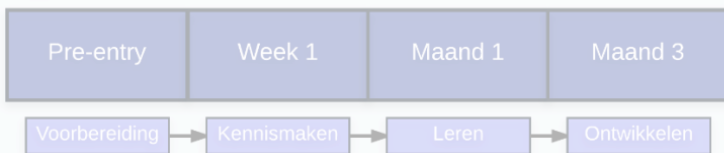# Designing orientation programs: An exploration of context, content and social tactics for newly hired managers

Orientatie programma voor nieuwe leidinggevenden DICTU

Informatie in fasen

Pre-entry	Week 1	Maand 1	Maand 3

| Voorbereiding | → | Kennismaken | → | Leren | → | Ontwikkelen |

Begeleiding

Netwerk	Rol
Personeelszaken	Aanstelling van de nieuw
DICTU-Academy	Het totaaloverzicht betre
Finance & Control	Aankondigen nieuwe leid
Het team	Licht het team in en vraa
Directiesecretarissen	Overdracht samensteller

Aan de slag

Borgen

DICTU	Financiën	Personeel	Leiderschap

| Pre-entry | Week 1 | Maand 1 | Maand 3 |

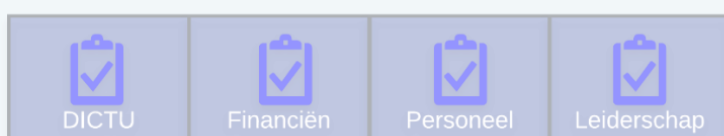Name: Serena Kuiper
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Summary

The current study explores which socialization tactics are important for newcomers in the early entry period for future orientation programs. I draw upon organizational socialization, literature on newcomers and orientation programs to create a more evidenced based design for orientation programs. In a qualitative study, 13 newcomers indicated which socialization tactics affect learning, information acquisition, relationship building and job performance. The analysis of the semi structured interviews indicated that the context and social tactics are most important during the entry period. The context tactics result in collective or individual activities that include tailored information. The social tactics result in meetings with important organizational members and support from environment. Regarding content tactics, I found that newcomers appreciate the freedom to schedule individual orientation activities. Still, some structure was expected to learn about the organization and tasks. I suggest that future orientation programs combine tactics and include a variation of the activities mentioned by newcomers. Besides that, a supportive environment is important. In concern of the existing categorizing, I suggest replacing content as process tactics because these types of tactics deal with the steps and timing of activities. Future opportunities for research are the examination of an orientation program based upon the suggested to design elements as well for other types of newcomers like interim mangers.

Keywords: Socialization tactics; organizational socialization; orientation programs; newcomers; newly hired managers

Foreword

It Is Done! Writing my dissertation has been a unique learning experience that I will never forget. It has been delighted, as well exhausting to learn so much about one topic. Of course, I was not able to do this by myself and so my gratitude goes out to several people. Starting with Marcella Hoogeboom. She provided critical feedback and helped to push myself to a next level. Marcella has always been very supportive and showed her enthusiasm. Because of that, I became more confidence in my work and believed that I was able to deliver even better work. I would also like to thank DICTU for all the different opportunities to help around. Especially thanks to Marieke van der Zwaal (DICTU) who was there when I needed talk off all the frustrations and helped in many other ways. Besides that, I would like to thank my dear friends Elbrich de Jong and Marlies Barsingerhorn who always believed in me and told me I was doing a great job. Both of you helped me in different ways like answering the phone or reading some parts of the dissertation. As well Marloes Hooghiemstra, my roommate who encouraged me to relax and then all the hard work could start again. Next, I would like to thank Bas Kollöffel for the feedback he provided. Lastly, I would like to thank Sara Brink for listening to the presentation. Above all, I am very proud to deliver this piece of work and I believe this process helped to develop my personal characteristics in many different ways!

1.0 Introduction

Individuals entering a new organization need to learn several aspects about the job and the new organization. The individuals, so-called newcomers, are expected to transfer from organizational outsiders into organizational insiders, referred to as organizational socialization (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). Organizational socialization is a process wherein newcomers learn about social knowledge, skills and job requirements to become a proficient organizational member (A.M. Saks & Ashforth, 1997; Van Maanen & Schein, 1979). Moreover, both organizational and individual needs to be aligned during the organizational socialization process as newcomers take on an organizational role (Chao, 2012). This is important because organizational socialization results in several outcomes that are valuable for organizations and newcomers. These outcomes are performance, job satisfaction, organizational commitment, intentions to remain and role innovation or replication (Bauer et al., 2007; A.M. Saks, Uggerslev, & Fassina, 2007).

Organizational socialization has been studied much in the last two decades and many scholars have examined the typology of socialization tactics of Van Maanen and Schein (1979) (Ashforth & Saks, 1996; Ashforth, Sluss, & Saks, 2007; Bauer et al., 2007; A.M. Saks & Ashforth, 1997; A.M. Saks et al., 2007). Socialization tactics are the activities that are provided to newcomers (Bauer et al., 2007; Jones, 1986). Consequently, newcomers learn during the socialization process. An understanding of which tactics newcomers apply or value is important because it provides a deeper understanding of effective ways to socialize newcomers. The socialization tactics exist of three themes. These are context, (i.e. tailored activities and information), content (i.e. timing and process of steps newcomers take) and social (i.e. interaction with organizational members and environment) (Cable & Parsons, 2001; Jones, 1986; Van Maanen & Schein, 1979). These tactics resulted in the orientation programs for newcomers.

Orientation programs are formally organized trainings to socialize newcomers during the entry period (Klein & Weaver, 2000). During orientation programs, newcomers learn about the organization and their role (Klein & Weaver, 2000; Waung, 1995; Wesson & Gogus, 2005). Overall, the main focus of these orientation program studies was to find the effects on behavioral outcomes (Cooper-Thomas & Anderson, 2002; Delobbe, Cooper-Thomas, & De Hoe, 2015; Klein & Weaver, 2000; A. M. Saks, 1994; Waung, 1995). No attention is given to the effective use of tactics. Thus, many organizations tend to develop orientation programs based upon their own intuitive insights. However, when combining the knowledge of organizational socialization and socialization tactics, therefore on orientation programs a more evidence based design for orientation programs can be made.

Besides that, current empirical studies on orientation programs are scarce and especially orientation programs for more experienced newcomers (Preston, 2004). Yet, it is very important to socialized more experienced employees like newly hired managers. Still, this group of newcomers might be even more important since an empirical study found that newly hired managers are dismissed after three years because of asymmetry between person and organization (Zhang, 2008). Also, others argued that one out of three managers fails within the first eighteen months of employment (Bradt, Check, & Pedraza, 2011). Thus, orientation programs specifically for newly hired managers is needed because it helps to stimulate positive behavioral outcomes.

In sum, exploring which tactics should be included in orientation programs is important because evidence-based designed socialization activities signal that an organization cares about newcomers and invests in them (Allen & Shanock, 2013; Delobbe et al., 2015). Despite this recognition, organizations fail to compose orientation programs that are derived from empirical results (Klein & Weaver, 2000). Therefore, the current study explores which tactics are applied

or missed by newcomers (newly hired managers) during the entry period. A suggestion is then presented on how these tactics can be integrated into an orientation program. The research question of the current study is: *"Which context, content and social tactics do newly hired mangers find important for designing future orientation programs that enhance organizational socialization"*. Using a qualitative research design methodology, the study examines this research question. A review of organizational socialization, orientation programs and existing effects of tactics are discussed in the following section.

2.0 Theoretical framework

The primary goal of the following section is to explain the socialization tactics, outcomes of socialization and empirical examined orientation programs.

2.1 Organizational socialization

Individuals that enter a new organization have to learn several aspects of the job and the organization. This process is referred to as organizational socialization. In other words: "process about social knowledge and skills to fulfill an organizational role" (Van Maanen & Schein, 1979). The individual who enters a new organization is a newcomer. To become an organizational member, newcomers learn to adapt towards the organizational role (Chao, 2012). Consequently, taking on the organizational role is possible only when newcomers have gained knowledge about domains like organizational goals, values, power structures and task knowledge (Saks & Ashforth, 1997). So, socialization enables newcomers to become a proficient and comfortable member of the organization (Ashforth et al., 2007). But on the other hand, when newcomers feel uncomfortable in the organization, they intent to leave. Hence, it results in turnover of newcomers (Cable & Parsons, 2001; Hancock, Allen, Bosco, McDaniel, & Pierce, 2013; Wesson & Gogus, 2005). So, a positive first impression during the socialization process is important since newcomers create expectations of their first experiences in an organization that influence future outcomes (J. D. Kammeyer-Mueller & Wanberg, 2003; Korte, 2009).

Socialization is mostly explained by the typology of socialization tactics but other theories that explain the socialization of newcomers exist. The following will briefly mention various theories to provide insights of the different ideas about socialization. To begin with newcomer adaption, which assumes that newcomers need knowledge and motivation to perform a new organizational role (Bauer et al., 2007; Cooper-Thomas & Anderson, 2002; J.D. Kammeyer-Mueller, Wanberg, Rubenstein, & Song, 2013). Another theory is the person-organization fit, this is the alignment between newcomers and the new organization (Cable & Parsons, 2001). Yet, another theory builds upon the idea that newcomers are pro-active agents. This means that newcomers influence their performance and remain subject to organizational influence (Delobbe et al., 2015; Ostroff & Kozlowski, 1993). Nevertheless, most important and most cited is the typology of socialization tactics developed by Van Maanen and Schein (1979) (A.M. Saks et al., 2007). This typology implies that socialization is a process wherein newcomers participate in activities during the entry period (Jones, 1986; Van Maanen & Schein, 1979).

2.2 Socialization tactics

Socialization tactics are defined as "a set of interrelated theoretical propositions about the structure and outcomes of organizational socialization processes" (Van Maanen & Schein, 1979, p.214). In other words, socialization tactics shape the context of activities and information newcomers encounter during the socialization process. These theoretical propositions are empirical examined and affect behavioral attitudes of newcomers (Perrot, et al. 2012; Saks & Ashforth, 1997). Originally the socialization theory defined six different tactics that are opposites of one another (Van Maanen & Schein, 1979). Yet, recent studies of socialization tactics refer to the classification scheme of Jones (1986) (Bauer et al., 2007; Cable & Parsons, 2001; Klein & Weaver, 2000; A.M. Saks et al., 2007). Therefore, the classificatory scheme in this study is a combination of Jones (1986) and Van Maanen and Schein (1979), as is discussed in the following pages (see table 1).

The first classification are context tactics. This includes two types of tactics that vary in terms of how the activities for newcomers are provided to newcomers. Starting with

collective vs individual socialization tactics. With the collective tactic, newcomers undertake a common experience as a group that produces a standard outcome of responses to situations (Jones, 1986; Van Maanen & Schein, 1979). Applying the collective tactic results in a training or other activities that newcomers undertake as a group. On the other hand, the individual tactic emerges in an individual learning process (Van Maanen & Schein, 1979). So, this results in an unique learning experience (Jones, 1986). So, the individual tactic includes tailored activities such as on the job trainings or a specific trainee program (Van Maanen & Schein, 1979). By means, tailored is only in the interest of the individual newcomer and less or not suitable for other newcomers or organizational members. Overall, applying the collective tactic, which are reproduced activities or information, results in a standardized response to the organizational role. The individual tactic, which are tailored activities or information, result in various responses to situations.

The second type of tactics are formal vs. informal and is related to the first because it also deals with the context in which information is presented to newcomers. The formal tactic separates newcomers form other organizational members to learn the responsibilities of the job (Jones, 1986; Van Maanen & Schein, 1979). So, these result in activities or information that is only important and created for newcomers. In contrast, the informal tactic enhances newcomers learning on the job while newcomers interact with other organizational members, nor is there any effort in organizing activities for newcomers (Van Maanen & Schein, 1979). Overall the context tactics distinguishes how newcomers learn about the organizational role.

The second classification of tactics are content tactics. These include two types of tactics that deal with the process of newcomers towards the organizational role. So, third type of tactics, sequential vs. random, deal with the formality of clear stages that newcomers deal with after entry in the organization. The sequential tactic provides information about the steps that lead towards the organizational role (Van Maanen & Schein, 1979). For example, a newcomer who is student medicine knows that several qualifications and competences are required to become a surgeon. In contrast, the random tactic is not revealing which steps newcomers have to take or the steps are constantly changing (Van Maanen & Schein, 1979). For instance, a manager does not exactly know when he is a fully qualified manager and ready a next step.

Fourth type of tactics, fixed vs. variable, provides newcomers with information about the timing of activities that lead towards the organizational role. The fixed tactic deals with the precise knowledge of time to complete something (Van Maanen & Schein, 1979). This results in a timetable that indicates how long each stage takes to complete. The variable tactic provides only a few clues when to expect the next step. So, with the variable tactic newcomers are unsure about the next step that leads towards the organizational role. For example, a senior employee longing to become a managing partner. Still, becoming a managing partner depends on several aspects like economy or place available in the company. So, the classification of content tactics deals with the progress of newcomers towards the organizational role.

The last classifications of tactics are social tactics. These include two types of tactics that vary in terms of interaction and support from more experienced organizational members (Cable & Parsons, 2001; Jones, 1986). The fifth type of tactics is serial vs. disjunctive. The serial tactic allows newcomers to learn from experienced organizational members. (Van Maanen & Schein, 1979). These experienced organizational members have a similar function and are referred to as role models, predecessor, a mentor or buddy. Contrary, the disjunctive tactic is present when organizational members are not around to help newcomers. Consequently, newcomers develop their own definitions of situations because there is no one available to guide (Jones, 1986). In other words, newcomers do not know how to carry out the organizational role because they do not follow the footsteps or a recent predecessor or other role model (Van Maanen & Schein, 1979).

Last type of tactics, investiture vs. divestiture, issues the degree to which newcomers receive a positive or negative social support from experienced organization members (Jones, 1986). The investiture tactic confirms the identity and characteristics of newcomers. This tactic enhances the existing characteristics of newcomers. Otherwise, the divestiture tactic seeks to deny newcomers and to rebuilding the characteristics of the newcomers. For example, an army recruit has to learn to put aside his personal values of helping others in cases where the environment is too dangerous to help others.

Table 1
Typology of organizational socialization tactics.

Classification	Type of tactic	Type of tactic
Context Tactics that are organized for newcomers	Collective "Similar activities or information that produces a standardized response of newcomers"	Individual "Single person receives a more or less unique activity or information"
	Formal "Employing activities especially for newcomers"	Informal "Not differentiating the newcomer so learning takes place on the job"
Content Tactics that have a time path or sequence	Sequential "Follow up of activities for newcomers"	Random "The sequence of activities is unknown"
	Fixed "The exact timing of activities or process is known"	Variable "The timing and duration of activities or process is unknown"
Social aspects tactics that support the learning process through social cues	Serial "Activities whereby a newcomer involves in activities with a role model"	Disjunctive "Newcomers do not follow a role model"
	Investiture "Affirms the newcomer and personal characteristics"	Divestiture "Deny and strip away characteristics of the newcomer"

Note. Combined classification of socialization tactics of Van Maanen and Schein (1976) and categories of Jones (1986).

