CHAPTER THREE
LITERATURE REVIEW

A review of literature of previous studies is presented in this chapter. The studies which are relevant and helpful in hypothesis building are considered in this section. The chapter includes critical studies which highlight the direct and indirect relationship among supervisor support behavior, psychological empowerment, new recruit’s feedback seeking behavior, organizational socialization tactics, new recruit’s adjustment and outcomes. The first part consists of studies which highlight the impact of supervisor support behavior on turnover intention, psychological empowerment, and feedback seeking behavior of new recruits. The second part of the chapter includes the studies which highlight the antecedents and outcomes of new recruit’s adjustment in the organization.

3.1 Supervisor’s support behavior: Concept and Impact

Supervisor’s support is defined as “employees’ belief concerning the extent to which supervisors value their contributions and care about their well-being” (Rhoades, Eisenberger & Armeli, 2001). By ‘belief,’ the authors indicate that supervisor support behavior is always seen in terms of employees, team members or followers perspective towards the treatment they receive from their supervisors. Supervisors who value the contribution of their subordinates are considered as supportive supervisors. Thus, it includes appreciation, rewards, and feeling of job security which supervisors provide to the subordinates. The care about the ‘well-being’ is an umbrella which covers the informal or formal feedback the employee receives from the supervisor. The supervisor gives feedback to subordinates to reduce the uncertainty, conflict, and ambiguity related to work or job assigned which can help employees further in their journey within the organization (Krackhardt et al., 1981).
As the supervisors can navigate the entire work journey of an employee in the organization, their behavior and supervisor-employee relationship has a substantial impact on various aspects of employees. Based on the leader-member exchange theory, the meta-analysis by Gerstner and Day, 1997, when a supervisor rates a team member as ‘favorable,’ it creates positive expectations from them and provides necessary support to them, it also impacts the performance level of the employees. A study done by Houghton and Yoho, 2005, has indicated that supportive behavior of supervisor has a positive influence on the psychological empowerment of the employees. In the context of adjustment of newly hired employees in the organization, the supervisors can encourage early adjustment of employees by being supportive and providing required resources, information, and feedback to the new recruits (Nifadkar et al., 2012). The study of Firth, Mellor, Moore and Loquet, 2004, has suggested that managers should manage the intrinsic and extrinsic sources of job satisfaction of the employees and such initiatives from the managers could increase the job satisfaction and organizational commitment among the employees. The impact of supervisor’s behavior on the voluntary turnover of the employee is an important aspect from the organizational point of view (Kalemci & Arzu, 2012). A study conducted by Tymon, Stumpf and Smith, 2011, has highlighted the critical role of manager, which shapes the work experience of employees and influences their turnover decision.

3.1.1 Supervisor’s support behavior and turnover intention

Voluntary turnover is defined as a process by which an employee willingly terminates the membership associated with the respective organization (Bluedorn, 1978). Based on the theory of planned behavior, studies often use the term intention to quit for studying the turnover issue and predicting the actual turnover in the organization (Ajzen, 2001). The turnover intention of the employee is defined as “an employee’s desire to relinquish organizational employment ties
within a given time frame” (Lambert, 2001). Several studies have examined the impact of supervisor’s behavior on turnover intentions of the employee (Krackhardt et al., 1981; Firth et al., 2004; Rooney, Gottlieb & Newby-Clark, 2009; Tymon, Stumpf & Smith, 2011; Kalemci & Arzu, 2012). These studies are focused on the direct impact of supervisor’s behavior on intention to quit of the employees. Most of these studies have considered the effect of supervisor’s support behavior while some have also explored the effect unsupportive behavior of supervisor on turnover intention of employees. The unsupportive supervisor’s behavior was termed as reducing the feeling of job autonomy, employee’s self-efficacy and made them feel that their supervisor did not care for their work contribution (Rooney, Gottlieb & Newby-Clark, 2009). This aspect of supervisor’s behavior is also captured in some studies discussed in this section.

