entering a new organisational culture, whereas for co-workers, it could boost their capacity to aid and guide newcomers efficiently (Lee, 2023).

The study also sheds light on the versatile nature of integration and the varying timelines required for the newcomer (Donald) to become fully integrated within his new role and the organisational culture in addition to the co-workers' perspectives on the approximate duration for newcomers to adjust (Bauer & Green, 1994; Ellis et al., 2023; Hayashi, 2014; Katz, 1978; Kim et al., 2009; Thomson & Holland, 2003; Woodrow & Guest, 2020; Yang & Chen, 2020). This variability suggests that one-size-fits-all approaches to newcomer integration may not be effective. HR policies should be designed with flexibility, allowing for the customisation of integration pathways that can be modified in response to newcomer's specific experiences, challenges encountered, and the feedback provided (Bauer et al., 2021; Gardner et al., 2022; Jones, 1986; Kammeyer-Mueller et al., 2013; Nurmohamed & Schwingel-Sauer, 2024).

Limitations and Future Directions

The study, although it offers valuable insights into the intricacies of newcomer-co-worker relationships during OS, is not exempt from certain limitations. Primarily, the restricted sample size, particularly in the recruitment of newcomer participants, might hinder the applicability of the findings to a broader context (Boddy, 2016; Marshall et al., 2013). Despite attempts to balance the number of newcomers and co-workers in the study, potential newcomer participants remained elusive. Despite assurances of confidentiality, they exhibited reluctance to share their experiences. This was perhaps triggered due to the longitudinal nature of the interviews taking a considerable time commitment. They may have been anxious or uncertain about revealing their details over the course of three interviews. Moreover, as newcomers, they may not yet have adjusted to the organisation to be comfortable enough for the interviews.

Furthermore, potential newcomer participants who remained silent failed to meet the newcomer participant criteria, exceeding two months of working in an organisation (see Table 1). This hindered the recruitment of newcomers and extended the data collection timeline by approximately two months. Keeping RQs the same, the focus of the study was shifted towards the recruitment of co-worker participants and one newcomer (Donald) who had already been longitudinally interviewed. This amendment was made towards maintaining research sustainability in the interest of completing the research within the university within the required timeframe (Ellis et al., 2023). Furthermore, the longitudinal aspect concerning Donald being interviewed thrice over a period of three weeks may have introduced time-related biases, for example, his level of enthusiasm towards answering the interview questions decreasing or the interview questions reaching a level of saturation for him which may have influenced his responses throughout the study period due to which the evolving nature of relationships within the organisation may not have been fully captured (Miller, 2015; Thomson & Holland, 2003). Future research could explore larger and more diverse samples to capture a wider array of perspectives and experiences in combination with alternative longitudinal designs or utilise mixed-method approaches to address these limitations and gain a deeper understanding of the integration process over time (Bansal & King, 2022; Hendren et al., 2023; Kunz et al., 2024; Sim et al., 2018).

Moreover, relying on qualitative data collection methods, such as semi-structured interviews, could introduce subjectivity or biases inherent in self-reporting from participants and the subjective interpretation of responses by the researcher using the six stages of thematic analysis being, becoming acquainted with the data, recognising prominent features, establishing overarching themes, refining codes and sub-themes, further honing sub-themes, and ultimately distilling them down. Although this study adopted an interpretivist paradigm, there may have been potential biases and subjectivity from the researcher's and participants'

perspectives due to which the researcher may have analysed the newcomer-co-worker work relationships, the RQs from an incorrect or different angle. However, in endeavours to mitigate potential subjectivity or biases through meticulous data analysis, the inherent subjectivity of qualitative study necessitates caution in interpreting the results (Köhler et al., 2022; Pratt et al., 2022). Future researchers may consider jointly working on research topics and jointly interviewing participants (keeping in mind that two or more interviewers may make the participants uncomfortable so make an attempt to build rapport during the initial stages of the interview or restrict interviewers to a maximum of two although the number of research authors are more) so the researchers can discuss their various perspectives regarding the data collection and also during data analysis (Rutledge et al., 2023).

Additionally, focusing on a specific geographical location, namely Auckland, New Zealand, may limit the generalisability of the findings to other cultural and organisational settings (Ikäheimo, 2021; O'Hagan et al., 2020; Warren et al., 2008). Variations in cultural norms and organisational practices could impact newcomer-co-worker work relationships and integration processes differently across diverse contexts. Hence, future research should consider examining a wider geographical boundary to enhance the external validity of the findings.

Notwithstanding these limitations, the study lays the groundwork for future research avenues in the realm of OS. Subsequent studies could explore additional factors influencing newcomer-co-worker relationships, such as organisational culture, leadership styles, and social support networks (Battaglio & French, 2016; Jones, 1983; Nasr et al., 2019; Sanclemente et al., 2022; Taormina, 2009). The researcher allocated an approved section of the research budget as 'travelling costs' due to the cost incurrence by the researcher having to travel to a mutually agreed upon venue at a time as per the interviewee participant's convenience (although the participants were provided the option of virtual interview via Microsoft Teams). Therefore,

future studies can investigate the role of technology-mediated communication platforms, especially in virtual work environments, which could offer valuable insights into how digital interactions shape newcomer integration processes (Fana et al., 2022; Franken et al., 2021; Thunberg & Arnell, 2022). Longitudinal studies tracking newcomer-co-worker work relationships over extended durations could provide a more comprehensive understanding of the long-term outcomes of OS efforts. By addressing these limitations and pursuing future research directions, scholars can contribute to a more in-depth understanding of newcomer integration processes and enhance organisational practices aimed at facilitating successful socialisation experiences.

Conclusion

This study offers an in-depth exploration of how newcomers and experienced co-workers develop work relationships during the OS process. Utilising a qualitative approach using snowball sampling and semi-structured interviews for newcomers (longitudinal) and co-workers (cross-sectional), the study uncovered valuable insights from both perspectives, despite challenges in newcomer recruitment. The findings emphasise the proactive strategies employed by the newcomer such as building rapport and showing a willingness to learn which can significantly enhance a newcomer's integration experience. Also, the supportive role of providing guidance and mentorship by co-workers further aids in a smoother transition for newcomers, highlighting the collaborative nature of relationship-building in a work environment.

Additionally, highlights the importance of cultural and individual differences, revealing how these factors influence the quality and evolution of newcomer-co-worker work relationships. It also reaffirms the positive outcomes associated with strong work relationships, such as improved performance, integration, and reduced turnover. Recognising OS as a

longitudinal process, the study illustrates how these relationships shift over time, contributing to a richer understanding of the complexities involved.

The practical recommendations for organisations include promoting mentorship and support initiatives, promoting open communication, and offering flexible integration pathways. Training programmes focusing on communication, cultural proficiency, and empathy can further enhance the integration process. These strategies require a concerted effort across all organisational levels to create a supportive and inclusive onboarding experience.

Notwithstanding limitations such as restricted sample size and potential biases in qualitative data collection, this study presents a framework for future research. Expanding sample diversity, incorporating quantitative measures, and exploring various cultural and organisational contexts can enhance the applicability of the findings. Additionally, investigating technology-mediated communication and conducting long-term longitudinal studies can provide deeper insights into OS processes.

All in all, this study contributes significantly to the understanding of OS, emphasising the dual roles of the newcomer and co-workers in work relationship development. By addressing the identified limitations and pursuing suggested future directions, employees such as newcomers and co-workers, and organisations can better facilitate successful socialisation experiences, ultimately cultivating a more cohesive and productive workplace which may increase the newcomer-co-worker work relationship.

References

- Allen, D. G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management*, *32*(2), 237–256.
<https://doi.org/10.1177/0149206305280103>
- Allen, D. G., & Shanock, L. R. (2013). Perceived organizational support and embeddedness as key mechanisms connecting socialization tactics to commitment and turnover among new employees. *Journal of Organizational Behavior*, *34*(3), 350–369.
<https://doi.org/10.1002/job.1805>
- Allen, T. D., Eby, L. T., Chao, G. T., & Bauer, T. N. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. *Journal of Applied Psychology*, *102*(3), 324–337.
<https://doi.org/10.1037/apl0000086>
- Antonacopoulou, E. P., & Güttel, W. H. (2010). Staff induction practices and organizational socialization. *Society and Business Review*, *5*(1), 22–47.
<https://doi.org/10.1108/17465681011017246>
- Ashforth, B. E., Sluss, D. M., & Saks, A. M. (2007). Socialization tactics, proactive behavior, and newcomer learning: Integrating socialization models. *Journal of Vocational Behavior*, *70*(3), 447–462. <https://doi.org/10.1016/j.jvb.2007.02.001>
- Bansal, A., & King, D. R. (2022). Communicating change following an acquisition. *The International Journal of Human Resource Management*, *33*(9), 1886–1915.
<https://doi.org/10.1080/09585192.2020.1803947>
- Baral, N., Cervený, L. K., Penaluna, B. E., Roper, B. B., Shively, D., & Witt, S. (2024). Variations in mentorship across grade levels and career stages among public management professionals. *Public Personnel Management*, *53*(2), 226–255.
<https://doi.org/10.1177/00910260231196570>

- Baroda, S., Sharma, C., & Aggarwal, P. (2012). A path to cultivate organisational socialization for its success. *EXCEL International Journal of Multidisciplinary Management Studies*, 2(6), 90–103.
- Batistič, S., & Kaše, R. (2015). The organizational socialization field fragmentation: A bibliometric review. *Scientometrics*, 104(1), 121–146. <https://doi.org/10.1007/s11192-015-1538-1>
- Batistič, S., & Kaše, R. (2022). Emergence and persistence of work relationships in early socialization: Contrasting interpersonal and organizational perspectives. *European Journal of Work and Organizational Psychology*, 31(6), 894–907. <https://doi.org/10.1080/1359432X.2022.2050220>
- Battaglio, R. P., & French, P. E. (2016). Public service motivation, public management reform, and organizational socialization. *Public Personnel Management*, 45(2), 123–147. <https://doi.org/10.1177/0091026016644623>
- Bauer, T. N. (2010). Onboarding new employees: Maximizing success. *The SHRM Foundation's Effective Practice Guideline Series, Alexandria, VA*.
- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92(3), 707–721. <https://doi.org/10.1037/0021-9010.92.3.707>
- Bauer, T. N., & Erdogan, B. (2011). Organizational socialization: The effective onboarding of new employees. In *APA handbook of industrial and organizational psychology, Vol 3: Maintaining, expanding, and contracting the organization*. (pp. 51–64). American Psychological Association. <https://doi.org/10.1037/12171-002>
- Bauer, T. N., & Erdogan, B. (2014). Delineating and reviewing the role of newcomer capital in organizational socialization. *Annual Review of Organizational Psychology and*

- Organizational Behavior*, 1(1), 439–457. <https://doi.org/10.1146/annurev-orgpsych-031413-091251>
- Bauer, T. N., Erdogan, B., Caughlin, D., Ellis, A. M., & Kurkoski, J. (2021). Jump-starting the socialization experience: The longitudinal role of day 1 newcomer resources on adjustment. *Journal of Management*, 47(8), 2226–2261. <https://doi.org/10.1177/0149206320962835>
- Bauer, T. N., & Green, S. G. (1994). Effect of newcomer involvement in work-related activities: A longitudinal study of socialization. *Journal of Applied Psychology*, 79(2), 211–223. <https://doi.org/10.1037/0021-9010.79.2.211>
- Beddoes, K. (2022). Gender as structure in the organisational socialisation of newcomer civil engineers. *European Journal of Engineering Education*, 47(1), 102–116. <https://doi.org/10.1080/03043797.2021.1915251>
- Benson, A. J., Evans, M. B., & Eys, M. A. (2016). Organizational socialization in team sport environments. *Scandinavian Journal of Medicine & Science in Sports*, 26(4), 463–473. <https://doi.org/10.1111/sms.12460>
- Berbegal-Mirabent, J. (2021). What do we know about co-working spaces? Trends and challenges ahead. *Sustainability*, 13(3), 1–30. <https://doi.org/10.3390/su13031416>
- Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research: An International Journal*, 19(4), 426–432. <https://doi.org/10.1108/QMR-06-2016-0053>
- Boekhorst, J. A., Basir, N., & Malhotra, S. (2024). Star light, but why not so bright? A process model of how incumbents influence star newcomer performance. *Academy of Management Review*, 49(1), 56–79. <https://doi.org/10.5465/amr.2020.0519>
- Boswell, W. R., Boudreau, J. W., & Tichy, J. (2005). The relationship between employee job change and job satisfaction: The honeymoon-hangover effect. *Journal of Applied Psychology*, 90(5), 882–892. <https://doi.org/10.1037/0021-9010.90.5.882>