The classification of context, content and social is important because these indicate how the processes of information and activities are organized to become for newcomers (Jones, 1986; Perrot, Bauer, & Roussel, 2012). Furthermore, some of the classification are more important like content and social (Jones, 1986). On the other hand, several studies found that solely the social tactics are most important because these allows newcomers to interact with organizational members (Bauer et al., 2007; Jones, 1986; A.M. Saks et al., 2007). So, the

thematic classification of tactics is important because empirical evidence found that the themes are a better predictor of certain outcomes, as is discussed in the following section.

2.3 Socialization tactics and proximal outcomes

Tactics that have a direct effect of the socialization tactics on newcomers are called proximal outcomes. Proximal outcomes of socialization are learning, uncertainty reduction and role clarity (Ashforth & Saks, 1996; Bauer et al., 2007; A.M. Saks et al., 2007). Proximal outcomes mediate between socialization tactics because the tactics have an indirect on behavioral distal outcomes (Allen & Shanock, 2013; Perrot et al., 2012; A.M. Saks & Ashforth, 1997). For instance, a newcomer who learns tasks responsibilities, consequently knows how to perform on the job. Hereby saying, learning is the proximal outcome that affects the distal outcome job performance. So, differentiating between proximal and distal outcomes of socialization is helpful since organizations have the opportunity to foster positive proximal outcomes that have an impact on long term results, or so-called distal outcomes (Saks et al., 2007). The following explains the various outcomes in relation to tactics and provides more detail about the most important relationships in this study.

Learning. Learning is a relatively permanent change in someone's knowledge, based on the person's experience (Mayer, 2003). Newcomers have to learn several aspects to become an organizational member. For instance, newcomers have to learn about the organization, job, people, team, procedures, norms and tasks (Haueter, Macan, & Winter, 2003). Socialization tactics can stimulate learning because an organization chooses to provide or withhold information. Subsequently, learning affects distal outcomes like intentions to quit and job satisfaction (Cooper-Thomas, Paterson, Stadler, & Saks, 2014; Haueter et al., 2003; Korte, 2009; Perrot et al., 2012).

Learning is best supported by social tactics (Ashforth et al., 2007). Social tactics, serial vs. disjunctive and investiture vs. divestiture, allow newcomers to learn through interaction with other organizational members often within the organizational context (Cooper Thomas & Anderson, 2005; Korte, 2009; Perrot et al., 2012). For instance, a newcomer who is guided by an experienced organizational member with a similar function learns how the responds towards organizational situations. On the other hand, several studies applied the context tactics, collective and formal, like trainings to simulate newcomers learning (see Appendix A: (Delobbe et al., 2015; Klein & Weaver, 2000; Wesson & Gogus, 2005)). During a training, newcomers receive information or participate in activities that are especially organized for newcomers. However often these trainings exclude newcomers from the organizational context, so learning from experienced organizational members is withheld. Still, other opportunities to enhance learning exists, for example informal learning. Informal learning accounts for 75% of the learning within organizations but are mentioned in studies of organizational socialization (Dochy, Gijbels, Segers, & Van den Bossche, 2012; Klein & Weaver, 2000; Noe, Clarke, & Klein, 2014).

Other proximal outcomes. Besides learning, socialization tactics result in uncertainty reduction and role clarity. However, the current study will not include these two outcomes in the study since these are widely examined. Still the following briefly explains the outcomes in relation to the tactics to create a holistic understanding of the effects that the tactics have. To start with uncertainty reduction which means that newcomers are motivated to increase the predictability of the new environment (Saks & Ashforth, 1997). Previous research found that social tactics, especially serial and investiture, reduce uncertainty because newcomers interact with organizational members who help to make sense of the environment (Bauer et al., 2007; A.M. Saks et al., 2007). Also, context tactics, like collective and formal, help to reduce uncertainty since these tactics provide information or activities that allow newcomers to understand their role.

Another proximal outcome is Role clarity. Role clarity means that newcomers gain knowledge and understanding about relationships and roles in the organization (Klein & Weaver, 2000; Morrison, 2002; Wesson & Gogus, 2005). In other words, newcomers are able to understand task priorities, time allocation and behavior towards certain tasks (Bauer et al., 2007; Haueter et al., 2003). Social tactics, like serial and investiture, are the best predictor for role clarity because it allows newcomers to interact with other organizational members (A.M. Saks et al., 2007). Still, role clarity is also predicted by context tactics, collective and formal tactics, since these include activities and information that allow newcomers to learn about their role and organization. Besides context and social, content tactics predicts role clarity because newcomers receive information in stages and have knowledge about the timing of activities (Klein, Fan, & Preacher, 2006).

2.4 Socialization tactics and distal outcomes.

As a consequence of tactics and proximal outcomes, distal outcomes emerge. Distal outcomes are indirect outcomes of behavior and are performance, job satisfaction, organizational commitment, intentions to remain and role innovation or replication (Bauer et al., 2007; Cooper-Thomas & Anderson, 2005; Klein, Fan, and Preacher, 2006; Saks et al., 2007).

Job performance. Job performance is the ability of newcomers to apply knowledge, to participate, and to function in the activities required for the organizational role (Haueter et al., 2003). In order to perform an organizational role, newcomers must learn several aspects that will result in organizational behavior. Newcomers are most likely to perform when they have had an opportunity to learn through social tactics (Ashforth et al., 2007; Cable, Gino, & Staats, 2013; Cable & Parsons, 2001; Hart, 2012; A.M. Saks et al., 2007). For example, newcomers who retrieved information from an experienced organizational member, are performing better compared to newcomers who participated in collective activities to learn, hence context tactics (Bauer et al., 2007). On the other hand, context tactics, collective and formal affects job performance (Jones, 1986; Klein & Weaver, 2000; Wesson & Gogus, 2005). For example, newcomers are provided with tailored information about language, performance proficiency, history during a training. So, both context and social tactics allow newcomers to perform.

Other distal outcomes of socialization tactics. Besides job performance, the tactics result in distal outcomes like job satisfaction, organizational commitment, intentions to remain or quit and role innovation or role replication. However, these distal outcomes are less important for the study since the proximal outcomes are considered as more important during the early entry period. Still, these outcomes are discussed briefly in relation to the tactics for a holistic understanding of the effects that the tactics have. To begin with job satisfaction which is a job attitude that exists of affective judgments of newcomers about the job, experiences at work and beliefs about the job (Boswell, Shipp, Payne, & Culbertson, 2009; Weiss, 2002). This is best predicted by social tactics because newcomers interact with organizational members (Ashforth et al., 2007; Bauer et al., 2007). The context tactics were less related to job satisfaction (Saks et al., 2007). Also, content tactics, sequential and fixed, are important because these indicate the stages newcomers encounter to become an organizational member.

Another distal outcome is organizational commitment which is the psychological attachment to the organization and to feel obligated to fulfill the responsibilities of the job (Allen & Shanock, 2013; Maia, Bastos, & Solinger, 2016). Social tactics are the best predictor for organizational commitment and context tactics are the weakest predictor for organizational commitment (Bauer et al., 2007 Saks et al., 2007). Still, context tactics, for example like trainings, result in organizational commitment (Cooper-Thomas & Anderson, 2002; Klein & Weaver, 2000; Wesson & Gogus, 2005).

The tactics also result in intentions to remain or quit. Intentions to remain is the willingness of newcomers to stay in an organization. In case newcomers are socialized by organized tactics, collective, formal, sequential, fixed, serial and investiture, it is expected that the intentions to remain increases (Allen & Shanock, 2013; Tabvuma, Georgellis, & Lange, 2015). Yet, most important are the context tactics, for example when newcomers participate in orientation programs (Cooper-Thomas & Anderson, 2002; Payne, Culbertson, Boswell, & Barger, 2008; Waung, 1995).

Last distal outcome is role innovation and role replication. Role innovation is a result of the lack of information and forces to collect information or participate in activities themselves. The individual, informal, random, variable, disjunctive and divestiture tactics force newcomers to shape the context of their role themselves (Jones, 1986; Perrot et al., 2012; Van Maanen & Schein, 1979). On the other hand, role repetition defined as taking over an existing role that does not need to be reinvented. In other words, taking on the status quo. The tactics, collective, formal, sequential, fixed serial and investiture, are related to role replication (Perrot et al., 2012). But most important to role innovation and role replication are content tactics because these provide information about the timing or steps newcomers have to take that lead upon the organizational role (Perrot et al., 2012).

In sum, the previous section discusses the most important outcomes of socialization and the contribution context, content of social tactics, see figure 1. Evident is that socialization tactics are important and organizations can utilize socialization tactics to influence newcomer learning (A.M. Saks & Ashforth, 1997). The social tactics and context tactics received most attention in the socialization literature. The social tactics, interactions with organizational members and environment, is proven to be the best predictor for several outcomes (Bauer et al., 2007; A.M. Saks et al., 2007). On the other hand, the context tactics are found to be the weakest predictor when newcomers are separated from the organizational members (A.M. Saks et al., 2007). Still, organizations widely apply context tactics in forms of training and orientation programs. Therefore, the next section will discuss the main aspects of orientation programs that aim to socialize newcomers.
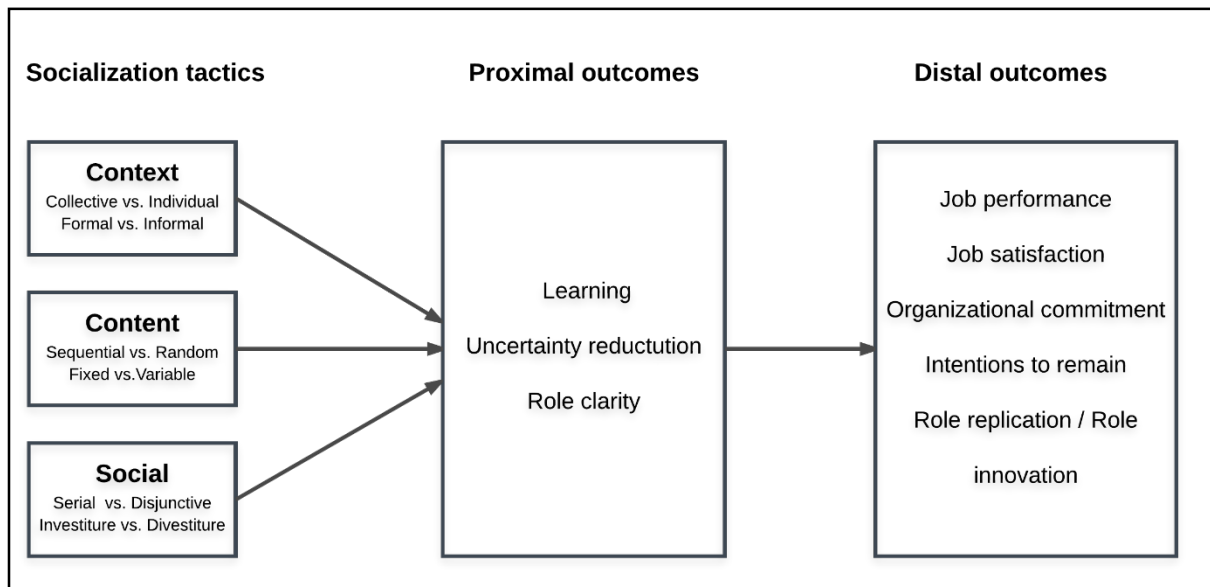

Figure 1. Conceptualization of socialization tactics (Jones, 1986) and most important outcomes (Bauer et al., 2007; Perrot et al., 2012; A.M. Saks et al., 2007)

2.5. Orientation programs and socialization

Orientation programs are formally organized trainings to socialize newcomers during the early entry period (Klein & Weaver, 2000). The early entry period of newcomers is recognized as the time wherein newcomers are allowed to learn about the organizational role (Ross, Huang, & Jones, 2014). During the early entry period newcomers learn about the organization, tasks and team throughout various activities (Haueter et al., 2003). Various organizations develop orientation programs which are a form of context tactics (Cable et al., 2013; Delobbe et al., 2015). Orientation programs are an important form because it results in a first impression about the organization. Moreover, it is an indication that the organization considers the needs of, and invests in newcomers (Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991). Consequently, newcomers judge if the organization suits them or not, this is known as person-organization fit (Cable & Parsons, 2001; Korte, 2009). Since orientation programs are a form of context tactics the following section discusses the variety of orientation programs and learning domains that have been empirically examined.

2.6 Composition of orientation programs

Orientation programs have to deal with various aspects that are important for the compositions of orientation programs. To begin with the occupation of newcomers. For example, an orientation program for military recruits (Cooper-Thomas & Anderson, 2002; Delobbe, Cooper-Thomas & De Hoe, 2015; Payne et al., 2008) is different and longer compared to these from differs from accountancies (Saks, 1994), or ICT employees (Wesson & Gogus, 2005). Secondly, the amount of experience of newcomers matters since newly hired graduates benefit more from orientation programs because they are less experienced compared to more tenured employees (Cable & Parsons, 2001; Fondas & Wiersema, 1997). Third aspect, is the length of orientation programs ranging from three hours (Klein & Weaver, 2000) to eight weeks (Cooper-Thomas & Anderson, 2002; Delobbe et al., 2015; Payne et al., 2008). Another aspect is the time of participation in orientation programs that varies in previous studies between the first week of employment (Cooper-Thomas & Anderson, 2005; Delobbe et al., 2015) or within the first six months of employment (Klein & Weaver, 2000). Another aspect is the effects of traditional classroom programs or computer assisted programs, during orientation programs. The latter is less successful compared to traditional classroom trainings (Wesson & Gogus, 2005).

Learning domains of orientation programs. During orientation programs, newcomers retrieve information that allows them to learn. Current studies rely on the learning domains performance proficiency, people, politics, language, goals and values and history (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner, 1994; Hart, 2012; Klein & Weaver, 2000; Wesson & Gogus, 2005). Performance proficiency concerns the learning of tasks of the job. People concerns the satisfying relationships with others in the organization. Politics concerns the success to gain information about informal and formal relationships and authority in the organization. Language concerns the knowledge about technical jargon in the organization. Goals and values concern the ground rules that foster the integrity of the organization including unwritten rules. The final learning domain is history which concerns the traditions and customs organizations have (Chao et al., 1994). The domains performance proficiency, language, goals, and values are most important for the early entry of newcomers (Hart, 2012).

