Université de Montréal

# Examen des contributions d'une approche relationnelle de la socialisation organisationnelle

par

Émilie Lapointe

Département de psychologie

Faculté des arts et des sciences

Thèse présentée à la Faculté des études supérieures et postdoctorales
en vue de l'obtention du grade de Philosophiae Doctor (Ph.D.)
en psychologie,
option psychologie du travail et des organisations

Juin 2013

# Résumé

Tant auprès des chercheurs que des praticiens, la socialisation organisationnelle semble représenter un sujet d'intérêt à l'heure actuelle (Fang, Duffy, & Shaw, 2011). Dans cette lignée, la présente thèse cherche à approfondir notre compréhension de la socialisation organisationnelle, afin d'en dresser un portrait plus complet et étayé, mais aussi d'y arrimer des pratiques porteuses pour les organisations et leurs employés. Plus précisément, les aspects relationnels inhérents au vécu des nouveaux employés, largement ignorés à ce jour dans la documentation (Ashforth, Sluss, & Harrison, 2007), sont examinés à partir de données recueillies à trois temps de mesure distincts auprès d'un échantillon de 224 nouveaux employés.

Avec comme point de départ la théorie de l'échange social (Blau, 1964) et le concept de confiance affective (McAllister, 1995), le premier des deux articles qui composent la thèse démontre que, par rapport aux approches dites classiques (i.e., exprimant une vision cognitive de la socialisation organisationnelle), une approche relationnelle de la socialisation organisationnelle permet de mieux rendre compte du lien psychologique qui s'établit entre les nouveaux employés et l'organisation, alors que les approches cognitives classiques sont davantage explicatives de la performance des employés. Les deux approches semblent donc complémentaires pour expliquer l'adaptation des nouveaux employés.

Le second article s'appuie sur la démonstration effectuée dans le premier article et cherche à approfondir davantage les aspects relationnels inhérents au vécu des nouveaux employés, de même que leur influence sur l'adaptation de ces derniers. À cette fin, la théorie de la conservation des ressources (Hobfoll, 1989) est considérée et l'engagement affectif (Meyer & Herscovitch, 2001) est mis de l'avant comme concept focal. Les résultats suggèrent

que l'engagement affectif envers le supérieur compense pour un déclin de l'engagement affectif envers l'organisation, tel qu'il résulte d'un bris de la relation avec l'organisation. Les relations semblent donc, dans certaines circonstances, avoir une portée qui dépasse leurs protagonistes directs.

La présente thèse démontre donc que les aspects relationnels inhérents au vécu des nouveaux employés ont une influence distincte, prépondérante et complexe sur leur adaptation en emploi. Ce faisant, elle s'insère dans un courant de recherche visant à remettre à l'avant-plan et mieux comprendre la sphère relationnelle dans les organisations (Ragins & Dutton, 2007). Les implications théoriques et pratiques qui en découlent seront discutées.

**Mots-clés** : socialisation organisationnelle; tactiques de socialisation organisationnelle; adaptation des nouveaux employés; confiance affective; clarté de rôle; engagement affectif; intention de quitter; performance; épuisement émotionnel; bris du contrat psychologique.

# Abstract

Both among researchers and practitioners, organizational socialization seems to be a topic of interest nowadays (Fang, Duffy, & Shaw, 2011). Along this line, the present thesis seeks to deepen our understanding of organizational socialization in order to provide a more complete and documented picture of it, but also to develop useful practices for organizations and their employees. Specifically, the relational aspects inherent to the experience of newcomers, largely ignored so far in the literature (Ashforth, Sluss, & Harrison, 2007), are examined using data collected at three points in time among a sample of 224 newcomers.

Using social exchange theory (Blau, 1964) as a background and the concept of affective trust (McAllister, 1995), the first of the two articles that comprise the thesis shows that, compared with conventional approaches (i.e., expressing a cognitive view of organizational socialization), a relational approach to organizational socialization can better reflect the psychological bond that is established between newcomers and organizations, while conventional approaches are more explanatory of employee performance. The two approaches thus seem complementary to explain newcomer adjustment.

The second article draws from the evidence reported in the first article and seeks to further deepen the relational aspects inherent to the experience of newcomers, as well as their influence on adjustment. To this end, conservation of resources theory (Hobfoll, 1989) is considered and affective commitment (Meyer & Herscovitch, 2001) is put forward as the focal concept. Results suggest that affective commitment to the supervisor compensates for a decline in affective commitment to the organization as resulting from a breach to individuals' relationship with the organization. Relationships thus seem, under certain circumstances, to have an impact that goes beyond their direct protagonists.

This thesis therefore demonstrates that the relational aspects inherent to the experience of newcomers have a distinct, prevailing and complex influence on their adjustment. In doing so, it is part of a research stream that tries to put forward and better understand the relational dynamics within organizations (Ragins & Dutton, 2007). Theoretical and practical implications will be discussed.


**Keywords** : organizational socialization; organizational socialization tactics; newcomer adjustment; affect-based trust, role clarity, affective commitment, turnover intentions, performance, emotional exhaustion, psychological contract breach.

# Table des matières

# Liste des tableaux

**Organizational Socialization Tactics and Newcomer Adjustment:The Mediating Role of Affect-Based Trust Relationships with Supervisor and Coworkers**

**Psychological Contract Breach, Affective Commitment to Organization and Supervisor, and Newcomer Adjustment: A Three-Wave Moderated Mediation Model**

# Liste des figures

**Organizational Socialization Tactics and Newcomer Adjustment:The Mediating Role of Affect-Based Trust Relationships with Supervisor and Coworkers**

**Psychological Contract Breach, Affective Commitment to Organization and Supervisor, and Newcomer Adjustment: A Three-Wave Moderated Mediation Model**

# Liste des abréviations

| | |
|---|---|
| AC | affective commitment |
| AC-ORG | affective organizational commitment |
| AC-SUP | affective commitment to the supervisor |
| CFI | comparative fit index |
| CI | confidence intervals |
| COR theory | Conservation of Resources theory |
| RMSEA | root mean square error of approximation |
| SD | standard deviation |
| SRMR | standardized root mean square residual |
| TLI | Tucker-Lewis index |

*À mes parents, Marlyne et Bernard.*

*« Tout ce dont nous avons besoin pour réussir
dans la vie est l'ignorance et la confiance. »*
*Mark Twain*

# Remerciements

Moins de quatre années entières se sont écoulées depuis que j'ai intégré le programme de Ph. D. R/I en psychologie du travail et des organisations à l'Université de Montréal. Ce fut un parcours rapide certes, mais aussi hautement exigeant. Je profite donc de l'occasion qui m'est donnée ici pour remercier les personnes grâce à qui ce cheminement a été possible et grâce à qui je suis satisfaite de ce que j'ai accompli.

D'abord, je tiens à remercier mes directeurs de thèse, Christian Vandenberghe et Jean-Sébastien Boudrias. Grâce à votre rétroaction, vos commentaires et vos suggestions, vous m'avez permis d'accomplir le projet de recherche doctoral que je souhaitais entreprendre, mais avez aussi grandement contribué à mon développement professionnel. Avec vous, j'ai appris, j'ai vraiment appris; votre rigueur et vos standards élevés m'ont permis de dépasser mes limites et de produire une thèse qui est, je crois, de grande qualité. Merci à vous deux.

Je remercie également François Courcy et Alexandre J. S. Morin, avec lesquels j'ai eu le privilège de travailler pendant mon baccalauréat. Vous avez eu une influence durable et positive sur mon cheminement académique. Je vous remercie donc pour votre générosité. Dans la même veine, je remercie l'ensemble des professeurs du programme de psychologie du travail et des organisations. Merci pour vos enseignements. Je remercie aussi tous ceux et celles qui ont contribué, via mes stages, internats et projets connexes, à faire de moi une meilleure praticienne, mais aussi à me permettre de donner un sens au mot « Psychologue ». À vous également, merci pour votre générosité.

Ces dernières années, j'ai aussi partagé mon quotidien avec plusieurs autres doctorants, coauteurs et amis, étudiants à l'Université de Montréal et à HEC Montréal. Vous avez donné une couleur et une saveur particulièrement positive à mon parcours doctoral. À votre façon,

vous avez été des complices, des collaborateurs et des mentors. À vous tous donc, un merci sincère.

Sur une note plus personnelle, je tiens à remercier mes parents, Marlyne et Bernard. Merci pour votre soutien et pour m'avoir encouragé à aller au bout de mes aspirations. Merci aussi d'avoir été des modèles pour moi, modèles de détermination, d'intégrité et de professionnalisme. À votre façon, vous avez teinté et teinterez mon parcours académique et professionnel. Merci.

Maintenant, Jonathan. Merci, milles merci et encore plus. Si j'écris ces lignes aujourd'hui, c'est grâce à toi. Ces dernières années, tu as été un amoureux extraordinaire. Merci pour ton amour, ton humanité, ta bienveillance, ton courage, ton écoute, ton humour, ta patience, ton pardon, ton aide… Merci de m'avoir aidée à me relever, de m'avoir donné le goût d'avancer et de me dépasser. Tu as été là pour moi quand j'en avais besoin. Ce doctorat-là, je l'ai fait avec toi, tout simplement. Merci. Merci. Merci. Du fond du cœur, merci.

Enfin, je souhaite remercier les organisations et les associations qui ont participé à la collecte de données d'où découle la présente thèse, de même que chacun des participants. Merci d'avoir encouragé la recherche et de vous être impliqués dans ce projet. Dans la même veine, je remercie le Fonds québécois de recherche Société et Culture (FQRSC) pour son appui financier. Sans bourses de recherche, je n'aurais pas été en mesure d'accomplir ce que j'ai accompli et de l'accomplir si rapidement. Je crois à la valorisation de l'excellence en recherche et à la contribution que celle-ci peut apporter à notre société. J'espère que, collectivement, nous continuerons de soutenir la recherche et que les prochains doctorants bénéficieront des avantages dont j'ai bénéficié, avec le soutien du FQRSC.

# Introduction

Le marché actuel de l'emploi est caractérisé par des changements démographiques et économiques majeurs, de même que par la mobilité grandissante des travailleurs qui le composent. Ainsi, le phénomène de vieillissement de la population soulève des enjeux liés au manque de relève compétente dans divers domaines (Service Canada, 2012). Les travailleurs, moins nombreux, sont toutefois plus éduqués et un nombre croissant d'entre eux travaillent au sein de professions dites « du savoir » (Human Resources and Skills Development Canada, 2012). Parallèlement, au moins 20 % des travailleurs quittent leur emploi pour un autre chaque année (Service Canada, 2012). Pour les organisations désireuses de demeurer compétitives, ces caractéristiques accentuent donc l'importance du recrutement, de la sélection, de l'intégration et de la rétention des employés (Human Resources and Skills Development Canada, 2012; Rynes & Cable, 2003).

De façon plus spécifique, les organisations gagnent à s'intéresser au processus, dit de socialisation organisationnelle (Saks & Gruman, 2012), par lequel les nouveaux employés sont accueillis et intégrés afin de favoriser leur adaptation en emploi (Fang, Duffy, & Shaw, 2011; Saks, Uggerslev, & Fassina, 2007). Ce processus se révèle aussi clé pour les travailleurs eux-mêmes, qui seront possiblement appelés à intégrer plus d'une organisation au cours de leur carrière (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). Par ailleurs, une socialisation incomplète ou inadéquate représente l'une des principales raisons pour lesquelles les nouveaux employés quittent leur emploi ou sont démis de leurs fonctions (Fisher, 1986). Ces départs perturbent le travail, engendrent des pertes de productivité et des pertes liées aux investissements effectués en recrutement, sélection et intégration (Kammeyer-Muller &

Wanberg, 2003; Shaw, Gupta, & Delery, 2005). Le processus de socialisation organisationnelle semble donc sous-tendre des enjeux notables, tant pour les organisations que leurs employés. Cela suggère que, dans le contexte actuel, l'étude de ce phénomène est porteuse.

Suivant ce constat, la présente thèse cherche à contribuer à l'avancement des connaissances au sujet de la socialisation organisationnelle. À cette fin, un état des connaissances sera d'abord présenté. L'historique du concept de socialisation organisationnelle, de même que les approches théoriques que les chercheurs ont mises de l'avant pour l'étudier, seront abordés. Des exemples d'études réalisées et de variables traitées sont présentés. Une réflexion critique sur l'état des connaissances actuelles sera finalement formulée. Suivant cet état des connaissances et la réflexion critique qui en résulte, une question de recherche générale sera énoncée et deux questions de recherche spécifiques seront identifiées. Les fondements théoriques qui seront mis de l'avant dans la présente thèse pour répondre à chacune de ces questions de recherche spécifiques seront ensuite décrits, de pair avec les modèles de recherche qui seront examinés. Pour conclure, les deux articles qui en découlent seront présentés.

### État des connaissances

Les chercheurs ont commencé à s'intéresser de façon plus importante à la socialisation organisationnelle vers la fin des années 1970 (Ashford & Nurmohamed, 2012). Propulsée par le mouvement des relations humaines de l'époque (Erbès-Seguin, 2010), la fonction ressources humaines gagne alors en importance et développe son champ d'expertise spécifique au sein des organisations (Bouchez, 2003; Saba, Dolan, Jackson, & Schuler, 2008). Un des éléments couverts par cette expertise est le processus de socialisation organisationnelle

2

(Bouchez, 2003; Saba et al., 2008; Van Maanen & Schein, 1979). De façon générale, celui-ci se définit comme le processus par lequel les nouveaux employés acquièrent les attitudes, comportements et connaissances dont ils ont besoin pour contribuer en tant que membre de l'organisation (Saks & Gruman, 2011; Van Maanen & Schein, 1979). À l'époque toutefois, les chercheurs et praticiens s'intéressent principalement aux moyens par lesquels l'organisation, comme entité, peut favoriser l'accueil et l'intégration des nouveaux employés.

**L'approche organisationnelle de la socialisation**

Les premières études sur la socialisation privilégient une approche organisationnelle dudit phénomène (Ashford & Nurmohamed, 2012). En ce sens, l'adaptation des nouveaux employés est conçue comme étant la résultante de l'adoption de pratiques de socialisation adéquates par l'organisation (voir Figure 1).

**Figure 1. L'approche organisationnelle de la socialisation**



Par exemple, Feldman (1976, 1981) développe un modèle des phases de socialisation, qui décompose la séquence d'expériences vécues par les nouveaux employés en insistant sur ce que l'organisation doit privilégier au fil du processus pour voir apparaître les résultantes souhaitées (e.g., rétention de la main-d'œuvre, autonomie dans la réalisation des tâches, satisfaction en emploi). C'est aussi dans cette lignée que s'inscrit le modèle des tactiques de socialisation de Van Maanen et Schein (1979), encore largement utilisé (Ashford & Nurmohamed, 2012; Saks & Ashforth, 1997; Saks & Gruman, 2011; Saks et al., 2007). Ce

modèle décrit six groupes de tactiques que les organisations peuvent déployer pour socialiser les nouveaux employés et suggère qu'une approche formelle ou institutionnalisée d'intégration (i.e., par laquelle les nouveaux employés sont explicitement accompagnés) est souhaitable (Jones, 1986). Les méta-analyses récentes (Bauer et al., 2007; Saks et al., 2007) soutiennent d'ailleurs cette prémisse, en indiquant notamment que plus l'approche de socialisation est institutionnalisée, moins les nouveaux employés rapportent d'ambigüité de rôle, de conflit de rôle, d'intention de quitter et plus ils rapportent de satisfaction et de performance en emploi. Les pourcentages de variance expliquée atteignent ici 18 %.

La théorie de réduction de l'incertitude représente la principale assise théorique aux travaux sur l'approche organisationnelle de la socialisation (Berger, 1979; Lester, 1987; voir plus récemment Ashford & Nurmohamed, 2012). Cette théorie postule que, pendant la période de socialisation, les employés sont principalement motivés par le besoin de réduire l'incertitude liée à leur nouveau rôle, de même que l'anxiété qui l'accompagne. Ils chercheraient à rendre leur environnement plus prévisible, compréhensible et, ultimement, contrôlable (Saks & Ashforth, 1997). De façon similaire, la (moins connue) théorie cognitive de recherche de sens (Louis, 1980) transpose, en quelque sorte, les efforts de réduction de l'incertitude des nouveaux employés sur le plan strictement cognitif. Elle suggère ainsi que les nouveaux employés chercheraient, pendant la période de socialisation, à interpréter et attribuer des significations aux expériences qu'ils vivent (Louis, 1980). Dans tous les cas, les initiatives organisationnelles en matière de socialisation, en guidant les comportements au travail des nouveaux employés, réduiraient un certain inconfort (Kim, Cable, & Kim, 2005; Mignerey, Rubin, & Gorden, 1995; Saks et al., 2007). En bout de ligne, c'est ce qui favoriserait leur adaptation (Saks & Ashforth, 1997; Saks et al., 2007).

En ciblant l'organisation comme responsable de l'accueil et de l'intégration des nouveaux employés, l'approche organisationnelle de la socialisation positionne les employés à socialiser comme des acteurs passifs, réagissant aux contingences de l'environnement de travail auquel ils sont exposés (Ashford & Nurmohamed, 2012;  Saks et Gruman, 2011). Suivant ce constat, les chercheurs ont commencé à considérer la possibilité que les nouveaux employés puissent activement contribuer au processus de socialisation qu'ils vivent (Ashford & Nurmohamed, 2012). Cet effort a ouvert la voie à une seconde approche dans l'étude de la socialisation organisationnelle : l'approche individuelle (Ashford & Nurmohamed, 2012; Saks & Ashforth, 1997).

**L'approche individuelle de la socialisation**

L'approche individuelle de la socialisation, qui a émergé au début de la décennie 1990, se concentre sur les nouveaux employés et sur leurs propres comportements d'adaptation (Ashford & Nurmohamed, 2012; Saks & Gruman, 2011). Cette approche s'intéresse ainsi aux comportements auto-initiés ou à la proactivité que les nouveaux employés démontrent en période de socialisation (Saks & Ashforth, 1997). La Figure 2 présente l'approche en question.

**Figure 2. L'approche individuelle de la socialisation**



Les études liées examinent des thématiques telles que la recherche proactive d'informations et de feed-back, ainsi que le niveau de proactivité générale des nouveaux employés (e.g., Callister, Kramer, & Turban, 1999; Li, Harris, Boswell, & Xie, 2011;

Morrison, 1993ab). Représentatifs de cette approche, Miller et Jablin (1991) et Morrison (1993a) proposent des modèles théoriques détaillés de la recherche d'informations par les nouveaux employés. Ceux-ci distinguent notamment différents types d'information (e.g., sur la performance, sur la tâche), différentes sources d'information (e.g., le supérieur, les collègues) et différentes tactiques de recherche d'informations (e.g., l'observation, le questionnement ouvert; Miller & Jablin, 1991; Morrison, 1993a). Les études soutiennent par ailleurs la pertinence de l'approche individuelle de la socialisation en démontrant, entre autres, que les comportements auto-initiés et la proactivité des nouveaux employés sont liés positivement à la performance et à la satisfaction en emploi et négativement à l'intention de quitter (e.g., Li et al., 2011; Morrison, 1993a). Les pourcentages de variance expliquée atteignent ici 10 %).

Sur le plan théorique, la théorie de réduction de l'incertitude continue de dominer les écrits (Ashford & Nurmohamed, 2012). Suivant l'approche individuelle, il est postulé que c'est en se montrant proactifs et en prenant des initiatives que les nouveaux employés chercheraient, d'eux-mêmes, à réduire l'incertitude et l'anxiété qu'ils vivent (Morrison, 1993ab). Par ailleurs, certains chercheurs (e.g., Ostroff & Kozlowski, 1992; Saks & Ashforth, 1996), en mettant de l'avant la théorie sociale-cognitive de Bandura (1986, 1997), proposent une explication théorique similaire. Ils suggèrent que c'est via la recherche d'informations, l'observation de modèles et l'expérimentation active que les nouveaux employés réussissent à s'adapter à leur environnement de travail (Saks & Ashforth, 1997). Dans tous les cas, les initiatives des nouveaux employés sont au centre des explications théoriques proposées.

En se concentrant sur les nouveaux employés, l'approche individuelle de la socialisation néglige les influences organisationnelles qui, pourtant, ont été démontrées

comme étant importantes sur le plan empirique (Bauer et al., 2007; Saks et al., 2007). Suivant

ce constat, la possibilité que l'adaptation des nouveaux employés soit le résultat conjoint des

comportements de ces derniers et des pratiques de l'organisation a été considérée. Cela

renvoie à une troisième approche dans l'étude de la socialisation organisationnelle : l'approche

interactionniste[1] (Griffin, Colella, & Goparaju, 2000; Gruman, Saks, & Zweig, 2006).

**L'approche interactionniste de la socialisation**

Ayant émergé au début des années 2000, l'approche interactionniste met l'accent, à la

fois sur les comportements initiés par les nouveaux employés et sur les pratiques de

socialisation initiées par l'organisation. Elle cherche à évaluer l'apport distinctif, mais aussi

interactif des influences individuelles et organisationnelles par rapport à l'adaptation des

nouveaux employés (Ashford & Nurmohamed, 2012; Griffin et al., 2000). La Figure 3

présente cette approche.

**Figure 3. L'approche interactionniste de la socialisation**



---
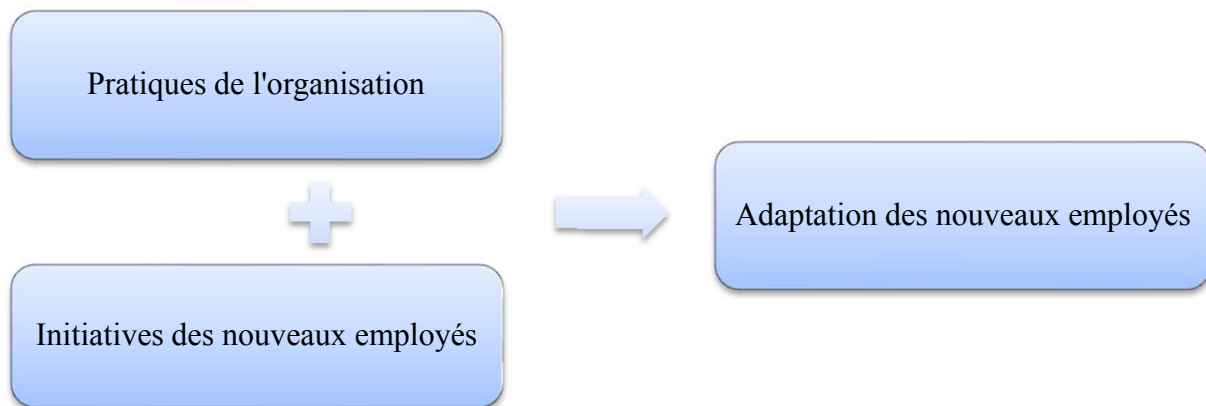
[1] Certains auteurs (e.g., Ashford & Nurmohamed, 2012) réfèrent à l'approche interactionniste sous le vocable d'approche «person-by-situation».

Ainsi, les chercheurs dont les travaux s'inscrivent dans cette approche élaborent des modèles de recherche où plusieurs variables, individuelles et organisationnelles, de même que les relations entre elles, sont examinées pour prédire différents indicateurs d'adaptation des nouveaux employés. À titre d'exemple, Kammeyer-Mueller et Wanberg (2003) démontrent que, conjointement, la proactivité des nouveaux employés, leurs connaissances préalables de l'organisation et de l'emploi, de même que les efforts déployés par l'organisation et ses agents pour socialiser lesdits employés contribuent à prédire l'adaptation de ces derniers (ici évaluée par la clarté de rôle, la maîtrise de ses tâches, l'intégration sociale, les connaissances politiques, l'engagement affectif envers l'organisation et l'absence de comportements de retrait). Dans le même ordre d'idées, Gruman et al. (2006) démontrent que le sentiment d'efficacité personnelle des nouveaux employés, leurs comportements de recherche d'informations et de feed-back, de même que les tactiques de socialisation institutionnalisées contribuent toutes à l'adaptation de ces derniers (ici évaluée par la clarté de rôle, la maîtrise de ses tâches, l'intégration sociale, l'engagement affectif envers l'organisation, l'adéquation personne-organisation, l'adéquation personne-emploi, la satisfaction en emploi et l'intention de demeurer au sein de l'organisation). La valeur ajoutée liée à la considération conjointe des influences individuelles et organisationnelles semble donc être soutenue sur le plan empirique. En effet, lorsqu'elles sont considérées ensemble, chacune ajoute à l'explication de l'adaptation des nouveaux employés et des interactions, expliquant jusqu'à 4 % de la variance, sont démontrées.

Par ailleurs, l'approche théorique la plus communément mise de l'avant dans les études issues des approches organisationnelle et individuelle de la socialisation est aussi celle privilégiée par les études issues de l'approche interactionniste, soit la théorie de réduction de

8

l'incertitude (Saks & Ashforth, 1997; Bauer et al., 2007). Celle-ci est notamment utilisée par Bauer et al. (2007) dans une méta-analyse incluant des prédicteurs individuels et organisationnels de l'adaptation des nouveaux employés. Dans ce cadre, il est postulé que les mécanismes formels mis en place par l'organisation et les initiatives déployées par les nouveaux employés afin de mieux comprendre leur environnement concourent à réduire l'incertitude et l'anxiété vécue par ces derniers.

Ainsi, ce qui semble avoir évolué dans la documentation sur la socialisation organisationnelle au cours des quarante dernières années, c'est la cible sur laquelle les chercheurs se sont davantage concentrés. D'abord centrées sur les pratiques de l'organisation, les études se sont ensuite concentrées sur les initiatives des nouveaux employés, puis, plus récemment, ont englobé ces deux cibles. En termes de contribution à l'explication de l'adaptation des employés, la contribution indépendante des pratiques de l'organisation semble être plus importante que celle des initiatives des employés, bien qu'elles soient, conjointement et interactivement, signifiantes. Cela dit, il est aussi possible de constater une certaine continuité à travers les approches privilégiées par les chercheurs au cours des quarante dernières années. Dominés par la théorie de réduction de l'incertitude, les fondements théoriques mis de l'avant pour aborder la socialisation sont ainsi essentiellement cognitifs (Ashford & Nurmohamed, 2012; Saks & Gruman, 2011). En ce sens, l'adaptation des nouveaux employés est conçue et étudiée comme étant, fondamentalement, le résultat d'un processus d'acquisition d'informations et d'apprentissage (Ashford & Nurmohamed, 2012). Ce dernier constat rappelle que, bien que les cibles considérées par les études aient évolué, l'angle sous lequel la socialisation a été abordée dans la documentation scientifique est demeuré pratiquement inchangé au fil de temps.

**Réflexion critique**

Les études menées à ce jour sur la socialisation organisationnelle et les assises théoriques dites classiques (i.e., exprimant une vision cognitive de la socialisation organisationnelle, telles que la théorie de réduction de l'incertitude, la théorie cognitive de recherche de sens et la théorie sociale-cognitive; Sluss & Thompson, 2012) sur lesquelles elles reposent ont permis de faire évoluer les connaissances et, à cet égard, représentent des contributions substantielles. Nous estimons toutefois que l'état des connaissances actuel dépeint de façon partielle le vécu des nouveaux employés et ne s'arrime qu'en partie aux réalités contemporaines du travail.

Les approches classiques, en ciblant l'acquisition d'informations et l'apprentissage comme principaux mécanismes par lesquels les nouveaux employés s'adaptent à leur environnement, relèguent au second plan les aspects relationnels inhérents à tout processus d'intégration au sein d'un groupe ou d'une organisation (cf. Ashforth, Sluss, & Harrison, 2007). En effet, bien que les relations soient considérées par certains chercheurs (e.g., Bauer & Green, 1998; Fang et al., 2011; Li et al., 2011; Morrison, 1993ab; Saks, Gruman, & Cooper-Thomas, 2011), elles le sont dans une perspective strictement instrumentale ou utilitaire. Or, une telle perspective ne capte la notion de relation que « par défaut », en ce sens qu'elle est considérée uniquement pour atteindre un objectif précis (e.g., un objectif d'acquisition d'information). Appréhendées dans leur entièreté, les relations impliquent toutefois une nécessaire association entre deux partenaires (individus ou entités), qui interagissent ensemble (Cropanzano & Mitchell, 2005). Fondamentalement, elles supposent donc un certain dynamisme et, à des degrés divers, une certaine interdépendance. Les études menées auprès de groupes d'employés divers démontrent aussi que, de façon générale, les relations relèvent

d'une grande importance pour l'adaptation et le bien-être (e.g., Boudrias & Savoie, 1999; Coyle-Shapiro & Shore, 2007; Harris, Harris, & Harvey, 2008; Harris & Kacmar, 2005; Simosi, 2012; Van de Ven, van den Tooren, & Vlerick, 2013). Il est ainsi plausible de penser que les relations représentent non seulement un mécanisme influençant l'adaptation des nouveaux employés, mais aussi, à la différence des pratiques de l'organisation et des initiatives individuelles, une composante intrinsèque du processus de socialisation (Ashforth et al., 2007). Étudier les aspects relationnels de la socialisation organisationnelle permettrait donc d'envisager le processus en question de façon plus complète.

Par ailleurs, les relations sont considérées essentielles au bon fonctionnement des organisations contemporaines (Sluss & Thompson, 2012). De nos jours, les employés doivent en effet majoritairement interagir, formellement ou informellement, pour mener à bien les tâches qui leur sont confiées (Ferris et al., 2009; Knoll & Gill, 2011; Ragins & Dutton, 2007). Les nouveaux modes de structuration du travail, tels que les équipes semi-autonomes ou autonomes, amènent aussi les employés à être de plus en plus interdépendants dans la réalisation de leurs tâches (Griffin, Neal, & Parker, 2007; Knoll & Gill, 2011). La considération des relations dans le processus de socialisation converge ainsi avec les réalités émergentes du travail.