- Boswell, W. R., Shipp, A. J., Payne, S. C., & Culbertson, S. S. (2009). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. *Journal of Applied Psychology, 94*(4), 844–858. <https://doi.org/10.1037/a0014975>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Burton, N., Brundrett, M., & Jones, M. (2014). *Doing your education research project*. SAGE Publications, Inc. <https://doi.org/10.4135/9781473921849>
- Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly, 58*(1), 1–36. <https://doi.org/10.1177/0001839213477098>
- Cacciotti, G., & Hayton, J. C. (2015). Fear and entrepreneurship: A review and research agenda. *International Journal of Management Reviews, 17*(2), 165–190. <https://doi.org/10.1111/ijmr.12052>
- Cai, Z., Wu, D., Xin, Y., Chen, Y., & Wu, H. (2020). Formal mentoring support, person–environment fit and newcomer's intention to leave. *Personnel Review, 49*(8), 1749–1767. <https://doi.org/10.1108/PR-05-2018-0171>
- Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review, 34*(2), 191–195. <https://doi.org/10.5465/amr.2009.36982609>
- Chao, G. T., Walz, P., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology, 45*(3), 619–636. <https://doi.org/10.1111/j.1744-6570.1992.tb00863.x>

- Chen, G., & Klimoski, R. J. (2003). The impact of expectations on newcomer performance in teams as mediated by work characteristics, social exchanges, and empowerment. *Academy of Management Journal*, *46*(5), 591–607. <https://doi.org/10.5465/30040651>
- Chen, N. Y., Tjosvold, D., Huang, X., & Xu, D. (2011). New manager socialization and conflict management in China: Effects of relationship and open conflict values. *Journal of Applied Social Psychology*, *41*(2), 332–356. <https://doi.org/10.1111/j.1559-1816.2010.00716.x>
- Chi, N., Fang, L., Shen, C., & Fan, H. (2020). Detrimental effects of newcomer person-job misfit on actual turnover and performance: The buffering role of multidimensional person-environment fit. *Applied Psychology*, *69*(4), 1361–1395. <https://doi.org/10.1111/apps.12225>
- Cimino, A. (2011). The evolution of hazing: Motivational mechanisms and the abuse of newcomers. *Journal of Cognition and Culture*, *11*(3–4), 241–267. <https://doi.org/10.1163/156853711X591242>
- Colella, A. (1994). Organizational socialization of employees with disabilities: Critical issues and implications for workplace interventions. *Journal of Occupational Rehabilitation*, *4*(2), 87–106. <https://doi.org/10.1007/BF02110048>
- Comer, D. R. (1991). Organizational Newcomers' Acquisition of Information from Peers. *Management Communication Quarterly*, *5*(1), 64–89. <https://doi.org/10.1177/0893318991005001004>
- Cooper, D., Rockmann, K. W., Moteabbed, S., & Thatcher, S. M. B. (2021). Integrator or gremlin? Identity partnerships and team newcomer socialization. *Academy of Management Review*, *46*(1), 128–146. <https://doi.org/10.5465/amr.2018.0014>

- Cooper-Thomas, H. (2009). The role of newcomer – insider relationships during organizational socialization. In *Friends and Enemies in Organizations* (pp. 32–56). Palgrave Macmillan UK. https://doi.org/10.1057/9780230248359_3
- Cooper-Thomas, H., & Anderson, N. (2002). Newcomer adjustment: The relationship between organizational socialization tactics, information acquisition and attitudes. *Journal of Occupational and Organizational Psychology*, 75(4), 423–437. <https://doi.org/10.1348/096317902321119583>
- Cooper-Thomas, H., & Anderson, N. (2006). Organizational socialization: A new theoretical model and recommendations for future research and HRM practices in organizations. *Journal of Managerial Psychology*, 21(5), 492–516. <https://doi.org/10.1108/02683940610673997>
- Cooper-Thomas, H., Anderson, N., & Cash, M. (2011). Investigating organizational socialization: A fresh look at newcomer adjustment strategies. *Personnel Review*, 41(1), 41–55. <https://doi.org/10.1108/00483481211189938>
- Cooper-Thomas, H., Paterson, N., Stadler, M., & Saks, A. (2014). The relative importance of proactive behaviors and outcomes for predicting newcomer learning, well-being, and work engagement. *Journal of Vocational Behavior*, 84(3), 318–331. <https://doi.org/10.1016/j.jvb.2014.02.007>
- Cooper-Thomas, H., Van Vianen, A., & Anderson, N. (2004). Changes in person–organization fit: The impact of socialization tactics on perceived and actual P–O fit. *European Journal of Work and Organizational Psychology*, 13(1), 52–78. <https://doi.org/10.1080/13594320344000246>
- Cranmer, G. A., Goldman, Z. W., & Houghton, J. D. (2019). I’ll do it myself: Self-leadership, proactivity, and socialization. *Leadership & Organization Development Journal*, 40(6), 684–698. <https://doi.org/10.1108/LODJ-11-2018-0389>

- Crotty, M. (2020). *The foundations of social research*. Routledge.
<https://doi.org/10.4324/9781003115700>
- Dailey, S. L. (2016). I'm new...again: Reconceptualizing the socialization process through rotational programs. *Communication Studies*, 67(2), 183–208.
<https://doi.org/10.1080/10510974.2016.1145130>
- Davison, R. M., Chughtai, H., Nielsen, P., Marabelli, M., Iannacci, F., van Offenbeek, M., Tarafdar, M., Trenz, M., Techatassanasoontorn, A. A., Díaz Andrade, A., & Panteli, N. (2024). The ethics of using generative AI for qualitative data analysis. *Information Systems Journal*, 1–7. <https://doi.org/10.1111/isj.12504>
- Delgado García, J. B., De Quevedo Puente, E., & Blanco Mazagatos, V. (2015). How affect relates to entrepreneurship: A systematic review of the literature and research agenda. *International Journal of Management Reviews*, 17(2), 191–211.
<https://doi.org/10.1111/ijmr.12058>
- Dempsey, L., Dowling, M., Larkin, P., & Murphy, K. (2016). Sensitive interviewing in qualitative research. *Research in Nursing & Health*, 39(6), 480–490.
<https://doi.org/10.1002/nur.21743>
- Denny, E., & Weckesser, A. (2019). Qualitative research: What it is and what it is not. *BJOG: An International Journal of Obstetrics & Gynaecology*, 126(3), 369–369.
<https://doi.org/10.1111/1471-0528.15198>
- Diaz, M. C., Loraas, T. M., & Apostolou, B. (2017). How do mentoring rewards influence experienced auditors? *The British Accounting Review*, 49(6), 594–607.
<https://doi.org/10.1016/j.bar.2017.09.009>
- Dolczewski, M. (2022). Semi-structured interview for self-esteem regulation research. *Acta Psychologica*, 228, 1–7. <https://doi.org/10.1016/j.actpsy.2022.103642>

- Eberl, P., Clement, U., & Möller, H. (2012). Socialising employees' trust in the organisation: An exploration of apprentices' socialisation in two highly trusted companies. *Human Resource Management Journal*, 22(4), 343–359. <https://doi.org/10.1111/1748-8583.12003>
- Ellis, C., Strauss, A., & Corbin, J. (1992). Basics of qualitative research: Grounded theory procedures and techniques. *Contemporary Sociology*, 21(1), 138–139. <https://doi.org/10.2307/2074814>
- Ellis, S., Lanskey, C., Markson, L., Souza, K., Barton-Crosby, J., & Lösel, F. (2023). Retracing participants in longitudinal studies: Trekking the timescape of fieldwork. *International Journal of Social Research Methodology*, 26(4), 453–468. <https://doi.org/10.1080/13645579.2022.2056993>
- Fana, M., Massimo, F. S., & Moro, A. (2022). Autonomy and control in mass remote working during the COVID-19 pandemic. A cross-occupational comparison. *Relations Industrielles*, 77(3), 1–19. <https://doi.org/10.7202/1094210ar>
- Fang, R., Duffy, M. K., & Shaw, J. D. (2011). The organizational socialization process: Review and development of a social capital model. *Journal of Management*, 37(1), 127–152. <https://doi.org/10.1177/0149206310384630>
- Feldman, D. C., & Brett, J. M. (1983). Coping with new jobs: A comparative study of new hires and job changers. *Academy of Management Journal*, 26(2), 258–272. <https://doi.org/10.5465/255974>
- Findler, L., Wind, L. H., & Barak, M. E. M. (2007). The challenge of workforce management in a global society. *Administration in Social Work*, 31(3), 63–94. https://doi.org/10.1300/J147v31n03_05

- Flanagin, A. J., & Waldeck, J. H. (2004). Technology use and organizational newcomer socialization. *Journal of Business Communication, 41*(2), 137–165.
<https://doi.org/10.1177/0021943604263290>
- Fleetwood, S. (2005). Ontology in organization and management studies: A critical realist perspective. *Organization, 12*(2), 197–222. <https://doi.org/10.1177/1350508405051188>
- Fogarty, T. J., & Dirsmith, M. W. (2001). Organizational socialization as instrument and symbol: An extended institutional theory perspective. *Human Resource Development Quarterly, 12*(3), 247–266. <https://doi.org/10.1002/hrdq.13>
- Foss, N. J., Klein, P. G., Kor, Y. Y., & Mahoney, J. T. (2008). Entrepreneurship, subjectivism, and the resource-based view: Toward a new synthesis. *Strategic Entrepreneurship Journal, 2*(1), 73–94. <https://doi.org/10.1002/sej.41>
- Franken, E., Bentley, T., Shafaei, A., Farr-Wharton, B., Onnis, L., & Omari, M. (2021). Forced flexibility and remote working: Opportunities and challenges in the new normal. *Journal of Management & Organization, 27*(6), 1131–1149.
<https://doi.org/10.1017/jmo.2021.40>
- Frögéli, E., & Backström Eriksson, L. (2023). Obstacles experienced by socialization agents as they support new professionals' learning and adjustment: A systematic review of qualitative evidence. *European Journal of Work and Organizational Psychology, 1*–19.
<https://doi.org/10.1080/1359432X.2023.2276532>
- Fu, C., Hsu, Y.-S., A. Shaffer, M., & Ren, H. (2017). A longitudinal investigation of self-initiated expatriate organizational socialization. *Personnel Review, 46*(2), 182–204.
<https://doi.org/10.1108/PR-05-2015-0149>
- Fuller, B., & Marler, L. E. (2009). Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behavior, 75*(3), 329–345.
<https://doi.org/10.1016/j.jvb.2009.05.008>

- Gardner, D. G., Huang, G. (Emily), Pierce, J. L., Niu, X. (Peter), & Lee, C. (2022). Not just for newcomers: Organizational socialization, employee adjustment and experience, and growth in organization-based self-esteem. *Human Resource Development Quarterly*, 33(3), 297–319. <https://doi.org/10.1002/hrdq.21458>
- Geddes, A., Parker, C., & Scott, S. (2018). When the snowball fails to roll and the use of ‘horizontal’ networking in qualitative social research. *International Journal of Social Research Methodology*, 21(3), 347–358. <https://doi.org/10.1080/13645579.2017.1406219>
- Gray, D. E. (2014). Theoretical perspectives and research methodologies. *Doing Research in the Real World*, 3, 15–38.
- Green, P. I., Finkel, E. J., Fitzsimons, G. M., & Gino, F. (2017). The energizing nature of work engagement: Toward a new need-based theory of work motivation. *Research in Organizational Behavior*, 37, 1–18. <https://doi.org/10.1016/j.riob.2017.10.007>
- Gregory, P., Strode, D. E., Sharp, H., & Barroca, L. (2022). An onboarding model for integrating newcomers into agile project teams. *Information and Software Technology*, 143, 1–14. <https://doi.org/10.1016/j.infsof.2021.106792>
- Griffin, A. E. C., Colella, A., & Goparaju, S. (2000). Newcomer and organizational socialization tactics: An interactionist perspective. *Human Resource Management Review*, 10(4), 453–474. [https://doi.org/10.1016/S1053-4822\(00\)00036-X](https://doi.org/10.1016/S1053-4822(00)00036-X)
- Griffith, D. A., Morris, E. S., & Thakar, V. (2016). Spatial autocorrelation and qualitative sampling: The case of snowball type sampling designs. *Annals of the American Association of Geographers*, 106(4), 773–787. <https://doi.org/10.1080/24694452.2016.1164580>
- Gross, C., Debus, M. E., Liu, Y., Wang, M., & Kleinmann, M. (2021). I am nice and capable! How and when newcomers’ self-presentation to their supervisors affects socialization

outcomes. *Journal of Applied Psychology*, 106(7), 1067–1079.