However, several critiques were raised about the six learning domains that are important for orientation programs. One study argued that the domains are too broad and difficult to learn in a short amount of time (i.e. orientation program) (Klein & Weaver, 2000). Another study argued that these domains focus on organizational learning and less on task

learning (Wesson & Gogus, 2005). So, empirical evidence suggests that newcomers should learn these six learning domains about the organization, team and tasks (Haueter et al., 2003). For instance, newcomers learn about the workgroup and thus learns how the workgroup performs, learns the vocabulary of the workgroup and so on.

2.7 Additional outcomes of orientation programs and tactics

Orientation programs are a form of context tactics which consequently results in proximal and distal outcomes. Yet a literature review found that orientation programs include additional outcomes that are not mentioned in various studies of socialization tactics.

Information acquisition. Information acquisition is the planned proactive strategy of newcomers to learn. Socialization tactics shape the context for information acquisition of newcomers to learn about their role (Cooper-Thomas & Anderson, 2002). For example, newcomers who have a mentor or a recent predecessor retrieve relevant information. So, information acquisition is important because it allows newcomers to become more knowledgeable about their organizational role.

Relationship building. Relationships are the nature and quality of the informal interactions between newcomers and organizational members (Delobbe et al., 2015). Relationships help newcomers to become organizational members because they learn the ropes of the organization from organizational members. Especially important is a good qualitative relationship of newcomers with their supervisor because this results in role clarity (Delobbe et al., 2015). Even more, an empirical study of Morrison (2002) found that the overall structure of newcomers' relationships matters. So, a set of strong relationships is more important than a lot of relationships. The social tactics provide the context for relationship building because newcomers interact with organizational members (Delobbe et al., 2015; Hart, 2012; Tabvuma et al., 2015). Besides that, the social tactics (i.e. interaction with environment) allow to build relationships and help to make sense new experiences in the new organization (Klein et al., 2006). Relationship building is important because it is a predictor of job satisfaction (Tabvuma et al, 2015). In sum, orientation programs that are in the essence a form of context tactics results in two additional outcomes and can also include other tactics like social tactics, see figure 4.

2.8 Current study

Orientation programs are a form to socialize newcomers into the organization. Most important tactics for orientation programs are the formal, collective, sequential, fixed, serial and investiture tactics (Delobbe et al., 2015; Klein & Weaver, 2000). So, the other tactics, individual, informal, random, variable, disjunctive and divestiture, are not present in current orientation programs. But, based upon ideas from previous studies these tactics can also be a valuable contribution for orientation programs (Cable et al., 2013; Klein, Polin, & Leigh Sutton, 2015; Klein & Weaver, 2000). Even more, the orientation programs are a kind of context tactics, because these exists of collective trainings that produces a standardized outcome (Cooper-Thomas & Anderson, 2002; Delobbe et al., 2015; Klein & Weaver, 2000; Wesson & Gogus, 2005). However, various scholars have found that context tactics are a weaker predictor of socialization because it separates newcomers from other organizational members (Bauer et al., 2007; Jones, 1986). Instead, the social tactics are the best predictor of various outcomes (Bauer et al., 2007; A.M. Saks et al., 2007).

Overall, it remains unclear which of the context, content and social tactics are important for future orientation programs. Moreover, the study seeks to find which specific activities the socialization tactics entail since these are currently somewhat of a black box (Ashforth et al., 2007). Consequently, how these forms of tactics result in learning, relationship building, information acquisition and job performance. Most of these outcomes are proximal outcomes and more knowledge about their relationship with the socialization tactics is important since various studies had a focus on distal outcomes (Cooper-Thomas & Anderson, 2002; Delobbe

et al., 2015; Wesson & Gogus, 2005). Therefore, the current study explores which tactics newly hired managers, who did not participate in orientation programs, value for newly designed orientation programs. To guide the research the study proposes the following research question:

"Which context, content and social tactics do newly hired mangers find important for designing future orientation programs that enhance organizational socialization"

To answers the research question, two different sub questions will guide the study.

1a. In which tactics did newcomers participate in the early entry period that resulted in outcomes like learning, relationship building, information acquisition and job performance?
1b. Which tactics are missed in the early entry period by newcomers that could have helped to learn about the organization and tasks?

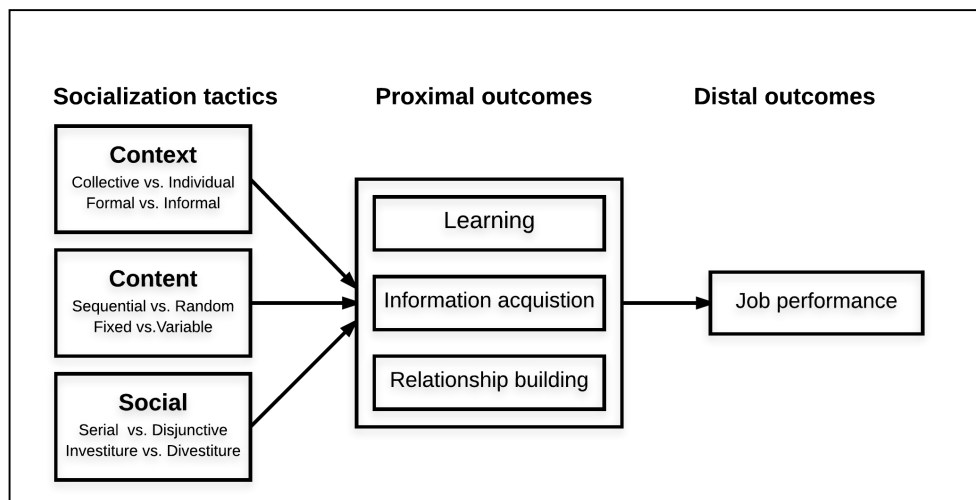2. How can tactics be included in future orientation programs?

Figure 2. Research model including the tactics and important outcomes for the study.

3. Method

The following section explains the research methodology and selection criteria of the participants.

3.1 Methodology

The present study uses a qualitative methodology to explore how newcomers socialized themselves during the early entry period. The strength of a qualitative study is to study an existing phenomenon in close context (Myers, 2009; Onwuegbuzie & Leech, 2007). To accomplish this, a semi structured interview protocol is employed. A semi structured interview allows improvising during the interview as new questions emerge. In addition, there is some consistency among the participants because a semi structured interview will constantly start with the same set of questions (Myers, 2009).

For the selection of the sample, a purposeful sampling strategy is utilized to select newcomers that met the selection criteria to participate. Newcomers in the study are newly hired managers who started working for the organization and did not participate in a formal orientation program. The time-frame on how long managers already worked in the organization was selected upon the ideas of Fondas and Wiersema (1997) and Bradt et al., (2001). They argue that for these high professionals institutionalized socialization, hence the use of formal, collective, sequential, fixed, serial and investiture tactics, is mostly taken for granted. However, a third of newly hired managers fail in their new job within the first 18 months (Bradt et al., 2011). This strengthens the idea that the time-frame for the selection of managers working from 2 to 18 months in the organization with an average of 12 months (SD = 3.36). Evermore, after two months the effects of socialization are present (Cooper-Thomas & Anderson, 2002). However, it can be argued that newcomers present for nearly 18 months can trouble to recall, which is known as retrospective bias because newcomers have to recall a past phenomenon. But, a previous study of socialization applying the same time frame, did not found any hindrance of this time frame (Korte, 2009). Hence, this timeframe is not destructive.

3.2 Participants

Semi structured interviews were conducted with a total of 13 managers at different managerial levels. A 100 % response rate was acquired meaning that all the selected respondents that met the conditions participated (Onwuegbuzie & Leech, 2007). This high response rate was due to the personal relationship with the organization.

The full sample consisted of respondents aged 39 to 59 years, with an average age of 46 years (SD = 5.86). The respondents included 85 % male. The sample included managers who are permanently employed by the organization (N=9) and temporarily hired in the organization (N=4). The respondents carried responsibility for one or multiple teams with different team sizes, the participants are project managers responsible for 12 to 25 people (N=5), team leaders responsible for 26 till 40 people (N=4) or departmental leaders responsible for 65 to 170 people (N=4). It is important to note that this sample consists of experienced full-time managers since the number of prior experiences is significant for the socialization of newcomers because it influences the perspectives of newcomers (Cable & Parsons, 2001; Fondas & Wiersema, 1997; A.M. Saks et al., 2007). On average the respondents had over 15 years of experience in a managerial role (SD = 8.0).

3.3 Constructs of the semi-structured interviews

The semi-structured interview includes the constructs socialization tactics and outcomes, the interview included control variables, see Appendix B and Appendix C. The outcomes are selected based upon previous outcomes of orientation programs (Cooper-Thomas

& Anderson, 2002; Delobbe et al., 2015; Wesson & Gogus, 2005). The outcome information acquisition once but based upon the ideas of Perrot et al., (2012) to examine a larger variety of outcomes of socialization, this outcome was included. All the outcomes are proximal outcomes except for job performance. However, this outcome is important since newly hired managers are judged upon job performance (Fondas & Wiersema, 1997) Moreover, newly hired managers tend to fail within the first eighteen months of employment (Bradt et al., 2011; Fondas & Wiersema, 1997). The following explains how these constructs are operationalized in the study.

Descriptive variables. The semi-structured interview included questions about gender, age, tenure in the organization, description of function and experience. These questions are included based upon the ideas of Saks et al. (2007) who found that type of newcomer matters during the socialization. Even more, the amount of experience a newcomer has from prior jobs affects the need they have in the early entry period (Tabvuma et al., 2015). For example, a newcomer who has switched jobs before, like temporarily employees, might need less guidance compared to a newcomer who has little experience with switching jobs.

Socialization tactics. The six different socialization tactics are the antecedents that result in various outcomes. The study applied the definitions mentioned in table 1. To find the important tactics, the interview questions trigger newcomers to recall situations wherein they refer to one or more of the selected outcomes. For example: *"What have you done to familiarize yourself with the tasks and responsibilities?"*. This question seeks to find which tactics newcomers have applied to learn about their tasks and in a similar question the respondent is asked which tactics they missed. In another question, the researcher refers to the ideal orientation program, which helps to answer research question 2. An example of this question is: *"Which elements would the perfect orientation program have to learn your tasks and the organization?"*. The researcher will compare the answers between the applied, missed and desired activities to discover which tactics are important for newcomers.

Learning. Learning is one of the most important aspects of socialization, still it is not clear how newcomers learn to become socialized (Bauer et al., 2007). Therefor the included organizational learning and task learning, because these are learning domains of socialization (Haueter et al., 2003). The study chooses for more than one learning domain to explore if these domains need the same or different tactics. So, the semi-structured interview specifically refers to learning about the organization or learning about the tasks. An example is: *"Are there activities organized in the advance of your entry to learn about the organization during the first two months?"*.

Information acquisition. Information acquisition is important for various reasons. First, newcomers applied a proactive information strategy because they did not participate in an orientation programs. Second, it remains unclear that which tactics affect information acquisition because in the study of Thomas-Cooper and Anderson (2002) did not distinguish between the different classifications of tactics. So, the semi-structured interview included questions that would trigger newcomers to think about personal actions that enabled them retrieve information. For example: *"What have you done to familiarize yourself with the tasks and responsibilities?"*.

Relationship building. Relationship building is included because previous studies found that these are important and deal with the interaction with other organizational members (Morrison, 2002). Besides that, relationship building for newly hired managers can be even more important because they have to align the needs of individual employees and the larger organizational context (Preston, 2004). Besides that, it is unclear with who and how they build relationships during the early entry period. Therefore, the semi structured interview includes the following question: *"Could you describe an experienced organizational who has been very supportive during the first two months?"*.

Job performance. Job performance is one the of indicators to evaluate how newcomers participate and function. In order to perform, newcomers can receive information about job performance expectation because they participate in orientation programs (Hart, 2012; Wesson & Gogus, 2005). Yet, the participants in this study do not participate in an orientation programs. But, job performance for newly hired managers is important because one out of three managers fails within the first eighteen months (Bradt et al., 2011; Fondas & Wiersema, 1997). Therefor the current study included questions that relate to missed activities or information that helps newcomers to perform towards the organizational role. These questions enable the study to explore which tactics are needed to stimulate job performance. For example: *"Do you have confidence in the tasks and responsibilities you carry out? If yes, which activities were crucial to become confident?"*.

3.4 Procedure

The procedure of the research started by contacting the HRM managers of the organization. Subsequently, a list of names of newcomers who entered the organization within the last 18 months was received. Following the researcher contacted, by email, the 13 participants that met the selection criteria to participate in the study. Interviews were scheduled for one hour based upon a comparison of other qualitative studies (Carsten et al., 2010; Korte, 2008)

The interviews ranged from 25 minutes to an hour in length. A semi-structured interview protocol is used and includes 10 core questions (for the full protocol and measures see Appendix B). These questions were designed to explore the socialization of newcomers during the early entry period (two months of employment). During the interviews, respondents were asked to provide detailed information about their experiences. The interview questions referred to learning about the organization and learning about the tasks of newcomers. These subjects are learning domains during the initial period and were the subject in different orientation programs (Saks, 1994; Wesson and Gogus, 2005). Other interview questions were derived from important aspects in relation to orientation outcomes. All interviews were tape recorded and transcribed for coding. The transcribed interview was emailed to the participants so they can confirm the credibility of the information. This is also referred to as member checking (Creswell & Miller, 2000). In case the participants had additional information, the participant informed the researcher.

To ensure the interviews had similar quality and the aim of the study was kept in mind, the researcher prepared every interview thoughtfully. So, prior to every interview, the researcher reads the interview script. During the interviews, the researcher aimed to avoid leading questions and to effectively keep respondents on track. The interviews took place with only one individual at the time at a quiet place in one of the buildings of the organization; three interviews are held with video conferencing. Each interview started with an introduction of the researcher and purpose of the research.

3.5 Coding and analysis strategy

Code development. The study employed a deductive coding strategy to analyze the qualitative data. The deductive coding strategy, or so-called top down strategy, ensured the quality of the amount of information retrieved from interviews (Anfara, Brown, & Mangione, 2002; Carsten, Uhl-Bien, West, Patera, & McGregor, 2010). In addition, deductive coding enables to link the information from the interviews with the knowledge from existing the theories (Miles & Huberman, 1994a). In other words, this coding strategy enabled the researcher to create codes that are derived from the conceptual framework, research question and key variables (Miles & Huberman, 1994b). The codes are "tags or labels for assigning

units of meaning to the descriptive or inferential information compiled during a study" (Miles & Huberman 1994: p56). These codes are described in the code book that is created based upon the article of ((DeCuir-Gunby, Marshall, & McCulloch, 2010): see Appendix c). This results in a final code book with five categories and a total of 17 first-order summary labels. Developing of the code book occurred in three steps. First, categories for exploring variables of the interview data were generated. The categories enabled the researcher to divide the voluminous data into smaller chunks of information.