Ces constats nous amènent donc à penser que la socialisation organisationnelle gagne à être considérée sous un nouvel angle, suivant une nouvelle approche, résolument relationnelle et pluraliste, afin de contribuer à l'avancement des connaissances sur le sujet. La Figure 4, figurant à la page suivante, positionne l'approche proposée.

**Figure 4 : L'approche relationnelle de la socialisation**
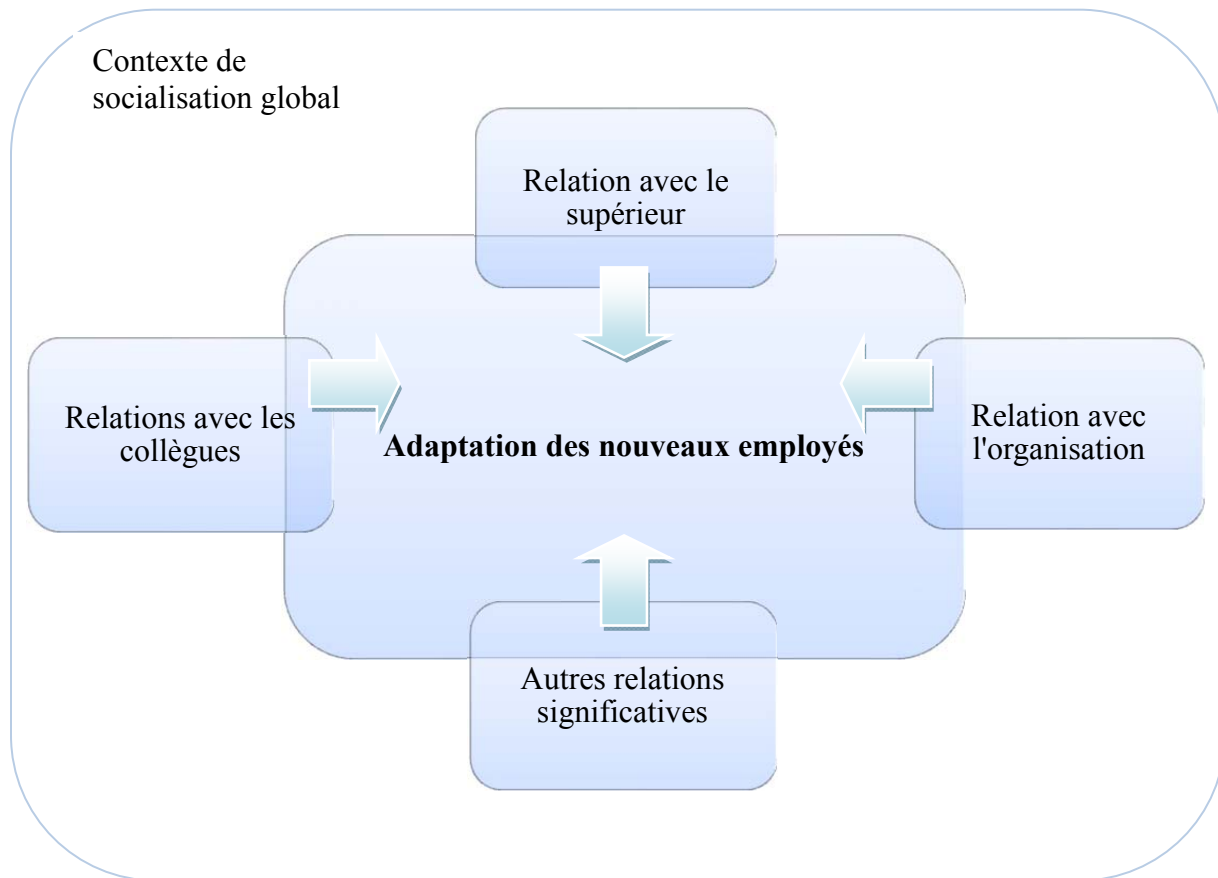


**Question de recherche de la thèse**

Suivant la précédente réflexion critique, la présente thèse a pour objectif d'approfondir les aspects relationnels de la socialisation organisationnelle. La question générale à laquelle les pages et sections qui suivent tentent d'apporter des réponses est donc : qu'est-ce qui caractérise le processus de socialisation organisationnelle sur le plan relationnel?

De façon plus spécifique, les bases sur lesquelles les nouveaux employés développent des relations avec les acteurs saillants de leur environnement de travail, de même que l'influence desdites relations sur l'adaptation de ces derniers, seront explorées. De façon

connexe, les mécanismes par lesquels un bris de la relation établie entre les nouveaux employés et l'organisation affecte l'adaptation de ces derniers, de même que le rôle du supérieur dans ce processus, seront examinés. Les deux questions de recherche spécifiques abordées dans la présente thèse sont donc :

1. Comment les nouveaux employés développent-ils des relations avec les acteurs saillants de leur environnement de travail et comment ces relations influencent-elles leur adaptation?

2. Comment, lorsque la relation entre les nouveaux employés et l'organisation est brimée, l'adaptation de ces derniers est-elle affectée et quel est le rôle du supérieur dans ce processus?

Approfondir ces questions spécifiques, qui renvoient à des facettes distinctes du vécu relationnel des nouveaux employés, parait porteur. En effet, les expériences vécues par les nouveaux employés, tant positives que négatives, et les relations qu'ils créent ont potentiellement des effets puissants et durables sur leurs comportements et attitudes au travail (Bauer, Morrison, & Callister, 1998; Cohen & Veled-Hecht, 2010; Jokisaari & Nurmi, 2009; Lee, Liu, Rousseau, Hui, & Chen, 2011; Schaubroeck & Green, 1989). Considérant cela, deux théories distinctes, la théorie de l'échange social (Blau, 1964) et la théorie de la conservation des ressources (Hobfoll, 1989), seront mises de l'avant pour répondre, respectivement, à la première et la seconde question de recherche spécifique. Leur utilisation dans la présente thèse et dans le « développement » d'une approche relationnelle de la socialisation organisationnelle se veut complémentaire, en ce sens qu'elles permettent d'expliquer des facettes différentes du vécu relationnel des employés.

Cette complémentarité a déjà été mise de l'avant dans la documentation par Panaccio et Vandenberghe (2009). Plus précisément, ces auteurs suggèrent que l'utilisation conjointe de ces théories permet d'expliquer comment certaines variables, en parallèle aux bénéfices qu'elles peuvent entraîner dans un contexte d'échange social, peuvent aussi agir sur les ressources dont les employés ont besoin pour exercer leur rôle et, via ce processus, influencer certaines résultantes (Panaccio & Vandenberghe, 2009). Relativement au développement d'une approche relationnelle de la socialisation organisationnelle, la théorie de l'échange social, en posant la notion de réciprocité comme pilier des relations, fournit un cadre porteur pour investiguer les bases sur lesquelles les nouveaux employés développent des relations, de même que leur influence favorable sur l'adaptation de ces derniers. De façon connexe, la théorie de la conservation des ressources, en arrimant aux relations brimées un processus d'épuisement des ressources, fournit un cadre porteur pour aborder les implications desdites relations, de même que les résultantes qui en découlent.

Dans cette perspective, les prochaines pages présenteront, pour chacune des questions de recherche spécifique, la théorie mise de l'avant pour y répondre, puis le modèle de recherche qui en découle, en insistant sur les liens et variables clés.

**Question de recherche spécifique #1 : comment les nouveaux employés développent-ils des relations avec les acteurs saillants de leur environnement de travail et comment ces relations influencent-elles leur adaptation?**

*Fondements théoriques : la théorie de l'échange social.* La théorie de l'échange social (Blau, 1964) a été retenue pour répondre à la première question de recherche. Cette théorie approche la relation d'emploi sous un angle socio-émotionnel plutôt que strictement contractuel (Shore, Tetrick, Lynch, & Barksdale, 2006). En ce sens, elle est susceptible de

fournir une amorce de réflexion intéressante pour développer une approche relationnelle de la socialisation organisationnelle.

Plus précisément, la théorie de l'échange social postule que la relation d'emploi est régie par la réciprocité (Blau, 1964; Coyle-Shapiro, & Shore, 2007; Dabos & Rousseau, 2004). Cette norme sociale suppose que les bénéfices reçus de l'organisation créent une obligation pour l'employé de fournir une certaine forme de bénéfices en retour et vice versa (Gouldner, 1960). En ce sens, elle crée une dynamique d'échanges non-spécifiques entre l'employé et l'organisation, où chacune des parties répond de façon conditionnelle à l'autre partie (Cropanzano & Mitchell, 2005). Les écrits récents suggèrent aussi que cette dynamique d'échanges peut se développer entre l'employé et des individus ou groupes spécifiques à l'intérieur de l'organisation. Par exemple, elle peut se développer entre les employés et leur supérieur, de même qu'entre collègues de travail (e.g., Aryee, Budhwar, & Chen, 2002; Cropanzano & Mitchell, 2005; Ferres, Connell, & Travaglione, 2004; Stinglhamber, Bentein, & Vandenberghe, 2002). Dans tous les cas, la réciprocité entre les parties impliquées crée, à long terme, des relations caractérisées par la loyauté et l'engagement mutuel (Cropanzano & Mitchell, 2005).

Fait étonnant, très peu d'études examinent directement l'origine de la dynamique d'échange social (Cropanzano & Mitchell, 2005; Liden, Sparrowe, & Wayne, 1997; Stinglhamber, De Cremer, & Mercken, 2006). Plutôt, la plupart des recherches portent sur des variables qui expriment l'échange social, tel que vécu au sein de relations établies entre deux parties (e.g., le soutien organisationnel perçu et l'échange leader-membre; Eisenberger, Huntington, Hutchison, & Sowa, 1986; Liden et al., 1997; Masterson, Lewis, Goldman, & Taylor, 2000; Settoon, Bennett, & Liden, 1996; Wayne, Shore, & Liden, 1997). Bien que

porteur, ce type d'opérationnalisation ne permet toutefois pas de capter les facteurs contribuant à l'établissement de relations basées sur l'échange social en milieu de travail. Sachant que, pour les nouveaux employés, le supérieur et les collègues représentent des entités particulièrement saillantes (Bauer & Green, 1998; Louis, 1980; McKnight, Cummings, & Chervany, 1998; Miller & Jablin, 1991; Morrison, 1993a, 2002), il semble pertinent d'examiner plus en profondeur comment les nouveaux employés développent des relations avec eux et comment celles-ci influencent leur adaptation.

*Modèle de recherche*. Les écrits de Blau (1964; voir aussi Aryee et al., 2002; Colquitt, Scott, & LePine, 2007; Holmes, 1981) suggèrent que la confiance joue un rôle central dans l'émergence et le maintien de la dynamique d'échange social. La reconnaissance de l'importance de la confiance dans les organisations s'est aussi considérablement accrue au cours des dernières années (Ferris et al., 2009; Kramer, 1999; Lewicki, McAllister, & Bies, 1998; Schoorman, Mayer, & Davis, 2007). Plusieurs auteurs suggèrent ainsi que la confiance, et plus particulièrement la confiance dite affective (i.e., qualifiant le lien émotionnel avec autrui et non pas une évaluation instrumentale des caractéristiques d'autrui; McAllister, 1995; Colquitt, LePine, Piccolo, Zapata, & Rich, 2012), représente un élément essentiel des relations positives au travail et qu'elle contribue à l'efficacité individuelle et organisationnelle (Bromiley & Cummings, 1996; Colquitt et al., 2007; Lind, 2001; Pratt & Dirks, 2007). De même, sur le plan de la socialisation, les premiers mois suivant le début de la relation d'emploi représentent une période critique pour le développement de relations de confiance entre les nouveaux employés et les membres de l'organisation (McKnight et al., 1998; Webber, 2008).

Suivant ces constats, le modèle de recherche représenté par la Figure 5, située à la page suivante, a été élaboré pour répondre à la première question de recherche spécifique.

16

**Figure 5 : Premier modèle de recherche**
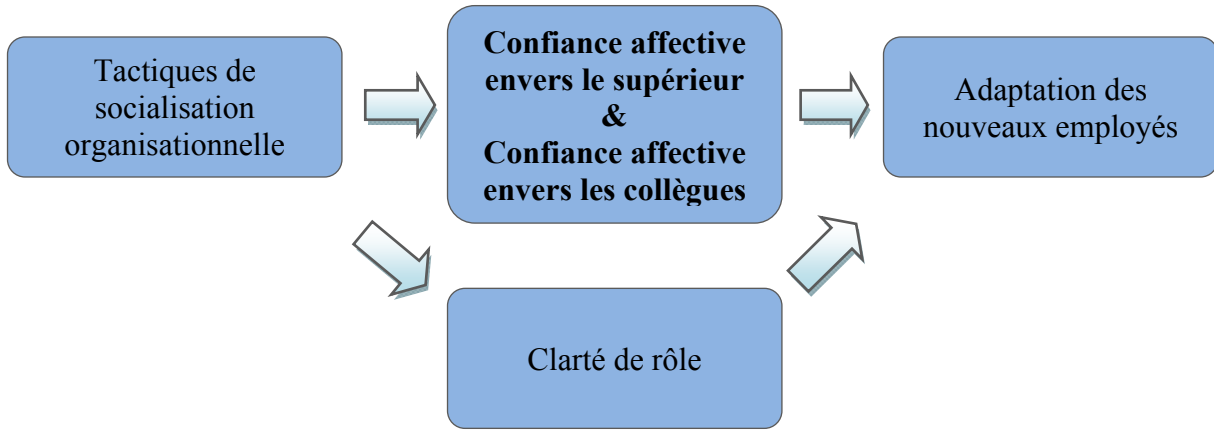


La confiance affective, envers le supérieur et envers les collègues, représente la variable clé du modèle de recherche. Elle se positionne comme variable médiatrice de la relation entre les tactiques de socialisation organisationnelle et l'adaptation des nouveaux employés. Afin d'étayer la valeur ajoutée de l'approche relationnelle proposée par rapport aux approches dites classiques (i.e., exprimant une vision cognitive de la socialisation organisationnelle), le rôle médiateur de la confiance affective est examiné parallèlement au rôle médiateur de la clarté de rôle, variable centrale au processus cognitif de réduction de l'incertitude (Ashforth & Saks, 1996; Bauer et al., 2007; Jones, 1986; Saks & Ashforth, 1997; Saks et al., 2007). Plus précisément, ces deux médiateurs sont intégrés dans un même modèle structurel évaluant leur apport, conditionnellement à celui de l'autre.

**Question de recherche spécifique #2 : comment, lorsque la relation entre les nouveaux employés et l'organisation est brimée, l'adaptation de ces derniers est-elle affectée et quel est le rôle du supérieur dans ce processus?**

***Fondements théoriques : la théorie de la conservation des ressources.*** La théorie de la conservation des ressources (Hobfoll, 1989) s'intéresse aux enjeux entourant le gain et la perte de ressources[2]. Elle postule que les individus cherchent à retenir, protéger et consolider les ressources qu'ils possèdent et que c'est la perte, potentielle ou effective, de ressources qui est menaçante pour leur intégrité (Hobfoll, 1989). En ce sens, un déséquilibre au niveau des ressources, investies et acquises par les individus, est susceptible de déclencher un processus d'épuisement des ressources (Hobfoll, 1989).

Au niveau de la relation entre les employés et l'organisation, le concept de bris de contrat psychologique capte la notion de déséquilibre mise de l'avant par la théorie de la conservation des ressources. En effet, le bris de contrat psychologique exprime la perception qu'ont les employés que, par rapport aux contributions qu'ils ont apportées à l'organisation, cette dernière a failli à une ou plusieurs de ses obligations (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997; Robinson & Morrison, 2000). En cohérence avec le processus postulé, le bris de contrat psychologique est notamment lié à une moindre satisfaction et performance en emploi, à moins de comportements de citoyenneté organisationnelle et à davantage d'intention de quitter l'organisation (Bal, De Lange, Jansen, & Van Der Velde, 2008; Zhao, Wayne, Glibkowski, & Bravo, 2007). Par ailleurs, comme les ressources des nouveaux employés sont particulièrement sollicitées pendant la période de socialisation, il est plausible de penser que, consécutivement à un bris de contrat psychologique, les risques d'épuisement des ressources sont accrus (Morrison, 2002; Saks & Ashforth, 1997).

---

[2] Suivant la théorie de la conservation des ressources, les ressources renvoient à « des objets, des caractéristiques personnelles, des conditions ou des dynamiques qui sont valorisées pour elles-mêmes ou qui favorisent l'atteinte ou la protection de ressources valorisées » (Hobfoll, 1989, pp. 516). Les connaissances, l'ancienneté au sein d'une organisation, l'engagement affectif, l'estime de soi, l'argent, le sentiment d'appartenance et le sentiment de sécurité représentent des exemples de ressources abordées par les chercheurs (e.g., Hobfoll, 1989, 2002; Lapointe, Vandenberghe, & Panaccio, 2011; Schmidt, 2007).

Fait étonnant, le processus par lequel le bris de contrat psychologique entraîne des conséquences indésirables, particulièrement auprès des nouveaux employés, est peu documenté (Zhao et al., 2007). Lorsque des variables intermédiaires sont examinées, elles relèvent bien souvent d'états affectifs (e.g., le sentiment de violation; Zhao et al., 2007). De même, bien que les chercheurs s'entendent à l'effet que le supérieur représente un agent clé de l'organisation relativement au contrat psychologique et un acteur saillant pour les nouveaux employés, son rôle dans le processus susnommé demeure peu documenté (Bauer & Green, 1998; Coyle-Shapiro & Shore, 2007; Dabos & Rousseau, 2004; Louis, 1980; Miller & Jablin, 1991; Morrison, 1993a, 2002). Donc, il semble pertinent d'examiner plus en profondeur comment, lorsqu'il y a bris de contrat psychologique, l'adaptation des nouveaux employés est affectée, de même que le rôle du supérieur dans ce processus.

*Modèle de recherche.* Les écrits ayant appliqué la théorie de la conservation des ressources au domaine du comportement organisationnel et de la psychologie du travail et des organisations posent l'engagement affectif comme une ressource clé pour les employés (Lapointe, Panaccio, & Vandenberghe, 2011; Panaccio & Vandenberghe, 2009; Schmidt, 2007). C'est aussi un construit qui a fait l'objet de beaucoup d'études au cours des vingt dernières années (Klein, Molloy, & Cooper, 2009). Il est indicatif de l'adaptation des nouveaux employés (Bauer et al., 2007) et significativement lié à plusieurs résultantes individuelles et organisationnelles clés (Becker, 1992; Meyer, Stanley, Herscovitch, & Topolnytsky; Stinglhamber et al., 2002; Vandenberghe, Bentein, & Stinglhamber, 2004). Cela dit, son rôle explicatif dans le processus résultant d'un bris de contrat psychologique et les interactions potentielles entre l'engagement affectif envers l'organisation et le supérieur demeurent méconnus (Johnson, Groff, & Taing, 2009; Vandenberghe & Bentein, 2009).

Suivant ces constats, le modèle de recherche représenté par la Figure 6 a été élaboré pour répondre à la seconde question de recherche spécifique.

**Figure 6 : Second modèle de recherche**
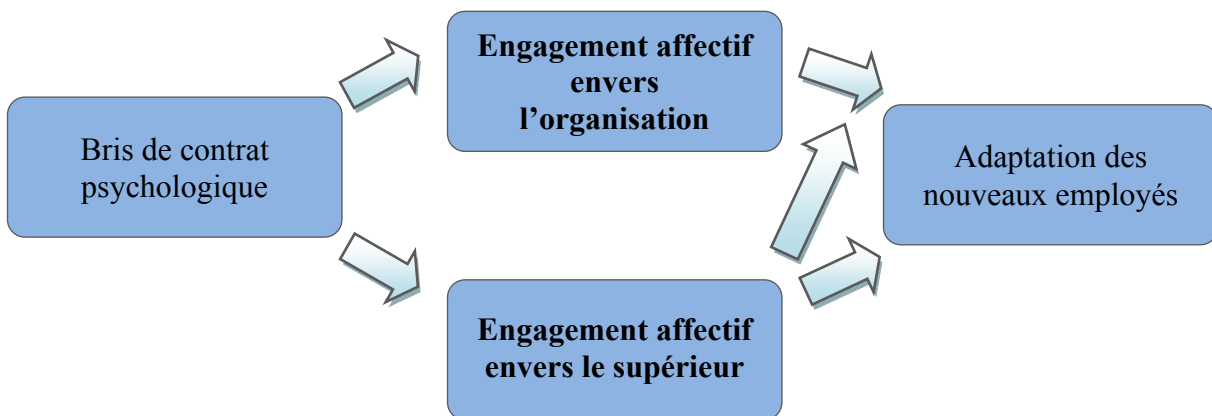


L'engagement affectif, envers l'organisation et envers le supérieur, représente la variable clé du modèle de recherche. Plus précisément, l'engagement affectif envers l'organisation, une première ressource, est examiné comme médiateur de la relation entre le bris de contrat psychologique et l'adaptation des nouveaux employés. L'engagement affectif envers le supérieur, une seconde ressource, est aussi examiné comme médiateur de la relation entre le bris de contrat psychologique et l'adaptation des nouveaux employés. En parallèle, son rôle modérateur dans la relation médiatisée par l'engagement affectif envers l'organisation est considéré afin de préciser davantage le rôle du supérieur dans le processus étudié. Les effets de médiation et de modération sont testés conjointement dans un modèle de médiation modérée.

**Conclusion**

La présente thèse cherche à approfondir les aspects relationnels de la socialisation organisationnelle. Cet objectif découle d'une réflexion critique au sujet de l'état des connaissances actuelles sur ce thème et se transpose en questions de recherche spécifiques, qui ont fait l'objet de deux articles, fondés sur deux théories différentes.

Le premier article intitulé « *Organizational socialization tactics and newcomer adjustment: The mediating role of affect-based trust relationships with supervisor and coworkers* » renvoie au modèle de recherche associé à la première question de recherche spécifique identifiée. Ce premier article permet notamment de vérifier l'hypothèse suggérant que la confiance affective envers deux types d'acteurs (supérieur et collègues) constitue un mécanisme relationnel distinct de la réduction d'incertitude favorisant l'adaptation des nouveaux employés.

Le deuxième article intitulé « *Psychological contract breach, affective commitment to organization and supervisor, and newcomer adjustment: A three-wave moderated mediation model* » renvoie au modèle de recherche spécifique associé à la seconde question de recherche spécifique identifiée. Celui-ci permet notamment de vérifier comment, en interagissant avec l'engagement affectif envers l'organisation, l'engagement affectif envers le supérieur peut amenuiser les effets généralement néfastes du bris de contrat psychologique sur l'adaptation des nouveaux employés.

Par ailleurs, dans les deux articles proposés et suivant les meilleures pratiques (Saks & Ashforth, 1997), un devis intégrant trois temps de mesure est utilisé pour tester opérationnellement les modèles de recherche ($N$=224). L'introduction d'un intervalle de temps entre la mesure des différentes variables à l'étude aide en effet à atténuer les problèmes liés

aux enjeux de causalité qu'impliquent les études corrélationnelles (Maxwell & Cole, 2007; Mitchell & James, 2001; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). De même, les analyses statistiques réalisées, en mettant de l'avant des procédures de ré-échantillonnage (Edwards & Lambert, 2007; MacKinnon, Lockwood, & Williams, 2004; MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002; Preacher & Hayes, 2008), convergent avec les plus récentes avancées dans le domaine. En ce sens, la présente thèse se veut être un examen rigoureux des contributions d'une approche relationnelle de la socialisation organisationnelle.

## Références

Aryee, S., Budhwar, P. S., & Chen, Z. X. (2002). Trust as a mediator of the relationship between organizational justice and work outcomes: Test of a social exchange model. *Journal of Organizational Behavior, 23*, 267-285. doi: 10.1002/job.138

Ashford, S., & Nurmohamed, S. (2012). From past to present and into the future: A hitchhiker's guide to the socialization literature. In C. R. Wanberg (Ed.), *The Oxford handbook of organizational socialization* (pp. 8-24). New York, NY: Oxford University Press.

Ashforth, B. E., Sluss, D. M., & Harrison, S. H. (2007). Socialization in organizational contexts. In G. P. Hodgkinson & J. K. Ford (Eds.), *International review of industrial and organizational psychology* (pp. 1–70). New York, NY: John Wiley & Sons. doi: 10.1002/9780470753378.ch1

Bal, P. M., De Lange, A. H., Jansen, P. G., & Van der Velde, M. E. (2008). Psychological contract breach and job attitudes: A meta-analysis of age as a moderator. *Journal of Vocational Behavior, 72*, 143-158. doi: 10.1016/j.jvb.2007.10.005

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.

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*, 707-721. doi: 10.1037/0021-9010.92.3.707

Bauer, T. N., & Green, S. G. (1998). Testing the combined effects of newcomer information seeking and manager behavior on socialization. *Journal of Applied Psychology, 83*, 72-83. doi: 10.1037/0021-9010.83.1.72

Bauer, T. N., Morrison, E. W., & Callister, R. R. (1998). Organizational socialization: A review and directions for future research. In G. R. Ferris (Ed.), *Research in personnel and human resource management* (Vol. 16, pp. 149–214). Greenwich, CT: JAI Press.

Becker, T. E. (1992). Foci and bases of commitment: Are they distinctions worth making? *Academy of Management Journal, 35*, 232-244. doi: 10.2307/256481

Berger, C. R. (1979). Beyond initial interaction: Uncertainty, understanding, and the development of interpersonal relationships. In H. Giles & R. N. St. Clair (Eds.), *Language and social psychology* (pp. 122–144). Baltimore, MD: University Park Press.

Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley.

Bouchez, J. P. (2003). *La gestion des ressources humaines : Histoire et perspectives, de l'ère industrielle à l'ère de la mondialisation.* In D. Weiss (Ed.), *Ressources humaines* (2e Ed, pp. 7-50). Paris : Éditions d'Organisation.

Boudrias, J. S., & Savoie, A. (1999). Apport du groupe informel en regard du sentiment de maîtrise dans l'organisation. *Revue Québécoise de Psychologie*, *20*, 45-59.

Bromiley, P., & Cummings, L. L. (1996). Transaction costs in organizations with trust. In R. Bies, R. Lewicki, & B. Sheppard (Eds.), *Research on Negotiation in Organizations* (Vol. 5, pp. 219-247). Greenwich, CT: JAI

Callister, R. R., Kramer, M. W., & Turban, D. B. (1999). Feedback seeking following career transitions. *Academy of Management Journal, 42*, 429-438. doi: 10.2307/257013

Cohen, A., & Veled-Hecht, A. (2010). The relationship between organizational socialization and commitment in the workplace among employees in long-term nursing care facilities. *Personnel Review, 39*, 537-556. doi: 10.1108/00483481011064136

Colquitt, J. A., LePine, J. A., Piccolo, R. F., Zapata, C. P., & Rich, B. L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology, 97*, 1-15. doi: 10.1037/a0025208

Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology, 92*, 909–927. doi: 10.1037/0021-9010.92.4.909

Coyle-Shapiro, J. A. M., & Shore, L. M. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review, 17*, 166-179. doi: 10.1016/j.hrmr.2007.03.008

Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An interdisciplinary review. *Journal of Management, 31*, 874-900. doi: 10.1177/0149206305279602

Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology, 89*, 52–72. doi: 10.1037/0021-9010.89.1.52

Edwards, J. R., & Lambert, L. S. L. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods, 12*, 1–22. doi: 10.1037/1082-989X.12.1.1

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500-507. doi: 10.1037/0021-9010.71.3.500

*Erbès-Seguin, S. (2010). La sociologie du travail. Paris : La Découverte.*

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*, 127-152. doi: 10.1177/0149206310384630

Feldman, D. C. (1976). A contingency theory of socialization. *Administrative Science Quarterly, 21,* 433–452. doi: 10.2307/2391853

Feldman, D. C. (1981). The multiple socialization of organization members. *Academy of Management Review, 6*, 309-318. doi: 10.2307/257888

Ferres, N., Connell, J., & Travaglione, A. (2004). Co-worker trust as a social catalyst for constructive employee attitudes. *Journal of Managerial Psychology, 19*, 608-622. doi: 10.1108/02683940410551516

Ferris, G. R., Liden, R. C., Munyon, T. P., Summers, J. K., Basik, K. J., & Buckley, M. R. (2009). Relationships at work: Toward a multidimensional conceptualization of dyadic work relationships. *Journal of Management, 35*, 1379-1403. doi: 10.1177/0149206309344741

Fisher, C. D. (1986). Organizational socialization: An integrative review. In K. M. Rowland & G. R. Ferris (Eds.), *Research in personnel and human resources management* (Vol. 4, pp. 101–145). Greenwich, CT: JAI Press.

Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review, 25*, 161–178. doi: 10.2307/2092623

Griffin, A. E. C., Colella, A., & Goparaju, S. (2000). Newcomer and organizational socialization tactics: An interactionist perspective. Human *Resource Management Review, 10*, 453-474. doi: 10.1016/S1053-4822(00)00036-X

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal, 50*, 327-347. doi: 10.5465/AMJ.2007.24634438

Gruman, J. A., Saks, A. M., & Zweig, D. I. (2006). Organizational socialization tactics and newcomer proactive behaviors: An integrative study. *Journal of Vocational Behavior, 68*, 90-104. doi: 10.1016/j.jvb.2006.03.001

Harris, R. B., Harris, K. J., & Harvey, P. (2008). An examination of the impact of supervisor on the relationship between job strains and turnover intention for computer workers. *Journal of Applied Social Psychology*, *38*, 2108–2131. doi: 10.1111/j.1559-1816.2008.00383.x

Harris, K. J., & Kacmar, K. M. (2005). Easing the strain: The buffer role of supervisors in the perceptions of politics-strain relationship. *Journal of Occupational and Organizational Psychology*, *78*, 337–354. doi: 10.1348/096317905X26110

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*, 513–524. doi: 10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology, 6*, 307–324. doi: 10.1037/1089-2680.6.4.307

Holmes, J. G. (1981). The exchange process in close relationships: Microbehavior and macromotives. In M. J. Lerner & S. C. Lerner (Eds.), *The justice motive in social behavior* (pp. 261-284). New York, NY: Plenum.