<https://doi.org/10.1037/apl0000817>

Gruman, J. A., Saks, A. M., & Zweig, D. I. (2006). Organizational socialization tactics and newcomer proactive behaviors: An integrative study. *Journal of Vocational Behavior*, 69(1), 90–104. <https://doi.org/10.1016/j.jvb.2006.03.001>

Hall, F. S. (1981). Organizational entry: Recruitment, selection, and socialization of newcomers. *Academy of Management Review*, 6(3), 513–514.
<https://doi.org/10.5465/amr.1981.4285802>

Harding, S. (1992). Subjectivity, experience and knowledge: An epistemology from/for rainbow coalition politics. *Development and Change*, 23(3), 175–193.
<https://doi.org/10.1111/j.1467-7660.1992.tb00461.x>

Hardy, J. H., Day, E. A., & Arthur, W. (2019). Exploration-exploitation tradeoffs and information-knowledge gaps in self-regulated learning: Implications for learner-controlled training and development. *Human Resource Management Review*, 29(2), 196–217. <https://doi.org/10.1016/j.hrmmr.2018.07.004>

Hayashi, Y. (2014). A longitudinal analysis of organizational anticipatory socialization of incoming employees: Antecedents and consequences of newcomer learning about an organization. *Japanese Journal of Administrative Science*, 27(3), 225–243.
<https://doi.org/10.5651/jaas.27.225>

Hendren, K., Newcomer, K., Pandey, S. K., Smith, M., & Sumner, N. (2023). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration? *Public Administration Review*, 83(3), 468–485.
<https://doi.org/10.1111/puar.13528>

- Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. *Human Resource Management Review*, 15(1), 69–95.
<https://doi.org/10.1016/j.hrmr.2005.01.002>
- Hess, J. A. (1993). Assimilating newcomers into an organization: A cultural perspective. *Journal of Applied Communication Research*, 21(2), 189–210.
<https://doi.org/10.1080/00909889309365366>
- Hinds, P. J., & Cramton, C. D. (2014). Situated coworker familiarity: How site visits transform relationships among distributed workers. *Organization Science*, 25(3), 794–814. <https://doi.org/10.1287/orsc.2013.0869>
- Ikäheimo, J. P. (2021). Arctic narratives: Brewing a brand with neolocalism. *Journal of Brand Management*, 28(4), 374–387. <https://doi.org/10.1057/s41262-021-00232-y>
- Jackling, B., & McDowall, T. (2008). Peer mentoring in an accounting setting: A case study of mentor skill development. *Accounting Education*, 17(4), 447–462.
<https://doi.org/10.1080/09639280802436756>
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8(1), 21–28.
<https://doi.org/10.1080/17459430701617879>
- James, R. (2020a). Making things happen: Self-leadership and newcomers socialisation. *Kelaniya Journal of Human Resource Management*, 15(1), 1–15.
<https://doi.org/10.4038/kjhrm.v15i1.60>
- James, R. (2020b). Newcomers' organizational socialization: The role of co-worker support, organizational support and proactive behaviour. *Journal of Business Studies*, 7(1), 66–88. <https://doi.org/10.4038/jbs.v7i1.53>

- Jeske, D., & Olson, D. (2022). Onboarding new hires: Recognising mutual learning opportunities. *Journal of Work-Applied Management*, 14(1), 63–76.
<https://doi.org/10.1108/JWAM-04-2021-0036>
- Jia, H., Zhong, R., & Xie, X. (2021). Helping others makes me fit better: Effects of helping behavior by newcomers and coworker-attributed motives on newcomers' adjustment. *Journal of Business and Psychology*, 36(3), 401–416. <https://doi.org/10.1007/s10869-020-09680-w>
- Jiang, W., An, Y., Wang, L., & Zheng, C. (2021). Newcomers' reaction to the abusive supervision toward peers during organizational socialization. *Journal of Vocational Behavior*, 128, 1–15. <https://doi.org/10.1016/j.jvb.2021.103586>
- Jokisaari, M., & Vuori, J. (2018). Leaders' resources and newcomer socialization: The importance of delegation. *Journal of Managerial Psychology*, 33(2), 161–175.
<https://doi.org/10.1108/JMP-09-2016-0274>
- Jones, A., & Steen, M. (2013). Safeguarding and qualitative research. *Nurse Education Today*, 33(10), 1095–1095. <https://doi.org/10.1016/j.nedt.2012.12.005>
- Jones, G. R. (1983). Psychological orientation and the process of organizational socialization: An interactionist perspective. *Academy of Management Review*, 8(3), 464–474.
<https://doi.org/10.5465/amr.1983.4284600>
- Jones, G. R. (1986). Socialization tactics, self-efficacy, and newcomers' adjustments to organizations. *Academy of Management Journal*, 29(2), 262–279.
<https://doi.org/10.2307/256188>
- Kallio, H., Pietilä, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>

- Kammeyer-Mueller, J. D., & Judge, T. A. (2008). A quantitative review of mentoring research: Test of a model. *Journal of Vocational Behavior*, *72*(3), 269–283.
<https://doi.org/10.1016/j.jvb.2007.09.006>
- Kammeyer-Mueller, J. D., & Wanberg, C. R. (2003). Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, *88*(5), 779–794. <https://doi.org/10.1037/0021-9010.88.5.779>
- Kammeyer-Mueller, J., Wanberg, C., Rubenstein, A., & Song, Z. (2013). Support, undermining, and newcomer socialization: Fitting in during the first 90 days. *Academy of Management Journal*, *56*(4), 1104–1124. <https://doi.org/10.5465/amj.2010.0791>
- Katz, R. (1978). Job longevity as a situational factor in job satisfaction. *Administrative Science Quarterly*, *23*(2), 204–223. <https://doi.org/10.2307/2392562>
- Kim, T.-Y., Hon, A. H. Y., & Crant, J. M. (2009). Proactive personality, employee creativity, and newcomer outcomes: A longitudinal study. *Journal of Business and Psychology*, *24*(1), 93–103. <https://doi.org/10.1007/s10869-009-9094-4>
- Klein, H. J., Fan, J., & Preacher, K. J. (2006). The effects of early socialization experiences on content mastery and outcomes: A mediational approach. *Journal of Vocational Behavior*, *68*(1), 96–115. <https://doi.org/10.1016/j.jvb.2005.02.001>
- Kleinheksel, A. J., Rockich-Winston, N., Tawfik, H., & Wyatt, T. R. (2020). Demystifying content analysis. *American Journal of Pharmaceutical Education*, *84*(1), 1–11.
<https://doi.org/10.5688/ajpe7113>
- Klemme Larson, R. E., & Bell, A. A. (2013). Newcomer adjustment among recent college graduates. *Human Resource Development Review*, *12*(3), 284–307.
<https://doi.org/10.1177/1534484313475869>

- Köhler, T., Smith, A., & Bhakoo, V. (2022). Templates in qualitative research methods: Origins, limitations, and new directions. *Organizational Research Methods*, 25(2), 183–210. <https://doi.org/10.1177/10944281211060710>
- Korte, R. (2010). ‘First, get to know them’: A relational view of organizational socialization. *Human Resource Development International*, 13(1), 27–43. <https://doi.org/10.1080/13678861003588984>
- Korte, R., Brunhaver, S., & Sheppard, S. (2015). (Mis)Interpretations of organizational socialization: The expectations and experiences of newcomers and managers. *Human Resource Development Quarterly*, 26(2), 185–208. <https://doi.org/10.1002/hrdq.21206>
- Korte, R., & Lin, S. (2013). Getting on board: Organizational socialization and the contribution of social capital. *Human Relations*, 66(3), 407–428. <https://doi.org/10.1177/0018726712461927>
- Kowtha, N. R. (2008). Engineering the engineers: Socialization tactics and new engineer adjustment in organizations. *IEEE Transactions on Engineering Management*, 55(1), 67–81. <https://doi.org/10.1109/TEM.2007.912809>
- Kowtha, N. R. (2018). Organizational socialization of newcomers: The role of professional socialization. *International Journal of Training and Development*, 22(2), 87–106. <https://doi.org/10.1111/ijtd.12120>
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608–625. <https://doi.org/10.5465/255910>
- Kristensen, A. K., & Kristensen, M. L. (2021). Quizzing – a hazing ritual in workgroups. *International Journal of Organizational Analysis*, 31(2), 340–350. <https://doi.org/10.1108/IJOA-06-2020-2274>

- Kulkarni, M., & Lengnick-Hall, M. L. (2011). Socialization of people with disabilities in the workplace. *Human Resource Management, 50*(4), 521–540.
<https://doi.org/10.1002/hrm.20436>
- Kunz, T., Daikeler, J., & Ackermann-Piek, D. (2024). Interviewer-observed paradata in mixed-mode and innovative data collection. *International Journal of Market Research, 66*(1), 14–26. <https://doi.org/10.1177/14707853231184742>
- Kwon, K., & Kim, T. (2020). An integrative literature review of employee engagement and innovative behavior: Revisiting the JD-R model. *Human Resource Management Review, 30*(2), 1–18. <https://doi.org/10.1016/j.hrmr.2019.100704>
- Kyngäs, H. (2020). Inductive content analysis. In *The Application of Content Analysis in Nursing Science Research* (pp. 13–21). Springer International Publishing.
https://doi.org/10.1007/978-3-030-30199-6_2
- Lance, C. E., Vandenberg, R. J., & Self, R. M. (2000). Latent growth models of individual change: The case of newcomer adjustment. *Organizational Behavior and Human Decision Processes, 83*(1), 107–140. <https://doi.org/10.1006/obhd.2000.2904>
- Lee, A. S. (2023). Supervisors' roles for newcomer adjustment: Review of supervisors' impact on newcomer organizational socialization outcomes. *European Journal of Training and Development, 1*–19. <https://doi.org/10.1108/EJTD-10-2022-0107>
- Lee, Y., Reiche, B. S., & Song, D. (2010). How do newcomers fit in? The dynamics between person—environment fit and social capital across cultures. *International Journal of Cross Cultural Management, 10*(2), 153–174.
<https://doi.org/10.1177/1470595810370911>
- Leech, B. L. (2002). Asking questions: Techniques for semistructured interviews. *Political Science & Politics, 35*(04), 665–668. <https://doi.org/10.1017/S1049096502001129>