The categories include first-order summary labels. These first-order summary labels were obtained to account for themes across the data. Largely all the codes are derived from literature. Second, the code is reviewed and revised in the context when required. For example, the code for divestiture. Divestiture tactic is defined as perceived stage wherein newcomers are denied. In the context of the data, several newcomers explained that co-workers expected them to perform. Co-workers disregard the fact that newcomers are not fully integrated as organizational members. So, the code divestiture was rewritten and defined as a perceived stage wherein newcomers are denied and are expected to have the organizational knowledge to perform. Hence, the code became a combination of theory and context for a better understanding coding. Another example is the code formal. Formal includes activities that are tailored for newcomers (Jones, 1986). But, the data includes examples of tailored formal information for newcomers. So, the code formal was adapted and defined as tailored activities or tailored information for newcomers. In addition to the refinement of the codes, the researcher came up with additional codes that helped the researcher to specify the information. Once first-order labels summary is generated, these labels were used to code all interview data.

In addition to assigning the first order codes, counts (i.e. through colors) for needed (red), missed (blue) and desired (yellow) tactics are addressed given that the newcomers were purposefully asked to provide examples. In doing so, the ratings allow separating needed, missed or desired tactics from the applied tactics during the data analysis.

The final step of the codebook development was the determination of the reliability of the codes. Consequently, the researcher discussed the codes and definitions in the two-hour session with two organizational members who did not participate as respondents in the study. The organizational members have a background in educational science and were updated about the aim of the study. The discussion led to a refinement of some codes. For example, the code information acquisition is similar to tactic context individual and informal. Comparing and discussing several quotations helped to determine a more comprehensive definition of information acquisition.

In sum, the code development is an iterative process and the researcher adapted some codes to make them more comprehensive and suitable in the context (DeCuir-Gunby et al., 2010). The code book comes along with the codes and the definitions (Appendix D). Next, to the codebook, the coding was conducted in Atlas ti.

Analysis strategy. The analysis followed three key stages outlined by Miles and Huberman (1994), (1) data reduction throughout the coding strategy, (2) data display by organizing first order themes and themes of the data, and (3) conclusion (Miles & Huberman, 1994b). The systematic approach of stages is important during qualitative data because the data is voluminous and based the interpretation of the researcher (Anfara et al., 2002; Miles & Huberman, 1994b).

Coding strategy. Starting with the coding strategy that includes four steps. First, open coding that allowed data reduction by first order coding. By means, reading and re-reading the transcripts the researcher assigned preliminary summary labels to the first order codes. The researcher coded sentences and chunks of information to the first order categories labels that exist of descriptive codes (Miles & Huberman, 1994b; Myers, 2009). For example, a respondent mentioned that he spoke with his predecessor to discover the norms and values of

the organization. This was labeled with the code "social". The researcher constantly compares the quotations. By means, the researcher will continuously compare the data and search for contrasts and similarities (Myers, 2009).

The second step is referred to as axial coding and entails re-reading the transcripts to search for quotations that fit into the category. The researcher moved on when there were no more tactics recognized in the data. The third step is inferential coding. The researcher determined how these codes relate to each other help to explain the context of newcomers, and perhaps intervening conditions. For example, the researcher determined if the social tactics led to socialization outcomes like learning, role clarity, information acquisition, relationship building, and job performance. Continuously, the researcher rated the tactics as missed, desired or needed. The fourth step of the coding strategy is selective coding reading through the raw data that illustrate the tactics of newcomers and possible intervening conditions. Coding at the question level of analysis safeguards against over-inflation of code frequencies by ensuring that repeated codes are emerging from the respondents answer to a single question are not coded more than once. To conclude, the coding strategy helps the researcher to systematically interpret the data (Myers, 2013). All the interviews are documented in Atlas.ti.

Next two stages of the analysis, respectively data display and conclusions, follow in the next sections. In addition to the analysis, the researcher explored the type of newcomers. Type of newcomer accounts for a significant variance in the in the socialization outcomes and thus it could be that respondents showed differences in the data. people require different orientation programs (A.M. Saks et al., 2007). Creating groups of documents prior to the analysis helped to separate newcomers into different kinds of groups. This enabled the researcher to find more patterns and themes in data and to distinguish if the type of newcomer affects the use of tactics or need for tactics.

The validity of the coding. The researcher calculated the interrater reliability for the trustworthiness of the coding and interpretations of the researcher. It is suggested to select more than 10% of the data (Hodson, 1999). The size of the reliability sample is two interviews that are randomly selected from the sample. The reliability of the sample, a subset of the full sample, is expected to be equivalent to the full sample because no significant difference between the participants was found. The number of interrater reliability coders is three, including the researcher. Each coder examined the interviews for three different variables, social, content of context variables. The coding occurred at the question level of analysis whereby reliability is calculated for each matching tactic per quotation. The number of training hours was four hours to obtain adequate reliability levels in the pilot test of reliability. Following each coder independently coded two different interviews. The levels of reliability from the pilot test are not included the reliability level. Disagreements in the reliability coding are discussed and resolved in the full sample when all coders agreed.

The interrater reliability is calculated following (Miles & Huberman, 1994b). That is the average number of coding agreements by the number of agreements and disagreements combined among the three coders. For instance, with three coders, 21 text units had been coded with "Social" by at least one of them and coder 2 in 15 of those cases and coder 3 in 13 both had invoked the code on the same text unit, then the averages of 15 and 13 are calculated to determine the level of interrater reliability. For "Social" this is 67 percent (14/22=.67). Respectively the code "Context" had a 75 per cent of agreement. The "Content" was rather small the researcher decided not to calculate the interrater reliability. The results of the interrater reliability rating can be found in Appendix E.

4. Results

The results describe the constructions of socialization tactics during the early entry period as well the underlying motivation of middle managers, senior managers and temporarily hired managers. These three different groups of managers are all newcomers. The three different socialization tactics are identified in the study throughout various examples from the semi structured interviews. Above that, a distinction between applied and missed tactics is present, see table 2. Besides that, an additional analysis to explore the differences in the use of tactics among the different groups of newcomers is described.

Table 2
Quotations of organizational socialization tactics from participants

Tactics	Tactics	Applied	Missed	Tactics	Applied	Missed
Context: Involves activities or information to enhance learning of newcomers	Collective	7	3	Individual	75	10
	Formal	65	32	Informal	51	0
Content: Involves a time path or sequence for newcomers.	Sequential	0	7	Random	7	0
	Fixed	2		Variable	0	0
Social: Involves support from organizational members which enables learning process through social cues	Serial	43	13	Disjunctive	15	0
	Investiture	17	3	Divestiture	21	3

4.1 Constructions of social, content and context tactics

Newcomers explained that the entry period is important and explain throughout various examples how they have experienced their entry period, as described in the two quotations below.

"The organization really expected me to understand the full package of my responsibilities. But I am still discovering more responsibilities that the organization expects me to do. Unfortunately, this is something you encounter by the occasion." (Middle manager)

"I don't mind speaking with a lot of people. However, it takes more time to reach an adequate level of knowledge about the tasks and to understand the different relationships. But the contrast is that starting at day one, I received full responsibilities for the current issues and relationships with clients. That's is not a big problem, but in the context of the organization, it is complex… And I am an experienced manager, I started in 2000 so it won't trouble me." (Senior manager)

Different forms of socialization tactics allowed newcomers to learn, to build relationships or to obtain information. These results help to answer research question:

> 1a. In which tactics did newcomers participate in the early entry period that resulted in outcomes like learning, relationship building, information acquisition and job performance?

> 1b. Which tactics are missed in the early entry period by newcomers that could have helped to learn about the organization and tasks?

4.2 Context tactics

The context tactics include four different tactics and were all present in the results of the study. The forms are discussed in pairs, collective vs. individual and formal vs. informal. These tactics focus on the activities or tailored information newcomers need in the early entry period. It is different from content tactics because these deal with the timing and planning of activities. As well different from social tactics instead of these issue with the attitude and behavior of other organizational members in the organization. Nevertheless, the activities can include a planning or interactions with other organizational members but the context tactics focus on the kind of activities as well kind of information available and important to newcomers.

4.2.1 Applied forms collective vs. individual tactics

Collective and individual tactics include activities that help newcomers to socialize as a group or the contrary, which is throughout individual activities. In the present study, newcomers indicated only one form of collective tactics and several forms of individual tactics, see table 3.

Table 3
Collective vs. individual tactics.

Type of context tactic		Example
Different forms of collective tactics		
Introduction day	10	"The welcome session, the introduction day. In a short amount of time, we [a group newcomers] received an overview of the organization" (Top manager)
Total	**10**	
Different forms of individual tactics		
Schedule appointments to:		
Get acquaintance with stakeholders	8	"I spoke to a lot of stakeholders. Especially with stakeholders of a certain division because there were
As part of the information acquisition strategy	8	some struggles and we had to collaborate more closely. So, I started to organize meetings to
Clarify tasks	7	introduce oneself to each other." (Middle manager)
Searching and reading relevant documents	12	Newcomers search for relevant information related to their tasks.
Total	**35**	

Different forms of collective tactics. The introduction day is organized for newcomers to learn about organizational aspects like the organizational structure, norms, and values. The introduction day is valuable because newcomers learn from other organizational members and have the opportunity to interact with other newcomers in the organization. One newcomer indicated that the introduction day could be even more valuable when newcomers are given even more opportunities to interact with other newcomers or senior employees. The introduction day is important to newcomers. So, they suggest that all newcomers should participate in the introduction day during the early entry period. Other suggestions to improve the introduction day is additional information about the building, workspaces, general regularities and instructions about some information systems. Instructions about information systems are urgent as mentioned in the example below which indicates that instructions are not present at the moment.

> "Let's put it like this when they [organization] find it important that managers have knowledge about KIS [ICT-system] for instance what to find there and how to use it [ICT-system]. It would be obvious that they would organize something for this, for example like a workshop." (Middle manager)

Different forms of individual tactics. Individual tactics are self-initiated activities to schedule appointments with others or searching for information and documents. Newcomers scheduled appointments for various reasons that allowed them to learn about the organization, tasks or helped to build relationships. For example, one newcomer indicated that his personal actions to learn and collect information resulted in more self-efficacy, which still helps him nowadays.

Scheduling appointments. Newcomers scheduled appointments in the entry period for different reasons. One of the reasons was to clarify tasks since a detailed task description is not always present. These appointments are with other organizational members because they can explain how newcomers' tasks relate to the organizational context. Another reason is making acquaintance with stakeholders because newcomers will collaborate with them. Stakeholders are organizational members or clients. Appointments help to understand the nature of the relationship with stakeholders. The last reason for newcomers to schedule appointments is their personal commitment to speak with as many stakeholders as possible. In other words, newcomers emphasize that they voluntarily choose to meet with all team members or clients who are important to their tasks in the organization. Consequently, newcomers indicate that information from different stakeholders helps to make considerate judgments about different aspects of their organizational tasks.

> "Tasks, yes there was a task description for which I applied. But the tasks were not unfamiliar, so I understood most things. And there was a document from the management team. But that [task related documents] was about it. So, I arranged some appointments with my supervisor to discuss what the tasks exactly were. For instance, how my tasks were related to other aspects of the organization. Many things that were unclear to me because you can't write them down. These things need a certain interpretation" (Senior manager)

Individual search for relevant documents. Newcomers indicated a need for formal documents because it allows them to learn and to make sense of their tasks in the organization. The documents about the organization related to the vision of the organization, organizational structure, vision about leadership styles or organizational processes. These documents are

helpful during entry and also prior to entry. However, newcomers have to search these documents themselves. For instance, on the intranet that contains a lot of documents. Consequently, the individual exploration for relevant documents of newcomers takes up time and energy, as illustrated in the quotation below.

"Of course, I consulted the intranet and other systems to search for descriptions of management functions or the report OB3.1. What is written in these documents helps to become knowledgeable [about the organization]. All well, you have to find all these kinds of things on your own." (Middle manager)

4.2.2. Forms of formal vs informal tactics

The formal vs. informal tactics includes forms that focus on the content of information that is specially tailored or not. So, formal forms of tactics are tailored for newcomers and informal tactics include forms that not distinguish between newcomers and more tenured employees. There are more forms of informal tactics than formal tactics, see table 4.

Table 4
Applied formal vs. informal tactics.

Type of context tactic		Example
Different forms of formal tactics		
Tailored information for newcomers	11	"You could image the organization from various perspectives. From the outside, towards the inside and from the top to bottom down. I believe everybody should be aware of the different fields the organization operates. Next, you should understand the division you are part of. Following you should talk with coworkers about the specific area you operate, what are the tasks and what are your responsibilities to fulfill your role. The information should be more detailed as is concerns position. And I think that there should be multiple forms to offer the information, as in documents, presentations or meetings because everybody has its own way of absorbing information." (Senior manager)
Organizational literature	13	
Handover document with task related information		
Training about organization, finance, and human resources	7	"Provide a training before I have to deal with these issues … which aspects are important and which aspects would we like to excel…" (Middle manager)
Total	**31**	
Different forms of informal tactics		
Utilizing existing events	17	"The executive day is organized four times a year. It helps to learn about the relevant issues of the organization and the latest developments in the organization. I also have the chance to get in touch with the other managers. Especially the informal moments during lunch or at the end of the day when we enjoy a drink with each other." (Middle manager)

Trial & error	5	"At several moments, I learned with falling and rising. For example, I did not receive an instruction which leaves me with just clicking and trying out different features of the system. This is not a single occasion and costs a lot of time." (Middle manager)
Total	**23**	

Different forms of formal tactics. The various forms of formal tactics refer to documents that included information that is tailored for newcomers. The reason for different formal tactics is because it allows newcomers to utilize the work environment, to orientate, to learn, clarifying expectations, and to consult information at any time.

Organizational literature & handover document with task related information. The existing book with instructions helps newcomers to set up their accounts. However, newcomers suggest that the information should be accurate and that the book should be provided in the first week of entry. Among the newcomers, this differed. The second important document is a handover document with task related information. Combining these two documents in a kind of a welcome package is helpful because newcomers indicated the information was scattered and it takes up a lot of time to find the right information, as illustrated in the example below.

So, providing all necessary documents at one place would save newcomers a lot of time. Consequently, newcomers mention that the handover document was discussed with the predecessor or supervisor. Receiving information in a document allows newcomers to prepare for other activities or allows to have back up information in case other organizational members are not available.