Human Resources and Skills Development Canada (2012). *The new economy, a changing society and a renewed agenda for labour standards*. En ligne : http://www.hrsdc.gc.ca/eng/labour/employment_standards/fls/final/page07.shtml (Page

consultée le 26 avril 2013).

Johnson, R. E., Groff, K. W., & Taing, M. U. (2009). Nature of the interactions among organizational commitments: Complementary, competitive or synergistic? *British Journal of Management, 20*, 431-447. doi: 10.1111/j.1467-8551.2008.00592.x

Jokisaari, M., & Nurmi, J. (2009). Change in newcomers' supervisor support and socialization outcomes after organizational entry. *Academy of Management Journal, 52*, 527–544. doi: 10.5465/AMJ.2009.41330971

Jones, G. R. (1986). Socialization tactics, self-efficacy, and newcomers' adjustments to organizations. *Academy of Management Journal, 29*, 262-279. doi: 10.2307/256188

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,* 779–794. doi: 10.1037/0021-9010.88.5.779

Kim, T., Cable, D. M., & Kim, S. (2005). Socialization tactics, employee proactivity, and person–organization fit. *Journal of Applied Psychology, 90,* 232–241. doi: 10.1037/0021-9010.90.2.232

Klein, H. J., Molloy, J. C., & Cooper, J. T. (2009). Conceptual foundations: Construct definitions and theoretical representations of workplace commitments. In H. J. Klein, T. E. Becker, & J. P. Meyer (Eds.), *Commitment in organizations: Accumulated wisdom and new directions* (pp. 3−36). Florence, KY: Routledge/Taylor and Francis Group.

Knoll, D. L., & Gill, H. (2011). Antecedents of trust in supervisors, subordinates, and peers. *Journal of Managerial Psychology, 26*, 313-330. doi: 10.1108/02683941111124845

Kramer, R. M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology, 50*, 569-598. doi: 10.1146/annurev.psych.50.1.569

Lapointe, E., Vandenberghe, C., & Panaccio, A. (2011). Organizational commitment, emotional exhaustion and turnover: A Conservation of Resources perspective. *Human Relations, 64*, 1609-1631. doi: 10.1177/0018726711424229

Lee, C., Liu, J., Rousseau, D. M., Hui, C., & Chen, Z. X. (2011). Inducements, contributions, and fulfillment in new employee psychological contracts. *Human Resource Management, 50*, 201-226. doi: 10.1002/hrm.20415

Lester, R. E. (1987). Organizational culture, uncertainty reduction, and the socialization of new organizational members. In S. Thomas (Ed.), *Culture and communication: Methodology, behavior, artifacts, and institutions* (pp. 105–113). Norwood, NJ: Ablex.

Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of Management Review, 23*, 438-458. doi: 10.2307/259288

Li, N., Harris, T. B., Boswell, W. R., & Xie, Z. (2011). The role of organizational insiders' developmental feedback and proactive personality on newcomers' performance: An interactionist perspective. *Journal of Applied Psychology, 96*, 1317-1327. doi: 10.1037/a0024029

Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. In G. R. Ferris (Ed.) *Research in personnel and human resources management* (Vol. 15, pp. 47-119). Greenwich, CT: JAI.

Lind, E. A. (2001). Fairness heuristic theory: Justice judgments as pivotal cognitions in organizational relations. In J. Greenberg & R. Cropanzano (Eds.), *Advances in Organizational Behavior* (pp. 56-88). Stanford, CA: Stanford University Press.

Louis, M. R. (1980). Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly, 25*, 226–251. doi: 10.2307/2392453

MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect. *Multivariate Behavioral Research, 39*, 99-128. doi: 10.1207/s15327906mbr3901_4

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods, 7*, 83–104. doi: 10.1037//1082-989X.7.1.83

Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management Journal, 43*, 738-748. doi: 10.2307/1556364

Maxwell, S. E., & Cole, D. A. (2007). Bias in cross-sectional analyses of longitudinal mediation. *Psychological Methods, 12*, 23-44. doi: 10.1037/1082-989X.12.1.23

McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*, 24-59. doi: 10.2307/256727

McKnight, D. H., Cummings, L. L., & Chervany, N. L. (1998). Initial trust formation in new organizational relationships. *Academy of Management Review, 23*, 473-490. doi: 10.2307/259290

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61*, 20-52. doi: 10.1006/jvbe.2001.1842

Mignerey, J. T., Rubin, R. B., & Gorden, W. I. (1995). Organizational entry: An investigation of newcomer communication behavior and uncertainty. *Communication Research, 22,* 54–85. doi: 10.1177/009365095022001003

Miller, V. D., & Jablin, F. M. (1991). Information seeking during organizational entry: Influences, tactics, and a model of the process. *Academy of Management Review, 16,* 92–120. doi: 10.2307/258608

Mitchell, T. R., & James, L. R. (2001). Building better theory: Time and the specification of when things happen. *Academy of Management Review, 26*, 530-547. doi: 10.2307/3560240

Morrison, E. W. (1993a). Newcomer information seeking: Exploring types, modes, sources, and outcomes. *Academy of Management Journal, 36,* 557–589. doi: 10.2307/256592

Morrison, E. W. (1993b). Longitudinal study of the effects of information seeking on newcomer socialization. *Journal of Applied Psychology, 78*, 173-183. doi: 10.1037/0021-9010.78.2.173

Morrison, E. W. (2002). Newcomers' relationships: The role of social network ties during socialization. *Academy of Management Journal, 45*, 1149-1160. doi: 10.2307/3069430

Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review, 22*, 226–256. doi: 10.2307/259230

Ostroff, C., & Kozlowski, S. W. J. (1992). Organizational socialization as a learning process: The role of information acquisition. *Personnel Psychology, 45,* 849–874. doi: 10.1111/j.1744-6570.1992.tb00971.x

Panaccio, A., & Vandenberghe, C. (2009). Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study. *Journal of Vocational Behavior, 75*, 224-236. doi: 10.1016/j.jvb.2009.06.002

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879–904. doi: 10.1037/0021-9010.88.5.879

Pratt, M. G., & Dirks, K. T. (2007). Rebuilding trust and restoring positive relationships: A commitment-based view of trust. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 117-136). Mahwah, NJ: Lawrence Erlbaum.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods, 40*, 879–891. doi: 10.3758/BRM.40.3.879

Ragins, B. R., & Dutton, J. E. (2007). Positive relationships at work: An introduction and invitation. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.

Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior, 21*, 526–546. doi: 10.1002/1099-1379(200008)21:5<525::AID-JOB40>3.0.CO;2-T

Rynes, S. L., & Cable, D. M. (2003). Recruitment research in the twenty-first century. In W. C. Borman & D. R. Ilgen (Eds.), *Handbook of psychology: Industrial and organizational psychology* (Vol. 12, pp. 55–76). New York, NY: John Wiley & Sons.

Saba, T., Dolan, S. L., Jackson, S. E., & Schuler, R. S. (2008). *La gestion des ressources humaines : Tendances, enjeux et pratiques actuelles* (4e édition). Saint-Laurent: ERPI.

Saks, A. M., & Ashforth, B. E. (1996). Proactive socialization and behavioral self-management. *Journal of Vocational Behavior, 48*, 301–323. doi: 10.1006/jvbe.1996.0026

Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of past and present as a prologue for the future. *Journal of Vocational Behavior, 51,* 234–279. doi: 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, 28*, 14-26. doi: 10.1002/cjas.169

Saks, A. M., & Gruman, J. A. (2012). Getting newcomers on board: A review of socialization practices and introduction to Socialization Resources Theory. In C. R. Wanberg (Ed.), *The Oxford handbook of organizational socialization* (pp. 27-54). New York, NY: Oxford University Press.

Saks, A. M., Gruman, J. A., & Cooper-Thomas, H. (2011). The neglected role of proactive behavior and outcomes in newcomer socialization. *Journal of Vocational Behavior, 79,* 36-46. doi : 10.1016/j.jvb.2010.12.007

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*, 413-446. doi: 10.1016/j.jvb.2006.12.004

Schaubroeck, J., & Green, S. G. (1989). Confirmatory factor analytic procedures for assessing change during organizational entry. *Journal of Applied Psychology, 74,* 892-900. doi: 10.1037/0021-9010.74.6.892

Schmidt, K.-H. (2007). Organizational commitment: A further moderator in the relationship between work stress and strain? *International Journal of Stress Management, 14,* 26–40. doi: 10.1037/1072-5245.14.1.26

Schoorman, F. D., Mayer, R. C., & Davis, J. H. (2007). An integrative model of organizational trust: Past, present, and future. *Academy of Management Review, 32*, 344-354. doi: 10.5465/AMR.2007.24348410

Service Canada (2012). *Job Futures Québec: Analytical text - All occupations*. En ligne : http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/0000.shtml (Page consultée le 26 avril 2013).

Settoon, R. P., Bennett, N., & Liden, R. C. (1996). Social exchange in organizations: Perceived organizational support, leader-member exchange, and employee reciprocity. *Journal of Applied Psychology*, *81*, 219-227. doi: 10.1037/0021-9010.81.3.219

Shaw, J. D., Gupta, N., & Delery, J. E. (2005). Alternative conceptualizations of the relationship between voluntary turnover and organizational performance. *Academy of Management Journal, 48*, 50-68. doi: 10.5465/AMJ.2005.15993112

Shore, L. M., Tetrick, L. E., Lynch, P., & Barksdale, K. (2006). Social and economic exchange: Construct development and validation. *Journal of Applied Social Psychology, 36*, 837-867. doi: 10.1111/j.0021-9029.2006.00046.x

Simosi, M. (2012). Disentangling organizational support construct: The role of different sources of support to newcomers' training transfer and organizational commitment. *Personnel Review, 41*, 301-320. doi: 10.1108/00483481211212959

Sluss, D. M., & Thompson, B. S. (2012). Socializing the newcomer: The mediating role of leader–member exchange. *Organizational Behavior and Human Decision Processes, 119*, 114-125. doi: 10.1016/j.obhdp.2012.05.005

Stinglhamber, F., Bentein, K., & Vandenberghe, C. (2002). Extension of the three-component model of commitment to five foci: Development of measures and substantive test. *European Journal of Psychological Assessment, 18*, 123-138. doi: 10.1027//1015-5759.18.2.123

Stinglhamber, F., De Cremer, D., & Mercken, L. (2006). Perceived support as a mediator of the relationship between justice and trust. *Group & Organization Management, 31*, 442-468. doi: 10.1177/1059601106286782

Vandenberghe, C., & Bentein, K. (2009). A closer look at the relationship between affective commitment to supervisors and organizations and turnover. *Journal of Occupational & Organizational Psychology, 82*, 331-348. doi: 10.1348/096317908X312641

Vandenberghe, C., Bentein, K., & Stinglhamber, F. (2004). Affective commitment to the organization, supervisor, and work group: Antecedents and outcomes. *Journal of Vocational Behavior, 64*, 47-71. doi: 10.1016/S0001-8791(03)00029-0

Van de Ven, B., van den Tooren, M., & Vlerick, P. (2013). Emotional job resources and emotional support seeking as moderators of the relation between emotional job demands and emotional exhaustion: A two-wave panel study. *Journal of Occupational Health Psychology, 18*, 1-8. doi: 10.1037/a0030656

Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. *Research in Organizational Behavior, 1,* 209–264.

Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader–member exchange: A social exchange perspective. *Academy of Management Journal, 40*, 82-111. doi: 10.2307/257021

Webber, S. S. (2008). Development of cognitive and affective trust in teams: A longitudinal study. *Small Group Research, 39*, 746-769. doi: 10.1177/1046496408323569

Zhao, H., Wayne, S. J., Glibkowski, B. C., & Bravo, J. (2007). The impact of psychological contract breach on work-related outcomes: A meta-analysis. *Personnel Psychology, 60*, 647–680. doi: 10.1111/j.1744-6570.2007.00087.x

# Organizational Socialization Tactics and Newcomer Adjustment:The Mediating Role of Affect-Based Trust Relationships with Supervisor and Coworkers

Émilie Lapointe, Université de Montréal

Christian Vandenberghe, HEC Montréal

Jean-Sébastien Boudrias, Université de Montréal

Organizational Socialization Tactics and Newcomer Adjustment:

The Mediating Role of Affect-Based Trust Relationships with Supervisor and Coworkers

Émilie Lapointe, University of Montreal [a] [*]

Christian Vandenberghe, HEC Montreal [b]

Jean-Sébastien Boudrias, University of Montreal [a]

[a] University of Montreal, C.P. 6128 succursale Centre-ville, Montréal, Québec, Canada, H3C 3J7

[b] HEC Montreal, 3000 Chemin de la Côte Sainte-Catherine, Montréal, Québec, Canada, H3T 2A7.

Abstract

Organizational socialization tactics are thought to exert a positive influence on newcomers' adjustment by enabling them to reduce job-related uncertainty. This study addresses a complementary view of socialization by looking at affect-based trust toward supervisor and coworkers as social exchange mediators that facilitate newcomer adjustment. Using a three-wave study among a sample of 224 newcomers, we found Time 2 affect-based trust toward supervisors to mediate the relationship between Time 1 socialization tactics and Time 3 turnover intention and affective organizational commitment. Moreover, Time 2 affect-based trust toward coworkers mediated the relationship of socialization tactics to affective commitment while Time 2 role clarity mediated the relationship between tactics and Time 3 task performance. Taken together, our results suggest that social exchange and uncertainty reduction act as complementary mechanisms during entry, with the former explaining newcomers' psychological bond with the organization and the latter facilitating work effectiveness. Implications for future research and practice are discussed.


*Keywords*: organizational socialization tactics; newcomer adjustment; affect-based trust; role clarity; affective commitment; turnover intention; performance.

**Organizational Socialization Tactics and Newcomer Adjustment:**

**The Mediating Role of Affect-Based Trust Relationships with Supervisor and Coworkers**

The process of socialization helps newcomers to adjust to their environment, learn the behaviors, attitudes, and skills necessary to fulfill their roles, and function effectively as members of the organization (Fisher, 1986; Van Maanen, 1976). Van Maanen and Schein's (1979) typology of socialization tactics is a well-established model that describes six bipolar categories of tactics. Essentially, collective vs. individual tactics refer to the degree to which newcomers go through common learning experiences; formal vs. informal tactics concern the degree to which newcomers are learning the responsibilities of their roles on the sidelines of the normal work context; sequential vs. random tactics concern the extent to which newcomers are provided with explicit information regarding the activities they will go through; fixed vs. variable tactics refer to the degree to which newcomers are given precise knowledge of the timetables associated with completing each stage of the socialization process; serial vs. disjunctive tactics refer to the degree to which organizational insiders act as role models for newcomers; and, finally, investiture vs. divestiture tactics concern the degree to which newcomers receive social support from organizational insiders.

Meta-analyses by Bauer, Bodner, Erdogan, Truxillo, and Tucker (2007) and Saks, Uggerslev, and Fassina (2007) found institutionalized (i.e., formalized) tactics to be negatively associated with role ambiguity, role conflict, and turnover intention, and positively associated with social acceptance, self-efficacy, job satisfaction, affective commitment to the organization, task performance, P-O fit perceptions, and custodial role orientation. Uncertainty reduction is thought to be a central mechanism through which these outcomes are achieved (Berger, 1979; Lester, 1987). Indeed, the uncertainty surrounding the entry period may be

overcome through exposure to institutionalized socialization tactics that provide newcomers with information guiding their behaviors in the workplace (Kim, Cable, & Kim, 2005; Saks et al., 2007). Following this view, role clarity has been used in prior studies as a proximal indicator of uncertainty reduction (e.g., Ashforth & Saks, 1996; Bauer et al., 2007; Jones, 1986; Saks & Ashforth, 1997; Saks et al., 2007). Role clarity reflects the extent to which newcomers understand their role in the organization (Kammeyer-Mueller, Livingston, & Liao, 2011) and has been found to be related to socialization outcomes (Bauer et al., 2007; Saks et al., 2007).

However, social relationships also play a central role in newcomer adjustment (e.g., Feldman, 1976, 1981; Jones, 1986; Louis, 1990; Reichers, 1987; Saks & Ashforth, 1997; Wanous, 1992). These relationships can be understood as the socio-emotional aspects of one's connections to the work context (Shore, Tetrick, Lynch, & Barksdale, 2006). Using social exchange theory (Blau, 1964) as a framework, we propose that institutionalized socialization tactics partly lead to adjustment through building trustful relationships with significant others, namely supervisors and coworkers. Indeed, supervisors and coworkers are usually accessible and familiar with newcomers' roles (Morrison, 1993) and represent helpful sources of information for them (Ashford & Black, 1996; De Vos & Freese, 2011; Feldman, 1981; Louis, Posner, & Powell, 1983; Miller & Jablin, 1991; Morrison, 1993; Nelson & Quick, 1991; Ostroff & Kozlowski, 1992). Institutionalized tactics may promote the emergence of affect-based trust relationships between newcomers and supervisors and coworkers, with these relationships being an important vehicle through which newcomers' psychological bond with the organization will develop.

This study intends to make the following contributions. First, we intend to demonstrate that social exchange relationships represent a unique mechanism through which socialization tactics exert their effects on newcomer adjustment that is distinct from uncertainty reduction. As such, our study counts among the first to examine newcomer adjustment under the lens of social exchange theory (see Sluss & Thompson, 2012, for a recent exception). We use affect-based trust toward supervisor and coworkers as the key mediators between tactics and socialization outcomes as affect-based trust has been depicted as a central component of social exchange relationships (Colquitt, LePine, Piccolo, Zapata, & Rich, 2012). Moreover, we specifically expect trust to predict socialization outcomes that have relevance for newcomers' membership, i.e., turnover intention and organizational commitment. Second, our study answers previous calls to examine multiple trust referents (Colquitt, Scott, & LePine; 2007; Dirks & Ferrin, 2002). The inclusion of affect-based trust toward supervisor and coworkers also allows exploring their respective role in the socialization process (Bauer, Morrison, & Callister, 1998; Kammeyer-Mueller & Wanberg, 2003; Sluss, Polyhart, Cobb, & Ashforth, 2012; Sluss & Thompson, 2012).

To test our predictions, we build a mediation model in which socialization tactics (measured at Time 1) influence affect-based trust relationships and role clarity (measured at Time 2), with the first accounting for the social exchange explanation and the latter the uncertainty reduction approach to socialization. Trust variables are thought to mediate the relationships of tactics to Time 3 turnover intention and affective commitment, while role clarity is expected to mediate tactics' relationship to Time 3 task performance. Our model, depicted in Figure 1, also includes direct arrows from socialization tactics to adjustment variables to account for the possibility of remaining direct effects of tactics on outcomes. In

the next sections, we first discuss the relevance of affect-based trust as a social exchange component of the socialization process before developing our hypotheses.

## Affect-Based Trust

The importance of trust in organizations is increasingly recognized (e.g., Ferris et al., 2009; Kramer, 1999; Lewicki, McAllister, & Bies, 1998; Schoorman, Mayer, & Davis, 2007). Researchers suggest that trust is an essential element of positive relationships at work and contributes to individual and organizational effectiveness (Bromiley & Cummings, 1996; Colquitt et al., 2007; Lind, 2001; McAllister, 1995; Pratt & Dirks, 2007). Employees' supervisors (e.g., Aryee, Budhwar, & Chen, 2002; Braun, Peus, Weisweiler, & Frey, 2013; Brower, Lester, Korsgaard, & Dineen, 2009; Dirks & Ferrin, 2002; Kacmar, Bachrach, Harris, & Noble, 2012) and coworkers (e.g., Chattopahyay & George, 2001; Ferres, Connell, & Travaglione, 2004; McAllister, 1995; Tan & Lim, 2009; Yakovleva, Reilly, & Werko, 2010) are also seen as important trust referents. Moreover, organizational entry is a critical period for the development of trustful relationships with significant others (McKnight, Cummings, & Chervany, 1998; Webber, 2008).

McAllister (1995) argued that two forms of trust are involved in the development of human relationships: cognition-based trust and affect-based trust. Cognition-based trust is rational in nature. It refers to an instrumental evaluation of the salient personal characteristics of the other party such as integrity, competence, honesty, reliability, and dependability (Dirks & Ferrin, 2002; McAllister, 1995; Schaubroeck, Lam, & Peng, 2011). Affect-based trust is relational in nature. It refers to the emotional bonds between individuals that are grounded in reciprocal care, consideration, and concern (McAllister, 1995). It emphasizes empathy, affiliation, and rapport on the basis of shared regard for the other party (Schaubroeck et al.,

2011). Linking the two forms of trust, McAllister (1995) also argued that cognition-based trust emerges at the beginning of a relationship and once a certain level is attained enables the development of affect-based trust.

Affect-based trust therefore represents the more thorough and powerful form of trust (Williams, 2001). Accordingly, it has consistently been found to predict positive outcomes (e.g., Schaubroeck et al., 2011; Yang & Mossholder, 2010; Zhu, Newman, Miao, & Hooke, 2013), whereas findings regarding the influence of cognition-based trust have been mixed (e.g., Ng & Chua, 2006; Scandura & Pellegrini, 2008; Zhu et al., 2013). For this reason and because affect-based trust has been found to be an important mediator in exchange relationships (Colquitt et al., 2012), we focused on the affect-based trust relationships that newcomers form with their supervisor and coworkers.

## Hypotheses Development

### Socialization Tactics and Affect-Based Trust Relationships

Social exchange theory (Blau, 1964; Cropanzano & Mitchell, 2005) states that trust is the driving force behind parties' investment in the relationship. Indeed, social exchange relationships involve the reciprocation of benefits but as there is no formal means to ensure reciprocation, individuals must trust one another for the relationship to develop and last (Blau, 1964; Coyle-Shapiro & Shore, 2007; Cropanzano & Mitchell, 2005). Yet, research remains mute regarding how trust actually emerges (Holmes, 1981; Simpson, 2007). Lewicki and Bunker (1996) suggested that deeper levels of trust emerge over time as parties interact and get to know each other. It is also likely that newcomers who perceive that they are cared about by their supervisor and coworkers will reciprocate with trust and emotional engagement. Related evidence suggests that prior familiarity, open communication, perceived concern, and

helping behaviors are all related to increased levels of trust (de Jong, Van der Vegt, & Molleman, 2007; Korsgaard, Brodt, & Whitener, 2002; Webber, 2008). Following this, we argue that institutionalized socialization tactics, compared to individualized socialization tactics, provide newcomers with more opportunities to interact and build significant connections with supervisor and coworkers, thereby promoting the development of affect-based trust relationships.

Institutionalized socialization tactics establish structures that facilitate the inclusion of newcomers in the organization (Fang, Duffy, & Shaw, 2011). They might foster reciprocation by creating a sense of obligation and indebtedness among newcomers who benefit from the instruction and advice of organizational insiders involved in socialization programs (Kramer, 1999). Systematic step-by-step programs, mentoring programs, and job rotation programs, for example, all give newcomers opportunities to communicate and develop high-quality relationships with supervisor and coworkers (Dutton, 2003; Mignerey, Rubin, & Gorden, 1995). Returning to Van Maanen and Schein's (1979) typology, collective and formal tactics, by creating a training context that helps newcomers to learn how to do their job, enable them to socialize with other newcomers, as well as with trainers who generally are supervisors or experienced coworkers (Fang et al., 2011). Sequential and fixed tactics, which are aimed at providing newcomers with information regarding the socialization process, suppose that organizational insiders actually inform them throughout the process and that time is taken to ensure they are trained according to organizational standards. Finally, the deployment of investiture and serial tactics implies that experienced coworkers act as role models, provide positive feedback and social support to newcomers, help them to develop their social network and feel accepted (Allen, 2006; Cable & Parsons, 2001). All of these examples have the

potential to foster reciprocation from the newcomer. Therefore, institutionalized socialization tactics are in line with the theorized conditions leading to the development of affect-based trust relationships. As supervisor and coworkers are central to newcomers' institutionalized socialization experiences, we propose the following hypotheses.

*Hypothesis 1*. Time 1 institutionalized socialization tactics are positively associated with Time 2 newcomer's affect-based trust relationship with the supervisor.

*Hypothesis 2*. Time 1 institutionalized socialization tactics are positively associated with Time 2 newcomer's affect-based trust relationship with coworkers.

**Affect-Based Trust Relationships as Mediators of Socialization Tactics**

As mentioned above, our study intends to draw a distinction between social exchange and uncertainty reduction as explanatory mechanisms that account for socialization outcomes. This effort is worth conducting as, to our knowledge, no prior study seems to have addressed this issue. By including affect-based trust relationships as mediators in our model, we specifically posit that the transition from being an organizational outsider to being an organizational insider involves a fundamentally relational process. This process is hypothesized to primarily contribute to newcomers' subjective evaluation of their relationship with the organization. Specifically, affect-based trust relationships with salient targets such as supervisors and coworkers should enable newcomers to gain access to socio-emotional resources that sustain the socialization process. Affect-based trust relationships are thought to provide newcomers with support, affiliation, enhanced cooperation, and voluntary assistance, all of which are characteristic of high-quality exchange relationships (Lau & Cobb, 2010; McAllister, 1995).

Trustful relationships with supervisors appear particularly important during the entry period. Indeed, supervisors are formal representatives of the organization who possess the

authority to make decisions that significantly impact newcomers, such as work assignments, performance evaluations, or training and development opportunities (Dirks & Ferrin, 2002; Wells & Kipnis, 2001). They also have some control over the flow of formal information and the allocation of work-related resources (Gilbreath & Benson, 2004; Tyler & Degoey, 1996). These characteristics tend to make issues of risk, vulnerability and dependency more salient (Das & Teng, 2004; Yang & Mossholder, 2010). For newly hired employees, having a trusting relationship with the supervisor thus bears important implications for their work life and future in the organization. Moreover, research suggests that during the first months of employment, newcomers are particularly prone to question the continuation of their organizational membership (e.g., Boswell, Boudreau, & Tichy, 2005; Carr, Pearson, Vest, & Boyar, 2006; Farber, 1994; Griffeth, Hom, & Gaertner, 2000; Griffeth & Horn, 2001). Newcomers who perceive that their supervisor's intentions towards them are benevolent and that their relationship is open-ended and based on personal consideration should be more positive about what to expect in the future and thus be less inclined to engage in withdrawal intentions.

In contrast, the horizontal type of relationships between newcomers and their coworkers makes the latter trust referent less salient in regard to organizational career issues (Tan & Lim, 2009). Thus, we do not expect affect-based trust toward coworkers to relate to turnover intention when considered simultaneously with affect-based trust toward the supervisor. As we expect institutionalized socialization tactics to relate positively to affect-based trust relationships with supervisors and as the latter are expected to relate to lower newcomer turnover intention, the following mediation hypothesis is proposed.

*Hypothesis 3*. Time 2 newcomer's affect-based trust relationship with the supervisor mediates a negative relationship between Time 1 institutionalized socialization tactics and Time 3 turnover intention.

Affect-based trust relationships may also influence newcomers' affective organizational commitment. Specifically, we expect trustful relationships with both supervisors and coworkers to be positively related to affective organizational commitment. Scholars have indeed pointed out that employees' experiences with proximal entities (i.e., supervisor and coworkers) can be transferred onto the global entity (i.e., the organization) (e.g., Coyle-Shapiro & Shore, 2007; Gregersen, 1993; Lawler, 1992; Mueller & Lawler, 1999; Sluss & Ashforth, 2008). Thus, in a socialization context, affective commitment to the organization may partly derive from the fulfilling relationships newcomers develop with organizational insiders. Since both the supervisor and coworkers are involved in structured socialization programs but are likely to relate differently to newcomers and provide them with distinct socio-emotional resources, affect-based trust relationships with these targets should relate positively to affective commitment to the organization.

As discussed above, supervisors' status as primary representatives of the organization (Coyle-Shapiro & Shore, 2007) represents the main reason why affect-based relationships with them should influence newcomers' affective organizational commitment. Similarly, even though coworkers do not represent the organization per se, they tend to form an emergent informal network (Tan & Lim, 2009). Newcomers' emotional exchanges with coworkers during entry, as expressed by affect-based trust relationships with them, may spill over onto the organization through an emotional contagion process (Lawler & Thye, 1999). This mechanism is thus more affect-driven and unintentional than exchange relationships with the

supervisor. Previous research conducted on regular employees tend to support our contentions (Cook & Wall, 1980; Costa, 2003; Ferres et al., 2004; Neves & Caetano, 2006; Parker, Williams, & Turner, 2006; Perry, 2004; Tan & Lim, 2009; Yang & Mossholder, 2010; Zhu et al., 2013).Thus, as we expect institutionalized socialization tactics to relate positively to affect-based trust relationships with supervisors and coworkers and as the latter relationships are expected to relate positively to affective commitment, the following mediation hypotheses are proposed.

> *Hypothesis 4.* Time 2 newcomer's affect-based trust relationship with the supervisor mediates a positive relationship between Time 1 institutionalized socialization tactics and Time 3 affective organizational commitment.

> *Hypothesis 5*. Time 2 newcomer's affect-based trust relationship with coworkers mediates a positive relationship between Time 1 institutionalized socialization tactics and Time 3 affective organizational commitment.