- Liden, R. C., Anand, S., & Vidyarthi, P. (2016). Dyadic relationships. *Annual Review of Organizational Psychology and Organizational Behavior*, 3(1), 139–166.
<https://doi.org/10.1146/annurev-orgpsych-041015-062452>
- Liu, J., Lee, A., Li, X., & Li, C.-R. (2021). The role of change in the relationships between leader-member exchange/coworker exchange and newcomer performance: A latent growth modeling approach. *Frontiers in Psychology*, 12, 1–13.
<https://doi.org/10.3389/fpsyg.2021.600712>
- Liu, P., Zhang, Y., Ji, Y., & Wu, S. (2021). Threat upon entry: Effect of coworker ostracism on newcomers' proactive behaviors during organizational socialization. *Frontiers in Psychology*, 12, 1–10. <https://doi.org/10.3389/fpsyg.2021.545478>
- Liu, P., Zhang, Y., Zhang, M., & Wu, W. (2021). Effect of coworker ostracism on newcomer socialization: A self-control perspective. *Social Behavior and Personality: An International Journal*, 49(1), 1–13. <https://doi.org/10.2224/sbp.9511>
- Liu, S., Bamberger, P., Wang, M., Shi, J., & Bacharach, S. B. (2020). When onboarding becomes risky: Extending social learning theory to explain newcomers' adoption of heavy drinking with clients. *Human Relations*, 73(5), 682–710.
<https://doi.org/10.1177/0018726719842653>
- Liu, Y., Song, Y., Trainer, H., Carter, D., Zhou, L., Wang, Z., & Chiang, J. T.-J. (2023). Feeling negative or positive about fresh blood? Understanding veterans' affective reactions toward newcomer entry in teams from an affective events perspective. *Journal of Applied Psychology*, 108(5), 728–749. <https://doi.org/10.1037/apl0001044>
- Major, D. A., & Kozlowski, S. W. J. (1997). Newcomer information seeking: Individual and contextual influences. *International Journal of Selection and Assessment*, 5(1), 16–28.
<https://doi.org/10.1111/1468-2389.00042>

- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies. *Qualitative Health Research, 26*(13), 1753–1760.
<https://doi.org/10.1177/1049732315617444>
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems, 54*(1), 11–22.
<https://doi.org/10.1080/08874417.2013.11645667>
- McNulty, T., Zattoni, A., & Douglas, T. (2013). Developing corporate governance research through qualitative methods: A review of previous studies. *Corporate Governance: An International Review, 21*(2), 183–198. <https://doi.org/10.1111/corg.12006>
- Mhango, G. M. K. (2018). Mapping the place for interpretivism in MICE destination choice research: Issues in methodology. *Journal of Marketing and Consumer Research, 49*, 8–16.
- Mignerey, J. T., Rubin, R. B., & Gorden, W. I. (1995). Organizational entry: An investigation of newcomer communication behavior and uncertainty. *Communication Research, 22*(1), 54–85. <https://doi.org/10.1177/009365095022001003>
- Miller, T. (2015). Going back: ‘Stalking’, talking and researcher responsibilities in qualitative longitudinal research. *International Journal of Social Research Methodology, 18*(3), 293–305. <https://doi.org/10.1080/13645579.2015.1017902>
- Morrison, E. W. (1993). Longitudinal study of the effects of information seeking on newcomer socialization. *Journal of Applied Psychology, 78*(2), 173–183.
<https://doi.org/10.1037/0021-9010.78.2.173>
- Morrison, K. (2014). What is qualitative research? *Educational Research and Evaluation, 20*(4), 328–329. <https://doi.org/10.1080/13803611.2014.915135>

- Moyson, S., Raaphorst, N., Groeneveld, S., & Van de Walle, S. (2018). Organizational socialization in public administration research: A systematic review and directions for future research. *The American Review of Public Administration, 48*(6), 610–627. <https://doi.org/10.1177/0275074017696160>
- Muskat, B., Anand, A., Contessotto, C., Tan, A. H. T., & Park, G. (2022). Team familiarity-boon for routines, bane for innovation? A review and future research agenda. *Human Resource Management Review, 32*(4), 1–13. <https://doi.org/10.1016/j.hrmmr.2021.100892>
- Nasr, M. I., El Akremi, A., & Coyle-Shapiro, J. A. -M. (2019). Synergy or substitution? The interactive effects of insiders' fairness and support and organizational socialization tactics on newcomer role clarity and social integration. *Journal of Organizational Behavior, 40*(6), 758–778. <https://doi.org/10.1002/job.2369>
- Navimipour, N. J., & Charband, Y. (2016). Knowledge sharing mechanisms and techniques in project teams: Literature review, classification, and current trends. *Computers in Human Behavior, 62*, 730–742. <https://doi.org/10.1016/j.chb.2016.05.003>
- Nerlich, G. (2003). Four-dimensionalism: An ontology of persistence and time. *Australasian Journal of Philosophy, 81*(2), 288–290. <https://doi.org/10.1080/713659619>
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches*. Pearson.
- Nifadkar, S. S., & Bauer, T. N. (2016). Breach of belongingness: Newcomer relationship conflict, information, and task-related outcomes during organizational socialization. *Journal of Applied Psychology, 101*(1), 1–13. <https://doi.org/10.1037/apl0000035>
- Nifadkar, S. S., & Wu, W. (2022). Newcomers as unwitting victims? Examining department leaders' denial of information support and team leaders' resentment during organizational socialization. *Journal of Organizational Behavior, 43*(1), 52–68. <https://doi.org/10.1002/job.2561>

- Nifadkar, S., Tsui, A. S., & Ashforth, B. E. (2012). The way you make me feel and behave: Supervisor-triggered newcomer affect and approach-avoidance behavior. *Academy of Management Journal*, 55(5), 1146–1168. <https://doi.org/10.5465/amj.2010.0133>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology*, 11(4), 327–344. <https://doi.org/10.1080/13645570701401305>
- Nurmohamed, S., & Schwingel-Sauer, Z. (2024). Beyond the first choice: The impact of being an alternate choice on social integration and feedback seeking. *Journal of Applied Psychology*, 109(4), 587–598. <https://doi.org/10.1037/apl0001163>
- O'Hagan, J., Murphy, D., & Barton, R. (2020). Do state funding, geographic location, and networks matter? *Cultural Trends*, 29(2), 77–95. <https://doi.org/10.1080/09548963.2020.1768026>
- Okuyan, C. B., & Begen, M. A. (2022). Working from home during the COVID-19 pandemic, its effects on health, and recommendations: The pandemic and beyond. *Perspectives in Psychiatric Care*, 58(1), 173–179. <https://doi.org/10.1111/ppc.12847>
- Orel, M., & Bennis, W. M. (2021). Classifying changes. A taxonomy of contemporary coworking spaces. *Journal of Corporate Real Estate*, 23(4), 278–296. <https://doi.org/10.1108/JCRE-12-2020-0061>
- Ortlieb, R., Glauninger, E., & Weiss, S. (2021). Organizational inclusion and identity regulation: How inclusive organizations form 'Good', 'Glorious' and 'Grateful' refugees. *Organization*, 28(2), 266–288. <https://doi.org/10.1177/1350508420973319>

- Ostroff, C., & Kozlowski, S. W. J. (2006). Organizational socialization as a learning process: The role of information acquisition. *Personnel Psychology, 45*(4), 849–874.
<https://doi.org/10.1111/j.1744-6570.1992.tb00971.x>
- Parker, S. K., Ward, M. K., & Fisher, G. G. (2021). Can high-quality jobs help workers learn new tricks? A multidisciplinary review of work design for cognition. *Academy of Management Annals, 15*(2), 406–454. <https://doi.org/10.5465/annals.2019.0057>
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage publications.
- Peltokorpi, V., Feng, J., Pustovit, S., Allen, D. G., & Rubenstein, A. L. (2022). The interactive effects of socialization tactics and work locus of control on newcomer work adjustment, job embeddedness, and voluntary turnover. *Human Relations, 75*(1), 177–202.
<https://doi.org/10.1177/0018726720986843>
- Plakhotnik, M. S., Rocco, T. S., & Roberts, N. A. (2011). Development review integrative literature review: Increasing retention and success of first-time managers: A model of three integral processes for the transition to management. *Human Resource Development Review, 10*(1), 26–45. <https://doi.org/10.1177/1534484310386752>
- Posthuma, R. A., Morgeson, F. P., & Campion, M. A. (2002). Beyond employment interview validity: A comprehensive narrative review of recent research and trends over time. *Personnel Psychology, 55*(1), 1–81. <https://doi.org/10.1111/j.1744-6570.2002.tb00103.x>
- Pratt, M. G., Rockmann, K. W., & Kaufmann, J. B. (2006). Constructing professional identity: The role of work and identity learning cycles in the customization of identity among medical residents. *Academy of Management Journal, 49*(2), 235–262.
<https://doi.org/10.5465/amj.2006.20786060>

- Pratt, M. G., Sonenshein, S., & Feldman, M. S. (2022). Moving beyond templates: A bricolage approach to conducting trustworthy qualitative research. *Organizational Research Methods, 25*(2), 211–238. <https://doi.org/10.1177/1094428120927466>
- Pulla, V., & Carter, E. (2018). Employing interpretivism in social work research. *International Journal of Social Work and Human Services Practice, 6*(1), 9–14. <https://doi.org/10.13189/ijrh.2018.060102>
- Reatto, D., & Brunstein, J. (2020). Organizational socialization in the public service: On the actions and perceptions of newcomer and experienced employees. *Revista de Administração Da UFSM, 13*, 1314–1331. <https://doi.org/10.5902/1983465929600>
- Reichers, A. E. (1987). An interactionist perspective on newcomer socialization rates. *The Academy of Management Review, 12*(2), 278–287. <https://doi.org/10.2307/258535>
- Rogers, A., Luksyte, A., & Spitzmueller, C. (2016). Predictors of effective formal mentoring: Is the mentor's commitment all that matters? *Human Performance, 29*(3), 209–225. <https://doi.org/10.1080/08959285.2016.1148035>
- Rousseau, D. M. (1997). Organizational behavior in the new organizational era. *Annual Review of Psychology, 48*(1), 515–546. <https://doi.org/10.1146/annurev.psych.48.1.515>
- Rubenstein, A. L., Kammeyer-Mueller, J. D., & Thundiyil, T. G. (2020). The comparative effects of supervisor helping motives on newcomer adjustment and socialization outcomes. *Journal of Applied Psychology, 105*(12), 1466–1489. <https://doi.org/10.1037/apl0000492>
- Rutledge, S. A., Gilliam, E., & Closson-Pitts, B. (2023). 'I'm being heard right now': Amplifying individual voice through scaffolded focus groups. *International Journal of Social Research Methodology, 26*(1), 67–82. <https://doi.org/10.1080/13645579.2021.1973272>

- Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of Vocational Behavior*, 51(2), 234–279. <https://doi.org/10.1006/jvbe.1997.1614>
- Saks, A. M., & Gruman, J. A. (2011). Organizational socialization and positive organizational behaviour: Implications for theory, research, and practice. *Canadian Journal of Administrative Sciences / Revue Canadienne Des Sciences de l'Administration*, 28(1), 14–26. <https://doi.org/10.1002/cjas.169>
- Saks, A. M., & Gruman, J. A. (2014). Making organizations more effective through organizational socialization. *Journal of Organizational Effectiveness: People and Performance*, 1(3), 261–280. <https://doi.org/10.1108/JOEPP-07-2014-0036>
- Saks, A. M., & Gruman, J. A. (2018). Socialization resources theory and newcomers' work engagement. *Career Development International*, 23(1), 12–32. <https://doi.org/10.1108/CDI-12-2016-0214>
- Saks, A. M., Uggerslev, K. L., & Fassina, N. E. (2007). Socialization tactics and newcomer adjustment: A meta-analytic review and test of a model. *Journal of Vocational Behavior*, 70(3), 413–446. <https://doi.org/10.1016/j.jvb.2006.12.004>
- Sanchez, J. I., Bonache, J., Paz-Aparicio, C., & Oberty, C. Z. (2023). Combining interpretivism and positivism in international business research: The example of the expatriate role. *Journal of World Business*, 58(2), 1–13. <https://doi.org/10.1016/j.jwb.2022.101419>
- Sancllemente, F. J., Gamero, N., Medina, F. J., & Mendoza-Denton, R. (2022). A multilevel model of job inclusion of employees with disabilities: The role of organizational socialization tactics, coworkers social support, and an inclusive team context. *Applied Psychology*, 1–23. <https://doi.org/10.1111/apps.12390>