"What I really missed is a clear structure of information. I can deal with ambiguity but people who can't are lost here. At one time, I thought I had the correct document to request some things. Apparently, it was the wrong document so I had to call several times to retrieve the right document. Well, that is not ok and certainly, won't help to start working and be productive." (Middle manager)

Training about the organization, finance, and human resources. A training would clarify expectations about the performance of managers. Newcomers were not given the opportunity to participate in a training. So, a training was missed as illustrated in the example below.

"Provide a training before I have to deal with these issues. I am not very good with financial numbers. I can foresee the major issues but the organization should have shown me how to do it at an earlier stage. For instance, which financial number matter to indicate my performance, which aspects are important and of which aspects would we like to excel…At the moment, when I come up with something the organization agrees. Which is odd, it shouldn't be like that!" (Middle manager)

Different forms of informal tactics. Contrary to the formal tactics, newcomers mentioned several informal tactics like the utilization of existing events and trial and error. The existing events like a seasonal executive day, regular meetings helped newcomers to learn about the organization and to build a network because it allows them to introduce themselves to other managers. Besides that, trial and error allowed newcomers to learn while during the job by making mistakes. Newcomers indicated that this was not always helpful and resulted in a waste of time and energy.

4.3 Content tactics

Content tactics deal with the timing and sequence of learning activities or the absence of timing. Content tactics are differing from context and social tactics because content tactics issue with the planning of activities. Since there was only a small count for content tactics these are not separated into the different tactics like fixed vs. variable and sequential vs. random. Only the important forms are presented in table 5.

Table 5
Applied forms content tactics.

Type of content tactic		Example
Time to learn	7	"Well, what I missed is a week wherein the organization introduces the aim of the organization, the vision, the goals, the strategy and some relevant documents." (Middle manager)
Lack of timing of introduction day and information	5	"What I found odd, in a later stage, much later, I received an invitation to attain the introduction day. I believe I participated after three or four months of employment, which is a shame." (Middle manager)
Total	**13**	

Time to learn. Newcomers expected to participate in a period wherein the organization organizes activities or provided information that allowed newcomers to learn, illustrated in the example below. Instead, newcomers become responsible for their tasks immediate after entering the organization. Nevertheless, newcomers suggest that time to learn about their tasks and organization would help them to perform. More specific, a week or more was suggested that allows newcomers to learn and observe to build up knowledge which enhanced their performance.

> "I expected information about attendance policies or employee development plan and those related issues. I expected that organization would organize a training on a structural basis in a certain time frame of my entry. But this was not present in the organization." (Middle manager)

Lack of timing of introduction day and information. Newcomers indicated that the timing of activities and retrieval of information is important to them because these activities help to learn about the organization or tasks. The timing of activities and information was not adequate so newcomers would like to see a change, as suggested in one of the examples below. Even more, a newcomer indicated that the late retrieval of information felt unprofessional.

> "Well, I received the book with instructions for new employees, that was useful, but I got it after two months. At that point, I thought 'that's interesting'." (Middle manager)

> "Newcomers should participate [in the collective introduction day] within the first or second month of employment because during this day the organizational structure is explained. Besides that, newcomers take on the oath or promise of the organization, which is very important." (Middle manager)

4.4 Social tactics

Social tactics become visible in the organization when respondents interact with organizational members or clients to learn, to retrieve information or to build relationships. The social tactics result in forms whereby organizational members become role models and mentors, or the contrary, the absence of role models, hence serial vs. disjunctive tactics. Besides that, social tactics result in forms whereby newcomers noticed that the organizational environment was ready to welcome them or the opposite when organizational members did not recognize or welcomed newcomers. These are labeled as investiture vs. divestiture tactics.

4.4.1 Applied forms of serial vs. disjunctive tactics

Forms of serial tactics include interactions with organizational members who became a role model or a mentor because of their extensive knowledge. Role models and mentors obtain valuable knowledge about organizational and task related aspects and newcomers often organized more than one meeting with them. On the other hand, newcomers did not always have an organizational member who functioned like a role model. This resulted in the negative experience which are forms of disjunctive tactics, see table 6.

Table 6
Applied forms for serial vs. disjunctive tactics.

Type of social tactic		Example
Different forms of serial tactics		
Help from important organizational members:		"I noticed that a personal relationship with one or two people in the organization that allows me
Role models & Mentor	19	to ask questions is something I really needed
Predecessor	10	and what actually worked. It is easy when it
Supervisor	8	comes along with a document, but personal relationships are the best way." (Middle manager)
Total	**37**	
Different forms of disjunctive tactics		
Absence of a predecessor and little organizational help	5	"The person who had to take care of my orientation program, the predecessor, was often not available. Or we scheduled appointments that got canceled by him." (Middle manager)
Total	**5**	

Different forms of serial tactics. Newcomers mentioned various organizational members with whom they arranged appointments that helped them to learn, to ask questions, and to retrieve information.

Help from important organizational members. Organizational members like a role model or a mentor who understands the organization are important. Especially those with similar task responsibilities. These members can explain the managerial issues based upon their experiences in the organizational context and have a network within the organization. Consequently, role models and mentors could help newcomers with their questions or point out to other organizational members and results in relationships building. Besides that, newcomers suggest it prevents from being lost in the organization given the size and complexity. So, newcomers indicate that an appointed mentor is desired because it helps them to learn about the organization and tasks.

"Colleague cluster managers and a team manager. These people are employed for several years and have knowledge about the common sense of the organization. So, at the beginning, we met frequently. At some point, you feel confident with a few people who encourage you to call or to visits when you have something to discuss. So, these people became a kind of mentor. It is not announced or facilitated by the organization, but that's how it went." (External hired manager)

Second important organizational members are predecessors. Predecessors obtain firsthand information because they have been fulfilling the organizational role before newcomers fill this role. Some predecessors created a handover document that highlights the most important issues of newcomers' tasks.

The last important organizational member is the supervisor of newcomers. The supervisor discusses the performance expectations with newcomers. In doing so, the supervisor functions as a leader who translates the organizational goals and visions in line newcomers' tasks. Thus, the supervisor provides task related information to ensure that the organizational vision and goals are pursued.

"I spoke with my supervisor, about one or two times a week. He frequently asked me during the start how I was doing and where I found hindrance. Consequently, he came up with some ideas that allowed me to take care of certain issues." (Middle manager)

The above-mentioned example suggests that interactions with the supervisor help newcomers to monitor their progress. Even more, newcomers have the opportunity to discuss issues they dealt with and their supervisor helps to find new ideas or ideas and if this suits the organizational needs and so performance expectations.

Different forms of disjunctive tactics. Newcomers indicated situations whereby they did not have access to a predecessor or a role model.

The absence of a predecessor and little organizational help. Newcomers who did not have a predecessor or no help from organizational members mentioned to experience negative interactions with organizational members. The example below illustrates the consequences of the absence of a predecessor. The newcomer was by himself and has no one that guides him during the entry period. These kinds of negative experiences are not easily forgotten by newcomers and resulted in a waste of time and energy.

"I took over the role of somebody who got ill. Just two weeks after entry my supervisor got involved in an injury. So, I was there all by myself during the first period. At some point, people started telling me that I had the responsibility to sign some documents ... Yes ok, but where do I find these documents? Do I really have the right permission? …So, I searched and asked different people for half a day. These kinds of things cost a lot of time and energy which I didn't have at that point." (Temporarily hired middle manager)

4.4.2 Forms of investiture vs. divestiture tactics

Investiture and divestiture tactics issues with the attitude and behavior of the organization and its members, hence the environment. Subsequently, newcomers experienced positive (investiture tactics) and negative forms (divestiture tactics) found in table 7.

Table 7
Applied forms of investiture vs. divestiture tactics.

Type of social tactic		Example
Different forms of investiture tactics		
Welcome by team members and supervisor	10	"In my own team, there were certain things arranged concerning my entry. But I am sure this depends on the team you work with" (Senior manager)
Newcomers' freedom to shape the context of their tasks	5	"What I prefer is the confidence and room for own interpretations of the job. It helps to decide what the best contribution I can deliver concerning my role in the organization. So far, people are satisfied which I find pleasant." (Senior manager)
Total	**15**	
Different forms of divestiture tactics		
Unorganized handovers and performance expectations	9	"I am not always sure what the organization facilitates for its clients. Which is frustrating when clients ask these kinds of questions and expect me to know these kinds of things." (Senior manager)
Lack of support by organizational members	5	"Noteworthy is the attitude of co-workers because when I asked a question they answered, 'I don't know, I think you have to look over there'. Instead, they [coworkers] should receive the question and put some effort into answering the question." (Middle manager)
Total	**14**	

Different forms of investiture tactics. Newcomers indicated positive experiences with other organizational members that resulted in two different forms that are described below.

Welcome by team members and supervisor. Within some teams, the entry of the newcomers was announced and prepared. Accordingly, team members were around to help newcomers during the first days and newcomers indicated experienced to be welcome in the organization. This welcome of the team was initiated by team members themselves and is not something the organization purposefully requests. Even more, newcomers indicated that a 'welcome' organized by the organization is missed but could have been a valuable contribution during the entry period. Besides a welcome session with team members, a welcome session with the supervisor is addressed. This is good for discussing the expectations of newcomers' role in the organization. The two quotations below illustrate why a formal organized entry meeting is missed. In addition, the last example describes how the newcomers felt, he is taking care of his responsibilities but without any certainty.

"In the past, at other employers, the orientations programs endured for two or three days. And I have had orientation programs like as it is organized in this organization. In this organization, I had one hour to introduce myself to the people, they wished me good luck and the first weeks I had a formal meeting of one hour [not specifying with whom]. But what if the organization would reserve just one or two hours at entry and perhaps two hours with the supervisor. That would have been enough to me nonetheless

the organization gathered relevant information from one source. That should be a condition in my opinion." (Middle manager)

"It would be relevant for newcomers to sit down with your supervisor to discuss the fact that you just started in the organization. This helps to find an alignment between the expectations of each other. Well now, you're just doing something with the best intentions."

Newcomers' freedom to shape the context of their tasks. Newcomers indicate that they experienced to have a lot of freedom to shape the context of their tasks. In other words, the organization has confidence in the capabilities of newcomers. This results in a minimal transfer of information which leaves room to structure newcomers' tasks as they prefer as illustrated in the example below.

"The positive aspect is that I was free to work my way around. I was not disabled by formal or informal rules which have to be followed because it is the 'right' way of doing a thing in the organization." (Middle manager)

On the other hand, newcomers indicate that this attitude of the organization feels like the organization is taking things for granted. However, newcomers indicate that although their prior work experiences in similar roles, the organization is new and requires organizational learning.

Different forms of divestiture tactics. The different divestiture tactics emerge from unorganized social interactions in the organization that results in negative experiences.

Unorganized handovers and performance expectations. Newcomers suggest that unorganized handovers, which is the limited transfer of information, is a result of the absence of an orientation program in the organization. Consequently, newcomers have trouble with retrieving all the necessary information which allows them to perform. However, newcomers indicate to have experienced performance expectations throughout the interaction with other organizational members or clients of the organization. In other words, newcomers believe that the organization expects newcomers to have adequate knowledge to perform. Newcomers respond differently towards these performance expectations as illustrated in the two examples below.

"The organization really expected me to understand the full package of my responsibilities. But I am still discovering more responsibilities that I am expected to do. Unfortunately, this is something you encounter by the occasion." (Middle manager)

"Nothing was planned. It was expected that I obtained the sufficient knowledge to perform …[continuous] Thrown into the deep is the quickest way to learn. In case people are helping out and you don't participate, you will never learn." (Temporarily hired manager)

Lack of support by organizational members. Newcomers that search for information and help do not always receive a positive reaction from other co-workers. In case newcomers ask for help from organizational members, they provide a simple answer or neglect to assist. In other words, co-workers are not always helpful and do not show effort in helping newcomers in finding their way in the organization. Hence, newcomers are treated like other organizational members and receive no extra guidance albeit the fact they are new in the organization and

have little organizational knowledge. Consequently, newcomers are empty-handed and feel denied by other organizational members as highlighted in the following example:

> "People that are employed for several years sometimes have a look on their face expressing that I should be knowledgeable about certain issues. But, I am new in the organization, with leaves me with certain questions because I don't know everything yet. This example is pretty obvious especially among senior employees because they don't realize that their knowledge is bounded to the organization and not something people, in general, would know…[continuous] Basically, they [senior employees] expect me to know these kinds of things about human resource related activities, or how to deal with HR activities. On top of that, they mention, this is our culture [not telling newcomers what to do]" (Temporarily hired manager)

4.5 Additional analysis: Type of newcomer

The newcomers in the study are managers who have various job characteristics and different experiences with a managerial role. To consider if responses varied across different types of newcomers, the answers across the tactics are divided for the different groups (see Table 8). These three groups are thematically created based upon the descriptive numbers of newcomers. To begin with the type of manager characterized by the size of responsibility. More precisely, a top manager carries responsibility for a division with multiple teams and middle managers carry responsibilities for one or two teams. Next group is characterized by the type of employment, distinguishing between managers who are hired in the organization and managers who are temporarily hired in the organization. The last group distinguishes between the experiences of newcomers who are either highly experienced managers with an average of 21.6 years of experience or adequate experienced managers who have about 8.7 years of experience. The distinction between the type of newcomers can be important given the variety in role characteristics and experiences.

4.5.1 Applied and missed tactics by type of newcomer

No big differences were found in the sample given that the applied and missed context, content and social tactics are evenly dispersed across the various characteristics of newcomers, see table 8.

Table 8
Discussing tactics by number of participants in various job characteristics.

Type of newcomer		Context tactics		Content tactics		Social tactics	
Type of manager	*N*	*Applied*	*Missed*	*Applied*	*Missed*	*Applied*	*Missed*
Level of responsibility							
Top manager	(3)	39	12	1	0	28	6
Middle manager	(10)	159	33	8	7	68	13
Type employment							
Permanent in organization	(9)	133	28	7	5	63	14
Temporarily hired middle manager	(4)	65	17	2	2	33	5

Amount experience							
High experienced manager	(7)	102	22	4	1	50	12
Experienced manager	(6)	96	23	5	6	46	7

Not present in the numbers although obvious in the quotations of temporarily hired managers is the need for fast organizational learning. Organizational learning is important because of their temporary stay in the organization resulting in the need to perform in a short amount of time. Besides that, all four temporarily hired managers indicated to have no experiences in a public organization before. Consequently, temporarily hired managers indicated to be unfamiliar with organizational procedures, abbreviations or understanding of the organizational structure that are common for public organizations which caused a lot of energy and time to learn these kinds of things on their own without organizational support.