**Role Clarity as a Mediator of Socialization Tactics**

In contrast to social exchange variables, role clarity primarily acts as an uncertainty reduction mechanism by facilitating learning during the socialization period (Saks & Gruman, 2011). Role clarity should primarily help newcomers to gain knowledge and skills in order for them to become effective in their daily tasks. Indeed, role clarification is aimed at making newcomers capable of meeting expectations and navigating efficiently in the organization (Katz & Kahn, 1978; Saks et al., 2007). As such, it addresses the tangible aspects of jobs and the functional (rather than the socio-emotional) aspect of relationships with others. Role clarity (or its opposite, role ambiguity) is widely recognized as a key predictor of employee behaviors (e.g., Eatough, Chang, Miloslavic, & Johnson, 2011; Gilboa, Shirom, Fried, &

Cooper, 2008; Jex, 1998; Rodell & Judge, 2009). Unlike turnover intention and affective commitment, newcomer performance is determined by the degree to which newcomers have learned the ropes and developed the necessary competencies for completing their work, a process in which role clarity plays a central role (Katz & Kahn, 1978; Saks et al., 2007). More precisely, in line with accumulated research (e.g., Bauer et al., 2007; Saks et al., 2007), we would expect institutionalized socialization tactics to engender role clarity among newcomers which in turn is thought to facilitate task performance. We therefore propose the following, remaining (mediation) hypothesis:

> *Hypothesis 6.* Time 2 newcomer's perceived role clarity mediates a positive relationship between Time 1 institutionalized socialization tactics and Time 3 task performance.

In order to test our hypotheses, we now report the results of a three-wave study conducted among a sample of newcomers from a variety of organizations in which socialization tactics are measured at Time 1, affect-based trust relationships with supervisor and coworkers and role clarity are measured at Time 2 (four months after Time 1) and turnover intention, affective commitment and task performance are measured at Time 3 (four months after Time 2).

## Method

### Sample and Procedure

Although there is no consensus in the literature regarding the exact length of the socialization period, most scholars argue that socialization activities taking place during the first year following entry have the greatest impact and salience (Ashforth & Saks, 1996; Bauer & Green, 1994; Fisher, 1986; Gregersen, 1993; Saks & Ashforth, 1997). Thus, in order to capture thoroughly newcomer socialization experiences and considering that affect-based trust

relationships take time to develop (McAllister, 1995; Webber, 2008), we chose to include in our sample newcomers that, at Time 1, had one year or less of tenure with their organization.

In order to reach a large pool of prospective participants corresponding to this criterion, we contacted several organizations, public and private, as well as professional, alumni, and student associations located in Eastern Canada. Five organizations and associations representing a total of 26 553 members agreed to take part in the research, that took place in 2011 and 2012. Email invitations were sent to the members of these organizations and associations. The introductory message explained the purpose of the study and specified the target population (i.e., newcomers). People who considered themselves as newcomers could click on a link to complete the first questionnaire online, either in French or in English. They were assured that responses would be kept confidential. In exchange for their contribution, they received personalized reports of their results and had a chance to win small cash prizes. Those who participated in the study at Time 1 received an invitation to complete the second questionnaire four months after completing the first questionnaire. Similarly, Time 3 email invitations were sent four months after Time 2 questionnaire completion. The Time 1 cutoff point and the time intervals are consistent with previous studies on organizational socialization (Allen, 2006; Bauer et al., 2007).

A total of 935 individuals responded to the first questionnaire. Among them, 664 completed the questionnaire at Time 2 (71%), and 554 of the Time 2 participants completed the questionnaire at Time 3 (83%). The attrition rate among participants in the study is thus relatively low. Furthermore, among participants who completed the three questionnaires, 272 were excluded because they reported having more than one year of tenure at Time 1. Among the remaining participants, 58 were also excluded because they changed organizations

51

between Time 1 and Time 3. The final sample thus consists of 224 participants representing a large variety of occupations (e.g., accountant, teacher, lawyer, nurse, industrial mechanic) and industries (e.g., professional services, public services, manufacturing, etc.). The majority of them were female (79%); they averaged 27.9 years ($SD = 6.3$) of age. The sample counts mainly employees who work full-time (61%) and have a university degree (76%). About half (53%) of the participants are recent graduates (i.e., they reported that paid work has been their main occupation for one year or less). They averaged 5.9 months ($SD = 3.3$) of organizational tenure. Almost all participants (97%) responded the French versions of the questionnaires.

To determine whether subject attrition led to non-random sampling across measurement times, we conducted several analyses. Using logistic regression, we tested whether the probability of remaining in the sample at (a) Time 2 and (b) Time 3 was predicted by the Time 1 substantive variable (organizational socialization tactics) and demographics (gender, age, type of newcomer, language, dummy coded organization/association membership variables) (Goodman & Blum, 1996). We also tested whether the probability of remaining in the sample at Time 3 was predicted by Time 2 substantive variables (affect-based trust relationships with supervisor and coworkers and role clarity). In each analysis, the criterion was a dummy-coded variable classifying respondents as stayers vs. leavers. The result for the overall equation predicting the probability of remaining in the sample at Time 2 was significant ($\Delta$ Nagelkerke $R^2 = .04$, $p < .05$). Two individual predictors, language and membership to one of the five organizations/associations were significant (B = .95, $p < .05$; B = $-.81$, $p < .05$). The result for the overall equation predicting the probability of remaining in the sample at Time 3 by Time 1 substantive variable and demographics was also significant ($\Delta$ Nagelkerke $R^2 = .03$, $p < .05$), although none of the individual predictors were significant. Finally, the result for the overall

equation predicting the probability of remaining in the sample at Time 3 by Time 2 substantive variables, as well as the coefficients associated with the individual predictors were all non-significant (the complete results are available upon request). Results therefore suggest that two demographic variables had a small effect on data attrition at Time 2. This should be considered in interpreting the results of this study.

**Measures**

We translated English-language items into French using a standard translation-back-translation procedure (Brislin, 1980). A 5-point Likert-type scale (1 = *strongly disagree*; 5 = *strongly agree*) was used for all substantive items. The independent variable was measured at Time 1, the mediators were measured at Time 2, and the dependent variables were measured at Time 3.

***Organizational socialization tactics***. Tactics were assessed using the 30-item instrument developed by Jones (1986). For the purpose of this study, scores on each category of tactics were averaged to form a single score of socialization tactics. This approach has been used in previous studies aimed at measuring the overall effect of structured versus unstructured experiences by newcomers (e.g., Gruman, Saks, & Zweig, 2006; Kim et al., 2005). Higher scores represent institutionalized socialization tactics and lower scores represent individualized socialization tactics. Sample items include "Other newcomers have been instrumental in helping me to understand my job requirements" (collective tactics), "Much of my job knowledge has been acquired informally on a trial and error basis" (reversed) (formal tactics), "Almost all of my colleagues have been supportive of me personally" (investiture tactics), "The movement from role to role and function to function to build up experience and a track record is very apparent in this organization" (sequential tactics), "Experienced

organizational members see advising or training newcomers as one of their main job responsibilities in this organization" (serial tactics), and "The way in which my progress through this organization will follow a fixed timetable of events has been clearly communicated to me" (fixed tactics). This scale had a coefficient alpha of .90.

*Affect-based trust relationships*. We adapted McAllister's (1995) five-item scale by specifying the trust referent to measure affect-based trust relationships with the supervisor vs. coworkers. In both cases, the scale displayed a good reliability ($\alpha$s = .86 and = .88, respectively). Sample items are "My supervisor and I have a sharing relationship; we can both freely share our ideas, feelings, and hopes" and "If I shared my problems with coworkers, I know they would respond constructively and caringly", respectively.

*Role clarity*. We used a 5-item scale from Rizzo, House, and Lirtzman (1970) (e.g., "I know what my responsibilities are" and "I feel certain about how much authority I have") to measure role clarity. This scale had a reliability coefficient of .86.

*Turnover intention*. Two items were used to measure turnover intention: "I often think about quitting this organization" and "I intend to search for a position with another employer within the next year". These items were initially adapted from Hom and Griffeth (1991) and Jaros (1997) by Bentein, Vandenberg, Vandenberghe, and Stinglhamber (2005). Using a Pearson correlation coefficient, the reliability for this scale was .81.

*Affective organizational commitment*. Bentein et al.'s (2005) version of Meyer, Allen, and Smith's (1993) scale was used to measure affective commitment (6 items; $\alpha$ = .88). Sample items include "I really feel that I belong in this organization" and "I feel emotionally attached to this organization".

*Task performance*. Williams and Anderson (1991) 7-item scale was used to measure task performance. Sample items include "I meet formal performance requirements of my job" and "I perform tasks that are expected of me" ($\alpha = .85$).

*Control variables*. Becker's (2005) recommendations were followed to determine whether demographics (age, gender, type of newcomer, and dummy coded organization/association membership variables) should be controlled for in substantive analyses. As gender, type of newcomer (recent graduate vs. seasoned worker) and membership in two organizations/ associations were significantly associated with role clarity ($r = -.15, p < .05, r = -.14, p < .05, r = -.15, p < .05$, and $r = .19, p < .01$, respectively), we initially included these variables as controls in analyses predicting role clarity. Following the same logic, we controlled for age and membership in one organization/association in the analyses predicting affect-based trust relationship with the supervisor ($r = .14, p < .05$ and $r = -.16, p < .05$, respectively). We also controlled for gender and membership in one organization/association in analyses predicting turnover intention ($r = .17, p < .05$ and $r = -.14, p < .05$, respectively), as well as for membership in another organization/association in analyses predicting affective commitment to the organization ($r = -.14, p < .05$). However, as the inclusion of these controls did not affect the significance of the effects of substantive variables in our structural equation modeling analyses, we dropped them. Results are thus reported without the inclusion of controls (results for analyses including the controls are available upon request).

## Results

### Confirmatory Factor Analyses

Prior to testing hypotheses, we conducted confirmatory factor analyses to examine the distinctiveness of our study variables, using Mplus 6.12 (Muthen & Muthen, 2011) and the

maximum likelihood method of estimation. To reduce the complexity of our model, we combined items with highest and lowest loadings to create three indicators per construct (Drasgow & Kanfer, 1985; Landis, Beal, & Tesluk, 2000), except for turnover intention for which the two items of the scale were used as indicators, and organizational socialization tactics for which we created six indicators representing Jones' (1986) tactics subscales. To examine which model was the best fit to the data, we used $\chi^2$ difference tests for comparing more parsimonious models with our hypothesized 7-factor model (Bentler & Bonett, 1980). As can be seen from Table 1, the hypothesized model yielded a good fit to the data: $\chi^2$ (209) = 361.95, $p < .001$, RMSEA = .06, CFI = .95, TLI = .94, SRMR = .06; AIC = 9113.84. This model also proved superior to two 5-factor models in which we combined Time 3 variables or Time 2 variables, a 3-factor model in which Time 2 and Time 3 variables were combined, and a 1-factor model. These results suggest that the study's variables were distinguishable.

**Descriptive Statistics and Intercorrelations**

Descriptive statistics and intercorrelations for the study variables are presented in Table 2. All variables displayed good internal consistency ($\alpha$s > .70). Of interest, institutionalized socialization tactics were positively related to affect-based trust relationship with the supervisor ($r = .30$, $p < .001$) and coworkers ($r = .30$, $p < .001$), as well as role clarity ($r = .43$, $p < .001$). Affect-based trust relationship with the supervisor was negatively correlated with turnover intention ($r = -.30$, $p < .001$) and positively correlated with affective commitment to the organization ($r = .37$, $p < .001$). Affect-based trust relationship with coworkers was positively correlated with affective commitment to the organization ($r = .30$, $p < .001$). Furthermore, role clarity was positively correlated with task performance ($r = .27$, $p < .001$).

**Hypothesis Tests**

The hypothesized model (see Figure 1) was tested via structural equation modeling using Mplus 6.12 (Muthen & Muthen, 2011). We allowed the residuals of affect-based trust relationships with the supervisor and coworkers to correlate as the two variables might be influenced by a common affect-based trust factor. We also included direct effects from organizational socialization tactics to newcomer adjustment variables, because such paths are needed to test our mediation hypotheses and because they remain theoretically plausible (Jones, 1986; MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002).

The hypothesized model yielded a good fit to the data $\chi^2$ (219) = 417.97, $p$ < .001, RMSEA = .06, CFI = .94, TLI = .93, SRMR = .07; AIC = 9149.86. As shown in Table 3, adding paths between the mediators and the dependent variables did not improve model fit. In addition, removing the paths linking organizational socialization tactics to newcomer adjustment variables resulted in significant decrements in model fit ($p$ < .01). The hypothesized model including direct effects from tactics to outcome variables is thus retained and preferred over these alternate models (James, Mulaik, & Brett, 2006). We then tested the significance of hypothesized indirect or mediated effects using bootstrap analysis (MacKinnon et al., 2002; Preacher & Hayes, 2008). Standardized coefficients for direct and indirect effects and their associated 95% confidence intervals (CIs) are reported in Table 4. Standardized path coefficients are represented in Figure 2.

Hypothesis 1 asserted that institutionalized socialization tactics would be positively related to affect-based trust relationship with the supervisor. As can be seen, socialization tactics related positively to affect-based trust relationship with the supervisor ($\beta$ = .32, $p$ < .001). Hypothesis 1 is thus supported. Similarly, Hypothesis 2 asserted that institutionalized

socialization tactics would be positively related to affect-based trust relationship with coworkers. Results show that socialization tactics related positively to affect-based trust relationship with coworkers ($\beta = .29$, $p < .001$). Hypothesis 2 is thus supported. Hypothesis 3 asserted that affect-based trust relationship with the supervisor would mediate the relationship between institutionalized socialization tactics and turnover intention. As the 95% bias-corrected CI around the bootstrapped estimate excluded zero ($-.07$, 95% CI $= -.41$, $-.05$), Hypothesis 3 is supported. Hypotheses 4 and 5 asserted that affect-based trust relationship with (a) the supervisor and (b) coworkers, respectively, would mediate the relationship between institutionalized socialization tactics and affective commitment. The 95% CIs around the bootstrapped estimate associated with trust referents excluded zero (.09, 95% CI $= .06$, .25; .05, 95% CI $= .02$, .20), lending support for Hypotheses 4 and 5. Finally, Hypothesis 6 stated that role clarity would mediate the relationship between institutionalized socialization tactics and task performance. As the 95% CI around the bootstrapped estimate excluded zero (.10, 95% CI $= .00$, .22), Hypothesis 6 is supported.

## Discussion

In a three-wave study assessing simultaneously social exchange and uncertainty reduction explanations of the relationship between organizational socialization tactics and newcomer adjustment, we found that (a) affect-based trust relationship with the supervisor mediated the relationship between socialization tactics and turnover intention and affective commitment; (b) affect-based trust relationship with coworkers mediated the relationship between socialization tactics and affective commitment; and (c) role clarity mediated the relationship between socialization tactics and task performance. These findings bear important implications for research and practice, which we outline below.

**Theoretical Implications and Directions for Future Research**

First, our results suggest that social exchange processes represent an important component of how socialization practices influence newcomer adjustment. Hence, while uncertainty reduction is an integral part of effective socialization, it does not represent the unique way through which newcomers adjust to their work environment. Our findings echo the observation made by some researchers that despite their significance in most spheres of human activity, interpersonal relationships are often relegated to the background in organizations (Gersick, Bartunek, & Dutton, 2000; Kahn, 2007; Ragins & Dutton, 2007). Indeed, the socialization literature has often focused on the quality of work experiences as a critical factor leading to successful adjustment (Bauer et al., 1998; Jokisaari & Nurmi, 2009; Schaubroeck & Green, 1989). However, little inquiry has been conducted on the antecedents and consequences of the relationships that newcomers build with organizational insiders, beyond their instrumental value (e.g., information sources, feedback sources; Callister, Kramer, & Turban, 1999; Li, Harris, Boswell, & Xie, 2011; Miller & Jablin, 1991).

Our study sheds light on the singularity and dynamic of social exchange processes during the socialization period. Indeed, results indicate that structured socialization experiences not only make the environment more predictable, but also involve the development of trustful relationships with significant others. As trust is at the heart of most social interactions (Zand, 1972), it is not surprising that it counts during the socialization period. Still, the relational aspects (cf. Ashforth, Sluss, & Harrison, 2007) of newcomer socialization are probably more complex than what our study highlighted. Future research should try to deepen our understanding of how affect-based trust relationships develop and in what context they foster positive outcomes. Moreover, results imply that organizational socialization tactics have a

broader impact than what was originally expected (Jones, 1986; Kim et al., 2005; Saks et al., 2007; Van Maanen & Schein, 1979). This should be taken into consideration in future efforts aimed at specifying the exact activities they entail (Ashforth, Sluss, & Saks, 2007). In a related manner, newcomers can be proactive in building relationships with significant others (Ashford & Black, 1996; Chan & Schmitt, 2000; Kim et al., 2005). Proactive behaviors might thus play a role in why affect-based trust relationships develop with organizational insiders and can become more salient in organizational contexts that encourage their emergence. Future research should explore this possibility.

This study's findings also highlight the fact that supervisors and coworkers act as separate trust referents in the adjustment process. From a theoretical perspective, this points to the need for researchers to include multiple trust referents in studies of newcomer adjustment and investigate their specific links to outcome variables. Future research should also consider possible interactions between affect-based trust relationships and moderators that are target-specific such as leader prototypicality (for the supervisor) and task interdependence (for coworkers) (de Jong et al., 2007; Sluss et al., 2012).

Findings also reveal that affect-based trust relationships with supervisors might have an influence on a broader set of variables than affect-based trust relationships with coworkers. This is consistent with Dirks and Ferrin (2002) who suggested that trust in leaders is likely to have a greater impact on organizational outcomes than other trust referents. Indeed, even if supervisors and coworkers are nested within the larger organization, supervisors remain primary organizational representatives in the eyes of employees (Coyle-Shapiro & Shore, 2007). Newcomers might also give more importance and attention to the development of a high-quality relationship with their supervisor. In contrast, the influence of coworkers as a

trust referent is likely more diffuse as coworkers represent a collection of individuals instead of a homogenous trust referent; hence trust perceptions potentially vary across specific coworkers (Tan & Lim, 2009). It is thus not surprising that affect-based trust relationships with supervisors were related to both affective organizational commitment and turnover intention as supervisors constitute a more central referent that drives the formation of newcomers' psychological bond with the organization. While this reality might be relevant to a large variety of organizational settings, it would however be interesting to determine whether supervisors' centrality as trust referents would be reduced in specific contexts such as flattened work structures or autonomous work teams (Taggar, Hackett, & Saha, 1999).

Another finding of this study is that organizational socialization tactics influenced work adjustment outcomes indirectly, through affect-based trust relationships and role clarity, but also directly. Other variables, unaccounted for in our study, could possibly explain tactics' residual, direct relationship to newcomer adjustment. For example, other social exchange variables such as supervisor vs. coworker support (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002; Simosi, 2012) warrant attention as alternative mediators of socialization tactics (Tekleab & Chiaburu, 2011). Similarly, self-efficacy (Bandura, 1997), which affects newcomers' sense of mastery and control over the work environment, could also mediate tactics' effects on adjustment outcomes. Indeed, self-efficacy has been conceptualized as a proximal outcome of organizational socialization tactics (e.g., Bauer et al., 2007) and is thought to foster the adoption of active strategies in the face of uncertainty and obstacles (Bandura, 1997; Dix & Savickas, 1995). Its added value, as a personal resource, should be explored in more detail.

**Practical implications**

From a practical perspective, this study's results put forward the necessity for organizations to adopt a holistic approach to newcomer socialization, involving both learning processes and opportunities for newcomers to build significant relationships with organizational insiders. When designing and implementing socialization programs, organizations should therefore promote and reward the involvement of organizational insiders (Baker & Dutton, 2007). They should help newcomers to develop strategies so that they can get to know their supervisor and coworkers more closely (Saks & Gruman, 2011; Sluss & Ashforth, 2008). For example, organizations may want to organize informal or icebreaker activities on a regular basis with newcomers and organizational insiders, devote time to the development of newcomers' internal network, or initiate formal mentorship or coaching programs. Essentially, training and socialization programs for newcomers should take into account the relational underpinnings of work adjustment. Organizations should also consider the detrimental effects of the betrayal of trust relationships and adopt a long term focus in their efforts at building significant and trustful relationships among newcomers and organizational insiders (Schoorman et al., 2007).

**Limitations**

Our data were collected from a sample of newcomers from diverse organizations and associations. The wide span of occupations and industries represented in our sample is desirable for generalization purposes. However, we do not know whether our participants were actually representative of the organization/association they belong to. Thus, our results are in need of further replication. Second, this study was based on self-report data. Although this type of measures is considered appropriate and valid to assess newcomer socialization

experiences (Bauer & Green, 1994; Saks & Ashforth, 1997), they may be subject to common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). However, this bias is mitigated by the time lag observed between the measurement occasions in our study (Podsakoff et al., 2003). Notwithstanding this, future research should include data from separate sources (e.g., supervisor ratings of performance) to reduce method bias. Moreover, even if we used a three-wave design similar to previous studies on organizational socialization, the precise time interval that needs to be observed between measurement times for effects to be detectable remains unclear. Replicating this study using different time frames would thus be useful to examine the stability of findings. More sophisticated longitudinal designs (e.g., latent growth modeling; longitudinal autoregressive models; Maxwell, Cole, & Mitchell, 2011; Ployhart & Vandenberg, 2010) would also contribute to understand how the study's variables evolve over time.

**Conclusion**

This study extends the literature on organizational socialization by highlighting the important role of affect-based trust relationships with the supervisor and coworkers as mediators of the relationships between organizational socialization tactics and newcomer adjustment outcomes. In doing so, it provides evidence for the applicability of social exchange theory as a framework that enables to understand more precisely newcomers' experience, over and beyond an uncertainty reduction perspective (Sluss & Thompson, 2012).

# References

Allen, D. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management, 32,* 237–256. doi: 10.1177/0149206305280103

Aryee, S., Budhwar, P. S., & Chen, Z. X. (2002). Trust as a mediator of the relationship between organizational justice and work outcomes: Test of a social exchange model. *Journal of Organizational Behavior, 23*, 267-285. doi: 10.1002/job.138

Ashford, S. J., & Black, J. S. (1996). Proactivity during organizational entry: A role of desire for control. *Journal of Applied Psychology, 81,* 199–214. doi: 10.1037/0021-9010.81.2.199

Ashforth, B. E., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *Academy of Management Journal, 39,* 149–178. doi: 10.2307/256634

Ashforth, B. E., Sluss, D. M., & Harrison, S. H. (2007). Socialization in organizational contexts. In G. P. Hodgkinson & J. K. Ford (Eds.), *International review of industrial and organizational psychology* (pp. 1–70). New York, NY: John Wiley & Sons. doi: 10.1002/9780470753378.ch1

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*, 447-462. doi: 10.1016/j.jvb.2007.02.001

Baker, W., & Dutton, J. E. (2007). Enabling positive social capital in organizations. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 325-345). Mahwah, NJ: Lawrence Erlbaum.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.

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*, 707-721. doi: 10.1037/0021-9010.92.3.707

Bauer, T. N., & Green, S. G. (1994). The effect of newcomer involvement in work-related activities: A longitudinal study of socialization. *Journal of Applied Psychology, 79,* 211–223. doi: 10.1037/0021-9010.79.2.211

Bauer, T. N., Morrison, E. W., & Callister, R. R. (1998). Organizational socialization: A review and directions for future research. In G. R. Ferris (Ed.), *Research in personnel and human resource management* (Vol. 16, pp. 149–214). Greenwich, CT: JAI Press.

Becker, T. E. (2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods, 8*, 274-289. doi: 10.1177/1094428105278021

Bentein, K., Vandenberg, R., Vandenberghe, C., & Stinglhamber, F. (2005). The role of change in the relationship between commitment and turnover: A latent growth modeling approach. *Journal of Applied Psychology, 90*, 468-482. doi: 10.1037/0021-9010.90.3.468

Bentler, P. M., & Bonnett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin, 88*, 588-606. doi: 10.1037/0033-2909.88.3.588

Berger, C. R. (1979). Beyond initial interaction: Uncertainty, understanding, and the development of interpersonal relationships. In H. Giles & R. N. St. Clair (Eds.), *Language and social psychology* (pp. 122–144). Baltimore, MD: University Park Press.

Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley.

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*, 882-892. doi: 10.1037/0021-9010.90.5.882

Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly, 24*, 270–283. doi: 10.1016/j.leaqua.2012.11.006

Brislin, R. W. (1980). Translation and content analysis of oral and written materials. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology: Vol. 2. Methodology* (pp. 137-164). Boston, MA: Allyn and Bacon.

Bromiley, P., & Cummings, L. L. (1996). Transaction costs in organizations with trust. In R. Bies, R. Lewicki, & B. Sheppard (Eds.), *Research on Negotiation in Organizations* (Vol. 5, pp. 219-247). Greenwich, CT: JAI

Brower, H. H., Lester, S. W., Korsgaard, M. A., & Dineen, B. R. (2009). A closer look at trust between managers and subordinates: Understanding the effects of both trusting and being trusted on subordinate outcomes. *Journal of Management, 35*, 327-347. doi : 10.1177/0149206307312511

Cable, D. M., & Parsons, C. K. (2001). Socialization tactics and person–organization fit. *Personnel Psychology, 54,* 1–23. doi : 10.1111/j.1744-6570.2001.tb00083.x

Callister, R. R., Kramer, M. W., & Turban, D. B. (1999). Feedback seeking following career transitions. *Academy of Management Journal, 42*, 429-438. doi: 10.2307/257013

Carr, J. C., Pearson, A. W., Vest, M. J., & Boyar, S. L. (2006). Prior occupational experience, anticipatory socialization, and employee retention. *Journal of Management, 32*, 343-359. doi: 10.1177/0149206305280749

Chan, D., & Schmitt, N. (2000). Interindividual differences in intraindividual changes in proactivity during organizational entry: A latent growth modeling approach to understanding newcomer adaptation. *Journal of Applied Psychology, 85*, 190-210. doi: 10.1037/0021-9010.85.2.190

Chattopahyay, P., & George, E. (2001). Examining the effects of work externalization through the lens of social identity theory. *Journal of Applied Psychology, 86*, 781-788. doi: 10.1037/0021-9010.86.4.781

Colquitt, J. A., LePine, J. A., Piccolo, R. F., Zapata, C. P., & Rich, B. L. (2012). Explaining the justice–performance relationship: Trust as exchange deepener or trust as uncertainty reducer? *Journal of Applied Psychology, 97*, 1-15. doi: 10.1037/a0025208

Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance. *Journal of Applied Psychology, 92*, 909–927. doi: 10.1037/0021-9010.92.4.909

Cook, J., & Wall, T. (1980). New work attitude measures of trust, organizational commitment, and personal need non-fulfilment. *Journal of Occupational Psychology, 53*, 39–52. doi: 10.1111/j.2044-8325.1980.tb00005.x

Costa, A. C. (2003). Work team trust and effectiveness. *Personnel Review, 32*, 605–622. doi: 10.1108/00483480310488360

Coyle-Shapiro, J. A. M., & Shore, L. M. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review, 17*, 166-179. doi: 10.1016/j.hrmr.2007.03.008

Cropanzano, R., & Mitchell, M. S. (2005). Social Exchange Theory: An interdisciplinary review. *Journal of Management, 31*, 874-900. doi: 10.1177/0149206305279602

Das, T. K., & Teng, B.-S. (2004). The risk-based view of trust: A conceptual framework. *Journal of Business and Psychology, 19*, 85-116. doi: 10.1023/B:JOBU.0000040274.23551.1b

de Jong, S. B., Van der Vegt, G. S., & Molleman, E. (2007). The relationships among asymmetry in task dependence, perceived helping behavior, and trust. *Journal of Applied Psychology, 92*, 1625-1637. doi: 10.1037/0021-9010.92.6.1625

De Vos, A., & Freese, C. (2011). Sensemaking during organizational entry: Changes in newcomer information seeking and the relationship with psychological contract fulfilment. *Journal of Occupational and Organizational Psychology, 84*, 288-314. doi: 10.1111/j.2044-8325.2011.02024.x

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: Meta-analytic findings and implications for research and practice. *Journal of Applied Psychology, 92*, 909–927. doi: 10.1037/0021-9010.87.4.611

Dix, J. E., & Savickas, M. L. (1995). Establishing a career: Developmental tasks and coping responses. *Journal of Vocational Behavior, 47*, 93-107. doi: 10.1006/jvbe.1995.1031

Drasgow, F., & Kanfer, R. (1985). Equivalence of psychological measurement in heterogeneous populations. *Journal of Applied Psychology, 70*, 662-680. doi: 10.1037/0021-9010.70.4.662

Dutton, J. (2003). *Energize your workplace*. San Francisco, CA: Jossey-Bass.

Eatough, E. M., Chang, C.-H., Miloslavic, S. A., & Johnson, R. E. (2011). Relationships of role stressors with organizational citizenship behavior: A meta-analysis. *Journal of Applied Psychology, 96*, 619-632. doi: 10.1037/a0021887

Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology, 87,* 565-573. doi: 10.1037/0021-9010.87.3.565

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*, 127-152. doi: 10.1177/0149206310384630

Farber, H. S. (1994). The analysis of interfirm worker mobility. *Journal of Labor Economics, 12*, 554–593. doi: 10.1086/298362

Feldman, D. C. (1976). A contingency theory of socialization. *Administrative Science Quarterly, 21,* 433–452. doi: 10.2307/2391853

Feldman, D. C. (1981). The multiple socialization of organization members. *Academy of Management Review, 6*, 309-318. doi: 10.2307/257888

Ferres, N., Connell, J., & Travaglione, A. (2004). Co-worker trust as a social catalyst for constructive employee attitudes. *Journal of Managerial Psychology, 19*, 608-622. doi: 10.1108/02683940410551516

Ferris, G. R., Liden, R. C., Munyon, T. P., Summers, J. K., Basik, K. J., & Buckley, M. R. (2009). Relationships at work: Toward a multidimensional conceptualization of dyadic work relationships. *Journal of Management, 35*, 1379-1403. doi: 10.1177/0149206309344741

Fisher, C. D. (1986). Organizational socialization: An integrative review. In K. M. Rowland & G. R. Ferris (Eds.), *Research in personnel and human resources management* (Vol. 4, pp. 101–145). Greenwich, CT: JAI Press.