- Settoon, R. P., & Adkins, C. L. (1997). Newcomer socialization: The role of supervisors, coworkers, friends and family members. *Journal of Business and Psychology, 11*(4), 507–516. <https://doi.org/10.1007/BF02195895>
- Sherony, K. M., & Green, S. G. (2002). Coworker exchange: Relationships between coworkers, leader-member exchange, and work attitudes. *Journal of Applied Psychology, 87*(3), 542–548. <https://doi.org/10.1037/0021-9010.87.3.542>
- Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori? *International Journal of Social Research Methodology, 21*(5), 619–634. <https://doi.org/10.1080/13645579.2018.1454643>
- Skjott Linneberg, M., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative Research Journal, 19*(3), 259–270. <https://doi.org/10.1108/QRJ-12-2018-0012>
- Sluss, D. M., Ployhart, R. E., Cobb, M. G., & Ashforth, B. E. (2012). Generalizing newcomers' relational and organizational identifications: Processes and prototypicality. *Academy of Management Journal, 55*(4), 949–975. <https://doi.org/10.5465/amj.2010.0420>
- Smith, C. E., Matthews, R. A., Mills, M. J., Hong, Y.-H., & Sim, S. (2022). Organizational benefits of onboarding contingent workers: An anchoring model approach. *Journal of Business and Psychology, 37*(3), 525–541. <https://doi.org/10.1007/s10869-021-09757-0>
- Spanuth, A., & Urbano, D. (2023). Exploring social enterprise legitimacy within ecosystems from an institutional approach: A systematic literature review and research agenda. *International Journal of Management Reviews, 1–21*. <https://doi.org/10.1111/ijmr.12349>
- Spinuzzi, C., Bodrožić, Z., Scaratti, G., & Ivaldi, S. (2019). “Coworking is about community”: But what is ‘community’ in coworking? *Journal of Business and Technical Communication, 33*(2), 112–140. <https://doi.org/10.1177/1050651918816357>

- Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-leadership: A paradoxical core of organizational behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 47–67. <https://doi.org/10.1146/annurev-orgpsych-012218-015130>
- Taber, T. D., & Deosthali, K. (2014). Analysis of self-reported motives for task-related helping: Implications for an integrated theory of helping. *Journal of Business and Psychology*, 29(3), 343–366. <https://doi.org/10.1007/s10869-013-9327-4>
- Tan, Y. (2012). Process of Chinese career starters adapting to their work: The differentiated roles of proactive and reactive organizational socialization. *European Journal of Business Management*, 4(7), 108–120.
- Tang, C., Liu, Y., Oh, H., & Weitz, B. (2014). Socialization tactics of new retail employees: A pathway to organizational commitment. *Journal of Retailing*, 90(1), 62–73. <https://doi.org/10.1016/j.jretai.2013.11.002>
- Taormina, R. J. (2009). Organizational socialization: The missing link between employee needs and organizational culture. *Journal of Managerial Psychology*, 24(7), 650–676. <https://doi.org/10.1108/02683940910989039>
- Tatachari, S. (2013). Changes in organizational and professional identifications during socialization of newcomers. *SSRN Electronic Journal*, 1(1), 1–32. <https://doi.org/10.2139/ssrn.2230282>
- Teh, W. L., Abdin, E., P.V., A., Siva Kumar, F. D., Roystonn, K., Wang, P., Shafie, S., Chang, S., Jeyagurunathan, A., Vaingankar, J. A., Sum, C. F., Lee, E. S., van Dam, R. M., & Subramaniam, M. (2023). Measuring social desirability bias in a multi-ethnic cohort sample: Its relationship with self-reported physical activity, dietary habits, and factor structure. *BMC Public Health*, 23(1), 415–425. <https://doi.org/10.1186/s12889-023-15309-3>

- Thau, S., Aquino, K., & Poortvliet, P. M. (2007). Self-defeating behaviors in organizations: The relationship between thwarted belonging and interpersonal work behaviors. *Journal of Applied Psychology, 92*(3), 840–847. <https://doi.org/10.1037/0021-9010.92.3.840>
- Theodorakopoulos, N., & Budhwar, P. (2015). Guest editors' introduction: Diversity and inclusion in different work settings: Emerging patterns, challenges, and research agenda. *Human Resource Management, 54*(2), 177–197. <https://doi.org/10.1002/hrm.21715>
- Thomas, H. D. C., & Anderson, N. (1998). Changes in newcomers' psychological contracts during organizational socialization: A study of recruits entering the British Army. *Journal of Organizational Behavior, 19*(S1), 745–767. [https://doi.org/10.1002/\(SICI\)1099-1379\(1998\)19:1+<745::AID-JOB967>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1099-1379(1998)19:1+<745::AID-JOB967>3.0.CO;2-I)
- Thomson, R., & Holland, J. (2003). Hindsight, foresight and insight: The challenges of longitudinal qualitative research. *International Journal of Social Research Methodology, 6*(3), 233–244. <https://doi.org/10.1080/1364557032000091833>
- Thunberg, S., & Arnell, L. (2022). Pioneering the use of technologies in qualitative research – A research review of the use of digital interviews. *International Journal of Social Research Methodology, 25*(6), 757–768. <https://doi.org/10.1080/13645579.2021.1935565>
- Topa, G., & Perez-Larrazabal, J. (2016). Newcomers' learning and co-worker undermining: Moderated mediation analysis. *Journal of Managerial Psychology, 31*(5), 914–929. <https://doi.org/10.1108/JMP-03-2015-0106>
- Triana, M. del C., Gu, P., Chapa, O., Richard, O., & Colella, A. (2021). Sixty years of discrimination and diversity research in human resource management: A review with suggestions for future research directions. *Human Resource Management, 60*(1), 145–204. <https://doi.org/10.1002/hrm.22052>

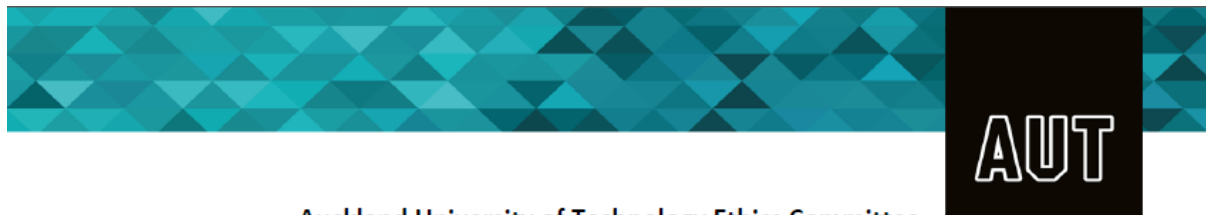
- Turner, D. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754–760. <https://doi.org/10.46743/2160-3715/2010.1178>
- Vaivio, J. (2012). Interviews – learning the craft of qualitative research interviewing. *European Accounting Review*, 21(1), 186–189. <https://doi.org/10.1080/09638180.2012.675165>
- Van Maanen, J. (1975). Police socialization: A longitudinal examination of job attitudes in an urban police department. *Administrative Science Quarterly*, 20(2), 207–229. <https://doi.org/10.2307/2391695>
- Van Maanen, J. (1978). People processing: Strategies of organizational socialization. *Organizational Dynamics*, 7(1), 19–36. [https://doi.org/10.1016/0090-2616\(78\)90032-3](https://doi.org/10.1016/0090-2616(78)90032-3)
- Van Maanen, J. E., & Schein, E. H. (1977). Toward a theory of organizational socialization. *B. M. Staw(Ed.), Research in Organizational Behavior*, 1, 209–264.
- Vandenberghe, C., Landry, G., Bentein, K., Anseel, F., Mignonac, K., & Roussel, P. (2021). A dynamic model of the effects of feedback-seeking behavior and organizational commitment on newcomer turnover. *Journal of Management*, 47(2), 519–544. <https://doi.org/10.1177/0149206319850621>
- Vendina, O. I. (2018). Muscovites and newcomers: Strategies for mutual adaptation. *Regional Research of Russia*, 8(4), 395–403. <https://doi.org/10.1134/S207997051804010X>
- Wanous, J. P., Poland, T. D., Premack, S. L., & Davis, K. S. (1992). The effects of met expectations on newcomer attitudes and behaviors: A review and meta-analysis. *Journal of Applied Psychology*, 77(3), 288–297. <https://doi.org/10.1037/0021-9010.77.3.288>
- Warren, A., Hanke, R., & Trotzer, D. (2008). Models for university technology transfer: Resolving conflicts between mission and methods and the dependency on geographic location. *Cambridge Journal of Regions, Economy and Society*, 1(2), 219–232. <https://doi.org/10.1093/cjres/rsm009>

- Weber, J. (1992). Scenarios in business ethics research: Review, critical assessment, and recommendations. *Business Ethics Quarterly*, 2(2), 137–160.
<https://doi.org/10.2307/3857568>
- Weed, M. (2008). A potential method for the interpretive synthesis of qualitative research: Issues in the development of ‘meta-interpretation’. *International Journal of Social Research Methodology*, 11(1), 13–28. <https://doi.org/10.1080/13645570701401222>
- Wesche, J. S., & Teichmann, E. (2016). Status matters: The moderating role of perceived newcomer status in leader and coworker influences on challenging organizational citizenship behaviour. *German Journal of Human Resource Management: Zeitschrift Für Personalforschung*, 30(3–4), 267–286. <https://doi.org/10.1177/2397002216649898>
- Wilkinson, B., Arnold, V., & Sutton, S. G. (2003). Understanding the socialization strategies of the major accountancy firms. *Accounting and the Public Interest*, 3(1), 58–79.
<https://doi.org/10.2308/api.2003.3.1.58>
- Williams, J. B. W. (1988). A structured interview guide for the Hamilton depression rating scale. *Archives of General Psychiatry*, 45(8), 742–747.
<https://doi.org/10.1001/archpsyc.1988.01800320058007>
- Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, 15(1), 45–55.
- Woodrow, C., & Guest, D. E. (2020). Pathways through organizational socialization: A longitudinal qualitative study based on the psychological contract. *Journal of Occupational and Organizational Psychology*, 93(1), 110–133.
<https://doi.org/10.1111/joop.12285>
- Worthington, D. (2021). IT and OT: Practices that influence team integration. *Journal of Asia Entrepreneurship and Sustainability*, 17(5), 93–122.

- Xing, M., Xia, Y., Zhao, M., & Lan, Y. (2021). Perceived negative gossip of coworkers: Effect on newcomers' work outcomes during social adjustment. *Social Behavior and Personality: An International Journal*, 49(4), 1–14. <https://doi.org/10.2224/sbp.9817>
- Xuehong, Q. (2002). Qualitative research. *Chinese Education & Society*, 35(2), 47–54. <https://doi.org/10.2753/CED1061-1932350247>
- Yang, C., & Chen, A. (2020). The longitudinal empirical study of organizational Socialization and knowledge sharing – from the perspective of job embeddedness. *Interdisciplinary Journal of Information, Knowledge, and Management*, 15, 1–23. <https://doi.org/10.28945/4492>
- Zacher, H., Rudolph, C. W., & Katz, I. M. (2023). Employee green behavior as the core of environmentally sustainable organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), 465–494. <https://doi.org/10.1146/annurev-orgpsych-120920-050421>
- Zhao, T., Liu, J., Zawacki, A. M., Michel, J. S., & Li, H. (2023). The effects of newcomer proactive behaviours on socialization outcomes: A meta-analysis. *Journal of Occupational and Organizational Psychology*, 96(1), 1–32. <https://doi.org/10.1111/joop.12407>
- Zhou, J., Li, N., & Chi, W. (2022). Getting ahead or getting along? How motivational orientations forge newcomers' cohort network structures, task assistance, and turnover. *Journal of Organizational Behavior*, 43(3), 410–429. <https://doi.org/10.1002/job.2584>

Appendix

Appendix A – Ethics Approval Form



Auckland University of Technology Ethics Committee (AUTEC)

9 October 2023

Helena Cooper-Thomas
Faculty of Business Economics and Law

Dear Helena

Re Ethics Application: **23/250 Investigating the relationship formation between newcomers and co-workers during organisational socialisation**

Thank you for your responses to AUTEC's conditions.

Your ethics application has been approved for three years until 9 October 2026.