> "Well, it depends, in concern of my role as a manager I do not need much and I do not mind the absence of an orientation program. But when we talk about organizational knowledge and learning it becomes quite difficult. That costs a lot of energy. And what do I mean with getting to know the organization, learning the intrinsic norms and values. That is really important." (Temporarily hired middle manager)

The above-mentioned example also illustrates that the manager has experiences with a managerial role. So, the manager does not need a lot of learning about his role as a manager but rather organizational information that allows fulfilling his managerial role in the organization. Another example that indicates that type of manager is important is illustrated below. The manager indicates that experience as a manager has helped him to socialize but it is something which could depend on the amount of experience.

> "Well I am an experienced manager, I am working as a manager since 2000 so it [absence of an orientation program] doesn't make me restless. But I can imagine that new managers or relatively new managers would find this a difficult situation. But it is very unprofessional of the organization." (Senior manager)

5. Discussion

5.1 Review of the study

Socialization of newcomers in the early entry period is important. Organizations tend to develop orientation programs to enhance quick socialization of new employees. However, it remains unknown which socialization tactics are important to include in orientation programs. The empirical studies that have looked at the effects of orientation programs but did examine the which activities were important to socialize newcomers. Therefore, the activities in orientation programs that may enhance socialization are not empirically substantiated. This study explored which activities are valuable for newcomers based upon the categorization of socialization tactics newcomers applied and missed in the early entry period. The thirteen newcomers exist of a group of experienced managers who entered the organization within the last 18 months. Newcomers only participated in one formal organized orientation activity which is known as the collective introduction day. Nevertheless, the introduction day is not sufficient. Subsequently, newcomers took care of their own entry period resulting in several activities that can be categorized by socialization tactics. More specific, this study offers new insights about the forms of socialization tactics that are important for developing orientation programs. The following section will start with a general discussion of the results and continues to discuss each tactic in more detail in relation to existing literature. Besides that, an additional analysis of the type of newcomers is discussed and a suggestion for future orientation programs is proposed.

5.2 Overall discussion of results

Overall, the results reveal three main findings that are important for developing orientation programs. Starting with the combination of tactics and the acknowledgment that the tactics are not mutual exclusive. This finding was already proposed by other scholars who argued that socialization tactics lie on a more complex pattern of relationships between different kinds of tactics (Perrot et al., 2012; Van Maanen & Schein, 1979). So, it is suggested to combine different tactics given that this is also the case in real-life situations, as found in the current study. This is illustrated in the example below:

> "The handover document of my predecessor was helpful. And especially the meetings to discuss the documented issues which shaped the context. What was especially important and what is really going on. Some things are not captured on paper so he became a kind of personal mentor." (Senior manager)

This example relates to context tactics (i.e. tailored information), as well social tactics (i.e. interaction with predecessor). This is an important finding of the study given that previous studies of socialization treated the tactics separately and did not look for examining the combination of tactics. For instance, the study of Payne et al. (2008) examined two different sources of information for newcomers, namely formal documents (context tactics) or a having a mentor (social tactics). Nevertheless, this study reveals that combining different tactics, for instance a collective introduction day and a formal mentor, during the early entry period is valuable. Hence, context tactics and social tactics are both important. Yet, this contradicts existing studies that found social tactics to be the best predictor (Ashforth et al., 2007; Bauer et al., 2007; A.M. Saks et al., 2007). This study revealed that a combination might be the best predictor and thus orientation programs should consider the combination of tactics as suggested by others (J.D. Kammeyer-Mueller et al., 2013). So, whereas other studies have claimed that context tactics, more specific the collective tactic, are a weaker predictor of socialization (Cable & Parsons, 2001; Jones, 1986; A.M. Saks et al., 2007) this study found that newcomers

valued the collective activities because it allowed them to share experiences with other newcomers.

The second important finding of the study is the ability for newcomers to have the freedom to create their own context of their orientation program. Newcomers in the study indicated that an orientation program is necessary but freedom to schedule individual appoints and freedom to decide how they would like to learn is important to them. Still, newcomers expect to receive some guidance from the organization. The example below illustrates the freedom newcomers had which was an opportunity schedule their own activities.

> "The positive aspect is that I was free to work my way around. I was not disabled by formal or informal rules which have to be followed because it is the 'right' way of doing a thing in the organization." (Middle manager)

So, for developing orientation programs, organizations must consider which activities are fixed and planned by the organization and which activities can be arranged by newcomers themselves. Besides that, organizations can encourage newcomers to apply appropriate strategies to explore the new environment by offering several strategies for information acquisition (Cooper-Thomas & Anderson, 2006). Even more, providing some strategies or guidance helps newcomers to respond to situations as the organization expects them too (Van Maanen & Schein, 1979). Moreover, the planning of activities, hence content tactics, have proven to be an indicator for role innovation or role replication (Perrot et al., 2012). So, Organizations can thereby bear in mind the purpose of the orientation program, either towards role innovation or replication.

The third important finding is that newcomers expect to enter a supportive environment. By means newcomers expect organizational members to help during the entry period. However, sometimes newcomers experienced little support which resulted in disappointed. For instance, newcomers who asked for help became disappointed when organizational members showed minimal effort to help.

> "When I approached a colleague with a question they often applied with 'I don't know, I think you have to contact another person'. Instead, colleagues should receive the question and help out to find the answer. Of course, it depends per person, But, those kinds of things should be organized in a more central and structured. Even more, the organizations should publish all necessary information that enabled to find information more easily." (Senior manager)

Other studies revealed as well that the role of other organizational members is critical because positive relationships enable outcomes like learning, relationship building and information acquisition (Cooper Thomas & Anderson, 2005; Delobbe et al., 2015; Perrot et al., 2012). On top of that, Korte (2009) suggests "Rather than viewing newcomer socialization as an individual responsibility of the newcomer, work groups are responsible as well for the socialization of newcomers by enabling or constraining their integration as new members". In other words, the environment must be prepared to welcome newcomers. Still, newcomers in this study indicated that they found help and support because they have switched jobs before. So, this study also found that experiences in previous job, hence type of newcomers, is an important factor for the socialization of newcomers (Ashforth et al., 2007; A. M. Saks, 1994; Tabvuma et al., 2015).

5.3 Discussion of tactics

The study indicates what kind of activities the socialization tactics entail. These results are a valuable contribution to the existing literature given that previous studies not defined what kind of activities the orientation programs included. These activities are valuable for the developing orientation programs and we now know how these activities affect proximal outcomes of socialization.

5.3.1 Context tactics.

A reason for many organizations to develop orientation programs is the ability to transfer a tailored organizational message, like context tactics, for newcomers learning. Literature of socialization tactics found that context tactics are the weakest predictor for socialization outcomes. Context tactics would separate newcomers from organizational members and this would obstruct newcomers to learn about the actual organization and intangible aspects (Bauer et al., 2007; A.M. Saks et al., 2007). Still, context tactics in forms of orientation programs are effective and commonly applied. In addition to previous studies, the current study found that tailored activities and information are important for outcomes like learning, information acquisition and relationship building, see figure 3.

Previous orientation programs included activities like online trainings (Shih, Lee, Liu, & Mills, 2013; Wesson & Gogus, 2005), a game, video, discussion (Klein & Weaver, 2000) or a traditional training including multiple activities (Cooper-Thomas & Anderson, 2002; Delobbe et al., 2015). The important activities that context tactics entail are mentioned below and illustrated with quotations in Appendix G.

- Collective introduction day
- Welcome package with important organizational information
- Training in concern of task related information
- Tasks related information from the predecessor
- Schedule individual appointments

Organizational learning was partly enhanced by the introduction day and organizational information. Also, the need for task learning throughout activities is important. Suggested are individual activities tailored for newcomers. Previous orientation programs had a focus on organizational learning (Klein & Weaver, 2000; Wesson & Gogus, 2005) whereas not only this study but also a study of Haueter et al. (2003) found that learning of newcomers entails organizational, task and team learning. So, future orientation programs should include activities that enhance task learning as well organizational learning. According to newcomers in the study, task learning is achieved through personal training (i.e. about finance, administrative tasks or human resources), task related information from the predecessor and personal appointments with important members of the network. Training is needed because it will eventually save time and energy to perform as confirmed by other empirical studies (Klein & Weaver, 2000; Wesson & Gogus, 2005). Task related information from the predecessor allows newcomers to retrieve firsthand information. Also, personal appointments with important members of the network are important which is also found in another study (Hatmaker & Park, 2014).

So, the different forms of context tactics should be included in the orientation programs. Organizations could facilitate these activities by starting to collect and allocate information prior to entry. Subsequently, providing information to newcomers prior to entry, inform members of the network about future appointments and compose a training. Collecting and allocating information is very important because searching for documents causes a lot of

energy. Accurate information prior to their entry is helpful for newcomers and confirmed in a study of Klein, Fan & Preacher (2006). Appointments with members of the network can be facilitated by informing these members before newcomers enter the organization. In other words, prepare the network about the entry of newcomers. Likewise, Hatmaker & Park (2014) found that the appointments depend on the type of information newcomers need and these forms change as newcomers spend more time in their role. Last activity that is suggested for orientation programs is the design of a training. Training can be facilitated, individual, collectively or online. However, when a collective training separates newcomers from other organizational members, learning becomes less effective (Klein et al., 2006). Also, online training was found to be less effective (Wesson & Gogus, 2005). Therefor orientation programs should consider the most suitable kind of training.
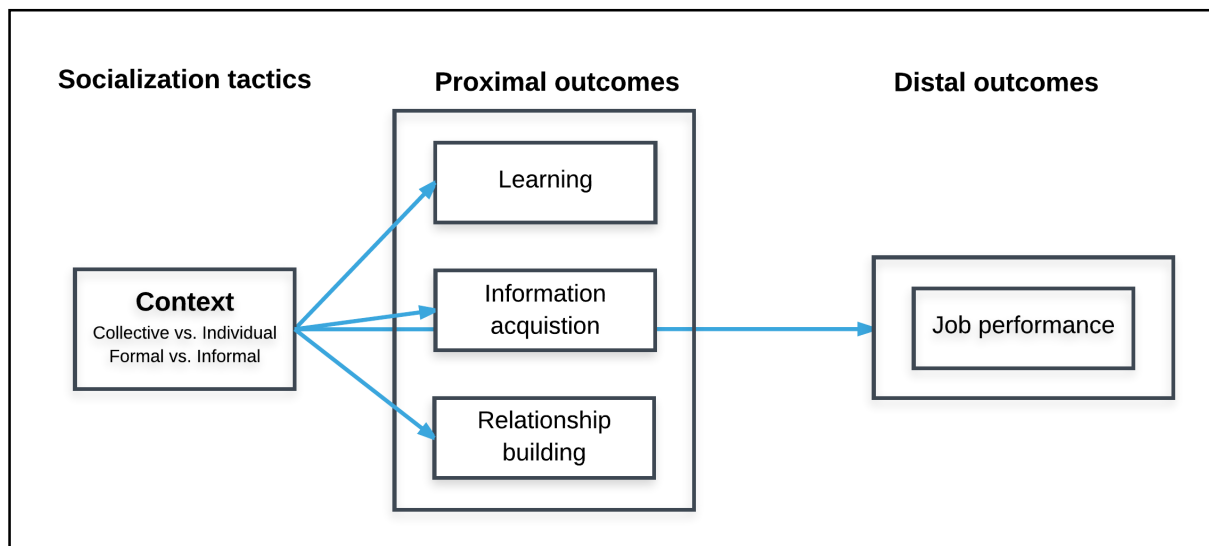

Figure 3. Context tactics affect several proximal outcomes.

5.3.2 Content tactics

Content tactics relate to the timing as well the planning of activities and are associated with career progression (Klein et al., 2006; Van Maanen & Schein, 1979). Also, content tactics inform about the sequences and planning of organizational activities and expectations during the entry period (Allen & Shanock, 2013). The current study found that content tactics relate to learning and job performance. Still, newcomers indicated that fixed as well variable activities are important, see figure 4. So, results of content tactics are mixed since newcomers enjoyed the freedom due to the absence of planned activities, but also indicated that planned and fixed activities were missed especially because this obstructs newcomers in their job performance. Thus, for designing orientation programs a balance between planned and unplanned activities is important because newcomers prefer freedom. This freedom is necessary for newcomers because it allows to shape their own context of their role and the execution of tasks in the organization, which is also known as role innovation (Perrot et al., 2012). The absence of planned activities was not experienced as a problem. However, the absence of activities was experienced as unprofessional. Therefore, the planning of activities is important as it results in a first impression about the organization (Tannenbaum et al., 1991).

For orientation programs, organizations should explore which activities or steps are important to become an organizational member. Consequently, activities can be included in the design of orientation programs or a responsibility of newcomers themselves. Still, organizations should be clear about the steps newcomers must take or time it takes to become a proficient organizational member and manager. Yet, fixed steps or timed activities are less

important for this group of newcomers given their prior experience with similar jobs (Cable & Parsons, 2001; A.M. Saks et al., 2007).

Besides the recommendations for future orientation programs, I would suggest that the classification for these types of tactics can be defined as process tactics. The research of Jones (1987) categorized the tactics sequential vs. random and fixed and variable into content but did not explain the reason for this definition. Still, after a discussion with several researchers I decided that the term process is more accurate since the type of tactics deal with the steps newcomers must take and timing of activities. The term process is defined as a series of actions or steps taken in order to achieve a particular end, hence an organizational member.
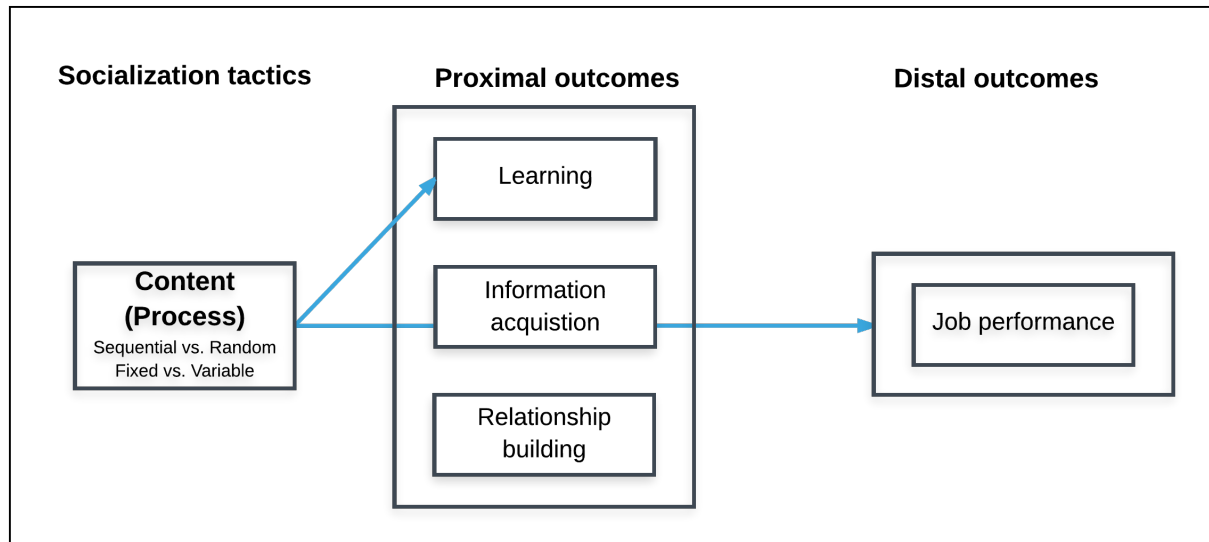
Socialization tactics   Proximal outcomes   Distal outcomes

Learning

Content (Process)
Sequential vs. Random
Fixed vs. Variable

Information acquistion

Job performance

Relationship building

Figure 4. Content tactics affect the outcomes learning and job performance.