Gersick, C. J., Bartunek, J. M., & Dutton, J. E. (2000). Learning from academia: The importance of relationships in professional life. *Academy of Management Journal, 43*, 1026-1045. doi: 10.2307/1556333

Gilboa, S., Shirom, A., Fried, Y., & Cooper, C. (2008). A meta-analysis of work demand stressors and job performance: Examining main and moderating effects. *Personnel Psychology, 61,* 227–271. doi: 10.1111/j.1744-6570.2008.00113.x

Gilbreath, B., & Benson, P. G. (2004). The contribution of supervisor behaviour to employee psychological well-being. *Work & Stress, 18*, 255-266. doi: 10.1080/02678370412331317499

Goodman, J. S., & Blum, T. C. (1996). Assessing the non-random sampling effects of subject attrition in longitudinal research. *Journal of Management, 22*, 627–652. doi: 10.1177/014920639602200405

Gregersen, H. B. (1993). Multiple commitments at work and extra-role behavior during three stages of organizational tenure. *Journal of Business Research, 26*, 31-47. doi: 10.1016/0148-2963(93)90041-M

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the millennium. *Journal of Management, 26*, 463-488. doi: 10.1177/014920630002600305

Griffeth, R. W., & Horn, P. W. (2001). *Retaining valued employees*. Thousand Oaks, CA: Sage.

Gruman, J. A., Saks, A. M., & Zweig, D. I. (2006). Organizational socialization tactics and newcomer proactive behaviors: An integrative study. *Journal of Vocational Behavior, 68*, 90-104. doi: 10.1016/j.jvb.2006.03.001

Hayes, A. F. (2012). *SPSS, SAS, and Mplus Macros and Code*. Retreived from <http://www.afhayes.com/spss-sas-and-mplus-macros-and-code.html#indirect>.

Holmes, J. G. (1981). The exchange process in close relationships: Microbehavior and macromotives. In M. J. Lerner & S. C. Lerner (Eds.), *The justice motive in social behavior* (pp. 261-284). New York, NY: Plenum.

Hom, P. W., & Griffeth, R. W. (1991). Structural equations modeling test of a turnover theory: Cross-sectional and longitudinal analyses. *Journal of Applied Psychology, 76*, 350-366. doi: 10.1037/0021-9010.76.3.350

James, L. R., Mulaik, S. A., & Brett, J. M. (2006). A tale of two methods. *Organizational Research Methods, 9*, 233–244. doi: 10.1177/1094428105285144

Jaros, S. J. (1997). An assessment of Meyer and Allen's (1991) Three-Component Model of organizational commitment and turnover intentions. *Journal of Vocational Behavior, 51*, 319-337. doi: 10.1006/jvbe.1995.1553

Jex, S. M. (1998). *Stress and job performance: Theory, research, and implications for management practice.* Thousand Oaks, CA: Sage.

Jokisaari, M., & Nurmi, J. (2009). Change in newcomers' supervisor support and socialization outcomes after organizational entry. *Academy of Management Journal, 52*, 527–544. doi: 10.5465/AMJ.2009.41330971

Jones, G. R. (1986). Socialization tactics, self-efficacy, and newcomers' adjustments to organizations. *Academy of Management Journal, 29*, 262-279. doi: 10.2307/256188

Kacmar, K. M., Bachrach, D. G., Harris, K. J., & Noble, D. (2012). Exploring the role of supervisor trust in the associations between multiple sources of relationship conflict and organizational citizenship behavior. *The Leadership Quarterly, 23*, 43-54. doi: 10.1016/j.leaqua.2011.11.004

Kahn, W. A. (2007). Meaningful connections: Positive relationships and attachments at work. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 189-224). Mahwah, NJ: Lawrence Erlbaum.

Kammeyer-Mueller, J. D., Livingston, B. A., & Liao, H. (2011). Perceived similarity, proactive adjustment, and organizational socialization. *Journal of Vocational Behavior, 78*, 225-236. doi: 10.1016/j.jvb.2010.09.012

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,* 779–794. doi: 10.1037/0021-9010.88.5.779

Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York, NY: Wiley.

Kim, T., Cable, D. M., & Kim, S. (2005). Socialization tactics, employee proactivity, and person–organization fit. *Journal of Applied Psychology, 90,* 232–241. doi: 10.1037/0021-9010.90.2.232

Kramer, R. M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology, 50,* 569-598. doi: 10.1146/annurev.psych.50.1.569

Krosgaard, M. A., Brodt, S. E., & Whitener, E. M. (2002). Trust in the face of conflict: The role of managerial trustworthy behavior and organizational context. *Journal of Applied Psychology, 87*, 312-319. doi: 10.1037/0021-9010.87.2.312

Landis, R. S., Beal, D. J., & Tesluk, P. E. (2000). A comparison of approaches to forming composite measures in structural equation models. *Organizational Research Methods, 3*, 186-207. doi: 10.1177/109442810032003

Lau, R. S., & Cobb, A. T. (2010). Understanding the connections between relationship conflict and performance: The intervening roles of trust and exchange. *Journal of Organizational Behavior, 31*, 898-917. doi: 10.1002/job.674

Lawler, E. J. (1992). Affective attachments to nested groups: A choice-process theory. *American Sociological Review, 57,* 327–339. doi: 10.2307/2096239

Lawler, E. J., & Thye, S. R. (1999). Bringing emotions into social exchange theory. *Annual Review of Sociology, 25*, 217-244. doi: 10.1146/annurev.soc.25.1.217

Lester, R. E. (1987). Organizational culture, uncertainty reduction, and the socialization of new organizational members. In S. Thomas (Ed.), *Culture and communication: Methodology, behavior, artifacts, and institutions* (pp. 105–113). Norwood, NJ: Ablex.

Lewicki, R., & Bunker, B. (1996). Developing and maintaining trust in work relationships. In R. Kramer, & T. Tyler (Eds.), *Trust in organizations* (pp. 114–139). Thousand Oaks, CA: Sage.

Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of Management Review, 23*, 438-458. doi: 10.2307/259288

Li, N., Harris, T. B., Boswell, W. R., & Xie, Z. (2011). The role of organizational insiders' developmental feedback and proactive personality on newcomers' performance: An

interactionist perspective. *Journal of Applied Psychology, 96*, 1317-1327. doi: 10.1037/a0024029

Lind, E. A. (2001). Fairness heuristic theory: Justice judgments as pivotal cognitions in organizational relations. In J. Greenberg & R. Cropanzano (Eds.), *Advances in Organizational Behavior* (pp. 56-88). Stanford, CA: Stanford University Press.

Louis, M. R. (1990). Acculturation in the workplace: Newcomers as lay ethnographers. In B. Schneider (Ed.), *Organizational climates and cultures* (pp. 85-127). San Francisco, CA: Jossey-Bass.

Louis, M. R., Posner, B. Z., & Powell, G. N. (1983). The availability and helpfulness of socialization practices. *Personnel Psychology, 36,* 857–866. doi: 10.1111/j.1744-6570.1983.tb00515.x

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods, 7*, 83–104. doi: 10.1037//1082-989X.7.1.83

Maxwell, S. E., Cole, D. A., & Mitchell, M. A. (2011). Bias in cross-sectional analyses of longitudinal mediation: Partial and complete mediation under an autoregressive model. *Multivariate Behavioral Research, 46*, 816-841. doi: 10.1080/00273171.2011.606716

McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*, 24-59. doi: 10.2307/256727

McKnight, D. H., Cummings, L. L., & Chervany, N. L. (1998). Initial trust formation in new organizational relationships. *Academy of Management Review, 23*, 473-490. doi: 10.2307/259290

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conception. *Journal of Applied Psychology, 78*, 538–551. doi: 10.1037/0021-9010.78.4.538

Mignerey, J. T., Rubin, R. B., & Gorden, W. I. (1995). Organizational entry: An investigation of newcomer communication behavior and uncertainty. *Communication Research, 22,* 54–85. doi: 10.1177/009365095022001003

Miller, V. D., & Jablin, F. M. (1991). Information seeking during organizational entry: Influences, tactics, and a model of the process. *Academy of Management Review, 16,* 92–120. doi: 10.2307/258608

Morrison, E. W. (1993). Newcomer information seeking: Exploring types, modes, sources, and outcomes. *Academy of Management Journal, 36,* 557–589. doi: 10.2307/256592

Mueller, C. W., & Lawler, E. J. (1999). Commitment to nested organizational units: Some basic principles and preliminary findings. *Social Psychology Quarterly, 62,* 325–346. doi: 10.2307/2695832

Muthen, L. K., & Muthen, B. O. (2011). *MPLUS (Version 6.12) [Computer Software].* Los Angeles, CA: Muthen & Muthen.

Nelson, D. L., & Quick, J. C. (1991). Social support and newcomer adjustment in organizations: Attachment theory at work? *Journal of Organizational Behavior, 12*, 543-554. doi: 10.1002/job.4030120607

Neves, P., & Caetano, A. (2006). Social exchange processes in organizational change: The roles of trust and control. *Journal of Change Management, 6*, 351-364. doi: 10.1080/14697010601054008

Ng, K. Y., & Chua, R. Y. J. (2006). Do I contribute more when I trust more? Differential effects of cognition- and affect-based trust. *Management and Organization Review, 2*, 43–66. doi: 10.1111/j.1740-8784.2006.00028.x

Ostroff, C., & Kozlowski, S. W. J. (1992). Organizational socialization as a learning process: The role of information acquisition. *Personnel Psychology, 45,* 849–874. doi: 10.1111/j.1744-6570.1992.tb00971.x

Parker, S. K., Williams, H. M., & Turner, N. (2006). Modeling the antecedents of proactive behavior at work. *Journal of Applied Psychology, 91*, 636–652. doi: 10.1037/0021-9010.91.3.636

Perry, R. W. (2004). The relationship of affective organizational commitment with supervisory trust. *Review of Public Personnel Administration, 24*, 133-149. doi: 10.1177/0734371X03262452

Ployhart, R. E., & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management, 36*, 94-120. doi: 10.1177/0149206309352110

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879–904. doi: 10.1037/0021-9010.88.5.879

Pratt, M. G., & Dirks, K. T. (2007). Rebuilding trust and restoring positive relationships: A commitment-based view of trust. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 117-136). Mahwah, NJ: Lawrence Erlbaum.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods, 40*, 879–891. doi: 10.3758/BRM.40.3.879

Ragins, B. R., & Dutton, J. E. (2007). Positive relationships at work: An introduction and invitation. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.

Reichers, A. E. (1987). An interactionist perspective on newcomer socialization rates. *Academy of Management Review, 12,* 278–287. doi: 10.2307/258535

Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly, 15*, 150-163. doi: 10.2307/2391486

Rodell, J. B., & Judge, T. A. (2009). Can "good" stressors spark "bad" behaviors? The mediating role of emotions in links of challenge and hindrance stressors with citizenship and counterproductive behaviors. *Journal of Applied Psychology, 94*, 1438-1451. doi: 10.1037/a0016752

Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of past and present as a prologue for the future. *Journal of Vocational Behavior, 51,* 234–279. doi: 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, 28*, 14-26. doi: 10.1002/cjas.169

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*, 413-446. doi: 10.1016/j.jvb.2006.12.004

Scandura, T. A., & Pellegrini, E. K. (2008). Trust and leader—member exchange. *Journal of Leadership & Organizational Studies, 15*, 101-110. doi: 10.1177/1548051808320986

Schaubroeck, J., & Green, S. G. (1989). Confirmatory factor analytic procedures for assessing change during organizational entry. *Journal of Applied Psychology, 74,* 892-900. doi: 10.1037/0021-9010.74.6.892

Schaubroeck, J., Lam, S. S. K., & Peng, A. C. (2011). Cognition-based and affect-based trust as mediators of leader behavior influences on team performance. *Journal of Applied Psychology, 96*, 863–871. doi: 10.1037/a0022625

Schoorman, F. D., Mayer, R. C., & Davis, J. H. (2007). An integrative model of organizational trust: Past, present, and future. *Academy of Management Review, 32*, 344-354. doi: 10.5465/AMR.2007.24348410

Shore, L. M., Tetrick, L. E., Lynch, P., & Barksdale, K. (2006). Social and economic exchange: Construct development and validation. *Journal of Applied Social Psychology, 36*, 837-867. doi: 10.1111/j.0021-9029.2006.00046.x

Simosi, M. (2012). Disentangling organizational support construct: The role of different sources of support to newcomers' training transfer and organizational commitment. *Personnel Review, 41*, 301-320. doi: 10.1108/00483481211212959

Simpson, J. A. (2007). Psychological foundations of trust. *Current Direction in Psychological Science, 16,* 264–268. doi: 10.1111/j.1467-8721.2007.00517.x

Sluss, D. M., & Ashforth, B. E. (2008). How relational and organizational identification converge: Processes and conditions. *Organization Science, 19*, 807-823. doi: 10.1287/orsc.1070.0349

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*, 949-975. doi: 10.5465/amj.2010.0420

Sluss, D. M., & Thompson, B. S. (2012). Socializing the newcomer: The mediating role of leader–member exchange. *Organizational Behavior and Human Decision Processes, 119*, 114-125. doi: 10.1016/j.obhdp.2012.05.005

Taggar, S., Hackett, R., & Saha, S. (1999). Leadership emergence in autonomous work teams: Antecedents and outcomes. *Personnel Psychology, 52*, 899-926. doi: 10.1111/j.1744-6570.1999.tb00184.x

Tan, H. H., & Lim, A. K. H. (2009). Trust in coworkers and trust in organizations. *Journal of Psychology, 143*, 45-66. doi: 10.3200/JRLP.143.1.45-66

Tekleab, A. G., & Chiaburu, D. S. (2011). Social exchange: Empirical examination of form and focus. *Journal of Business Research, 64*, 460-466. doi: 10.1016/j.jbusres.2010.03.005

Tyler, T., & Degoey, P. (1996). Trust in organizational authorities: The influence of motive attributions on willingness to accept decisions. In R. Kramer & T. Tyler (Eds.), *Trust in organizations: Frontiers of theory and research* (pp. 331−356). Thousand Oaks, CA: Sage.

Van Maanen, J. (1976). Breaking in: Socialization to work. In R. Dubin (Ed.), *Handbook of work, organization, and society* (pp. 67–130). Chicago, IL: Rand McNally.

Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. *Research in Organizational Behavior, 1,* 209–264.

Wanous, J. P. (1992). *Organizational entry: Recruitment, selection, orientation, and socialization of newcomers*. Reading, MA: Addison-Wesley.

Webber, S. S. (2008). Development of cognitive and affective trust in teams: A longitudinal study. *Small Group Research, 39*, 746-769. doi: 10.1177/1046496408323569

Wells, C. V., & Kipnis, D. (2001). Trust, dependency, and control in the contemporary organization. *Journal of Business Psychology, 15*, 593-603. doi: 10.1023/A:1007871001157

Williams, M. (2001). In whom we trust: Group membership as an affective context for trust development. *Academy of Management Review, 26*, 377–396. doi: 10.2307/259183

Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management, 17*, 601-617. doi: 10.1177/014920639101700305

Yakovleva, M., Reilly, R. R., & Werko, R. (2010). Why do we trust? Moving beyond individual to dyadic perceptions. *Journal of Applied Psychology, 95*, 79-91. doi: 10.1037/a0017102

Yang, J., & Mossholder, K. W. (2010). Examining the effects of trust in leaders: A bases-and-foci approach. *The Leadership Quarterly, 21*, 50–63. doi: 10.1016/j.leaqua.2009.10.004

Zand, D. E. (1972). Trust and managerial problem solving. *Administrative Science Quarterly, 17*, 229-239. doi: 10.2307/2393957

Zhu, W., Newman, A., Miao, Q., & Hooke, A. (2013). Revisiting the mediating role of trust on transformational leadership effects: Do different types of trust make a difference? *The Leadership Quarterly, 24*, 94–105. doi: 10.1016/j.leaqua.2012.08.004

Table 1

*Confirmatory Factor Analyses: Goodness of Fit Indices*

| Model | $\chi^2$ | *df* | RMSEA | RMSEA 90% CI | CFI | TLI | SRMR | AIC | $\Delta\chi^2$ ($\Delta df$) |
|---|---|---|---|---|---|---|---|---|---|
| 1. Hypothesized seven-factor model | 361.95*** | 209 | .06 | .05, .07 | .95 | .94 | .06 | 9113.84 | – |
| 2. Five-factor model: Time 3 vs. Time 1 and Time 2 | 894.65*** | 220 | .12 | .12, .13 | .79 | .76 | .09 | 9624.54 | 532.70*** (11) |
| 3. Five-factor model: Time 2 vs. Time 1 and Time 3 | 1227.12*** | 220 | .14 | .14, .15 | .69 | .65 | .13 | 9957.01 | 865.17*** (11) |
| 4. Three-factor model: Time 1 vs. Time 2 vs. Time 3 variables | 1756.82*** | 227 | .17 | .17, .18 | .53 | .48 | .16 | 10472.71 | 1394.87*** (18) |
| 5. One-factor model | 2430.19*** | 232 | .21 | .20, .21 | .33 | .27 | .19 | 10975.59 | 2068.24*** (23) |

*Note*. RMSEA = root mean square error of approximation; CI = confidence interval; CFI = comparative fit index; TLI = Tucker-Lewis index; SRMR = standardized root mean square residual; AIC = Akaike Information Criteria.

***$p$ < .001.

Table 2

*Descriptive Statistics and Intercorrelations among Study Variables*

| Variable | *M* | *SD* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Org. socialization tactics (T1) | 3.38 | .57 | (.90) | | | | | | | | | | | | | |
| 2. Affect-based trust: supervisor (T2) | 3.34 | .84 | .30*** | (.86) | | | | | | | | | | | | |
| 3. Affect-based trust: coworkers (T2) | 3.64 | .77 | .30*** | .22** | (.88) | | | | | | | | | | | |
| 4. Role clarity (T2) | 3.69 | .73 | .43*** | .24*** | .16* | (.86) | | | | | | | | | | |
| 5. Turnover intention (T3) | 2.27 | 1.18 | -.36*** | -.30*** | -.11 | -.25*** | (.90) | | | | | | | | | |
| 6. Affective commitment (T3) | 3.63 | .73 | .45*** | .37*** | .30*** | .28*** | -.55*** | (.88) | | | | | | | | |
| 7. Task performance (T3) | 4.35 | .46 | .28*** | .26*** | .17* | .27*** | -.18** | .26*** | (.85) | | | | | | | |
| 8. Age | 27.92 | 6.31 | .05 | .14* | -.13 | .09 | -.09 | .05 | .05 | - | | | | | | |
| 9. Gender | .80 | .40 | -.11 | -.05 | -.03 | -.15* | .17* | -.13 | -.01 | -.14* | - | | | | | |
| 10. Type of newcomer | .53 | .50 | .05 | -.03 | .08 | -.14* | .07 | -.03 | -.07 | -.47*** | .07 | - | | | | |
| 11. Organization/association 1 | .51 | .50 | -.13* | .01 | .10 | -.15* | .04 | .04 | -.04 | -.11 | .03 | .23** | - | | | |
| 12. Organization/association 2 | .09 | .29 | .18** | .11 | -.10 | .19** | -.14* | .07 | .07 | .18** | .08 | -.08 | -.32*** | - | | |
| 13. Organization/association 3 | .04 | .19 | .16* | .01 | .04 | .04 | -.12 | .09 | -.00 | .38*** | -.27*** | -.16* | -.20** | -.06 | - | |
| 14. Organization/association 4 | .19 | .39 | .10 | -.16* | -.01 | -.02 | .04 | -.14* | -.02 | -.24*** | -.02 | .17** | -.49*** | -.15* | -.09 | - |
| 15. Organization/association 5 | .18 | .38 | -.14* | .08 | -.07 | .05 | .07 | -.00 | .04 | .06 | .05 | -.34*** | -.48*** | -.15* | -.09 | -.22** |

*Note*. *N* = 224. For Gender, 1 = female, 0 = male; for Type of newcomer: 1 = recent graduate, 0 = seasoned worker; for

organization/association 1-5: 1 = member, 0 = non-member.

*p < .05; **p < .01; ***p < .001.

Table 3

*Test of Structural Models: Goodness of Fit Indices*

| Model | $\chi^2$ | df | RMSEA | RMSEA 90% CI | CFI | TLI | SRMR | AIC | $\Delta\chi^2$ | $(\Delta df)$ |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Hypothesized model | 417.97*** | 219 | .06 | .05, .07 | .94 | .93 | .07 | 9149.86 | | |
| 2. Adding a path from affect-based trust toward supervisor to task performance | 415.69*** | 218 | .06 | .05, .07 | .94 | .93 | .07 | 9149.58 | 2.28 | (1) |
| 3. Adding a path from affect-based trust toward coworkers to task performance | 417.42*** | 218 | .06 | .06, .07 | .94 | .93 | .07 | 9151.31 | .55 | (1) |
| 4. Adding a path from affect-based trust toward coworkers to turnover intention | 417.91*** | 218 | .06 | .06, .07 | .94 | .93 | .07 | 9151.80 | .06 | (1) |
| 5. Adding a path from role clarity to turnover intention | 417.90*** | 218 | .06 | .06, .07 | .94 | .93 | .07 | 9151.79 | .07 | (1) |
| 6. Adding a path from role clarity to affective commitment | 417.97*** | 218 | .06 | .06, .07 | .94 | .93 | .07 | 9151.86 | .00 | (1) |
| 7. Removing the path from organizational socialization tactics to turnover intention | 445.74*** | 220 | .07 | 06, .08 | .93 | .92 | .09 | 9175.63 | 27.77*** | (1) |
| 8. Removing the path from organizational socialization tactics to affective commitment | 442.06*** | 220 | .07 | 06, .08 | .93 | .92 | .10 | 9171.95 | 24.09*** | (1) |
| 9. Removing the path from organizational socialization tactics to task performance | 426.88*** | 220 | .07 | .06, .07 | .94 | .93 | .08 | 9156.77 | 8.91** | (1) |

*Note.* RMSEA = root mean square error of approximation; CI = confidence interval; CFI = comparative fit index; TLI = Tucker-Lewis index; SRMR = standardized root mean square residual; AIC = Akaike Information Criteria.
** *p* < .01; *** *p* < .001.

Table 4

*Standardized Direct and Indirect Effects for the Theoretical Model*

| | Mediator | | | Dependent Variable | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Affect-based trust: supervisor | Affect-based trust: coworkers | Role clarity | Task performance | | Turnover intention | | Affective commitment | |
| Predictor | Direct | Direct | Direct | Direct | Indirect | Direct | Indirect | Direct | Indirect |
| *Independent variable* | | | | | | | | | |
| Org. socialization tactics | .32*** | .29*** | .52*** | .25** | | −.38*** | | .35*** | |
| *Mediator* | | | | | | | | | |
| Affect-based trust: supervisor | | | | | | −.21** | −.07 (−.41, −.05) | .27*** | .09 (.06, .25) |
| Affect-based trust: coworkers | | | | | | | | .17* | .05 (.02, .20) |
| Role clarity | | | | .18* | .10 (.00, .22) | | | | |

*Note*. Standardized coefficients for direct effects are reported from the structural equation modeling analysis results (Muthen & Muthen, 2011). Standardized coefficients for indirect effects and their associated 95% bias-corrected confidence intervals (in parenthesis) are reported from bootstrap analyses (Hayes, 2012; Preacher & Hayes, 2008).

*p < .05; ** p < .01; *** p < .001.

Figure Captions

*Figure 1*. Hypothesized model.

*Figure 2*. Standardized path coefficients for the final model. For the sake of parsimony,

parameters for the measurement portion and disturbance terms are not presented.

*\*p* < .05; *\*\* p* < .01; *\*\*\* p* < .001.

# Psychological Contract Breach, Affective Commitment to Organization and Supervisor, and Newcomer Adjustment: A Three-Wave Moderated Mediation Model

Émilie Lapointe, Université de Montréal

Christian Vandenberghe, HEC Montréal

Jean-Sébastien Boudrias, Université de Montréal

Psychological Contract Breach, Affective Commitment to Organization and Supervisor, and

Newcomer Adjustment: A Three-Wave Moderated Mediation Model

Émilie Lapointe, University of Montreal [a] [*]

Christian Vandenberghe, HEC Montreal [b]

Jean-Sébastien Boudrias, University of Montreal [a]

[a] University of Montreal, C.P. 6128 succursale Centre-ville, Montréal, Québec, Canada, H3C 3J7

[b] HEC Montreal, 3000 Chemin de la Côte Sainte-Catherine, Montréal, Québec, Canada, H3T 2A7.

Abstract

This study examines the relationship of psychological contract breach to newcomer adjustment outcomes using affective commitments to organizations and supervisors as mediators and also looks at the moderating role of affective commitment to supervisors. Drawing from data collected at three points in time among a sample of newcomers ($N = 224$), we found that Time 2 affective organizational commitment mediated a positive relationship between Time 1 psychological contract breach and Time 3 turnover intention and emotional exhaustion. Moreover, affective commitment to supervisors interacted with organizational commitment such that the latter was more negatively related to Time 3 outcomes at low levels of commitment to supervisors. Similarly, the indirect relationships of psychological contract breach to Time 3 outcomes were stronger and negative at low levels of commitment to supervisors. Affective commitment's role in the psychological contract breach-outcomes relationships during the entry period is discussed.


*Keywords*: psychological contract breach; affective commitment to organizations; affective commitment to supervisors; turnover intention; emotional exhaustion.

**Psychological Contract Breach, Affective Commitment to Organization and Supervisor, and Newcomer Adjustment: A Three-Wave Moderated Mediation Model**

Psychological contracts represent an important framework for understanding the employment relationship (Rousseau, 2001). It refers to employees' beliefs about what they are entitled to receive, or should receive, based on perceived promises made by the organization (Morrison & Robinson, 1997; Robinson & Morrison, 2000). A breach to the psychological contract occurs when employees perceive that the organization has failed to meet one or more obligations in a manner commensurate with their contributions and can be distinguished from psychological contract violation which refers to the resulting emotional distress and feelings of anger (Morrison & Robinson, 1997). The study of psychological contract breach is particularly important because meeting employees' expectations remains a challenging issue in most organizations (Turnley & Feldman, 1999). Research suggests that psychological contract breach is experienced by a high proportion of employees (Robinson & Rousseau, 1994) and its effects can be long-lasting and difficult to repair (Conway, Guest, & Trenberth, 2011; Robinson, Kraatz, & Rousseau, 1994; Robinson & Morrison, 2000). Moreover, psychological contract breach is worth investigating among newcomers because the entry period involves a major adjustment (Ashforth, Sluss, & Harrison, 2007) and is critical in regard to the fulfillment of psychological contracts (Rousseau, 2001). Indeed, it is during this period that newcomers will develop a clearer understanding of the mutual obligations that link them to the organization (De Vos, Buyens, & Schalk, 2003; Rousseau, 2001) and form their definition of the psychological contract (Lee, Liu, Rousseau, Hui, & Chen, 2011).

In this context, a failure by the organization (or its representative, the supervisor; Dabos & Rousseau, 2004) to keep its promises is likely to have deleterious consequences. In support for

this claim, meta-analyses reveal that psychological contract breach is linked to lower job satisfaction, trust, affective commitment, organizational citizenship behaviors, and task performance, and to higher turnover intention (Bal, De Lange, Jansen, & Van Der Velde, 2008; Zhao, Wayne, Glibkowski, & Bravo, 2007). In this study, we use Conservation of Resources theory (COR theory; Hobfoll, 1989) for understanding how psychological contract breach ultimately affects newcomers' adjustment to the work context. More specifically, we develop hypotheses around the premise that resource drain explains why and how psychological contract breach affects newcomers' reactions during the entry period. Specifically, we posit that psychological contract breach instills a resource drain process that damages the psychological bond with organizations and supervisors, ultimately resulting in turnover intention and emotional exhaustion. We further argue that supervisors can also play a compensatory role in this process.

This study intends to contribute to the field as follows. First, we examine the relationship between psychological contract breach and two aspects of newcomer adjustment, namely turnover intention and emotional exhaustion, using affective commitment to organizations and supervisors as mediators. Affective commitment is a relational construct that captures the quality of employees' relationship with the organization (van Knippenberg & Sleebos, 2006) or the supervisor (Becker, 2009) and is indicative of newcomer adjustment (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). As we discuss below, we consider affective commitment to both organizations and supervisors as immediate outcomes of psychological contract breach because both of these entities are involved in the formation of psychological contracts (Dabos & Rousseau, 2004). Based on COR theory (Hobfoll, 1989), we expect psychological contract breach to undermine the psychological bond between newcomers and their organization and

92

supervisor (i.e., affective commitment) and result in higher turnover intention. We also expect that the damaged psychological bond that results from psychological contract breach will lead to more emotional exhaustion, which refers to feelings of being invaded or exhausted by one's work, and deprived of physical and emotional resources (Maslach, Schaufeli, & Leiter, 2001). This reasoning essentially revolves around the fact that as a perceived betrayal, psychological contract breach initiates a process whereby resources associated with employees' psychological bond with organizations and supervisors are threatened or lost. The generated stressful state might then result in a willingness to withdraw from the organization (Hom et al., 2009) and the experience of strain (Kalliath, O'Driscoll, & Gillespie, 1998). These relationships are worth looking at during the entry period as newcomers, more so than regular employees, are likely to question their organizational membership and experience emotional exhaustion (Dunford, Shipp, Boss, Angermeier, & Boss, 2012; Farber, 1994).