Standard Conditions of Approval

1. The research is to be undertaken in accordance with the [Auckland University of Technology Code of Conduct for Research](#) and as approved by AUTEC.
2. All public facing documents must have the AUTEC approval number and be of a high standard of spelling and grammar. Dates on the Information Sheet(s) and Consent Form(s) must be consistent.
3. Any amendments to the project must be approved by AUTEC prior to being implemented.
4. A progress report is due annually on the anniversary of the approval date.
5. A final report is due at the expiration of the approval period, or, upon completion of project.
6. Any serious or adverse events must be reported to AUTEC, this includes unforeseen issues that might affect continued ethical acceptability of the project.
7. AUTEC grants ethical approval only. You are responsible for obtaining management permission for access from any institution or organisation at which your research is being conducted and you need to meet all ethical, legal, public health, and locality obligations or requirements for the jurisdictions in which the research is being undertaken.

The application number and title need to be referenced on all correspondence related to this project.

All forms are available online <http://www.aut.ac.nz/research/researchethics>

For any enquiries, please contact ethics@aut.ac.nz

(This is a computer-generated letter for which no signature is required)

The AUTEC Secretariat

Auckland University of Technology Ethics Committee

Cc: qqj9145@autuni.ac.nz

Appendix B - Tools

B1 – Newcomer and Co-worker Interview Guides

A – Newcomer. The newcomer interview guide is as follows:

1st Interview (Week 1 – T1)

When a newcomer joins an organisation, they may experience a shift in the organisational culture, work environment, and processes. It is possible for co-workers who possess valuable knowledge and experience to offer support during this transition. The success of newcomer's integration may depend on social integration and fostering positive work relationships between newcomers and their new colleagues. My inquiries focus on this aspect of newcomer adjustment, that is, the dynamics of work relationships between newcomers and co-workers, including all the various incidents that help or hinder those relationships and hence newcomer social integration.

The upcoming questions focus on how co-workers and new employees work together to develop working relationships. I'm going to ask you both about what you have done that has worked well, and also ask about when things have not worked out so well and how you have navigated such situations.

1. For newcomers, do you think it is important to develop work relationships with co-workers?
 - a. Follow-ups: can you provide one or two specific examples of how having work relationships with co-workers helped you in adjusting to your new role?
2. As a newcomer, how specifically have you gone about building rapport and establishing good relationships with your new co-workers?
 - a. Follow-ups: can you tell me about some different things you have tried out? Specific behaviours or strategies perhaps when you're trying to develop relationships with certain co-workers?
 - b. Follow-ups: Can you tell me about an incident where your strategy worked particularly well? What about when your efforts have not been so successful?
3. Of course, co-workers may also take some responsibility for helping newcomers get up to speed. What initiatives have your new co-workers undertaken to establish a good work relationship with you?
 - a. Follow-ups: can you give some instances of this, which could be large or small? Were there any initiatives by co-workers that were especially helpful? And what about any initiatives by co-workers that didn't work out so well?

4. Often newcomers have to ask questions of their new co-workers in order to find out some aspects of their role. How comfortable are you in seeking guidance from co-workers regarding your work?
 - a. Follow-ups: can you provide an example in your current role where you have sought guidance and that has worked out well? In that example when you sought guidance, how did that affect your relationship with that particular co-worker?
 - b. Follow-ups: Has seeking guidance or asking questions ever not worked out so well?
5. When seeking assistance with your work, do you typically turn to your manager or co-workers? What factors influence your decision?
6. Before we finish our interview, I would like to obtain some demographic details from you if you are willing to share them. These details are just to allow me to describe the kinds of people that I interviewed and will not be used to identify you:
 - a. Age bracket – Less than 25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66+
 - b. Ethnicity – Which ethnic group do you most identify with?
 - Māori
 - Pasifika
 - European/ Pākehā
 - Asian
 - Other: please specify
 - c. Gender – Male/ Female/ Non-binary or gender diverse
 - d. Approximate years of work experience
 - e. Amount of time – years/ months/ weeks – working for your current employer
 - f. Industry - (self-described e.g., retail)

Thanks so much for participating.

2nd Interview (Week 2 – T2)

As in the previous interview we did a week ago, my upcoming questions focus on how co-workers and new employees work together to maintain and improve their professional relationships. I will be asking both about what you have done and what co-workers have done, and how things have changed.

1. In terms of developing good relationships with co-workers that help you understand your role and the tasks of your work, how is that going? Can you provide an example of anything specific you have done to develop good relationships with one or more co-workers that help you do your tasks?
2. And what about the social side – have you done anything that has helped you develop a sense of belonging? Can you provide any specific examples of things you have done which have contributed to your sense of belonging and social integration?
3. Moving on to co-workers, what initiatives are your co-workers taking to develop a good work relationship with you, both in terms of completing tasks as required but also feeling socially integrated? Can you talk about any specific incidents or events where co-workers have taken initiative – it can be really small things or it might be something larger?
4. Being proactive means seeking information and building relationships in the organisation. I would like to ask you about a range of ways in which, as a newcomer, you might have proactively tried to figure things out at work.
 - a. Follow-ups: Can you give some examples of proactive behaviour that you might have displayed either to be a part of the team or to build work relationships? Has the proactive behaviour helped you to achieve either being part of a team or building work relationships?
 - b. Follow-ups: Have you tried to develop your work relationship with co-workers in other departments?
5. Newcomers often have to balance figuring things out for themselves and being independent versus learning the local norms and standards for how things are done. Have you had to find a balance between independently pursuing your own way of learning and seeking guidance from experienced co-workers while working? How do you decide whether to ask for help or whether to just get on with it yourself and figure it out?

- a. Follow-ups: Do you proactively ask for feedback to evaluate your progress and knowledge gaps?
 - b. Follow-ups: Can you share examples of some recent situations where you sought feedback from co-workers?
6. Can you share an experience where you had to overcome challenges while building working relationships with co-workers?
 - a. Follow-ups: Did any of those challenges cause any form of setback or apprehension that affected your productivity?
7. I appreciate that it is only a week since our last interview, but if you could try and think back over that week or so, what changes have you experienced at work in terms of relationships?
 - a. Follow-ups: Have you changed what you are doing to try and learn and become integrated?
 - b. Follow-ups: And what about co-workers – are they being more or less helpful as you've been in the organisation for longer?

Thanks so much for participating.

3rd Interview (Week 3 – T3)

The upcoming questions focus on how co-workers and new employees work together to maintain and improve their workplace relationships:

1. Now that you have been with the organisation for a while and are familiar with your co-workers:
 - a. Follow-ups: How have you found the experience of building relationships with your co-workers? Have those relationships with co-workers been important to you? In what ways?
 - b. Follow-ups: Can you tell me about some positive experiences of building rapport with co-workers, and what effects that has had?
 - c. Follow-ups: And what about any negative experiences where you have not been able to build rapport with co-workers – has that happened at all that you are willing to talk about?
 - d. Follow-ups: To what extent do you feel included? Have there been any specific incidents or experiences that affected your feelings of inclusion?
2. How proactive are your co-workers now in offering help and guidance compared with when you first joined? If you want to find things out that you don't yet know, such as a new task that you haven't had to do before, do you have a set way of tackling such new tasks and does it involve co-workers?
3. Have you been assigned a mentor for whom you are their mentee? As a mentee, how has been your experience of learning from your mentor, who may also be a co-worker? Can you give some examples?
4. Are you facing any challenges now in nurturing work relationships with co-workers? Can you share your thoughts?
 - a. Follow-ups: If so, how are you handling them?
5. Overall, what has helped you gain rapport and nurture work relations with co-workers in this journey? Can you share your ideas?
 - a. Follow-ups: What could have been better, if any, at the initial stages of onboarding that would have helped more to achieve this goal?
6. This is our final interview and I'm interested in how things have changed for you over the several weeks that we have been talking. If you could try and think back over that past fortnight, how would you describe changes in your workplace relationships with co-workers?
 - a. Follow-ups: Have you changed what you are doing to try and learn and become integrated?
 - b. Follow-ups: And what about co-workers – are they being more or less helpful as you've been in the organisation for longer?

Thanks so much for participating.

B – Co-worker. The co-worker interview guide is as follows:

When a newcomer joins an organisation, they may experience a shift as they adjust to the new organisational culture, work environment, and work processes. It is possible for co-workers who possess valuable knowledge and experience to offer support during this transition. The success of integration may depend on social integration and fostering positive work relationships between new members and colleagues. Hence, my inquiries focus on the dynamics of work relationships between newcomers and co-workers.

The upcoming questions focus on how co-workers and new employees work together to maintain and improve their professional relationships. I am interested in your perspective as a co-worker of new employees.

1. First, can you tell me about the two newcomers that you've supported either formally or informally so that we have some context for our discussion. If you could give them a fake name each so that you are not giving away any identifying information. An easy way to do this is to take their real name, the first letter, and then change the name, so Albert could be Adam instead, or Belinda could be Beth. So could you tell me a bit about two newcomers who you have supported and how that has gone, including things that have gone well and things that haven't gone so well. Let's start with one, and then we'll move to the other.

2. Research suggests that, for newcomers, they adjust into their new roles much better when they establish good work relationships with co-workers. But this may not always be true. Do you think it's important for newcomers to develop good relationships with co-workers?

3. Reflecting back on the two or more newcomers we discussed at the start of our interview, what initiatives did you take to develop and maintain work relationships with these or other newcomers?

a. Follow-ups: Can you share some examples of specific things you did, which could be even very small things that helped people?

b. Follow-ups: Did you differentiate between support you provided for tasks and support you provided for helping them develop a sense of belonging?

4. I've asked you so far about your role as a co-worker to newcomers. I'd like to switch briefly now and get your views on what newcomers do, or perhaps should do, as they adjust to a new workplace. What have newcomers done, in your experience, that has worked well in terms of helping them develop good work relationships with co-workers? Can you provide some specific examples?

a. Follow-ups: And what about when newcomers are not so successful in developing good relationships – have you seen that occurring? Can you give some instances of this and talk about what went wrong?

5. Is there anything that affects how long you think it should take newcomers to adjust, such as the tasks or role or level of seniority or past work experience?

a. Follow-ups: At your workplace, how long do you think it takes for newcomers to transition to being competent and able insiders?

b. Follow-ups: Now taking a co-worker perspective, in your opinion, approximately how long do you think co-workers should be taking the responsibility of assisting newcomers to adjust?

6. The following questions will be based on your mentorship, either formal mentorship or informal mentorship:

a. Follow-ups: How was your experience with onboarding new team members? Were you able to provide effective feedback and support during the process? Could you provide some examples?

b. Follow-ups: How do you balance your workload when assisting new team members? Do you have any examples of how you handle this situation?

7. Can you share an experience where you had to overcome challenges while building working relationships with newcomers?

a. Follow-ups: Did any of those challenges cause any form of setback, concerns or apprehension for you? Did those challenges affect your productivity or detrimentally affect other aspects of your work?

b. Follow-ups: Were there challenges at any particular stage of helping newcomers? For example, was it mainly during the initial stages of onboarding or later on for specific tasks, or throughout the entire process?

8. Before we finish our interview, I would like to obtain some demographic details from you if you are willing to share them. These details are just to allow me to describe the kinds of people that I interviewed and will not be used to identify you:

- a. Age bracket – Less than 25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66+
- b. Ethnicity – Which ethnic group do you most identify with:
 - Māori
 - Pasifika
 - European/ Pākehā
 - Asian
 - Other: please specify
- c. Gender – Male/ Female/ Non-binary or gender diverse
- d. Approximate years of work experience
- e. Amount of time – years/ months/ weeks – working for your current employer
- f. Industry - (self-described e.g., retail)

Thanks so much for participating.

B2 – Newcomer and Co-worker Participant Information Sheets

A – Newcomer. The newcomer participant information sheet is as follows:



Participant Information Sheet

Newcomer Participant Information Sheet

Date Information Sheet Produced:

9th October 2023

Project Title

Investigating the Relationship Formation Between Newcomers and Co-workers During Organisational Socialisation

An Invitation

My name is Aditya Raj Nair and I am currently pursuing my Master of Business in Management. As part of this qualification, I am undertaking this research to better understand how new employees (sometimes called “newcomers”) adjust into organisations both through their own efforts and those of their new co-workers, and via the work-relevant relationships that develop between newcomers and co-workers. A complete outline of the research project can be found below. Thank you for taking the time to read this document.