5.3.3 Social tactics

Social tactics relate to the interaction of newcomers with other organizational members and the environment. The socialization tactics were found to be the best predictor of several outcomes (Bauer et al., 2007; A.M. Saks et al., 2007). The current study found the effects of social tactics for learning, relationship building, information acquisition and job performance, see figure 5. The activities the social tactics entail and enhance these outcomes are:

- Meetings with predecessor, role model, and supervisor
- Welcome by team members
- Readiness of environment
- Prevent negative experiences

The meetings with the predecessor, role model, and supervisor are important for various reasons. Predecessors are important since they have knowledge about the tasks and organization based upon prior experiences. Role models are described as a senior colleague with similar responsibilities. Role models differ from predecessors because they are still employed in the organization. Another important organizational member is the supervisor of newcomers, also confirmed in other studies (Delobbe et al., 2015; Korte, 2009). The relationship with the supervisor is used to discuss performance expectations as also found by Hart (2012) and are an opportunity to reflect newcomers' progress. Another form of social tactics is the welcome with team members. According to Korte (2009), team members are important for the integration of newcomers and argues that team member should take responsibility for the integration of newcomers.

So, future orientation programs should include meetings with the predecessor, role models, supervisors, and with team members. A suggestion is then present, to assign a buddy or mentor to newcomers during the orientation program. A buddy or a mentor can provide more information than any other source of information (Ostroff & Kozlowski, 1993). Subsequently, installment of a buddy or mentor affects job performance (Klein et al., 2006).

Next two forms of social tactics are the readiness of the environment and prevention of negative experiences. The readiness of the environment means that the organization and its members are aware of newcomers' entry and feel obligated to guide newcomers when necessary. So, when newcomers are received the environment knows how to respond towards newcomers needs. This helpfulness of organizational members is important because it helps newcomers to socialize (Cooper-Thomas & Anderson, 2006; Klein et al., 2015). Subsequently, the second activity becomes important, prevent negative experiences. For instance, newcomers indicated that they felt denied because they did not receive help. These kinds of first experiences can result in a negative first impression about social environment of the new workplace (J.D. Kammeyer-Mueller et al., 2013). Organizations should prevent this kind of first impressions because newcomers in a study of Korte (2009) implied that this could be an indicator of future support. In other words, newcomers who did not receive help from organizational members, will not ask for help in the future since they expect not to receive help. Overall, the results suggest that organizations should prepare future orientation programs upon arrival of newcomers. So, it means organizations have to go beyond orientation programs and create a supportive environment. Hence, organizational members must be aware of the need of newcomers and not be hesitant to provide a helping hand.
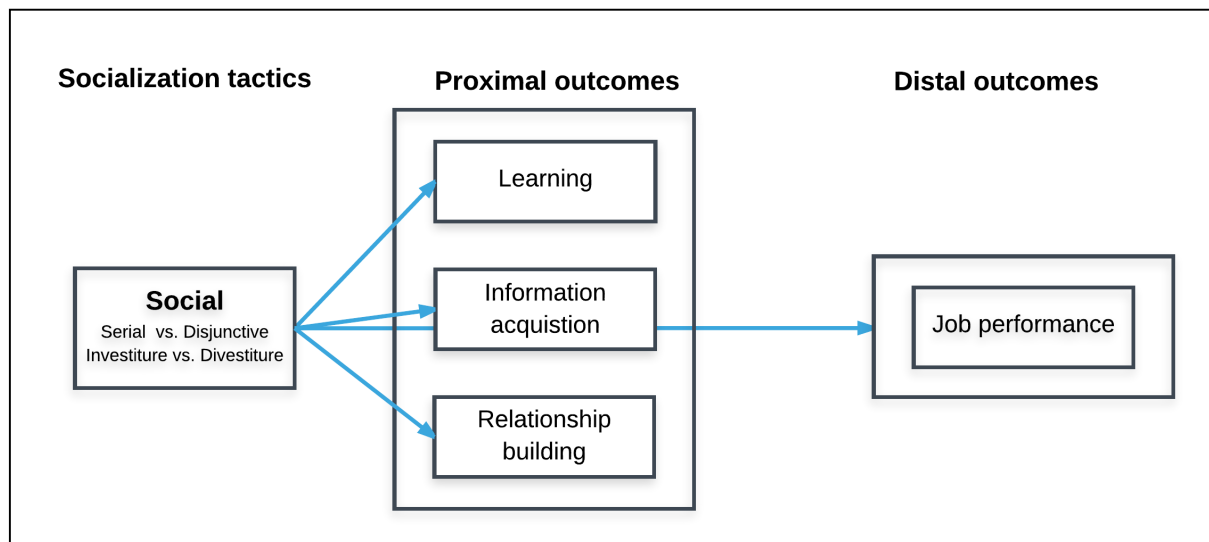
Figure 5. Social tactics affect several proximal outcomes and distal outcomes job performance.

5.4 Summary

Overall the context, content and social tactics are a valuable contribution for newcomers. These tactics have an effect on learning, relationship building, information acquisition and job performance. More specific, these outcomes are enhanced by three most important findings of the study. Starting with the combination of tactics and recognition that these are not mutually exclusive. Next finding is that newcomers want the freedom to shape and schedule their own orientation activities. The third important finding is that the environment must support newcomers in the early entry period. Newcomers of the present study indicated that they expected help from the organization and organizational members. So,

for developing orientation programs, organizations should design activities that align with these findings. Most important activities are individual appointments like meetings with the members of the network and install a mentor or buddy. Also, organizations should define tailored information and activities because searching for documents costs time and energy. Subsequently, tailored information will enhance newcomers' learning about organizational and task related aspects.

5.5 Limitations and future directions

When interpreting this research, a number of limitations must be taken into account. Each of these highlight opportunities for further research. One limitation of the study is the small size of the sample and specific occupation in a single organization. That is, all newcomers were experienced newly hired managers who are employed for the same public ICT organization. Yet, by the analysis of thirteen interviews, respondents indicated to have encountered a similar process in a similar culture. Hence, the results and emerged activities from the study are more reliable than when these were collected from various organizations. Nevertheless, the use of tactics and emerged activities are subject to the context of the current organization and type of newcomers. This results in two different directions for future research. The first direction is to determine whether the activities are compatible for other newly hired managers. For instance, previous studies found that the amount of experience, type of experience, type of employment and sector of employment affects the socialization process (Fondas & Wiersema, 1997; A.M. Saks et al., 2007; Tabvuma et al., 2015; Tannenbaum et al., 1991). Thus, the fact that newcomers were employed in a public organization could affect the results of the study especially since Hooijberg & Choi (2001) found that leadership styles differ which between public and private organizations. Another direction for future research is to determine if the activities are applicable for different types of newcomers, for instance, interim managers. This type of manager is temporarily hired and in this study this group of managers indicated a need for fast organizational learning.

Another limitation of the study is that the research method did not explore the timing of activities and how long the entry period actually is. For instance, the study did not examine if newcomers should start with activities that enhance organizational learning, tasks learning or relationship building. However, the results of the study do indicate that information prior to entry is important, also found by Klein et al., (2006). Even more, the study suggests that orientation programs and activities must start at least within the first month after entry. Besides the sequence and timing of activities, the study was reluctant to indicate how much time an entry period takes to become an integrated organizational member. This is also something other scholars have suggested as an opportunity for future research (Bauer et al., 2007; Klein et al., 2015). An opportunity is to benchmark newcomers with experienced organizational members to gain insight in the amount of time it takes to become an organizational insider.

A third limitation can be found in the analysis of the study since a deductive coding strategy was applied. The deductive coding strategy might have caused that the researcher was not open for other types of tactics that do not exist yet. Nonetheless, applying an existing typology enabled the study to contribute to the existing knowledge of other scholars. Even more, this study is one of the first studies that explored which activities the socialization tactics entail during the early entry period. Yet, besides socialization tactics, other aspects contribute to socialization. These aspects relate to newcomers' attitude and behavior but were not taken into account. For instance, proactive behavior was found to be more strongly related to learning compared to socialization tactics (Ashforth et al., 2007). Even more, including behavior and attitude is valuable since several scholars argue for a more individual approach during orientation programs and an emphasize on newcomers' pro-active behavior (Ashforth et al., 2007; A.M. Saks et al., 2007).

5.6 Practical implications

The study has proposed that the combination of tactics, freedom of activities and a supportive environment are important for developing orientation programs. Several practical implications that enhance socialization of newcomers are then suggested. To begin with, the combination of tactics. The study revealed that each classification of tactics includes several forms of activities. It is suggested that for the design of orientation programs all three tactics, context, process (content) and social, are considered. For example, a combination of interaction with organizational members, the use of tailored information and a planning. Subsequently, these three aspects contribute to proximal outcomes like learning, role clarity, information acquisition and relationship building. In other words, organizations can compose activities that combine these aspects. For instance, as a result of the study, the researcher developed a video for the ICT organization where the study was held. The video is a form of tailored information wherein organizational member welcomes newcomers and explains something about the organization. However, orientation programs should include multiple aspects for instance like trainings, meetings, buddy systems, and more.

Another practical implication for developing orientation programs is to consider a number of fixed activities or randomly planned activities. Newcomers appreciated the amount of freedom they had to compose their entry period since the organization did not develop anything else besides a formal introduction day. Still, organizations can consider aspects like the amount of experience of newcomers (Cable & Parsons, 2001; Tabvuma et al., 2015), which is described by Saks et al., (2007) as the type of newcomer. All these previous studies found that a number of experiences matter and affect the socialization of newcomers because based on previous experiences newcomers judge weather orientation activities are useful. Not only newcomers judge, often organizations expect the newly hired manager to have sufficient experiences to socialize themselves (Fondas & Wiersema, 1997). Nevertheless, planned activities are necessary because newcomers need to learn the ropes of the organization. Subsequently, organizational learning results in job performance. On the other hand, the occupation as a manager requires skills do not follow a sequence of activities. For instance, newcomers with a managerial function in a complex environment have to master strategic, interpersonal and technical skills (Preston, 2004). These kind of skills are said to be learned by experience and are more difficult to plan (Fondas & Wiersema, 1997). Still, organizations could communicate their expectation of the organizational role and support newcomers where needed. So, finding a balance between planned and unplanned activities might be complex but important to consider. An example of an orientation plan that contains fixed and variable aspects can be found in the orientation model created by the researcher, see Appendix H. The model includes four basic elements newcomer need during their socialization period. Each element is important and the model serves as an indicator or guide during the early entry period.

The third practical implication concerns the support of the environment. The socialization of newcomers during orientation programs involves collaboration from different organizational members. It is then suggested that the entry of newcomers is communicated to (important) organizational members. Besides that, the study found that organizational members who have a supportive function in the organization, like support desk employees or the HR department, are valuable because these members have a lot of organizational knowledge. Let's consider the newcomer as a customer when they ask for HR related information. So, the HR employee must ensure to satisfy the customer by all needs. These kinds of nuances can make a difference when these emerge into positive first impressions. Considering the broader picture, these nuances will continue to affect the more distal outcomes like job satisfaction, organizational commitment and intentions to remain.

5.7 Conclusion

In conclusion, the findings show that future orientation programs should combine context, content and social tactics. An orientation program can exist of several activities that enhance learning, information acquisition, relationship building, and job performance. For the development of orientation programs organizations should combine tactics and ensure that the integration of newcomers is supported by other organizational members. Hence, socialization becomes a collective activity whereby interaction with the environment is stimulated. Yet, a thoughtfully planned and structured orientation program is unlikely to satisfy newcomers. Organizations must consider the type of newcomers that enters the organization. So, organizations should take a more nuanced approach towards the development of orientation programs. This will leave freedom for appropriate information seeking strategies. Still, organizations must provide tailored information and training because this is important for learning job performance.

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Appendix A – Literature reviews

Table 1.
Empirical examined studies of organizational socialization.

Author (s)	Variables	Findings
Bauer, Bodner, Erdogan, Truxillo & Tucker (2007)	- Newcomer information seeking - Organizational socialization tactics Newcomer adjustment: Role clarity, self-efficacy & social acceptance	Role clarity, self-efficacy and social acceptance are most important indicators of newcomer adjustment.
Perrot, Bauer & Roussel (2012)	Socialization scale based on learning outcomes (organizational, work and job) Proximal outcomes; context, content and social tactics (content, context & social). Role innovation vs. Replication	- Social tactics were the best predictor for most outcomes. - To the extent that organizations want to foster learning, social tactics are the most effective
Saks, Uggerslev & Fassina (2007)	Moderating variables: Type of newcomer, study design and measurement of socialization tactics (content, social and context). Proximal outcomes: Role conflict, role ambiguity and perceived fit. Distal outcomes: Organizational commitment, job satisfaction, job performance and intentions to quit, role orientation.	Social tactics (serial and investiture) were the most strongly related to the adjustment outcomes (except performance). - Weakest relationships for all measures of adjustment were for those tactics concerned with context (i.e., collective and formal). - type of newcomer accounted for a significant proportion of residual variance, the relationships were stronger for recent graduates.
Cooper-Thomas & Anderson (2006)	Multilevel learning of OS, Organization: Organizational socialization tactics, Information seeking, Learning, Newcomer adjustment	Organizationally-sanctioned messages about OS from an organization's own OS program and internal literature are less influential in achieving OS success than informal sources - Develop relationships with colleagues
Cooper-Thomas & Anderson (2005)	Learning domains: Social Learning: from peers and supervisors, Post entry period, Job satisfaction, Intention to quit, Work experience, self -efficacy; Socialization information.	- Specific learning domains are important in predicting different outcomes. - Learning alone is not sufficient as an indicator of organizational socialization - The critical role of newcomers' colleagues in the

Klein, Fan & Preacher (2006)	Realism of pre-entry knowledge (RPK), Agent helpfulness, newcomer adjustment Mastery of socialization content: Those dimensions are: goals/values, people, history, job performance proficiency, politics, and language. socialization outcomes—role clarity, job satisfaction, and organizational commitment	socialization learning process, with social and interpersonal resources learning predicting job satisfaction - Having received more accurate information prior to organizational entry had higher role clarity - Agent helpfulness was also related to role clarity - Performance dimension is the most likely mediator of the helpfulness–role clarity relationship
Ashforth, Sluss & Saks (2007)	*Socialization tactics: Socialization content Newcomer learning, Newcomer adjustment (Self rated performance), learning, Proactive behavior.*	- That how newcomers are socialized (process) has an impact on adjustment over and above what newcomers learn (content). - Proactive behavior was more strongly related to learning than were the socialization tactics. - Learning was not associated with intentions to quit

Note. *Literature review organizational socialization and tactics*

Table 2.
A Literature review of Empirical examined orientation programs.