A second, major objective of this study is to examine the role of the affective bond that newcomers create with their supervisor as a moderator of the relationship of organizational commitment to turnover intention and emotional exhaustion and the indirect effects of psychological contract breach on these outcomes. Following COR theory, employees' psychological bond with their supervisor can compensate for a lower affective organizational commitment (Vandenberghe & Bentein, 2009). Presumably, a high level of affective commitment to the supervisor is indicative of a resourceful relationship with the supervisor that can facilitate newcomer adjustment by replacing the organization's role. The interplay between affective organizational commitment and affective commitment to the supervisor remains poorly understood (Johnson, Groff, & Taing, 2009). This line of work is however worth pursuing as organizations and supervisors represent salient entities for newcomers

(Morrison, 2002; Saks & Ashforth, 1997). We thus expect affective organizational commitment's effects and perceived breach's indirect effects on turnover intention and emotional exhaustion to be weaker at high levels of affective commitment to supervisors. We now turn to the discussion of our hypotheses using a moderated mediation framework (Figure 1).

<div align="center">**Hypothesis Development**</div>

**Psychological Contract Breach and Affective Commitment**

COR theory states that individuals strive to retain, protect and build resources (i.e., objects, personal characteristics, conditions or energies that are valued in their own right or that foster the attainment or protection of valued resources; Hobfoll, 1989). Accordingly, when individuals make investments that do not provide a good return in terms of resources, they experience a sense of loss, which engenders stress (Halbesleben, 2006). In the case of newcomers, this stressful state should add to the stress caused by the novelty and uncertainty of situations they are exposed to during socialization (Morrison, 2002; Saks & Ashforth, 1997), therefore exacerbating it. Thus, as psychological contract breach creates a perceived imbalance between investments and outcomes, and as newcomers often have high expectations with respect to their job (Wanous, 1992), we can assume that psychological contract breach triggers a resource loss process and that newcomers are particularly vulnerable to its deleterious consequences.

The resource loss process, as initiated by psychological contract breach, likely affects newcomers' psychological bond with the organization (affective commitment) as it reduces the future prospects of their joint relationship (Robinson & Morrison, 2000; Robinson et al., 1994) and affective commitment to the supervisor as supervisors act as important agents that

ensure the successful realization of the organization's promises (Dabos & Rousseau, 2004). Resources that are typically related to affective commitment include self-esteem, social identity, and feelings of confidence, stability, security, and belonging (Hobfoll, 2002; Lapointe, Vandenberghe, & Panaccio, 2011; Schmidt, 2007), all of which would be in danger in case of psychological contract breach. This resource depletion process is further hypothesized to result in an increase of turnover intention and emotional exhaustion. Turnover intention can indeed be viewed as an intention to withdraw from a stressful situation (Maertz & Kmitta, 2012) while emotional exhaustion is thought to result from exposure to job-related stressors (Maslach et al., 2001). Thus, by damaging newcomers' relationship to their organization and supervisor, psychological contract breach is a stressor that triggers a resource depletion process.

The mediating role of affective organizational commitment in the psychological contract breach-outcomes relationships appears plausible in regard to previous research. For example, affective organizational commitment is a well-known antecedent of turnover intention (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) and emotional exhaustion (Kalliath et al., 1998; Lapointe et al., 2011). Similarly, past research on the consequences of psychological contract breach has reported a negative link between psychological contract breach and a variety of affective-based outcomes such as job satisfaction, trust, and affective commitment (Bal et al., 2008; Zhao et al., 2007). Moreover, a recent meta-analysis by Robbins, Ford, and Tetrick (2012) suggests that psychological contract breach bears negative implications for employee health. In addition, we posit that affective commitment to supervisors will act as another mediator between psychological contract breach and outcomes because supervisors exert an important role in achieving the organization's obligations (Dabos & Rousseau, 2004), act on

95

behalf of the organization (Vandenberghe & Bentein, 2009), and represent important referents for newcomers during the entry period (Fang, Duffy, & Shaw, 2011). The previous discussion suggests that psychological contract breach will engender reduced affective commitment to organization and supervisor which in turn will be associated with increased turnover intention and emotional exhaustion. Thus, we propose the following hypotheses.

*Hypothesis 1a*. Newcomers' affective organizational commitment mediates a positive relationship between psychological contract breach and turnover intention.

*Hypothesis 1b*. Newcomers' affective commitment to the supervisor mediates a positive relationship between psychological contract breach and turnover intention.

*Hypothesis 2a*. Newcomers' affective organizational commitment mediates a positive relationship between psychological contract breach and emotional exhaustion.

*Hypothesis 2b*. Newcomers' affective commitment to the supervisor mediates a positive relationship between psychological contract breach and emotional exhaustion.

**Affective Commitment to the Supervisor as a Moderator**

The particularity of supervisors is that they are nested within, and partly act on behalf of the global organization (Coyle-Shapiro & Shore, 2007; Lawler, 1992; Mueller & Lawler, 1999). While the organization, especially for newcomers, remains an abstract, distal, and diffuse entity, the supervisor represents a more concrete, visible, proximal, and human entity (Ashforth et al., 2007; Becker, 2009). Accordingly, affective commitment to the organization is generally based on impersonal and symbolic considerations (Haslam, 2004) whereas affective commitment to the supervisor is usually grounded within a dyadic, interpersonal relationship and based on the supervisor's character and behavior (Becker, 2009). Therefore,

96

the ways employees relate to their organization and their supervisor are plausibly distinguishable.

Following this line of thought, COR theory stipulates that individuals who are endowed with more resources are less affected by resource drain and the stress it generates (Hobfoll, 1989, 2002). As affective commitment results from a process of identification, involvement, and value congruence with a specific target (Meyer & Herscovitch, 2001), it is likely that the resources made available to employees are also target-specific. In this respect, research suggests that supervisors are important providers of socio-emotional and tangible resources for employees (Coyle- Shapiro & Shore, 2007; Stinglhamber & Vandenberghe, 2003). This may explain why commitment to the supervisor is more salient and has a deeper influence on employees than organizational commitment (Becker, 2009; Mueller & Lawler, 1999).

Indeed, supervisors often have the primary responsibility for establishing norms and are presumably more effective than the organization in monitoring, rewarding, and shaping employee behaviors. They also influence employees' working conditions, provide them with a greater sense of control, and have a unique ability to generate positive emotions among employees (Becker, 2009; Gilbreath & Benson, 2004; Lawler, 1992; Mueller & Lawler, 1999; Nifadkar, Tsui, & Ashforth, 2012). This would be particularly true during the first months of employment, a period during which the supervisor represents a key referent in the socialization process (Fang et al., 2011). This suggests that affective commitment to the supervisor provides newcomers with access to significant resources that might compensate for lower affective organizational commitment. For example, research shows that the supervisor can mitigate the negative effects of stressful situations on employees (e.g., Harris & Kacmar, 2005; Kacmar, Bachrach, Harris, & Noble, 2012). A strong emotional bond with the

supervisor may thus help the employee to benefit from more challenging and less stressful job conditions as the supervisor may be inclined to help subordinates with whom he/she has strong connections to adapt and complete their tasks more efficiently. Moreover, such process should produce larger effects on turnover intention and emotional exhaustion when the psychological bond with the organization (i.e., affective organizational commitment) is weaker. Indeed, employees with low levels of affective organizational commitment may experience a less resourceful state as they may feel less oriented, supported and valued by the organization with regard to job challenges, hence come to generate efforts in many directions. A strong affective commitment to the supervisor would thus guarantee the employee that the supervisor is taking the lead in monitoring his/her work environment and offers the necessary resources to adapt and cope with job demands. Thus, any resources given by supervisors in a context where the organization offers little comparable resources may be particularly impactful in reducing employees' turnover intention and emotional exhaustion. The above discussion leads to the following hypotheses.

*Hypothesis 3.* Affective commitment to the supervisor moderates the negative relationship between affective organizational commitment and turnover intention such that this relationship is weaker at high levels of affective commitment to the supervisor.

*Hypothesis 4.* Affective commitment to the supervisor moderates the negative relationship between affective organizational commitment and emotional exhaustion such that this relationship is weaker at high levels of affective commitment to the supervisor.

The above discussion also suggests that affective commitment to supervisors should buffer the indirect effects of psychological contract breach on turnover intention and

emotional exhaustion through affective organizational commitment. As the psychological contract is primarily established with the organization (Coyle-Shapiro & Shore, 2007), the deleterious effects of breaches in this contract on affective organizational commitment might be compensated by stronger affective commitment to supervisors. Indeed, in such circumstances, the guidance of supervisors that facilitates employees' adaptation to job demands (i.e., through clear and supportive directions) would compensate for a weak bond with the organization (which in itself would prevent employees from receiving support in coping with job demands). Therefore, a strong affective commitment to the supervisor should help to reduce the resource depletion effects of psychological contract breach, hence should buffer the indirect effects of psychological contract breach on turnover intention and emotional exhaustion through affective organizational commitment. This leads to the following, remaining hypotheses.

*Hypothesis 5.* Affective commitment to the supervisor moderates the indirect relationship between psychological contract breach and turnover intention through affective organizational commitment such that this indirect relationship is weaker at high levels of affective commitment to the supervisor.

*Hypothesis 6.* Affective commitment to the supervisor moderates the indirect relationship between psychological contract breach and emotional exhaustion through affective organizational commitment such that this indirect relationship is weaker at high levels of affective commitment to the supervisor.

**Method**

**Sample and Procedure**

Our focus in this study is on newcomers and their experience of psychological contract breach. Most scholars consider the first year following entry as the period that has the greatest impact on attitudes and behaviors (Fisher, 1986; Saks & Ashforth, 1997). Thus, in order to include individuals experiencing the transitional socialization process, while leaving enough time for psychological contract breach to occur and show significant effects on outcome variables, we targeted newcomers that, at Time 1, had one year or less of tenure with their organization. We also designed our study to include three measurement occasions separated by four months. The Time 1 cutoff point and the time intervals are consistent with previous studies on newcomers (e.g., Allen, 2006; Bauer et al., 2007). The independent variable was measured at Time 1, the commitment variables were measured at Time 2 and the dependent variables at Time 3.

In order to reach a large pool of participants, we contacted several organizations, public and private, as well as professional, alumni, and student associations. Five organizations and associations representing a total of 26 553 members agreed to participate. Email invitations were sent to the members of these organizations and associations. The introductory message explained the purpose of the study, specified the target population (i.e., newcomers), and ensured that responses would be confidential. People who considered themselves as newcomers could click on a link to complete the first questionnaire online, either in French or English. The research team then contacted at Time 2 those who completed the first questionnaire. The same procedure was used for the Time 3 questionnaire. In exchange for

their contribution, they received personalized reports of their results and had a chance to win small cash prizes.

A total of 935 individuals responded to the first questionnaire. Among them, 664 completed the Time 2 questionnaire (71%), and 554 completed the Time 3 questionnaire (83%). Among participants who completed the three questionnaires, 272 were excluded because they reported having more than one year of tenure at Time 1, and 58 were excluded because they changed organizations between Time 1 and Time 3. The final sample thus consists of 224 participants representing a large variety of occupations (e.g., accountant, teacher, lawyer, nurse, industrial mechanic) and industries (e.g., professional services, public services, and manufacturing). The majority of them were female (79%); they averaged 27.9 years (*SD* = 6.3) of age. The sample counts mainly employees who work full-time (61%) and have a university degree (76%). About half (53%) of the participants are recent graduates (i.e., paid work has been their main occupation for one year or less). They averaged 5.9 months (*SD* = 3.3) of organizational tenure. Most participants (97%) responded the French version of the questionnaires.

**Measures**

We translated English-language items into French using a standard translation-back-translation procedure. A 5-point Likert-type scale (1 = *strongly disagree*; 5 = *strongly agree*) was used for all substantive items.

***Psychological contract breach***. Robinson and Morrison's (2000) 5-item scale was used to measure psychological contract breach (e.g., "I have not received everything promised to me in exchange for my contributions"; α = .95).

*Affective commitment variables*. Affective organizational commitment was measured using Bentein, Vandenberg, Vandenberghe and Stinglhamber's (2005) version of Meyer, Allen, and Smith's (1993) 6-item scale (e.g., "I really feel that I belong in this organization"; α = .88). Stinglhamber, Bentein, and Vandenberghe's (2002) 6-item scale was used to measure affective commitment to the supervisor (e.g., "My supervisor means a lot to me"; α = .93).

*Turnover intention*. Turnover intention was measured with two items: "I often think about quitting this organization" and "I intend to search for a position with another employer within the next year" ($r$ = .81; Bentein et al., 2005).

*Emotional exhaustion*. Five high-loading items from the MBI-GS (Maslach Burnout Inventory – General Survey; Schaufeli, Leiter, Maslach, & Jackson, 1996) were used to measure emotional exhaustion (e.g., "I feel emotionally drained from my work"; α = .89). Using an independent sample of 477 employees from a manufacturing organization, we found our reduced scale to correlate .97 with the full 9-item scale of emotional exhaustion, attesting to the robustness of our abridged version of it.

*Control variables*. We controlled for age, gender, type of newcomer (recent graduate vs. seasoned worker), and organizational tenure as these variables have been found to be related, albeit slightly, to affective commitment and newcomer adjustment (Griffeth, Hom, & Gaertner, 2000; Meyer et al., 2002; Saks, Uggerslev, & Fassina, 2007).

## Results

### Confirmatory Factor Analysis

The dimensionality of our data was examined through confirmatory factor analysis. We used Mplus 6.12 (Muthen & Muthen, 2011) and the maximum likelihood method of estimation. We compared our hypothesized 5-factor model against more parsimonious models

102

using $\chi^2$ difference tests. The hypothesized model yielded a good fit to the data, $\chi^2$ (242) = 474.97, $p < .001$, RMSEA = .07, CFI = .95, TLI = .94, SRMR = .06; AIC = 11046.28. This model also proved superior to two 3-factor models in which we combined Time 3 variables, $\Delta\chi^2$ (4) = 207.49, $p < .001$, or Time 2 variables, $\Delta\chi^2$ (4) = 394.08, $p < .001$, a 2-factor model in which Time 2 and Time 3 variables were combined, $\Delta\chi^2$ (10) = 1291.63, $p < .001$, and a 1-factor model that merged all study variables, $\Delta\chi^2$ (11) = 2695.72, $p < .001$. These results provide evidence for the distinctiveness of our study's variables.

**Descriptive Statistics and Intercorrelations**

Descriptive statistics and intercorrelations are presented in Table 1. As can be seen, all variables displayed good internal consistency ($\alpha$s > .70). Of substantive interest, psychological contract breach was negatively related to affective commitments to the organization and the supervisor ($r = -.26$, $p < .001$, and $r = -.24$, $p < .001$, respectively), and positively related to turnover intention ($r = .22$, $p < .01$) and emotional exhaustion ($r = .19$, $p < .01$). Furthermore, affective commitments to the organization and the supervisor were negatively correlated with turnover intention ($r = -.41$, $p < .001$, and $r = -.37$, $p < .001$, respectively) and emotional exhaustion ($r = -.25$, $p < .001$, and $r = -.23$, $p < .01$, respectively).

**Hypothesis Tests**

*Hypotheses 1a-b and 2a-b*. Multiple regression analysis, with controls entered at Step 1 (see Table 2 and Table 3) and psychological contract breach entered at Step 2 (see Table 3), was used to address Hypotheses 1a-b and 2a-b. The significance of indirect effects was further tested using a bootstrap analysis (MacKinnon, Lockwood, & Williams, 2004). As can be seen from Table 2 (Model 2s), psychological contract breach negatively predicted affective organizational commitment ($\beta = -.24$, $p < .001$) and affective commitment to the supervisor ($\beta$

= −.22, $p < .01$). Affective organizational commitment negatively predicted turnover intention ($\beta = −.28$, $p < .01$) and emotional exhaustion ($\beta = −.19$, $p < .05$) (see Table 3, Model 3s). In addition, the bias-corrected confidence intervals, as obtained from 1,000 bootstrap estimates, of the indirect effects of psychological contract breach on turnover intention and emotional exhaustion through affective organizational commitment excluded zero (.09, 99% CI = .02, .22, and .04, 95% CI = .01, .09, respectively), indicating that these effects were significant. Therefore, Hypotheses 1a and 2a are supported. In contrast, affective commitment to the supervisor did not predict turnover intention ($\beta = −.15$, *ns*) nor emotional exhaustion ($\beta = −.11$, *ns*) (see Table 3, Model 3s). Thus, Hypotheses 1b and 2b are not supported.

*Hypotheses 3-4*. We used moderated multiple regression to examine Hypotheses 3 and 4, which predicted that affective commitment to the supervisor would negatively moderate the relationship of affective organizational commitment to turnover intention and emotional exhaustion, respectively. As recommended by Aiken and West (1991), affective organizational commitment and affective commitment to the supervisor were centered prior to the calculation of the organizational commitment × commitment to the supervisor product term. Results are reported in Table 3. As can be seen from Model 4s, the two commitment variables interacted in the prediction of turnover intention ($\beta = .15$, $p < .05$, $\Delta R^2 = .02$) and emotional exhaustion ($\beta = .21$, $p < .01$, $\Delta R^2 = .04$). To illustrate the nature of these interactions, we plotted the regression line of turnover intention and emotional exhaustion on affective organizational commitment at 1 *SD* below and 1 *SD* above the mean of affective commitment to the supervisor (cf. Aiken & West, 1991) (see Figures 2 and 3). Simple slopes analyses showed that affective organizational commitment was unrelated to turnover intention and emotional exhaustion at high levels of affective commitment to the supervisor ($t$ [217 = −

1.92, *ns*, and *t* [217] = −.43, *ns*, respectively) but significantly and negatively related to these outcomes at low levels of it (*t* [217] = −4.29, *p* < .001, and *t* [217] = −3.72, *p* < .001, respectively). Moreover, these regression lines differed significantly from one another (*t* [217] = 2.33, *p* < .05, and *t* [217] = 3.38, *p* < .001, respectively). Therefore, Hypotheses 3 and 4 are supported.

*Hypotheses 5-6*. We followed Edwards and Lambert's (2007) moderated mediation analytical procedure to examine Hypotheses 5 and 6, which stated that the indirect relationships of psychological contract breach to turnover intention and emotional exhaustion through affective organizational commitment would be negatively moderated by affective commitment to the supervisor. More precisely, we estimated coefficients for contract breach's indirect effects on 1,000 bootstrap samples and tested their significance using bias-corrected confidence intervals (CIs; MacKinnon et al., 2004). Then, we computed simple paths and indirect effects at high and low levels of affective commitment to the supervisor (± 1 *SD*; Aiken & West, 1991). Differences among coefficients across levels of the moderator were tested using bias-corrected CIs.

The indirect effect of psychological contract breach on turnover intention through affective organizational commitment was significant both at high (.06, 95% CI = .00, .15) and low (.13, 99% CI = .02, .28) levels of affective commitment to the supervisor, but the difference between the two was significant (−.07, 99% CI = −.19, −.00). Hypothesis 5 is thus supported. Finally, the indirect effect of psychological contract breach on emotional exhaustion through affective organizational commitment was non-significant at high levels of affective commitment to the supervisor (.01, 95% CI = −.02, .05) but significant and positive

at low levels of it (.09, 99% CI = .01, .21) and the difference between the two was significant (−.08, 99% CI = −.20, −.01). Hypothesis 6 is thus supported.

## Discussion

Using a three-wave design among a sample of newcomers, our study found psychological contract breach's relationships to turnover intention and emotional exhaustion to be mediated by affective organizational commitment and affective commitment to the supervisor to be a significant moderator of these relationships. These findings bear important implications for theory and practice that we outline below.

**Theoretical Implications and Directions for Future Research**

This study advances prior research by showing that the negative consequences associated with psychological contract breach can be partly explained by the erosion of affective organizational commitment. This is consistent with a COR theory perspective on psychological contract breach. Indeed, psychological contract breach can be conceived as a stressor that alters the quality of the employee-organization relationship and depletes individuals' organization-related resources. This may ultimately result in the propensity to think about leaving and the experience of emotional exhaustion. To further investigate this issue, researchers should try to identify which organization-related resources (e.g., social identity or feelings of confidence) are concretely affected by psychological contract breach and determine those that have the greatest impact in regard to specific outcomes (Hobfoll, 2002). Such investigations would be relevant to enable practitioners to better target their interventions toward reducing the negative effects of psychological contract breach.

The results of the present study also suggest that even though supervisors are key representatives of the organization (Coyle-Shapiro & Shore, 2007), psychological contract

breach does not necessarily affect the psychological bond that is established between supervisors and employees. In retrospect, the hypothesized resource depletion process might not be as straightforward for supervisors as it is for organizations. Indeed, the literature states that the employee and the organization are the target parties involved in the formation of the psychological contract, with the supervisor carrying out the organization's promises (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997; Robinson & Morrison, 2000). Thus, one might speculate that, for psychological contract breach to significantly alter newcomers' affective commitment to their supervisor, they must perceive their supervisor to strongly embody the organization's identity (Shoss, Eisenberger, Restobug, & Zagenczyk, 2013). In the same way, for affective commitment to the supervisor to play a significant mediating role, it might be necessary for newcomers to cognitively attribute psychological contract breach to their supervisor (Robinson & Morrison, 2000). This may happen when, for example, supervisors fail to follow up on particular promises that the organization has made towards newcomers because they do not endorse them or these promises do not match their own interests (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997). Future research should investigate these possibilities.

Our study highlights the importance of affective commitment to supervisors as a moderator in the psychological contract breach process (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997). Indeed, findings reveal that high levels of affective commitment to the supervisor are associated with a weaker relationship of affective organizational commitment to turnover intention and emotional exhaustion. Similarly, the indirect effect of psychological contract breach on turnover intention and emotional exhaustion was weaker at high levels of affective commitment to the supervisor. These findings suggest that low

organizational commitment can be compensated by heightened levels of affective commitment to the supervisor. Results also reveal that the compensatory effect of affective commitment to the supervisor is particularly strong for emotional exhaustion. This result is consistent with research showing that supervisors have a deep influence on employees' daily work experiences and that affective commitment to supervisors is associated with resources (e.g., a sense of control, a feeling of being supported) that can help newcomers to better cope with stress (Elfering et al., 2005; Gilbreath & Benson, 2004; Lawler, 1992; Mueller & Lawler, 1999). It also reinforces our premise that commitment to supervisors as concrete and proximal targets facilitates employees' adaptation to job demands. It would be worth extending this study by examining the relationships between affective commitment to alternative, local foci such as coworkers or customers and various indicators of psychological well-being (Lapointe et al., 2011; Meyer & Maltin, 2010).

Researchers should also examine the interactive effects of other salient social commitment foci (e.g., senior peers/coworkers, customers) in order to identify combinations that, as found in this study, display compensatory effects on outcomes, as well as point out synergistic and competitive effects (Johnson et al., 2009), particularly among newcomers. This line of inquiry is likely to generate important implications for our understanding of how commitment foci combine to influence newcomer reactions. Indeed, as organizations are getting more decentralized and are becoming more complex, it is increasingly difficult for employees to identify with them (Stinglhamber & Vandenberghe, 2003). In this context, employees are likely to get committed to social foci that offer more opportunities for interaction (Mueller & Lawler, 1999). Research should thus investigate this possibility.

In the same way, researchers should examine the possible moderators of the relationship between psychological contract breach and affective commitment to the organization, as well as how they impact the indirect relationship of psychological contract breach to its outcomes. Among other, it would be worth investigating interactions between psychological contract breach and individuals' reciprocation ideology (Eisenberger, Cotterell, & Marvel, 1987), since it might affect their reactions and behaviors following a perceived lack of reciprocation on the part of the organization.

**Practical Implications**

This study suggests that psychological contract breach negatively affects newcomer adjustment. Organizations would thus be well advised to avoid providing unrealistic promises at the recruitment stage (Zhao et al., 2007). Instead, they should provide newcomers with accurate information regarding their job. Once employees are hired, organizations should strive to fulfill their obligations as much as possible (Zhao et al., 2007). Frequent communication about the terms of psychological contracts can help to avoid distorted perceptions in the long term (Morrison & Robinson, 1997). These practices may also lay the foundation for increased organizational commitment (Coyle-Shapiro & Shore, 2007; Dabos & Rousseau, 2004). Similarly, organizations can use structured socialization experiences to make employees' perceptions of the psychological contract more convergent (Morrison & Robinson, 1997).

This study's findings also suggest that organizations should put greater emphasis on the role of supervisors in the experience of psychological contract breach and in the socialization process. As Sluss and Thompson (2012) argue, organizations invest heavily in orientation programs but tend to ignore the impact of supervisors who are "on the ground" with

109

newcomers. For example, organizations could provide supervisors with more concrete guidelines or training regarding what is expected of them during socialization and how to deal with breach perceptions constructively. Practices that foster commitment to both organization and supervisor are also desirable (Meyer & Maltin, 2010) as this may prevent commitment to these foci to conflict with one another.

**Limitations**

Even if our sample covers a wide range of occupations and industries, we do not know if respondents were representative of the organization/ association they belonged to. Moreover, our sample comprised a high proportion of women and part-time workers. Our analyses were also conducted on data from respondents who stayed with the organization during the study period. Since people who experience psychological contract breach and remain in their organization over time may share some characteristics (Morrison & Robinson, 1997; Rousseau, 2001), it would be useful to replicate this study's findings using other samples and different time frames. The use of longitudinal designs where variables are measured at several occasions is also warranted in the future. Our study could also be extended by looking at the role of emotional exhaustion in turnover over time, which could not be addressed in this study. Finally, the use of self-reports to assess our variables is a limitation. Future research should incorporate supervisor-rated measures of newcomer adjustment. However, our study used a time-lagged design where variables were measured at separate occasions, which reduces concerns of common method bias.

<div align="center">

**Conclusion**

</div>

This study extends the literature on psychological contract breach by highlighting the combined role of affective commitments to organizations and supervisors as mediator and

moderator, respectively, of the relationship between psychological contract breach and turnover intention and emotional exhaustion among newcomers. In doing so, we used principles of COR theory to make sense of the effects of breach perceptions on adjustment outcomes. We hope this study's findings will encourage researchers to further investigate how employee commitment intervenes in the effects of psychological contract breach on newcomer adjustment outcomes.

# References

Aiken, L. S., & West, S. G. (1991) *Multiple regression: Testing and interpreting interactions*. Thousand Oaks, CA: Sage.

Allen, D. G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management, 32*, 237-256. doi: 10.1177/0149206305280103

Ashforth, B. E., Sluss, D. M., & Harrison, S. H. (2007). Socialization in organizational contexts. In G. P. Hodgkinson & J. K. Ford (Eds.), *International review of industrial and organizational psychology* (pp. 1–70). New York: John Wiley & Sons. doi: 10.1002/9780470753378.ch1

Bal, P. M., De Lange, A. H., Jansen, P. G., & Van der Velde, M. E. (2008). Psychological contract breach and job attitudes: A meta-analysis of age as a moderator. *Journal of Vocational Behavior, 72*, 143-158. doi: 10.1016/j.jvb.2007.10.005

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*, 707-721. doi: 10.1037/0021-9010.92.3.707

Becker, T. E. (2009). Interpersonal commitments. In H. J. Klein, T. E. Becker, & J. P. Meyer (Eds.), *Commitment in organizations: Accumulated wisdom and new directions* (pp. 137−178). Florence, KY: Routledge/Taylor and Francis Group.

Bentein, K., Vandenberg, R., Vandenberghe, C., & Stinglhamber, F. (2005). The role of change in the relationship between commitment and turnover: A latent growth modeling approach. *Journal of Applied Psychology, 90*, 468-482. doi: 10.1037/0021-9010.90.3.468

Conway, N., Guest, D., & Trenberth, L. (2011). Testing the differential effects of changes in psychological contract breach and fulfillment. *Journal of Vocational Behavior, 79*, 267-276. doi: 10.1016/j.jvb.2011.01.003

Coyle-Shapiro, J. A. M., & Shore, L. M. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review, 17*, 166-179. doi: 10.1016/j.hrmr.2007.03.008

Dabos, G. E., & Rousseau, D. M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology, 89*, 52–72. doi: 10.1037/0021-9010.89.1.52

De Vos, A., Buyens, D., & Schalk, R. (2003). Psychological contract development during organizational socialization: Adaptation to reality and the role of reciprocity. *Journal of Organizational Behavior, 24*, 537–559. doi: 10.1002/job.205

Dunford, B. B., Shipp, A. J., Boss, R. W., Angermeier, I., & Boss, A. D. (2012). Is burnout static or dynamic? A career transition perspective of employee burnout trajectories. *Journal of Applied Psychology, 97*, 637-650. doi: 10.1037/a0027060

Edwards, J. R., & Lambert, L. S. L. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods, 12*, 1–22. doi: 10.1037/1082-989X.12.1.1

Eisenberger, R., Cotterell, N., & Marvel, J. (1987). Reciprocation ideology. *Journal of Personality and Social Psychology, 53*, 743-750. doi: 10.1037/0022-3514.53.4.743

Elfering, A., Grebner, S., Semmer, N. K., Kaiser-Freiburghaus, D., Ponte, S. L.-D., & Witschi, I. (2005). Chronic job stressors and job control: Effects on event-related coping success and well-being. *Journal of Occupational & Organizational Psychology, 78*, 237-252. doi:

10.1348/096317905x40088

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*, 127-152. doi: 10.1177/0149206310384630

Farber, H. S. (1994). The analysis of interfirm worker mobility. *Journal of Labor Economics, 12*, 554–593. doi: 10.1086/298362

Fisher, C. D. (1986). Organizational socialization: An integrative review. In K. M. Rowland & G. R. Ferris (Eds.), *Research in personnel and human resources management, Vol. 4* (pp. 101–145). Greenwich, CT: JAI Press.