What is the purpose of this research?

When newcomers join an organisation, they typically come with high expectations and motivation for new opportunities. However, they must navigate a new organizational culture, environment, and work processes through a process called ‘Organisational Socialisation’ to become fully integrated. This process may be challenging, with complex training and unfamiliar problems to solve. Co-workers can be a valuable resource to support newcomers, as they have experience and knowledge about the organisation and job responsibilities. Developing successful relationships with co-workers through social integration, such as coffee breaks and engaging in work-related conversations, is key to successful organisational socialisation.

This study aims to investigate both the newcomers’ and co-workers’ perspectives on the development of newcomer-co-worker relationships that underpin newcomers’ adjustment into the workplace by conducting in-depth, semi-structured interviews with newcomers and co-workers. The dual perspective approach will provide a broader understanding of the relationships between newcomers and co-workers. The focus will be to understand how newcomers attempt to develop relationships, and how and when experienced co-workers support newcomers in tackling their onboarding issues.

The findings of this research will be written up for my Masters of Business Management, and may be used for other academic publications and presentations.

Options for future use of the information you provide

In order to maximise the utility of the information you provide, we seek your permission to allow future postgraduate research students supervised by Professor Helena Cooper-Thomas to use your deidentified (anonymous) interview data in their research. This enables further students to benefit from the information and ideas that you provided in this interview study. On the Consent Form, there is a ‘tick box’ for you to indicate whether or not you agree to this. Additionally, when we provide your deidentified transcript to you so that you can review it, we will again check your consent/ non-consent at the time to make absolutely sure that you have had the opportunity to consider and decide how your interview transcript can be used.

How was I identified and why am I being invited to participate in this research?

To seek participants like you for the research, I have used my networks, including LinkedIn and other social media platforms, to promote the research. I have asked the people I know to pass the invitation on, rather than recruiting participants directly. You will have received information on this research in one of these ways.

For this research, the criteria for selecting newcomer participants are:

- Currently a new (2 months’ tenure or less) full-time permanent employee of an organisation working on-site at least 2 days per week.

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data will not be possible.

Upon reviewing the information in this document, if you have questions, please feel free to contact me via email or phone to answer your queries (my contact details are at the end of this form). After our initial contact, if I do not receive a reply from you within 2 weeks of my initial contact with you, I will follow up with you to see if you have any queries and ask if you are still interested to participate. Please note that if you are willing to participate in the research, I will need you to sign the Consent Form prior to the commencement of your interview with me. You can either email this through to me beforehand, or we can complete it at the start of the interview.

What will happen in this research?

I am seeking five newcomers to each complete a series of individual interviews. Specifically, I would interview you three times at approximately one-week intervals, with each interview lasting approximately 45 minutes.

The interview day, time and venue will be arranged to suit you, so that you feel comfortable participating. It could be at a café or another public location. Ideally, interviews will be face-to-face (rather than virtual) although the latter is also possible if that is your preference. With your permission I will audio-record the interview and it will subsequently be transcribed.

As a token of appreciation for your valuable time and thoughts in participating in my research, I would like to offer you a Koha (gift) for each interview (\$20 supermarket voucher x 3 interviews = \$60 supermarket vouchers).

What are the discomforts and risks?

You may recall negative memories about past work experiences. You may also be concerned to manage how you present yourself and may not feel comfortable sharing all your views.

How will these discomforts and risks be alleviated?

All efforts will be made to build rapport and to make you feel comfortable. Participation is voluntary and you can choose to withdraw at any point prior to completion of data analysis. Throughout the course of the research, pseudonyms will be assigned to the names of the participants to ensure confidentiality is maintained. Interview transcripts will be checked for identifying details and they will be removed, making the transcripts permanently deidentified. Your interview transcript will be shared with you once it has been transcribed, allowing you to review it prior to being used for analysis, and you can amend or delete any parts that you wish to. All forms and data will be securely stored in line with AUT's requirements.

AUT Student Counselling and Mental Health is able to offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research and are not for other general counselling needs. To access these services, you will need to:

- drop into the AUT centre at WB203 City Campus, email counselling@aut.ac.nz or call 921 9292.
- let the receptionist know that you are a research participant, and provide the title of my research and my name and contact details as given in this Information Sheet.

You can find out more information about AUT counsellors and counselling at <https://www.aut.ac.nz/student-life/student-support/counselling-and-mental-health>

What are the benefits?

By being a part of this research, you may benefit from discussing your own experiences of new employee adjustment as a newcomer. This opportunity for reflection may also benefit you in approaching this period in different ways in the future.

Your contribution to this research will form the basis for me to obtain my qualification for the course I am currently pursuing. Your interview transcripts may also be used by future postgraduate research students supervised by Prof Cooper-Thomas, depending on whether or not you give permission for this on the Consent Form (using the tick box).

For the wider community, the study of newcomers and co-workers' perspectives may contribute to theory development through identifying critical features, and could also benefit practice through possible practitioner-oriented outputs.

This research has the potential to bring about advantages for newcomers, their co-workers, as well as organizations bringing newcomers on board. Specifically, we hope to uncover useful information on how work relationships develop between newcomers and their co-workers. This may provide a basis for initiatives to enhance the quality of work relationships between newcomers and their co-workers during the onboarding phase. At the end of my research, all participants will be sent a brief summary report based on my thesis; my full thesis will be available on Tūwhera, which is AUT's open-access research repository.

How will my privacy be protected?

Throughout the course of the research, pseudonyms will be assigned to the names of the participants to ensure confidentiality is maintained. Interview transcripts will be checked for identifying details and they will be removed, making the transcripts permanently deidentified. The interview transcript will be shared with you for your review prior to being used for analysis. All forms and data will be securely stored.

What are the costs of participating in this research?

There are no direct costs associated from your end other than your time. The interviews will require a commitment of approximately 45 minutes over 3 interviews, 1 week apart (45 minutes x 3 = 135 minutes).

What opportunity do I have to consider this invitation?

You have 2 weeks to consider whether you would like to be a part of this research, and you are more than welcome to contact me during this time for any queries. If I do not receive a reply from you by then, I will follow up with you to see if you have any queries and ask if you are still interested to participate. Additionally, if I have enough participants already, I will not follow up further.

Will I receive feedback on the results of this research?

Your interview transcripts will be available as a written document for your review and feedback within a few weeks of your third and final interview. I will email these transcripts through to you to give you the opportunity to amend or delete material within two weeks of receiving the transcripts. I will also be producing a summary of the thesis once it is complete; if you would like to obtain this summary, please tick the appropriate box on the Consent Form.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr. Helena Cooper-Thomas – email: helena.cooper.thomas@aut.ac.nz, phone: 09 921 9999 ext 7664.

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, ethics@aut.ac.nz, (+649) 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Aditya Raj Nair
022 367 0942
gq9145@autuni.ac.nz / ady.nair.96@gmail.com (personal)

Project Supervisor Contact Details:

Dr. Helena Cooper-Thomas
helena.cooper.thomas@aut.ac.nz
09 921 9999 ext 7664

B – Co-worker. The co-worker participant information sheet is as follows:



Participant Information Sheet

Co-worker Participant Information Sheet

Date Information Sheet Produced:

9th October 2023

Project Title

Investigating the Relationship Formation Between Newcomers and Co-workers During Organisational Socialisation

An Invitation

My name is Aditya Raj Nair and I am currently pursuing my Master of Business in Management. As part of this qualification, I am undertaking this research to better understand how new employees (sometimes called "newcomers") adjust into organisations both through their own efforts and those of their new co-workers, and via the work-relevant relationships that develop between newcomers and co-workers. A complete outline of the research project can be found below. Thank you for taking the time to read this document.

What is the purpose of this research?

When newcomers join an organisation, they typically come with high expectations and motivation for new opportunities. However, they must navigate a new organizational culture, environment, and work processes through a process called 'Organisational Socialisation' to become fully integrated. This process may be challenging, with complex training and unfamiliar problems to solve. Co-workers can be a valuable resource to support newcomers, as they have experience and knowledge about the organisation and job responsibilities. Developing successful relationships with co-workers through social integration, such as coffee breaks and engaging in work-related conversations, is key to successful organisational socialisation.

This study aims to investigate both the newcomers' and co-workers' perspectives on the development of newcomer-co-worker relationships that underpin newcomers' adjustment into the workplace by conducting in-depth, semi-structured interviews with newcomers and co-workers. The dual perspective approach will provide a broader understanding of the relationships between newcomers and co-workers. The focus will be to understand how newcomers attempt to develop relationships, and how and when experienced co-workers support newcomers in tackling their onboarding issues.

The findings of this research will be written up for my Masters of Business Management, and may be used for other academic publications and presentations.

Options for future use of the information you provide

In order to maximise the utility of the information you provide, we seek your permission to allow future postgraduate research students supervised by Professor Helena Cooper-Thomas to use your deidentified (anonymous) interview data in their research. This enables further students to benefit from the information and ideas that you provided in this interview study. On the Consent Form, there is a 'tick box' for you to indicate whether or not you agree to this. Additionally, when we provide your deidentified transcript to you so that you can review it, we will again check your consent/ non-consent at the time to make absolutely sure that you have had the opportunity to consider and decide how your interview transcript can be used.

How was I identified and why am I being invited to participate in this research?

To seek participants like you for the research, I have used my networks, including LinkedIn and other social media platforms, to promote the research. I have asked the people I know to pass the invitation on, rather than recruiting participants directly. You will have received information on this research in one of these ways.

For this research, the criteria for selecting co-worker participants are:

- Currently a full-time permanent employee (6 months' tenure or more) of an organisation working on-site at least 2 days per week and have had either formal or informal responsibility for onboarding at least 2 newcomers.

How do I agree to participate in this research?

Your participation in this research is voluntary (it is your choice) and whether or not you choose to participate will neither advantage nor disadvantage you. You are able to withdraw from the study at any time. If you choose to withdraw from the study, then you will be offered the choice between having any data that is identifiable as belonging to you removed or allowing it to continue to be used. However, once the findings have been produced, removal of your data will not be possible.

Upon reviewing the information in this document, if you have questions, please feel free to contact me via email or phone to answer your queries (my contact details are at the end of this form). If I do not receive a reply from you within 2 weeks of my initial contact with you, I will follow up with you to see if you have any queries and ask if you are still interested to participate. Please note that if you are willing to participate in the research, I will need you to sign the Consent Form prior to the commencement of your interview with me. You can either email this through to me beforehand, or we can complete it at the start of the interview.

What will happen in this research?

I am seeking five co-workers of newcomers to each complete an individual interview that will last approximately 45 minutes.

The interview day, time and venue will be arranged to suit you, so that you feel comfortable participating. It could be at a café or another public location. Ideally, interviews will be face-to-face (rather than virtual) although the latter is also possible if that is your preference. With your permission I will audio-record the interview and it will subsequently be transcribed.

As a token of appreciation for your valuable time and thoughts in participating in my research, I would like to offer you a Koha (gift) for the interview (\$20 supermarket voucher).

What are the discomforts and risks?

You may recall negative memories about past work experiences. You may also be concerned to manage how you present yourself and may not feel comfortable sharing all your views.

How will these discomforts and risks be alleviated?

All efforts will be made to build rapport and to make you feel comfortable. Participation is voluntary and you can choose to withdraw at any point prior to completion of data analysis. Throughout the course of the research, pseudonyms will be assigned to the names of the participants to ensure confidentiality is maintained. Interview transcripts will be checked for identifying details and they will be removed, making the transcripts permanently deidentified. Your interview transcript will be shared with you once it has been transcribed, allowing you to review it prior to being used for analysis, and you can amend or delete any parts that you wish to. All forms and data will be securely stored in line with AUT's requirements.

AUT Student Counselling and Mental Health is able to offer three free sessions of confidential counselling support for adult participants in an AUT research project. These sessions are only available for issues that have arisen directly as a result of participation in the research and are not for other general counselling needs. To access these services, you will need to:

- drop into the AUT centre at WB203 City Campus, email counselling@aut.ac.nz or call 921 9292.
- let the receptionist know that you are a research participant, and provide the title of my research and my name and contact details as given in this Information Sheet.