Author (s)	Orientation program	Focus & Variables	Findings
Cooper-Thomas & Anderson, 2002	8 weeks training starting 1st day of employment	Focus Newcomer information acquisition is mediating the effect of perceptions of organization socialization tactics Socialization outcomes Job satisfaction, organizational commitment, intention to quit	- Social tactics are predictors of the more work-related information areas - Institutionalized tactics predict information acquisition for learning domains - Training had positive for organizational commitment and job satisfaction
Delobbe et al., 2015	8 weeks training. starting 1st day employment	Focus Sense of newcomer personal obligations at entry will perceive orientation training as more useful and develop better relationships and effects Socialization outcomes role-clarity, organizational values understanding and group integration	- Training clarified role and understanding goals and values - Training enabled relationships building with supervisors and team members - Influences newcomers perception
Payne et al. 2008	Optional training in the first 3 months of employment	Focus Effect of socialization activities (time with mentor and time in training) Socialization outcomes person-job fit, job satisfaction, intentions to remain with the organization, and overall job performance	- Hypothesis were not supported. - Relationship between employee obligations and two socialization activities depended on the perceived level of employer obligations
Klein & Weaver, 2000	Traditional social training (3 hour) training in first 3-5 months of employment	Focus Impact of a formal organizational level orientation training Socialization outcomes Politics and language and organizational commitment	- Goals/values and history are supported but not language. - Higher affective organization commitment mediated by socialization - Chao scale (1994) is useful to predict changes that occur during the

		crucial initial months of employment
Wesson & Gogus, 2005	Self-regulated orientation training (computer) or traditional collective training	<u>Focus</u> Articulation on organizational content (Chao et al., 1994) and contrast of two trainings Socialization outcomes Job satisfaction, organization commitment, organizational goal and value, performance proficiency, role understanding and socialization	- Computer based group scored lower on: Organizational goal/value socialization, role understanding, performance proficiency, history and language - Socialization content dimensions predict organizational commitment and job satisfaction

Appendix B – Interview protocol

Interview protocol for newly hired managers

Introduction: Orientation of newcomers includes learning about the organization and learning of tasks. In the future, this organization desires to guide newcomers in the organization throughout an orientation program. For that reason, I am exploring the opportunities for an orientation program and examining which activities you applied to socialize in the organization. Continuing, the findings will be related to activities for an orientation program. All the responses will be held confidential. In order to, accurately capture all your responses, I would like to ask your permission to tape record the interview. (Start recording)

Name:_____Age:_____Date:_____

Gender:_____Entry organization:_____Years experience:_____

Start interview

General

1. When did you start as a manager in the organization and what is your function description?
    a. Have you worked for the organization before?
2. What is your experience as a manager? (Perhaps in other organizations?)
    a. If yes, for how many years?

Questions relating to the first two months of orientation & organization

3. Bearing in mind the first two months in the organization, what actions have you taken to learn about the organization? (What have you done, with who did you speak, what was remarkable?)
    a. What were the positive effects of this period?
    b. What were the negative effects of this period?
4. Are there activities organized in the advance of your entry in the organization during the first two months?
    a. If yes, what kind of activities?
    b. If no, what kind of activities did you miss that can be valuable to learn about the organization?
5. What kind of activities are organized for your function as a manager and are not in concern of the orientation (Occasions or activities that enabled you to get involved in the organization and are not related to orientation)?
    a. If yes, how often are these organized and with whom?

Questions relating to the first two months of orientation & your tasks

6. Bearing in mind the first two months in the organization, which information was present about the tasks and responsibilities?
    a. What have you done to familiarize yourself with the tasks and responsibilities?
    b. What kind of organizational literature could you consult?
    c. If no, what have you missed during the period?
7. Bearing in mind an occasional week, what kind of knowledge is most important to fulfill you function in the organization?
    a. How have you learned this (the things mentioned in question 7)
    b. What could the organization do to support you?

8.   Could you describe an experienced organizational who has been very supportive during the first two months?
        a.   How did this person help you?

Current situation

9. Do you have confidence in the tasks and responsibilities you carry out?
        a. If yes, which activities were crucial to become confident?
        b. If no, how could the organization support you?

The future

10. *Final question:* Which elements would the perfect orientation program have to learn your tasks and the organization?

Closing

11. Are there any questions?

12. Would you like to review the report and confirm the information/answers you have provided?

Appendix C – Variables of interview

Table 1.
Research questions in relation to interview questions.

Interview questions	Interview question
1) Which tactics did newcomers apply that resulted in:	
a) Learning about the organization	Q3ab, Q4, Q5, Q8a
b) Learning about task learning	Q7ab, Q7, Q8a
c) Information acquisition	Q7b, Q8a
d) Relationship building	Q5a, Q9a
e) Job performance	Q10ab
2) Which tactics did newcomers miss	
a) Organizational learning	Q4b
b) Task learning	Q3ab, Q7c, 8b, Q9b
3) How to include tactics in an orientation program?	Q5
a) What are preferences of newcomers	Q3ab, Q10
Individual characteristics.	Age, gender, team size
Experience	Q1, Q2

Appendix D – Coding book

Table 1
Codebook with definitions derived from previous studies on socialization.

Code	Comment
Context	Tactics deal with information or activities that is tailored for newcomers. Assign when quotation in ambiguous.
CXT-Collective	Activities are organized and structured by the organization and newcomers participate as a group though and have a common set of learning experiences.
CXT-Individual	Newcomers feel the need to participate in unstructured and self-initiated activities and so a single person is going through a unique activity, like on the job training (Newcomers have an own unique experience).
CXT-Formal	Newcomers participate in activities that are tailored for newcomers and this helps to have the correct attitude.
CXT-Informal	Organization is not differentiating newcomers and no effort for activities, for example organized events that exists in the organization. Informal results in trial and error and own selection of socialization agent.
Content	Deals with the steps newcomer take and timing of activities. Assign when quotation in ambiguous.
CON-Sequential	Organized and structured activities initiated by the organization whereby newcomers are aware of the follow up of activities that lead to the target role.
CON-Random	Newcomers steps are ambiguous, unknown and continually changing. Newcomers do not know if they need to learn more or if they are fully qualified.
CON-Fixed	The activities for newcomers involve a timetable and is communicated to newcomers.
CON-Variable	The activities provide only a few clues about the next activities to occur that lead to the target role.
Social	Deals with the learning process through social cues and interaction with environment. Assign when quotation is ambiguous.
SOC-serial	Activities are organized and structured by the organization whereby newcomers involve in activities with a role model (a person who is specifically mentioned as being valuable for the newcomer) or predecessor.
SOC-Disjunctive	Newcomers do not follow a recent predecessor.
SOC-Investiture	The organization affirms newcomers' identity and personal characteristics and is hired for their expertise. So, for example belief of own manager in capabilities of newcomer.
SOC-Divestiture	Newcomers are denied in the organization and newcomers are expected to perform.
Specification tactics	
Missed tactics	Tactics that newcomers missed or needed during the entry period.

Desired tactics

    Tactics that are not organized or present in the organization but are perceived as valuable for newcomers also for the future- prospects.

Newcomer characteristics

Experience	The amount of time (years) newcomers participated in a similar function or indication that the newcomer relied on previous experiences.

Outcomes

Job performance	Newcomers are confided about their organizational role and know their tasks.
Information acquisition	Newcomers provide examples wherein they engage in a planned proactive strategy that helps them to gain knowledge.
Relationship building	Newcomers provide example about a qualitative and informal interactions with organizational members
Learning	Newcomers indicate that they have gain knowledge from experience and are able to apply this knowledge in their organizational role.

Note. The definitions are derived from the following studies: (Delobbe et al., 2015; Haueter et al., 2003; Jones, 1986; Morrison, 2002; Van Maanen & Schein, 1979)

Appendix E – Results interrater reliability

Table 1.
Results of the interrater reliability test with between researcher and two independent coders.

Quotation number	Context			Social		
	Coder 1	Coder 2	Coder 3	Coder 1	Coder 2	Coder 3
1	1	1	0	1	1	1
2	1	0	1	1	1	1
3	0	1	1	1	1	1
4	1	1	1	1	1	1
5	1	1	1	1	1	1
6	1	1	1	0	1	1
7	1	1	0	0	1	1
8	1	1	0	0	0	1
9	1	0	0	1	1	1
10	1	0	1	0	0	1
11	1	0	0	1	1	1
12	1	1	1	1	1	1
13	1	1	1	0	1	1
14	1	1	1	1	0	1
15	1	1	1	1	0	1
16	1	0	1	1	1	1
17	1	1	1	0	1	1
18	1	1	1	1	0	0
19	1	1	1	0	1	1
20	1	0	0	0	0	1
21	1	1	1	1	1	1
22	1	1	1	0	0	1
23	1	0	1			
	Total			Total		
	22	16	17	13	15	21
	Average	SD		Average	SD	
	16.5	0.75		14	0.666666667	

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Appendix F - Results

Table 1.
Tactics discussed per participant.

	Content	Context	Social	Quotations
Participant 1	1	15	9	21
Participant 2	2	17	5	21
Participant 3	0	18	8	25
Participant 4	2	18	6	25
Participant 5	5	21	8	23
Participant 6	3	20	12	24
Participant 7	0	19	10	23
Participant 8	1	14	6	17
Participant 9	3	11	5	15
Participant 10	3	14	11	18
Participant 11	3	12	9	19
Participant 12	7	11	11	21
Participant 13	3	15	7	19

Table 1.

Most important findings of tactics with additional quotations from results.

Tactics	Example
Major findings: Combine tactics, Freedom to plan orientation activities & Supporting environment	"I would say that a few documents or a mobile app, or at least something that contains the most important information is needed. That would be a kind of an introduction program. And of course, most important is the help of others who are willing to show you around. So, for example a new team manager dependents on his supervisor. Thus, I would suggest that the supervisor arranges a kind of buddy who guides the new manager." (Top manager)
Context	**Tailored activities & information**
Welcome package	"Well a complete organized orientation program is not what I am looking for. However, it would be lovely if somebody guides me, especially because I am a manager and I need to work with several systems. That are tools, right? Putting it like this, these systems are the tools for managers to perform and I shouldn't explore everything myself. Eventually I have to deal with everything [the systems] myself, but some guidance would be helpful. So, a training about management tools would be welcome. And another thing is an instruction book." (Middle manager)
Prior information	"It is better to understand certain things from at a glance beforehand instead of along the way. For me especially as a manager it is important to know how different departments communicate and collaborate with each other and could help each other. Nowadays people take it easy and tell me that I can find everything on the intranet. Well that's fun, because there is lots of information in the intranet." (Senior manager)
Customized task information	"Every manager needs customized information depending on previous experiences. Of course, somebody needs more information compared to somebody else. I would suggest that a training, like a kind of management essential would be handy. During the essential you have to learn about the different facilities the organization has for managers and how we should utilize these to do our work. But it should also include tips and tricks from other colleagues." (Middle manager)
Collective introduction meeting	"The welcome session, the introduction day. In a short amount of time we, [a group newcomers] received an overview of the organization" (Sernior manager)
Content	**Planning & sequence of activities**
Orientation period	"During the first two weeks, you would only absorb information and you will have no responsibilities for your tasks. You will discover the available information, learn about the systems and your employees. After those two weeks, you organize introduction meetings to getting acquaintance with your team, important colleagues and other important organizational members. This would really help to understand the organizational structure and strategy. Even more, it helps to decide what kind of things you have to do that align with organizational goals. Then you will team up with

another manager or predecessor with similar responsibilities to gain workplace experience. At the moment there is nothing, really nothing. But I suggest that at least an introduction of two months is required, perhaps even three months depending on your responsibilities." (Middle manager)

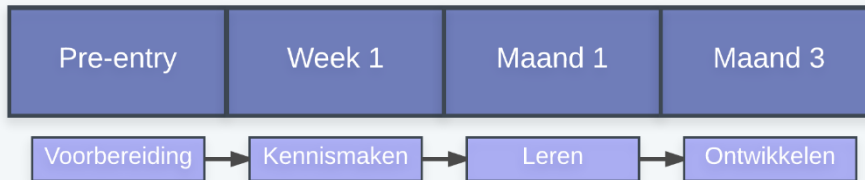| Social tactic	Role models and behavior in environment
Meeting with predecessor, role model & supervisor	"Just somebody to consult with any question you have. Somebody who addressed in person and facilitated the onboarding and who helps to find answers to your questions"
Welcome by team	"In my own team is there were certain things arranged concerning my entry. But I am sure this depends on the team you work with" (Senior manager)
Readiness environment	"The division secretariat really helped because they explained how things really worked. How I had to arrange thing and especially by whom. It [knowing who is responsible] is equally important to know for certain arrangements. Subsequently you have to know who the person actually is and then the things you needed will probably be arranged." (Senior manager)
Prevent negative experiences	"Noteworthy is the attitude of co-worker because when I asked a question they answered, 'I don't know, I think you have to look over there'. Instead, (coworkers) they should receive the question and help to answer the question."

De inwerk-essentials

Informatie	Begeleiding
1	2
4	3
Borgen	Aan de slag

Orientatie programma voor nieuwe leidinggevenden DICTU

Informatie in fasen

Pre-entry	Week 1	Maand 1	Maand 3

Voorbereiding → Kennismaken → Leren → Ontwikkelen

Begeleiding

Netwerk	Rol
Personeelszaken	Aanstelling van de nieuwe leidinggevende
DICTU-Academy	Het totaaloverzicht betreft inwerken en procedures
Finance & Control	Aankondigen nieuwe leidinggevende & inplannen van de financiële
Het team	Licht het team in en vraag om hulp
Directiesecretarissen	Overdracht samenstellen huidige situatie & belangrijkste stukken

Aan de slag

Borgen

DICTU	Financiën	Personeel	Leiderschap

Pre-entry | Week 1 | Maand 1 | Maand 3