Gilbreath, B., & Benson, P. G. (2004). The contribution of supervisor behaviour to employee psychological well-being. *Work & Stress, 18*, 255-266. doi: 10.1080/02678370412331317499

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the millennium. *Journal of Management, 26*, 463-488. doi: 10.1177/014920630002600305

Halbesleben, J. R. B. (2006). Sources of social support and burnout: A meta-analytic test of the conservation of resources model. *Journal of Applied Psychology, 91*, 1134–1145. doi: 10.1037/0021-9010.91.5.1134

Harris, K. J., & Kacmar, K. M. (2005). Easing the strain: The buffer role of supervisors in the perceptions of politics-strain relationship. *Journal of Occupational and Organizational Psychology*, *78*, 337–354. doi: 10.1348/096317905X26110

Haslam, S. A. (2004). *Psychology in organizations: The social identity approach*, *2nd Ed.* London: Sage.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*, 513–524. doi: 10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology, 6*, 307–324. doi: 10.1037/1089-2680.6.4.307

Hom, P. W., Tsui, A. S., Wu, J. B., Lee, T. W., Zhang, A. Y., Fu, P. P., & Li, L. (2009). Explaining employment relationships with social exchange and job embeddedness. *Journal of Applied Psychology, 94*, 277-297. doi: 10.1037/a0013453

Johnson, R. E., Groff, K. W., & Taing, M. U. (2009). Nature of the interactions among organizational commitments: Complementary, competitive or synergistic? *British Journal of Management, 20*, 431-447. doi: 10.1111/j.1467-8551.2008.00592.x

Kacmar, M. K., Bachrach, D. G., Harris, K. J., & Noble, D. (2012). Exploring the role of supervisor trust in the associations between multiple sources of relationship conflict and organizational citizenship behavior. *Leadership Quarterly, 23*, 43–54. doi: 10.1016/j.leaqua.2011.11.004

Kalliath, T. J., O'Driscoll, M. P., & Gillespie, D. (1998). The relationship between burnout and organizational commitment in two samples of health professionals. *Work and Stress, 12*, 179–185. doi: 10.1080/02678379808256858

Lapointe, E., Vandenberghe, C., & Panaccio, A. (2011). Organizational commitment, emotional exhaustion and turnover: A Conservation of Resources perspective. *Human Relations, 64*, 1609-163. doi: 10.1177/0018726711424229

Lawler, E. J. (1992). Affective attachments to nested groups: A choice-process theory. *American Sociological Review, 57,* 327–339. doi: 10.2307/2096239

Lee, C., Liu, J., Rousseau, D. M., Hui, C., & Chen, Z. X. (2011). Inducements, contributions,

and fulfillment in new employee psychological contracts. *Human Resource Management, 50*, 201-226. doi: 10.1002/hrm.20415

MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect: Distribution of the product and resampling methods. *Multivariate Behavioral Research, 39*, 99-128. doi: 10.1207/s15327906mbr3901_4

Maertz, J. C. P., & Kmitta, K. R. (2012). Integrating turnover reasons and shocks with turnover decision processes. *Journal of Vocational Behavior, 81*, 26-38. doi: 10.1016/j.jvb.2012.04.002

Maslach C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*, 397–422. doi: 10.1146/annurev.psych.52.1.397

Meyer, J. P., Allen, N. J, & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, *78*, 538-551. doi: 10.1037/0021-9010.78.4.538

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Towards a general model. *Human Resource Management Review, 11,* 299-326. doi: 10.1016/S1053-4822(00)00053-X

Meyer, J. P., & Maltin, E. R. (2010). Employee commitment and well-being: A critical review, theoretical framework and research agenda. *Journal of Vocational Behavior, 77*, 323–337. doi: 10.1016/j.jvb.2010.04.007

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61*, 20-52. doi: 10.1006/jvbe.2001.1842

Morrison, E. W. (2002). Newcomers' relationships: The role of social network ties during

socialization. *Academy of Management Journal, 45*, 1149-1160. doi: 10.2307/3069430

Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review, 22*, 226–256. doi: 10.2307/259230

Mueller, C. W., & Lawler, E. J. (1999). Commitment to nested organizational units: Some basic principles and preliminary findings. *Social Psychology Quarterly, 62,* 325–346. doi: 10.2307/2695832

Muthen, L. K., & Muthen, B. O. (2011). *MPLUS (Version 6.12) [Computer Software]*. Los Angeles, CA: Muthen & Muthen.

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*, 1146-1168. doi: 10.5465/amj.2010.0133

Robbins, J. M., Ford, M. T., & Tetrick, L. E. (2012). Perceived unfairness and employee health: A meta-analytic integration. *Journal of Applied Psychology*, *97,* 235-272. doi: 10.1037/a0025408

Robinson, S. L., Kraatz, M. S., & Rousseau, D. M. (1994). Changing obligations and the psychological contract: A longitudinal study. *Academy of Management Journal, 37*, 137–152. doi: 10.2307/256773

Robinson, S. L., & Morrison, E.W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior, 21*, 526–546. doi: 10.1002/1099-1379(200008)21:5<525::AID-JOB40>3.0.CO;2-T

Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological contract: Not the exception but the norm. *Journal of Organizational Behavior, 15*, 245–259. doi:

10.1002/job.4030150306

Rousseau, D. M. (2001). Schema, promise and mutuality: The building blocks of the psychological contract. *Journal of Occupational & Organizational Psychology, 74*, 511-541. doi: 10.1348/096317901167505

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*, 234-279. doi: 10.1006/jvbe.1997.1614

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*, 413-446. doi: 10.1016/j.jvb.2006.12.004

Schaufeli, W. B., Leiter, M. P., Maslach, C., & Jackson, S. E. (1996). The Maslach Burnout Inventory-General Survey. In C. Maslach, S. E. Jackson, & M. P. Leiter (Eds.), *Maslach Burnout Inventory*, 3rd Ed. Palo Alto, CA: Consulting Psychologists Press.

Schmidt, K.-H. (2007). Organizational commitment: A further moderator in the relationship between work stress and strain? *International Journal of Stress Management, 14,* 26–40. doi: 10.1037/1072-5245.14.1.26

Shoss, M. K., Eisenberger, R., Restobug, S. L. D., & Zagenczyk, T. J. (2013). Blaming the organization for abusive supervision: The roles of perceived organizational support and supervisor's organizational embodiment. *Journal of Applied Psychology, 98*, 158-168. doi: 10.1037/a0030687

Sluss, D. M., & Thompson, B. S. (2012). Socializing the newcomer: The mediating role of leader–member exchange. *Organizational Behavior and Human Decision Processes, 119*, 114-125. doi: 10.1016/j.obhdp.2012.05.005

Stinglhamber, F., Bentein, K., & Vandenberghe, C. (2002). Extension of the three-component model of commitment to five foci: Development of measures and substantive test. *European Journal of Psychological Assessment, 18*, 123-138. doi: 10.1027//1015-5759.18.2.123

Stinglhamber, F., & Vandenberghe, C. (2003). Organizations and supervisors as sources of support and targets of commitment: A longitudinal investigation. *Journal of Organizational Behavior, 24*, 251–270. doi: 10.1002/job.192

Turnley, W. H., & Feldman, D. C. (1999). The impact of psychological contract violations on exit, voice, loyalty, and neglect. *Human Relations, 52*, 895–922. doi: 10.1177/001872679905200703

Vandenberghe, C., & Bentein, K. (2009). A closer look at the relationship between affective commitment to supervisors and organizations and turnover. *Journal of Occupational & Organizational Psychology, 82*, 331-348. doi: 10.1348/096317908X312641

van Knippenberg, D., & Sleebos, E. (2006). Organizational identification versus organizational commitment: Self-definition, social exchange, and job attitudes. *Journal of Organizational Behavior, 27*, 571-84. doi: 10.1002/job.359

Wanous, J. P. (1992). *Organizational entry: Recruitment, selection, orientation, and socialization of newcomers.* Reading, MA: Addison-Wesley.

Zhao, H., Wayne, S. J., Glibkowski, B. C., & Bravo, J. (2007). The impact of psychological contract breach on work-related outcomes: A meta-analysis. *Personnel Psychology, 60*, 647–680. doi: 10.1111/j.1744-6570.2007.00087.x

Table 1

*Descriptive Statistics and Intercorrelations among Study Variables*

| Variable | M | SD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Psychological contract breach (T1) | 1.95 | .89 | (.95) | | | | | | | | | | | | |
| 2. AC to the organization (T2) | 3.66 | .76 | -.26** | (.88) | | | | | | | | | | | |
| 3. AC to the supervisor (T2) | 3.63 | .79 | -.24** | .66** | (.93) | | | | | | | | | | |
| 4. Turnover intention (T3) | 2.27 | 1.18 | .22** | -.41** | -.37** | (.90) | | | | | | | | | |
| 5. Emotional exhaustion (T3) | 2.40 | .91 | .19** | -.25** | -.23** | .50** | (.89) | | | | | | | | |
| 6. Age | 27.92 | 6.31 | -.07 | .11 | .12 | -.09 | -.09 | – | | | | | | | |
| 7. Gender | 0.80 | .40 | .12 | -.10 | -.09 | .17* | .18** | -.14* | – | | | | | | |
| 8. Type of newcomer | 0.53 | .50 | .02 | -.02 | -.12 | .07 | .02 | -.47** | .07 | – | | | | | |
| 9. Organizational tenure | 5.94 | 3.33 | .09 | -.04 | -.03 | .10 | .06 | -.03 | .04 | -.06 | – | | | | |
| 10. Organization/association 1 | 0.51 | .50 | -.04 | -.00 | -.07 | .04 | .07 | -.11 | .03 | .23** | -.20** | – | | | |
| 11. Organization/association 2 | 0.09 | .29 | -.04 | .13* | .13* | -.14* | -.10 | .18** | .08 | -.08 | -.14* | -.32** | – | | |
| 12. Organization/association 3 | 0.04 | .19 | -.11 | .10 | .04 | -.12 | -.11 | .38** | -.27*** | -.16* | .14* | -.20** | -.06 | – | |
| 13. Organization/association 4 | 0.19 | .39 | .18** | -.10 | -.09 | .04 | .06 | -.24** | -.02 | .17** | .21** | -.49** | -.15* | -.09 | – |
| 14. Organization/association 5 | 0.18 | .38 | -.05 | -.04 | .06 | .07 | -.03 | .06 | .05 | -.34** | .08 | -.48** | -.15* | -.09 | -.22** |

*Note.* *N*s = 220-224. T1 = Time 1; T2 = Time 2; T3 = Time 3; AC = affective commitment; for Gender, 1 = female, 0 = male; for Type of newcomer: 1 = recent graduate, 0 = seasoned worker; organizational tenure is in months; for organization/association 1-5: 1 = member, 0 = non-member. Alpha coefficients are reported in parentheses along the diagonal.

*\* p* < .05; *\*\* p* < .01.

Table 2

*Results of Multiple Regression Analysis for Time 2 Affective Organizational Commitment and Affective Commitment to the Supervisor*

| Step | Variable(s) entered | Time 2 Affective organizational commitment | | Time 2 affective commitment to the supervisor | |
|---|---|---|---|---|---|
| | | Model 1 | Model 2 | Model 1 | Model 2 |
| 1 | Age | .12 | .10 | .08 | .07 |
| | Gender | −.09 | −.06 | −.08 | −.05 |
| | Type of newcomer | .06 | .05 | −.07 | −.07 |
| | Organizational tenure | −.04 | −.02 | −.04 | −.02 |
| 2 | Psychological contract breach | | −.24*** | | −.22** |
| | $\Delta R^2$ | .02 | .06*** | .03 | .05** |

*Note.* For Gender: 0 = male, 1 = female; for Type of newcomer: 0 = seasoned worker, 1 = recent graduate. Except for the $\Delta R^2$ row, entries are standardized regression coefficients. Final model statistics: for affective organizational commitment: $F (5, 211) = 3.71, p < .01, R^2 = .08$; for affective commitment to the supervisor: $F (5, 211) = 3.31, p < .01, R^2 = .07$.

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

Table 3

*Results of Moderated Multiple Regression Analyses for Time 3 Turnover Intention and Emotional Exhaustion*

| Step | Variable(s) entered | Time 3 Turnover intention | | | | Time 3 Emotional exhaustion | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Model 1 | Model 2 | Model 3 | Model 4 | Model 1 | Model 2 | Model 3 | Model 4 |
| 1 | Age | −.03 | −.01 | .03 | .01 | −.07 | −.05 | −.03 | −.05 |
| | Gender | .16* | .14* | .11 | .10 | .16* | .14* | .12 | .11 |
| | Type of newcomer | .05 | .06 | .06 | .04 | .01 | .02 | .02 | −.01 |
| | Organizational tenure | .08 | .07 | .06 | .07 | .04 | .02 | .01 | .03 |
| 2 | Psychological contract breach | | .21** | .11 | .10 | | .20** | .13 | .11 |
| 3 | AC-ORG | | | −.28** | −.29*** | | | −.19* | −.20* |
| | AC-SUP | | | −.15 | −.12 | | | −.11 | −.06 |
| 4 | AC-ORG × AC-SUP | | | | .15* | | | | .21** |
| | $\Delta R^2$ | .04 | .04** | .15*** | .02* | .04 | .04** | .07*** | .04** |

*Note.* For Gender: 0 = male, 1 = female; for Type of newcomer: 0 = seasoned worker, 1 = recent graduate. AC-ORG = affective organizational commitment; AC-SUP = affective commitment to the supervisor. Except for the $\Delta R^2$ row, entries are standardized regression coefficients. Final model statistics: for turnover intention: $F (8, 208) = 8.61$, $p < .001$, $R^2 = .25$; for emotional exhaustion: $F (8, 208) = 5.86$, $p < .001$, $R^2 = .18$.

* $p < .05$; ** $p < .01$; *** $p < .001$.

Figure Captions

*Figure 1*. Hypothesized model.

*Figure 2*. Interaction between affective organizational commitment and affective commitment to the supervisor in predicting turnover intention.

*Figure 3*. Interaction between affective organizational commitment and affective commitment to the supervisor in predicting emotional exhaustion.

Time 1                          Time 2                          Time 3

Affective commitment to the supervisor

Psychological contract breach

Affective organizational commitment

Turnover intention

Emotional exhaustion

H1b

H1a

H4/6

H3/5

H2b

H2a

The figure shows a line graph with "Turnover intention" on the y-axis (ranging from 1 to 5) and "Affective organizational commitment" on the x-axis (ranging from 1 to 5). Two downward-sloping lines are shown: a dashed line representing "High affective commitment to the supervisor" and a solid line representing "Low affective commitment to the supervisor."

------- High affective commitment to the supervisor

——— Low affective commitment to the supervisor

# Conclusion

La présente thèse propose que, afin de contribuer à l'avancement des connaissances, la socialisation organisationnelle gagne à être considérée suivant une nouvelle approche, résolument relationnelle et pluraliste. La question de recherche générale suivante avait donc été formulée en introduction : qu'est-ce qui caractérise le processus de socialisation organisationnelle sur le plan relationnel? De façon plus précise, deux questions de recherche spécifiques avaient alors été posées :

1. Comment les nouveaux employés développent-ils des relations avec les acteurs saillants de leur environnement de travail et comment ces relations influencent-elles leur adaptation?

2. Comment, lorsque la relation entre les nouveaux employés et l'organisation est brimée, l'adaptation de ces derniers est-elle affectée et quel est le rôle du supérieur dans ce processus?

Afin de répondre à ces questions, une étude combinant trois temps de mesure, séparés par quatre mois d'intervalle chacun, a été menée auprès de 224 nouveaux employés. Avec les données recueillies, deux articles, examinant respectivement la première et la seconde question de recherche spécifique, ont été présentés.

Utilisant la théorie de l'échange social (Blau, 1964) et la confiance affective (McAllister, 1995) comme variable focale, le premier article intitulé « *Organizational socialization tactics and newcomer adjustment: The mediating role of affect-based trust relationships with supervisor and coworkers* » a permis d'étayer la valeur ajoutée d'une approche relationnelle de la socialisation organisationnelle, par rapport aux approches dites

classiques (i.e., exprimant une vision cognitive de la socialisation organisationnelle; Sluss & Thompson, 2012). Pour ce faire, des analyses de modélisation par équations structurelles, combinées à une procédure de ré-échantillonnage permettant de tester la signification des effets indirects (Preacher & Hayes, 2008), ont été réalisées. Les résultats démontrent que la confiance affective envers le supérieur agit comme médiateur de la relation entre les tactiques de socialisation organisationnelle et l'engagement affectif envers l'organisation et l'intention de quitter. La confiance affective envers les collègues agit comme médiateur de la relation entre les tactiques de socialisation organisationnelle et l'engagement affectif envers l'organisation. Parallèlement, la clarté de rôle agit comme médiateur de la relation entre les tactiques de socialisation organisationnelle et la performance de tâche.

Les résultats suggèrent donc que les mécanismes issus des approches dites classiques et les mécanismes relationnels agissent en complémentarité. Les premiers semblent davantage liés à l'explication de la performance au travail des employés et les mécanismes relationnels mis de l'avant semblent mieux expliquer le lien psychologique qui s'établit entre les nouveaux employés et leur organisation d'appartenance. Ce faisant, l'article soutient la pertinence de la théorie de l'échange social (Blau, 1964) pour expliquer comment les relations de confiance, développées dans un contexte de socialisation institutionnalisée, favorisent l'adaptation des nouveaux employés. Sur le plan pratique, l'importance pour les organisations d'aborder le processus de socialisation des nouveaux employés de façon globale, plutôt que strictement comme une période d'apprentissage et d'assimilation cognitive d'informations, est mise en évidence.

Suivant cela, le second article, intitulé « *Psychological contract breach, affective commitment to organization and supervisor, and newcomer adjustment: A three-wave*

*moderated mediation model* » a permis de mettre en évidence certains mécanismes impliqués dans le processus résultant d'un bris du contrat psychologique entre les nouveaux employés et l'organisation (Coyle-Shapiro & Shore, 2007). Plus précisément, les mécanismes liant le bris de contrat psychologique à ses conséquences, de même que ceux permettant de les minimiser ont été examinés en utilisant l'engagement affectif comme variable focale (Meyer & Herscovitch, 2001). Sur le plan théorique, l'apport de la théorie de la conservation des ressources (Hobfoll, 1989) a été considéré. Un modèle de médiation modérée (*moderated mediation*) a donc été élaboré et testé suivant la procédure d'Edwards et Lambert (2007). Les résultats démontrent que l'engagement affectif envers l'organisation agit comme médiateur de la relation entre le bris de contrat psychologique et l'intention de quitter et l'épuisement émotionnel. Les résultats suggèrent aussi que l'engagement affectif envers l'organisation interagit avec l'engagement affectif envers le supérieur de sorte que les relations indirectes susnommées sont plus fortes lorsque l'engagement affectif envers le supérieur est faible.

En ce sens, les deux cibles d'engagement étudiées, soit l'organisation et le supérieur, semblent interagir suivant un patron compensatoire, c'est-à-dire que l'engagement affectif envers le supérieur compense pour un déclin de l'engagement affectif envers l'organisation. Cela ajoute aux constats issus du premier article et renforce la prémisse suivant laquelle les aspects relationnels inhérents au vécu des nouveaux employés sont importants. Les résultats suggèrent aussi que la considération de la théorie de la conservation des ressources (Hobfoll, 1989) est porteuse. Elle permet en effet d'expliquer pourquoi le bris du contrat psychologique affecte les employés, via un processus d'épuisement de ressources, mais aussi comment y pallier, à l'aide de ressources connexes. Sur le plan pratique, l'article rappelle l'importance pour les organisations de déployer des stratégies permettant de prévenir et de réduire le bris du

contrat psychologique, en plus de mettre en évidence le rôle clé du supérieur dans l'atteinte de ces visées.

Conjointement, les deux articles ont donc permis d'expliquer et d'intégrer certains aspects relationnels de la socialisation organisationnelle aux connaissances et théories actuelles, de soutenir une nouvelle approche dudit phénomène et d'ouvrir vers de nouvelles possibilités de recherches et de nouvelles applications pratiques. Les contributions de la thèse sont donc, à la fois, incrémentielles et originales. En ligne avec la question de recherche générale initialement formulée, il est désormais possible de conclure que les relations que les nouveaux employés développent dans les premiers mois suivant leur embauche ont une influence distincte, prépondérante et complexe sur leur adaptation en emploi. Ce faisant, nous estimons qu'elles requièrent davantage d'investigation et d'attention de la part des chercheurs. De même, elles gagneraient à être considérées plus attentivement par les praticiens. Les prochaines sections proposent une discussion au sujet de ces dernières affirmations.

**Réflexion théorique et pistes de recherches futures**

La présente thèse met en évidence l'importance des aspects relationnels de la socialisation organisationnelle, via l'utilisation complémentaire de la théorie de l'échange social (Blau, 1964) et de la théorie de la conservation des ressources (Hobfoll, 1989). Cet effort se veut être une amorce, une première contribution à une étude plus exhaustive de ce domaine. Nous estimons en effet que la dynamique relationnelle entourant le vécu des nouveaux employés revêt un niveau de complexité allant au-delà ce que la présente thèse, et les fondements théoriques sur lesquels elle s'appuie, mettent en évidence. Dans ce cadre, l'examen critique des théories utilisées peut suggérer certaines pistes pour amener plus loin l'approche relationnelle de la socialisation organisationnelle.

130

Concernant la théorie de l'échange social, Fiske (1992) soulève le fait que d'autres archétypes, tels que la relation à l'autorité, gouvernent les relations entre les individus. De même, Coyle-Shapiro et Conway (2004) suggèrent que le recours exclusif à un cadre de référence fondé sur les échanges sociaux ne peut rendre justice à la gamme de normes qui régissent la façon dont les individus agissent dans leur relation avec leur employeur. Coyle-Shapiro et Shore (2007; voir aussi Clark & Mills, 1979) suggèrent aussi de considérer, au-delà de la réciprocité, la préoccupation des employés pour le bien-être de leur organisation. Différemment, certains auteurs (Coyle-Shapiro & Shore, 2007; Hui, Lam, & Law, 2000) rappellent que l'établissement de relations basées sur les échanges sociaux peut être motivé par la recherche de récompenses ou la satisfaction des intérêts individuels, davantage que par la réciprocité. Potentiellement, cela revêt certaines implications, particulièrement dans les nouvelles formes d'organisation du travail où l'interdépendance se retrouve à l'avant-plan (Griffin, Neal, & Parker, 2007; Knoll & Gill, 2011). Les relations que les nouveaux employés établissent avec les acteurs saillants au sein de l'organisation peuvent donc prendre plusieurs formes et sous-tendre différentes prémisses, au-delà de ce que la théorie de l'échange social met en lumière.

Concernant la théorie de la conservation des ressources (Hobfoll, 1989), la notion de ressource, elle-même, gagnerait à être clarifiée et détaillée. Par exemple, Foa et Foa (1974) distinguent les ressources suivant un continuum particularisme/universalisme, captant le degré suivant lequel la valeur d'une ressource donnée est influencée par les personnes impliquées dans la relation et par la relation qui les lie, de même qu'un continuum concret/symbolique, captant la forme ou le type d'expression caractéristique d'une ressource donnée. De même, la considération d'un continuum motivationnel « intérêt tourné vers soi/intérêt tourné vers

l'autre » captant le degré selon lequel l'individu qui s'investit dans une relation est motivé par les gains, la réciprocité (point milieu) ou l'altruisme pourrait permettre de positionner les ressources relativement aux différentes formes de relations que les individus établissent avec les autres. Bref, des paramètres supplémentaires pourraient être considérés pour aborder la notion de ressource, au-delà de ce que la théorie de la conservation des ressources propose.

Par ailleurs, la question du « temps » représente un enjeu, non pas seulement méthodologique, mais aussi théorique, pour les études portant sur la socialisation organisationnelle (Ashforth, 2012; Klein & Heuser, 2008). Considérant cela, il devient intéressant de se questionner sur l'importance de cet enjeu pour poursuivre le développement d'une approche relationnelle de la socialisation organisationnelle.

Dans la présente thèse, nous avons privilégié un critère d'inclusion spécifique et un devis à trois temps de mesure pour étudier la socialisation organisationnelle. Ces choix ont été effectués sur la base des études antérieures (Allen, 2006; Bauer et al., 2007). Cela dit, d'autres chercheurs (e.g. Morrison, 1993) appuient ces mêmes choix sur les réalités propres à l'échantillon traité. Cela suppose évidemment que les participants sont homogènes sur des caractéristiques jugées importantes par les chercheurs (e.g., l'organisation d'appartenance, la profession, le type de poste, etc.) et se révèle moins applicable pour des échantillons diversifiés. Dans tous les cas, ces deux façons de faire rappellent qu'il n'y a pas, à ce jour, de balises consensuelles et de démonstrations empiriques qui définissent avec certitude la période de socialisation. Sur le plan théorique, Ashforth (2012) met de l'avant les considérations suivantes à ce sujet :

     a. Le temps chronologique (*clock time*) et les événements vécus (*event time*) renvoient, d'entrée de jeu, à deux réalités différentes;

b. Le rythme auquel les nouveaux employés s'adaptent varie en fonction de différences individuelles, de l'écart entre l'ancien rôle et le nouveau rôle qu'ils sont appelés à jouer, de même qu'en fonction du contexte du travail.

Suivant ces considérations, les études futures gagneraient à mettre de l'avant des devis de recherche plus sophistiqués, tel que suggéré dans les deux articles qui composent la thèse, mais aussi à miser sur les méthodes qualitatives pour approfondir la relation au temps des nouveaux employés et intégrer cet aspect dans les modèles théoriques décrivant la socialisation organisationnelle (Ashforth, 2012). Sur le plan relationnel, cela pourrait, par exemple, se traduire par l'identification de conditions facilitant ou inhibant le développement des relations ou par la référence systématique à la qualité des relations que les nouveaux employés entretenaient avec les autres dans leur précédent milieu de travail.

Dans un autre ordre d'idées, la présente thèse s'est principalement centrée sur des variables liées aux « relations », soit la confiance et l'engagement. Ce choix s'est inscrit dans la volonté d'aborder la socialisation organisationnelle sous un angle plus relationnel. Cela dit, par rapport aux approches cognitives classiques abordées dans l'introduction de la thèse, les influences organisationnelles ont été captées par le premier modèle de recherche, dans lequel les tactiques de socialisation ont été intégrées. Bien que les influences organisationnelles, considérées de façon indépendante, expliquent davantage l'adaptation des nouveaux employés que les influences individuelles, ces dernières ne sont pas pour autant négligeables (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). De plus, s'il y a une sphère dans laquelle les différences individuelles sont susceptibles d'avoir de l'influence, c'est bien concernant la façon dont les individus entrent en relation les uns avec les autres (e.g., Bergman, Benzer, & Henning, 2009; Kramer, 1999; Mikulincer & Shaver, 2007; Rotter, 1967, 1971, 1980). En ce

sens, les recherches futures gagneraient à évaluer leur apport à l'intérieur d'une approche relationnelle de la socialisation organisationnelle.

Par exemple, les individus sont susceptibles de se distinguer dans leurs façons de percevoir le contrat psychologique (Coyle-Shapiro & Neuman, 2004). Les chercheurs gagneraient donc à investiguer le rôle de cette différence individuelle comme modérateur des relations identifiées dans la présente thèse. De façon plus globale, l'influence de la propension à faire confiance (Frazier, Johnson, & Fainshmidt, 2011), de l'idéologie de réciprocité (Eisenberger, Cotterell, & Marvel, 1987), du style d'attachement (Richards & Schat, 2011) ou des traits du *Big Five* (John, Donahue, & Kentle, 1991) pourrait aussi être étudiée plus en profondeur. La considération des différences individuelles se révèle par ailleurs porteuse sur le plan pratique puisque celles-ci peuvent généralement être évaluées dans le cadre de processus de sélection, notamment pour des emplois exigeant un niveau élevé de collaboration (e.g., Kipnis 1996). Ce dernier point ouvre la voie à une discussion des contributions pratiques de la thèse dans son ensemble, ainsi que des applications qui pourraient en découler.

**Contributions à la pratique**

D'entrée de jeu, la thèse soulève l'importance de revisiter les programmes de socialisation organisationnelle, soit l'ensemble des activités initiées par l'organisation et visant à intégrer les nouveaux employés (Saks & Gruman, 2012). En effet, dans les manuels de référence et les articles de vulgarisation (e.g., Desrochers, 2001; Saba, Dolan, Jackson, & Schuler, 2008), les programmes de socialisation organisationnelle, en ligne avec les approches cognitives classiques, sont présentés comme des processus d'acquisition d'information : informations au sujet de la mission de l'entreprise, du service au sein duquel le nouvel employé œuvre, de ses tâches en tant que telles, etc. Or, la présente thèse, en accord avec

Rollag, Parise et Cross (2005), suggère que les programmes de socialisation organisationnelle ne devraient pas reposer uniquement sur la transmission d'informations, mais devraient aussi intégrer un volet relationnel.