You can find out more information about AUT counsellors and counselling at <https://www.aut.ac.nz/student-life/student-support/counselling-and-mental-health>

What are the benefits?

By being a part of this research, you may benefit from discussing your own experiences as a co-worker of new employees going through organisational socialisation. This opportunity for reflection may also benefit you in approaching this period in different ways in the future.

Your contribution to this research will form the basis for me to obtain my qualification for the course I am currently pursuing. It may also be used by future postgraduate research students supervised by Prof Cooper-Thomas, depending on whether or not you give permission for this on the Consent Form (using the tick box).

For the wider community, the study of newcomers and co-workers' perspectives may contribute to theory development through identifying critical features, and could also benefit practice through possible practitioner-oriented outputs.

This research has the potential to bring about advantages for newcomers, their co-workers, as well as organizations bringing newcomers on board. Specifically, we hope to uncover useful information on how work relationships develop between newcomers and their co-workers. This may provide a basis for initiatives to enhance the quality of work relationships between newcomers and their co-workers during the onboarding phase. At the end of my research, all participants will be sent a brief summary report based on my thesis; my full thesis will be available on Tūwhera, which is AUT's open-access research repository.

How will my privacy be protected?

Throughout the course of the research, pseudonyms will be assigned to the names of the participants to ensure confidentiality is maintained. Interview transcripts will be checked for identifying details and they will be removed, making the transcripts permanently deidentified. The interview transcript will be shared with you for your review prior to being used for analysis. All forms and data will be securely stored.

What are the costs of participating in this research?

There are no direct costs associated from your end other than your time. The interview will require a commitment of approximately 45 minutes to complete one interview.

What opportunity do I have to consider this invitation?

You have 2 weeks to consider whether you would like to be a part of this research, and you are more than welcome to contact me during this time for any queries. If I do not receive a reply from you by then, I will follow up with you to see if you have any queries and ask if you are still interested to participate. Additionally, if I have enough participants already, I will not follow up further.

Will I receive feedback on the results of this research?

Your interview transcript will be available as a written document for your review and feedback within a few weeks of your interview. I will email this through to you to give you the opportunity to amend or delete material within two weeks of receiving each transcript. I will also be producing a summary of the thesis once it is complete; if you would like to obtain this summary, please tick the appropriate box on the Consent Form.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr. Helena Cooper-Thomas – email: helena.cooper.thomas@aut.ac.nz, phone: 09 921 9999 ext 7664.

Concerns regarding the conduct of the research should be notified to the Executive Secretary of ATEC, ethics@aut.ac.nz, (+649) 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Aditya Raj Nair
022 367 0942
gq9145@autuni.ac.nz / adv.nair.96@gmail.com (personal)

Project Supervisor Contact Details:

Dr. Helena Cooper-Thomas
helena.cooper.thomas@aut.ac.nz
09 921 9999 ext 7664

B3 – Newcomer and Co-worker Consent Forms

A – Newcomer. The newcomer consent form is as follows:



Consent Form

Newcomer Consent Form

Project title: *Investigating the Relationship Formation Between Newcomers and Co-workers during Organisational Socialisation*

Project Supervisor: *Dr. Helena Cooper-Thomas*

Researcher: *Aditya Raj Nair*

- I have read and understood the information provided about this research project in the Information Sheet dated 9th October 2023.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that interviews will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I understand that I will be sent a written transcript of my interviews and will have the opportunity to amend this if I wish to, within two weeks of receiving the transcript.
- I agree to take part in this research.
- I agree to my deidentified data being used by future postgraduate research students studying under Dr. Helena Cooper Thomas' supervision as outlined in the Information Sheet. I understand that after the interview and review of my deidentified transcript I will be asked whether I confirm this consent (or otherwise):

Yes No
- I wish to receive a summary of the research findings (please tick one): Yes No

Participant's signature:

Participant's name:

Participant's Contact Details (to enable sending of transcript(s) and thesis summary):

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 9/10/2023 AUTEK Reference number 23/250

Note: The Participant should retain a copy of this form.

B – Co-worker. The co-worker consent form is as follows:



Consent Form

Co-worker Consent Form

Project title: *Investigating the Relationship Formation Between Newcomers and Co-workers during Organisational Socialisation*

Project Supervisor: *Dr. Helena Cooper-Thomas*

Researcher: *Aditya Raj Nair*

- I have read and understood the information provided about this research project in the Information Sheet dated 9th October 2023.
- I have had an opportunity to ask questions and to have them answered.
- I understand that notes will be taken during the interviews and that interviews will also be audio-taped and transcribed.
- I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.
- I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- I understand that I will be sent a written transcript of my interview and will have the opportunity to amend this if I wish to, within two weeks of receiving the transcript.
- I agree to take part in this research.
- I agree to my deidentified data being used by future postgraduate research students studying under Dr. Helena Cooper Thomas' supervision as outlined in the Information Sheet. I understand that after the interview and review of my deidentified transcript I will be asked whether I confirm this consent (or otherwise):
Yes No
- I wish to receive a summary of the research findings (please tick one): Yes No

Participant's signature:

Participant's name:

Participant's Contact Details (to enable sending of transcript(s) and thesis summary):

.....

Date:

Approved by the Auckland University of Technology Ethics Committee on 9/10/2023 AUTEK Reference number 23/250

Note: The Participant should retain a copy of this form.

B4 – Participant Invitation



RESEARCH ON INVESTIGATING NEWCOMER-CO-WORKER WORK RELATIONSHIPS DURING THE 'ORGANISATIONAL SOCIALISATION' PROCESS



Hi, I am Aditya. I am currently pursuing Master of Business in Management at AUT University. Thank you for taking the time to read this. I am reaching out to you, my network of friends and family, to help identify people in your networks who may be willing to participate in interview-based research that is part of my degree.

PURPOSE

My research focuses on the 'organisational socialisation' of new employees. Upon joining a new organisation, newcomers try to fit in and adapt to a new work environment. This process (onboarding), known as 'organisational socialisation', can be made easier through social integration between newcomers and co-workers (existing employees working in the organisation). Just as newcomers try to help themselves, equally, co-workers can offer newcomers valuable support and knowledge about the organisation and job responsibilities.

This study aims to understand how newcomers and their co-workers build relationships during organisational socialisation. I will explore how newcomers initiate connections with co-workers, and how co-workers support newcomers. I will sample both the new employees' and co-workers' perspectives, aiming to gather diverse views.

PARTICIPANTS

I seek to recruit 10 participants, 5 newcomers and 5 co-workers.

<u>CRITERIA</u>	<u>NEWCOMER</u>	<u>CO-WORKER</u>
1 ST CRITERIA	Currently employed full-time permanent employee of an organisation	Currently employed full-time permanent employee of an organisation
2 ND CRITERIA	Working on-site 2 days per week or more	Working on-site 2 days per week or more
3 RD CRITERIA	Employed for 2 months or less in the organisation	Employed for 6 months or more in the organisation
4 TH CRITERIA	N/A	Have had either formal or informal responsibility for onboarding 2 newcomers.

Table 1 – Recruitment Criteria

METHOD

Newcomers

- Newcomer participants are asked to participate in three interviews at one-week intervals, each lasting up to 45 minutes.

Co-workers

- Co-worker participants are asked to participate in one interview lasting up to 45 minutes.

All efforts will be made to build rapport and to make the participants feel comfortable. The participants data will be treated carefully, following a process reviewed and approved by AUT's Ethics Committee. For example, pseudonyms will be assigned to the names of all the participants to ensure that the data is confidential and transcribed data will be permanently deidentified.

As a token of appreciation for their time and efforts, the participants will be gifted koha (\$20 supermarket gift voucher) at the end of each interview.



If you are interested or have any queries, please feel free to contact me:

Email: qqj9145@autuni.ac.nz/ady.nair.96@gmail.com
Mobile: 022 367 0942

B5 – Summary of the Findings for Participants

BY ADITYA RAJ NAIR – PURSUING MASTER OF BUSINESS – MANAGEMENT AT AUT UNIVERSITY

An Investigation into the Formation of Newcomer-Co-worker Work Relationships during the Organisational Socialisation Process - Summary of the Research Findings

Introduction

Upon joining a new organisation, new hires (“newcomers”) have to figure out how to fit in and adapt to a new work environment. This process of newcomer adjustment is known as organisational socialisation (OS). OS can be made easier through the connections that newcomers develop with employees already inside the organisation (“co-workers”). Specifically, co-workers who build connections with newcomers can then offer newcomers valuable support and knowledge about the organisation and job responsibilities, and help them fit in.

The overarching research question (RQ) guiding this study is: How do work relationships develop between newcomers and experienced co-workers during organisational socialisation? The study itself focused on the newcomers’ and co-workers’ views separately and then integrated the findings to provide a coherent answer to this RQ.

Research Design, Objective, and Purpose

This study examined how newcomers and co-workers develop work relationships during the OS process over time. Past research on this topic emphasises the significance of strong newcomer-co-worker work relationships in enabling better newcomer outcomes, such as higher job satisfaction and retention. Building on this past research, I looked into how both newcomers and co-workers build connections that integrate the newcomer. Additionally, I investigated what factors contribute to the success or failure of these relationships, ranging from examining the negative consequences of co-worker ostracism to assessing the impact of proactive behaviour and activities, as well as the psychological aspects of relationship development. I approached the RQ from both the newcomers’ and co-workers’ perspectives, using the snowball sampling method. Snowball sampling means that I used my personal networks, LinkedIn, and other social media platforms to promote my research and ask my own contacts to pass on the information in order to recruit potential participants. This was in line with my AUT ethics approval, which required my networks to pass the invitation on rather than directly recruiting participants.

The initial research design was to interview five co-worker participants and five newcomer participants. However, there were difficulties in recruiting newcomer participants, perhaps due to economic factors during the recruitment period that meant fewer organisations were hiring and, therefore, fewer people entering organisations as newcomers. Ultimately only one newcomer participant came forward and was interviewed longitudinally. Therefore, I extended the co-worker perspectives and included ten co-workers, each of whom was interviewed once.

Findings

I analysed the interview data using thematic analysis to answer my RQ. The key findings include:

- *The Important Role of Experienced Co-workers:* Experienced co-workers play an essential role in supporting newcomer integration by providing guidance, knowledge, and emotional support.
- *The Benefits of Newcomer Self-reliance and Preparedness:* Newcomers who exhibit self-reliance and preparedness in seeking support tend to adapt more effectively.

- *Helpful Newcomer Strategies during Integration:* Newcomers employ various strategies to integrate into the workplace, including active involvement and seeking feedback.
- *The Positive Impact of Co-worker Interactions:* Positive interactions with co-workers significantly benefit newcomer well-being and organisational integration.

Practical Recommendations

The practical recommendations of my research based on the research findings include:

- *Leverage a Mentorship Culture:* Encourage co-worker involvement in newcomer integration through formal and informal mentorship programs. Recognise and reward mentorship contributions within HR policies. Create opportunities for social interaction to facilitate mentor-mentee relationships.
- *Prioritise Open Communication:* Create an open and welcoming organisational culture where newcomers feel comfortable seeking support. Implement structured feedback mechanisms and foster a culture that values seeking help.
- *Invest in Training and Development:* In the super-diverse Auckland context, provide training to improve communication, cross-cultural, and psychological skills and abilities for both newcomers and co-workers to enhance the integration process.
- *Tailor Onboarding Processes:* Recognise the varied needs and integration timelines of newcomers. Where possible, provide flexible HR policies and practices that allow for customised onboarding pathways based on individual newcomer needs and feedback.

Conclusion

My research highlights the mutually beneficial nature of newcomer-co-worker relationships during OS. Not only do newcomers gain invaluable support and knowledge from their co-workers, but co-workers also benefit by sharing their expertise, developing a sense of accomplishment from helping the newcomers, and potentially strengthening existing practices by passing them on. This two-way process ultimately contributes to a more efficient organisation by accelerating newcomer integration. It helps in developing a sense of newcomer-co-worker camaraderie during OS. While my study focused primarily on co-worker experiences, due to difficulties in recruiting newcomers, the findings demonstrate the importance of promoting positive newcomer-co-worker work relationships for the success of newcomers, co-workers, and organisations.