Par ailleurs, si l'on se rappelle les enjeux inhérents au marché du travail actuel présentés en introduction (changements démographiques et économiques, mobilité grandissante de la main-d'œuvre; Human Resources and Skills Development Canada, 2012; Service Canada, 2012), il y a lieu de se questionner, comme Saks et Gruman (2011), à savoir si une approche de socialisation axée sur l'apprentissage uniquement est suffisante au regard des défis que les travailleurs et les organisations rencontrent actuellement. Par exemple, est-ce suffisant pour permettre à une organisation de se distinguer de la concurrence et de retenir ses nouveaux employés? Probablement pas. Suivant le premier article, on peut d'ailleurs émettre l'hypothèse que bien que l'acquisition d'informations favorise la performance en clarifiant ce que les nouveaux employés doivent faire, ce n'est pas ce qui les incitera à rester et évoluer au sein de l'organisation, sphère pour laquelle les relations de confiance ont un impact certain. En effet, l'article démontre que plus les nouveaux employés sentent qu'ils entretiennent une relation de confiance avec leur supérieur, moins ils ont l'intention de quitter leur organisation. En ce sens, l'inclusion d'un volet relationnel aux programmes de socialisation organisationnelle s'aligne avec les enjeux auxquels font face les organisations actuelles en matière de ressources humaines, tel que la rétention des employés (Rollag et al., 2005).

En outre et toujours suivant les résultats du premier article, on constate que les tactiques de socialisation organisationnelle favorisent l'établissement de relations de confiance, mais de façon indirecte, implicite ou discrétionnaire, de par, notamment, les possibilités d'interactions qui y sont sous-jacentes. Pourquoi alors ne pas formaliser et

maximiser ces possibilités d'interactions, afin d'en retirer davantage sur le plan de l'adaptation des nouveaux employés? Pourquoi le processus par lequel les nouveaux employés sont intégrés à l'organisation ne pourrait-il pas être repensé pour miser sur les relations comme vecteurs d'apprentissage? Plusieurs initiatives pourraient être mises de l'avant à cet effet (Rollag et al., 2005; Sluss & Thompson, 2012) :

c.  Positionner l'établissement de relations avec les membres de l'organisation comme une étape, une tâche formelle dans les programmes de socialisation organisationnelle; réaliser des activités ayant cette finalité.

d.  Diminuer la quantité d'informations écrites transmises aux nouveaux employés; identifier plutôt des personnes ressources à rencontrer; inclure des périodes d'apprentissage sur le terrain, avec les membres de l'organisation.

e.  Faire en sorte que les premières affectations des nouveaux employés exigent qu'ils collaborent avec plusieurs personnes pour être réussies.

Bien que les initiatives décrites ci-dessus soient générales, il est aussi possible de s'attarder de façon plus pointue au rôle du supérieur et des collègues qui, en tant que référents de confiance ou cibles d'engagement, influent sur l'adaptation des nouveaux employés. Ainsi, les résultats des deux articles mettent en évidence le rôle clé du supérieur. Suivant cela et en accord avec Sluss et Ashforth (2008), les organisations gagneraient, dans l'allocation des ressources, à se centrer davantage sur le développement des compétences de coaching et de mentorat des supérieurs. De même, les collègues, soit les personnes qui n'ont pas d'autorité formelle par rapport aux nouveaux employés, mais qui les côtoient régulièrement et collaborent avec eux, gagnent à être mis à contribution dans le processus de socialisation organisationnelle. Considérant leur position par rapport aux nouveaux employés et suivant les

résultats du premier article, il est plausible de penser que leur apport s'ajoute à celui du supérieur. La mise en place d'un système de compagnonnage (*buddy-system*) pairant les nouveaux employés avec leurs collègues plus séniors pourrait notamment contribuer à intégrer ces derniers au tissu social de l'organisation (Rollag et al., 2005). Bref, une approche inclusive semble gagnante. Les pratiques de socialisation organisationnelle devraient positionner le supérieur et les collègues comme des composantes intégrales du processus de socialisation, plutôt que de les considérer après coup. On peut par ailleurs présumer qu'une culture valorisant les relations humaines (cf. Cameron & Quinn, 1999; Trompenaars, 1993) est de mise pour que des pratiques de socialisation du même type aient un impact positif et durable et pour que les membres de l'organisation y soient réceptifs. Ce dernier facteur paraît non négligeable.

Outre les programmes de socialisation organisationnelle, la présente thèse, et particulièrement le second article, rappelle le défi que représente pour les organisations la gestion des attentes des nouveaux employés (Inkson & King, 2011; Turnley & Feldman, 1999). Souhaitant sans doute en tirer certains avantages, ces dernières tendent souvent à se présenter sous leur plus beau jour aux employés potentiels (Boswell, Shipp, Payne, & Culbertson, 2009). Or, cette pratique est susceptible de creuser un écart par lequel la perception qu'ont les employés nouvellement embauchés de ce que l'organisation leur propose se distancie de ce qu'elle offre réellement, créant ainsi un terrain fertile pour le bris de contrat psychologique. Comme le démontre le second article, cela affaiblit la qualité du lien psychologique qui unit l'organisation et les nouveaux employés et, ultimement, amène une augmentation de l'intention de quitter et de l'épuisement émotionnel. Considérant ces

conséquences, on peut, à juste titre, se questionner sur les moyens permettant de les éviter. Les recherches sur le recrutement et le choix de l'emploi offrent des pistes intéressantes à ce sujet.

En effet, en mettant l'accent sur l'importance du rôle joué par l'employé dans la définition de l'accord initial qui le lie à l'organisation (Rynes, 1991), les recherches suggèrent que les bases sur lesquelles la relation d'emploi s'établit gagnent à être déterminées de façon collaborative. En ce sens, les termes de ladite relation pourraient être éclaircis dès le début de la relation d'emploi et même formalisés, cadrant ainsi les obligations de chacun. Cela dit, la perception de bris de contrat psychologique demeure, intrinsèquement, un phénomène subjectif (Robinson & Morrison, 2000). En ce sens, une validation continue desdites obligations paraît souhaitable, mais n'exclut pas la possibilité de bris. Ce constat rappelle d'ailleurs la pertinence d'examiner les différences individuelles en lien avec le bris de contrat psychologique, afin de cibler, par exemple, les individus les moins enclins à se sentir brimés.

Par ailleurs, le second article démontre que l'engagement affectif envers le supérieur compense pour un déclin de l'engagement affectif envers l'organisation dans le processus qui lie le bris de contrat psychologique à ses résultantes. Sur le plan pratique, cela amène à s'interroger sur les conditions ou déterminants favorisant l'engagement affectif envers le supérieur. À ce sujet, les études (Camerman, Stinglhamber, & Vandenberghe, 2002; Liao & Rupp, 2005; Wong, Wong, & Ngo, 2002) suggèrent entre autres que plus les employés perçoivent que leur supérieur est juste, plus ils s'engagent affectivement envers ce dernier. Concrètement, cela signifie qu'un supérieur qui se montre impartial et conséquent dans l'application des procédures, qui démontre une certaine éthique dans ses décisions, les communique au moment opportun, de façon précise et en tenant compte des besoins de chacun et qui traite les employés avec respect et dignité est plus susceptible d'attirer l'engagement

affectif de la part de ces derniers. Cela représente donc un levier intéressant, qui rappelle aussi que, fondamentalement, le bris de contrat psychologique représente une forme d'injustice (Robbins, Ford, & Tetrick, 2012), injustice que le supérieur peut contribuer à minimiser.

Dans un autre ordre d'idées, on peut aussi se demander, outre miser sur le supérieur, comment l'organisation peut elle-même pallier au bris de contrat psychologique. La documentation sur le rétablissement de la confiance au niveau organisationnel (cf. Gillespie & Dietz, 2009) offre des pistes intéressantes à ce sujet. Par exemple, le modèle de Lewicki et Bunker (1996), suggère de :

1. Reconnaître qu'une violation a eu lieu;

2. Déterminer les causes de cette violation;

3. Admettre que l'acte était destructeur et;

4. Accepter la responsabilité pour les conséquences.

Évidemment, ce modèle est plus susceptible de s'appliquer lorsque le bris de contrat psychologique résulte d'un manquement de la part de l'organisation et non pas d'une perception de manquement uniquement (Morrison & Robinson, 1997). Il s'agit alors pour l'organisation de reconnaître qu'elle a failli et, on présume, d'essayer d'y remédier. Transposé au bris de contrat psychologique, cela suppose donc un retour aux obligations qui lient l'organisation et les employés.

À ce sujet, rappelons que les obligations ou promesses font partie intégrante des activités de ressources humaines dans les organisations et qu'elles sont interprétées par les employés comme étant indicatrices des intentions de l'organisation à leur égard. (Nordhaug, 1989; Rousseau & Greller, 1994). De façon plus étendue et conjecturale, on peut donc penser que les pratiques de gestion des ressources humaines, de façon générale, gagnent à s'inspirer

des constats et réflexions formulés dans les paragraphes précédents. Leur pertinence et leur applicabilité demeurent toutefois à vérifier empiriquement.

**Mot de la fin**

En définitive, la présente thèse s'inscrit dans un courant de recherche naissant, qui vise à réintégrer la sphère relationnelle dans les organisations (Ragins & Dutton, 2007) et démontre que les aspects relationnels de la socialisation organisationnelle sont importants et centraux. Nous espérons que cette contribution stimulera les recherches futures en ce sens et qu'une approche relationnelle de la socialisation organisationnelle se développera à plus grande échelle. De même, nous espérons que les résultats de la présente thèse encourageront les praticiens à intégrer et considérer lesdits aspects dans leurs interventions.

# Références

Allen, D. G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management, 32*, 237-256. doi: 10.1177/0149206305280103

Ashforth, B. E. (2012). The role of time in socialization dynamics. In C. R. Wanberg (Ed.), *The Oxford handbook of organizational socialization* (pp. 161-186). New York, NY: Oxford University Press.

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*, 707-721. doi: 10.1037/0021-9010.92.3.707

Bergman, M. E., Benzer, J. K., & Henning, J. B. (2009). The role of individual differences as contributors to the development of commitment. In H. J. Klein, T. E. Becker, & J. P. Meyer (Eds.), *Commitment in organizations: Accumulated wisdom and new directions* (pp. 217−252). Florence, KY: Routledge/Taylor and Francis Group.

Blau, P. M. (1964). *Exchange and power in social life*. New York, NY: Wiley.

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*, 844–858. doi: 10.1037/a0014975

Camerman, J., Stinglhamber, F., & Vandenberghe, C. (2002). Justice et engagement affectif : Un examen du rôle médiateur de la confiance. *Psychologie du Travail et des Organisations, 8*, 115-135.

Cameron, K. S., & Quinn, R. E. (1999). *Diagnosing and changing organizational culture*. Reading, MA: Addison-Wesley.

Clark, M. S., & Mills, J. (1979). Interpersonal attraction in exchange and communal relationships. *Journal of Personality and Social Psychology, 37*, 12−24. doi: 10.1037/0022-3514.37.1.12

Coyle-Shapiro, J. A. M., & Conway, N. (2004).. In J. A. M. Coyle-Shapiro, L. Shore, S. Taylor, & L. Tetrick (Eds.), *The employment relationship: Examining psychological and contextual perspectives* (pp. 5-28). Oxford: Oxford University Press.

Coyle-Shapiro, J. A. M., & Neuman, J. H. (2004). The psychological contract and individual differences: The role of exchange and creditor ideologies. J*ournal of Vocational Behavior, 64*, 150-164. doi: 10.1016/s0001-8791(03)00031-9

Coyle-Shapiro, J. A. M., & Shore, L. M. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review, 17*, 166-179. doi: 10.1016/j.hrmr.2007.03.008

Desrochers, L. (2001). L'intégration des nouveaux employés : Faut-il encore en parler? *Effectif, 4*, 32-36.

Edwards, J. R., & Lambert, L. S. L. (2007). Methods for integrating moderation and mediation: A general analytical framework using moderated path analysis. *Psychological Methods, 12*, 1–22. doi: 10.1037/1082-989X.12.1.1

Eisenberger, R., Cotterell, N., & Marvel, J. (1987). Reciprocation ideology. *Journal of Personality and Social Psychology, 53*, 743-750. doi: 10.1037/0022-3514.53.4.743

Fiske, A. P. (1992). The four elementary forms of sociality: Framework for a unified theory of social relations. *Psychological Review, 99*, 689-723. doi: 10.1037/0033-295X.99.4.689

Foa, U. G., & Foa, E. B. (1974). *Societal structures of the mind*. Springfield, IL: Charles, C. Thomas.

Frazier, M. L., Johnson, P. D., & Fainshmidt, S. (2011, August). *Development and validation of a propensity to trust scale*. Paper presented at the 71st Annual Convention of the Academy of Management, San Antonio, United States.

Gillespie, N., & Dietz, G. (2009). Trust repair after an organization-level failure. *Academy of Management Review, 34*, 127-145. doi: 10.5465/amr.2009.35713319

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal, 50*, 327-347. doi: 10.5465/AMJ.2007.24634438

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist, 44*, 513–524. doi: 10.1037/0003-066X.44.3.513

Hui, C., Lam, S. S. K., & Law, K. K. S. (2000). Instrumental values of organizational citizenship behavior for promotion: A field quasi-experiment. *Journal of Applied Psychology, 85*, 822-828. doi: 10.1037/0021-9010.85.5.822

Human Resources and Skills Development Canada (2012). *The new economy, a changing society and a renewed agenda for labour standards*. En ligne : http://www.hrsdc.gc.ca/eng/labour/employment_standards/fls/final/page07.shtml (Page consultée le 26 avril 2013).

Inkson, K., & King, Z. (2011) Contested terrain in careers: A psychological contract model. *Human Relations, 64*, 37−57. doi: 10.1177/0018726710384289

John, O. P., Donahue, E. M., & Kentle, R. L. (1991). *The Big Five Inventory—Versions 4a and 54*. Berkeley, CA: Institute of Personality and Social Research.

Kipnis, D. (1996). Trust and technology. In R. M. Kramer & T. R. Tyler (Eds.), *Trust in organizations* (pp. 39-50). Thousand Oaks, CA: Sage.

Klein, H. J., & Heuser, A. E. (2008). The learning of socialization content: A framework for researching orientating practices. In J. J. Martocchio (Ed.), *Research in personnel and human resources management* (Vol. 27, pp. 279-336). Bradford, UK: Emerald

Knoll, D. L., & Gill, H. (2011). Antecedents of trust in supervisors, subordinates, and peers. *Journal of Managerial Psychology, 26*, 313-330. doi: 10.1108/02683941111124845

Kramer, R. M. (1999). Trust and distrust in organizations: Emerging perspectives, enduring questions. *Annual Review of Psychology, 50*, 569-598. doi: 10.1146/annurev.psych.50.1.569

Lewicki, R., & Bunker, B. (1996). Developing and maintaining trust in work relationships. In R. Kramer, & T. Tyler (Eds.), *Trust in organizations* (pp. 114–139). Thousand Oaks, CA: Sage.

Liao, H., & Rupp, D. E. (2005). The impact of justice climate and justice orientation on work outcomes: A cross-level multifoci framework. *Journal of Applied Psychology, 90*, 242-256. doi: 10.1037/0021-9010.90.2.242

McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*, 24-59. doi: 10.2307/256727

Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Towards a general model. *Human Resource Management Review, 11,* 299-326. doi: 10.1016/S1053-4822(00)00053-X

144

Mikulincer, M., & Shaver, P. R. (2007). *Attachment in adulthood: Structure, dynamics, and change.* New York, NY: Guilford.

Morrison, E. W. (1993). Longitudinal study of the effects of information seeking on newcomer socialization. *Journal of Applied Psychology, 78*, 173-183. doi: 10.1037/0021-9010.78.2.173

Morrison, E. W., & Robinson, S. L. (1997). When employees feel betrayed: A model of how psychological contract violation develops. *Academy of Management Review, 22*, 226–256. doi: 10.2307/259230

Nordhaug, O. (1989). Reward functions of personal training. *Human Relations, 42*, 373-388. doi: 10.1177/001872678904200501

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods, 40*, 879–891. doi: 10.3758/BRM.40.3.879

Ragins, B. R., & Dutton, J. E. (2007). Positive relationships at work: An introduction and invitation. In J. E. Dutton, & B. R. Ragins (Eds.), *Exploring positive relationships at work* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.

Richards, D. A., & Schat, A. C. (2011). Attachment at (not to) work: Applying attachment theory to explain individual behavior in organizations. *Journal of Applied Psychology, 96*, 169-182. doi: 10.1037/a0020372

Robbins, J. M., Ford, M. T., & Tetrick, L. E. (2012). Perceived unfairness and employee health: A meta-analytic integration. *Journal of Applied Psychology*, *97,* 235-272. doi: 10.1037/a0025408

Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior, 21*, 526–546. doi: 10.1002/1099-1379(200008)21:5<525::AID-JOB40>3.0.CO;2-T

Rollag, K., Parise, S., & Cross, R. (2005). Getting new hires up to speed quickly. *MIT Sloan Management Review, 46*, 35–41.

Rotter, J. B. (1967). A new scale for the measurement of interpersonal trust. *Journal of Personality, 35*, 651-665. doi: 10.1111/j.1467-6494.1967.tb01454.x

Rotter, J. B. (1971). Generalized expectancies for interpersonal trust. *American psychologist, 26*, 443-452. doi: 10.1037/h0031464

Rotter, J. B. (1980). Interpersonal trust, trustworthiness, and gullibility. *American psychologist, 35*, 1-7. doi: 10.1037/0003-066x.35.1.1

Rousseau, D. M., & Greller, M. M. (1994). Human resource practices: Administrative contract makers. *Human Resource Management, 33*, 385-401. doi: 10.1002/hrm.3930330308

Rynes, S. L. (1991). Recruitment, job choice, and post-hire consequences: A call for new research directions. In M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology, Volume 2 (*2nd Ed; pp. 399−444). Palo Alto, CA: Consulting Psychologists Press.

Saba, T., Dolan, S. L., Jackson, S. E., & Schuler, R. S. (2008). *La gestion des ressources humaines : Tendances, enjeux et pratiques actuelles* (4e édition). Saint-Laurent: ERPI.

Saks, A. M., & Gruman, J. A. (2011). Organizational socialization and positive organizational behaviour: Implications for theory, research, and practice. *Canadian Journal of Administrative Sciences, 28*, 14-26. doi: 10.1002/cjas.169

Saks, A. M., & Gruman, J. A. (2012). Getting newcomers on board: A review of socialization practices and introduction to Socialization Resources Theory. In C. R. Wanberg (Ed.), *The Oxford handbook of organizational socialization* (pp. 27-54). New York, NY: Oxford University Press.

Service Canada (2012). *Job Futures Québec: Analytical text - All occupations*. En ligne : http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/0000.shtml (Page consultée le 26 avril 2013).

Sluss, D. M., & Ashforth, B. E. (2008). How relational and organizational identification converge: Processes and conditions. *Organization Science, 19*, 807-823. doi: 10.1287/orsc.1070.0349

Sluss, D. M., & Thompson, B. S. (2012). Socializing the newcomer: The mediating role of leader–member exchange. *Organizational Behavior and Human Decision Processes, 119*, 114-125. doi: 10.1016/j.obhdp.2012.05.005

Trompenaars, F. (1993). *Riding the waves of culture.* Chicago, IL: Irwin.

Turnley, W. H., & Feldman, D. C. (1999). The impact of psychological contract violations on exit, voice, loyalty, and neglect. *Human Relations, 52*, 895–922. doi: 10.1177/001872679905200703

Wong, Y.-T., Wong, C.-S., & Ngo, H.-Y. (2002). Loyalty to supervisor and trust in supervisor of workers in Chinese joint ventures: A test of two competing models. *International Journal of Human Resource Management, 13*, 883-900. doi: 10.1080/09585190210134264

**Annexe : versions francophones des échelles de mesure utilisées**

## Introduction

Les pages suivantes présentent les items, en français, associés aux échelles de mesure utilisées dans la présente thèse. La référence de l'article original dont l'échelle de mesure est tirée est également précisée. Par ailleurs, pour chacune, l'échelle de réponse utilisée dans le cadre de la présente thèse est la suivante :

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Entièrement en désaccord | En désaccord | Neutre/Indécis | En accord | Entièrement en accord |

**Les tactiques de socialisation organisationnelle**

**Votre entrée dans l'organisation**

1. Depuis que j'ai rejoint cette organisation, j'ai été largement impliqué(e), avec d'autres nouvelles recrues, dans des activités communes de formation liées au travail.

2. Je suis passé(e) par un ensemble d'expériences de formation qui sont spécifiquement conçues pour donner aux nouveaux employés une connaissance approfondie des compétences liées à leur travail.

3. On m'a fait sentir que mes compétences et mes aptitudes sont très importantes dans cette organisation.

4. Je pense que les rôles et l'enchaînement des tâches de chacun sont clairs dans cette organisation.

5. Dans cette organisation, les employés expérimentés considèrent la formation et le « coaching » des nouvelles recrues comme l'une de leurs principales responsabilités au travail.

6. Je peux prédire l'évolution de ma carrière au sein de cette organisation en observant le cheminement des autres employés.

7. D'autres nouvelles recrues ont contribué à m'aider à comprendre les exigences de mon poste.

8. Lors de ma formation pour mon nouveau poste, j'étais normalement physiquement séparé(e) des employés réguliers de l'organisation.

9. La plupart de mes nouveaux collègues m'ont soutenu(e) personnellement.

10. Dans cette organisation, la formation des nouveaux employés est cohérente et progressive : chaque étape se base sur les acquis de la formation précédente.

11. J'ai acquis une compréhension plus claire de mon rôle dans cette organisation en observant mes collègues plus expérimentés.

12. J'ai une bonne connaissance du temps à consacrer à chaque étape de ma formation dans cette organisation.

13. Cette organisation fait passer tous les nouveaux employés par le même ensemble d'expériences d'apprentissage.

14. Je n'ai assumé aucune des responsabilités normalement liées à mon poste, avant que je ne sois parfaitement familier(ère) avec les méthodes de travail et les procédures de mon unité de travail.

15. Je me suis senti(e) obligé(e) de changer mes attitudes et comportements pour être accepté(e) par les autres personnes dans cette organisation.

16. Dans cette organisation, je trouve que la progression d'un poste à un autre se base sur des critères clairs.

17. J'ai reçu peu de conseils de la part des « anciens » sur la manière de faire mon travail.

18. Mon évolution dans cette organisation suivra un calendrier qui m'a été clairement communiqué.

19. La plus grande partie de ma formation a été réalisée séparément des autres nouveaux employés.

20. La majorité des connaissances que j'ai de mon travail dans cette organisation ont été acquises de

façon informelle, sur la base d'essais et d'erreurs.

21. Mes collègues ont fait tout ce qui leur était possible de faire pour m'aider à m'adapter à cette organisation.

22. Dans cette organisation, les nouveaux employés ne peuvent pas clairement identifier la séquence (les étapes ou le déroulement) du processus d'apprentissage.

23. J'ai peu ou pas eu l'occasion d'échanger avec des collègues qui ont occupé mon poste dans le passé.

24. Je ne sais pas quand m'attendre à une nouvelle tâche ou à un nouvel exercice de formation dans cette organisation.

25. Dans cette organisation, les nouveaux employés ont le sentiment « d'être dans le même bateau ».

26. Depuis mon arrivée dans cette organisation, je suis tout à fait conscient(e) qu'on me voit comme étant en train d'apprendre « les ficelles du métier ».

27. J'ai senti que les employés les plus expérimentés m'ont tenu(e) à distance, jusqu'à ce que je me conforme à leurs attentes.

28. Dans cette organisation, je trouve que les étapes du plan de carrière sont clairement spécifiées.

29. Pour découvrir mon nouveau rôle dans l'organisation, je n'ai pu compter que sur moi-même.

30. La plupart des informations sur mon évolution dans l'organisation me sont données de manière informelle, par des « bruits de couloir » et des ouï-dire.

**La confiance affective envers le supérieur**

**Référence originale :** McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*, 24-59. doi: 10.2307/256727

**Votre relation avec votre supérieur immédiat**

1. Mon supérieur et moi avons une relation basée sur le partage; nous pouvons tous les deux partager librement nos idées, nos sentiments et nos espoirs.
2. Je peux parler librement à mon supérieur des difficultés que je vis au travail, en sachant qu'il(elle) voudra m'écouter.
3. Mon supérieur et moi vivrions tous les deux un sentiment de perte si l'un de nous deux était transféré et que nous ne pouvions plus travailler ensemble.
4. Si je partageais mes problèmes avec mon supérieur, je sais qu'il(elle) répondrait de manière constructive et bien intentionnée.
5. Je dirais que mon supérieur et moi avons tous les deux fait des investissements émotionnels considérables dans notre relation de travail.


**La confiance affective envers les collègues**

**Référence originale :** McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*, 24-59. doi: 10.2307/256727

**Votre relation avec vos collègues**

1. Mes collègues et moi avons une relation basée sur le partage; nous pouvons partager librement nos idées, nos sentiments et nos espoirs.
2. Je peux parler librement à mes collègues des difficultés que je vis au travail, en sachant qu'ils(elles) voudront m'écouter.
3. Mes collègues et moi vivrions un sentiment de perte si l'un de nous était transféré et que nous ne pouvions plus travailler ensemble.
4. Si je partageais mes problèmes avec mes collègues, je sais qu'ils(elles) répondraient de manière constructive et bien intentionnée.
5. Je dirais que mes collègues et moi avons fait des investissements émotionnels considérables dans notre relation de travail.

**L'engagement affectif envers l'organisation**

**Référence originale :** Bentein, K., Vandenberg, R., Vandenberghe, C., & Stinglhamber, F. (2005). The role of change in the relationship between commitment and turnover: A latent growth modeling approach. *Journal of Applied Psychology, 90*, 468-482. doi: 10.1037/0021-9010.90.3.468

**En général…**

1. J'éprouve vraiment un sentiment d'appartenance à mon organisation.
2. Mon organisation représente beaucoup pour moi.
3. Je suis fier(ère) d'appartenir à cette organisation.
4. Je me sens affectivement attaché(e) à mon organisation.
5. J'ai le sentiment de « faire partie de la famille » dans mon organisation.
6. Je ressens vraiment les problèmes de mon organisation comme si c'était les miens.


**L'engagement affectif envers le supérieur**

**Référence originale :** Stinglhamber, F., Bentein, K., & Vandenberghe, C. (2002). Extension of the three-component model of commitment to five foci: Development of measures and substantive test. *European Journal of Psychological Assessment, 18*, 123-138. doi: 10.1027//1015-5759.18.2.123

**En général…**

1. J'éprouve de la considération envers mon supérieur.
2. J'apprécie personnellement mon supérieur.
3. J'éprouve beaucoup d'admiration pour mon supérieur.
4. Je suis fier(ère) de travailler avec mon supérieur.
5. Mon supérieur représente beaucoup pour moi.
6. Je suis particulièrement attaché(e) à mon supérieur.

**La clarté de rôle**

**Référence originale :** Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly, 15*, 150-163. doi: 10.2307/2391486

**Au travail...**

1. L'autorité qu'on me donne au travail est clairement établie.
2. Mon emploi comporte des objectifs clairs et planifiés.
3. Mes responsabilités au travail sont clairement définies.
4. Je sais exactement ce qu'on attend de moi.
5. Les explications au sujet de ce que je dois faire sont claires.

**La performance de tâche**

**Référence originale :** Williams, L. J., & Anderson, S. E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management, 17*, 601-617. doi: 10.1177/014920639101700305

**Au travail...**

1. Je m'acquitte de mes tâches de manière satisfaisante.
2. J'assume les responsabilités énumérées dans ma description de poste.
3. J'accomplis les tâches qu'on attend de moi.
4. Je satisfais aux critères de performance pour mon poste.
5. Je m'implique dans des activités qui affectent directement mon évaluation de performance.
6. Je néglige des tâches que je suis tenu(e) d'accomplir.
7. J'omets d'accomplir certaines tâches essentielles de mon travail.

**Le bris de contrat psychologique**

**Référence originale :** Robinson, S. L., & Morrison, E. W. (2000). The development of psychological contract breach and violation: A longitudinal study. *Journal of Organizational Behavior, 21*, 526–546. doi: 10.1002/1099-1379(200008)21:5<525::AID-JOB40>3.0.CO;2-T

**Au sujet de votre employeur…**

| | |
|---|---|
| 1. | Presque toutes les promesses faites par mon employeur lorsque j'ai été recruté(e) ont été tenues jusqu'à présent. |
| 2. | Je sens que mon employeur a tenu les promesses qui m'ont été faites quand j'ai été embauché(e). |
| 3. | Jusqu'à présent, mon employeur a fait un excellent travail en s'acquittant de ses promesses à mon égard. |
| 4. | Je n'ai pas reçu tout ce qui m'a été promis en échange de mes contributions. |
| 5. | Mon employeur a rompu plusieurs de ses promesses à mon égard, même si j'ai respecté ma part de l'entente. |

**L'épuisement émotionnel**

**Référence originale :** Schaufeli, W. B., Leiter, M. P., Maslach, C., & Jackson, S. E. (1996). The Maslach Burnout Inventory-General Survey. In C. Maslach, S. E. Jackson, & M. P. Leiter (Eds.), *Maslach Burnout Inventory*, 3rd Ed. Palo Alto, CA: Consulting Psychologists Press.

**Ces derniers temps…**

| | |
|---|---|
| 1. | je sens que je suis au « bout du rouleau ». |
| 2. | je me sens épuisé(e) après une journée de travail. |
| 3. | lorsque je me lève le matin et que je dois affronter une nouvelle journée de travail, je me sens fatigué(e). |
| 4. | mon travail m'épuise. |
| 5. | mon travail me frustre. |

**L'intention de quitter l'organisation**

**Référence originale :** Bentein, K., Vandenberg, R., Vandenberghe, C., & Stinglhamber, F. (2005). The role of change in the relationship between commitment and turnover: A latent growth modeling approach. *Journal of Applied Psychology, 90*, 468-482. doi: 10.1037/0021-9010.90.3.468

**Votre avenir au sein de votre organisation actuelle**

1. Je pense souvent à quitter l'entreprise qui m'emploie.
2. J'ai l'intention de chercher un emploi dans une autre entreprise durant l'année qui vient.