Krackhardt et al., 1981, is one of the most important studies which highlighted the relationship between supervisor's support and turnover intention of new recruits. Authors examined whether turnover can be controlled through any supervisor’s intervention. They conducted a multi-stage study on the effect of these supervisor controlled factors on new recruits’ turnover in a commercial bank. The sample included fifty branch offices of the bank grouped into twenty-five pairs matched for their size, location (residential vs. commercial), and average income of depositors. The branches from each pair were then randomly assigned to either control group or experimental group. The bank tellers were chosen as the respondents due to their high turnover rate. The branches ranged in size from two to fifteen tellers and represented a cross section of locations and clientele groups.

Krackhardt et al., 1981, first conducted a preliminary study prior to the main study; some preliminary data was collected using questionnaires and interviews of twenty-four tellers and six branch managers of fifteen branches. The main objective was to identify the recurring
themes in tellers work environment that might influence their choice to stay or leave the organization. The results pointed out that tellers were concerned about the relationship with their supervisor, their professional growth, and communication with the management. In the second stage, a questionnaire was prepared based on the results of the preliminary study. It was administered to all the tellers in the 50 branches. The results indicated that (a) intended length of stay in respect of tellers not expecting promotion was significantly correlated with perceived help from supervisor in developing their skills ($r=0.43$, $p=<.01$), (b) degree to which supervisor made their life easy was associated with intended length of stay($r=0.50$, $p=<.01$), and (c) intended length of stay in respect of tellers expecting promotion was significantly correlated with role clarity($r=0.55$, $p=<.01$).

In the third stage of intervention, Krackhardt et al., 1981, designed two workshops for supervisors from experimental branches. In the first workshop, supervisors were asked to identify issues which contributed to the turnover of tellers. They discussed these issues in light of what emerged from the first and second stage studies. The managers were asked to return to their branches and discuss the issues and possible solutions with their tellers. A week later in the second workshop, they generated many specific objectives which could be achieved in four months to improve turnover rates. The supervisors implemented changes in their behavior in four months time post the workshop related to three objectives: a) to meet each teller at least once during three months, b) to meet the tellers as a group at least four times in next three months, and c) to set up cross training schedule for tellers who are interested in training. This communication between supervisor and teller was designed to allow supervisor to provide feedback, share information, solve queries of tellers and facilitate skill development through training. After four months of implementation of objectives by the supervisor, questionnaires were sent to the tellers.
to check if the objectives were met. If at least 50% of the tellers agreed that they had participated in the activities related to that objective, then only the objective was considered to have been successfully implemented.

Krackhardt et al., 1981, acquired raw turnover data from the bank which represents the employee turnover rates six months prior to the intervention. The employee turnover rates of all three group branches based on objective implemented (implementing none, one, or two goals) were not significantly different six months before the intervention. The experimental and control branches were experiencing almost same turnover before the intervention. After intervention, the results suggested that such programs could lead to a lesser turnover. It was found that implementation of a number of goals resulted in less employee turnover rates. After intervention, the employee turnover rates of the experimental branches which implemented two objectives were significantly and substantially lower that the matched counterparts. The control branches experienced twenty-six percent employee turnover rate after intervention whereas the employee turnover rate in the experimental branches was five percent (p=<.01). Branches were also identified as high or low in efficiency based on their output and it was found that efficiency was a useful antecedent of the number of objectives that were implemented in experimental branches.

The contribution of Krackhardt et al., 1981, study was the finding of the link between turnover and tenure of an employee. This provided that longer the employees were with the organization, less likely they were to leave. The study has empirically shown the linkage between the supervisor’s behavior and intention to quit of the new recruit which is relevant to the present study. Further, the study has considered the employees from different branches of only one organization as a sample for research. This puts a question mark on the generalizability of the results of the study. The study was focused only on the supervisor’s behavior and its impact
on the new recruit's intention to quit and has not considered other influencing factors like the organizational socialization tactics.

The study conducted by Firth et al., 2004, on 173 sales employees working in a large departmental store in Australia was an interesting attempt to answer the question - how managers could reduce employee’s intention to quit. The aim of the study was to investigate the impact of job stressors (role ambiguity, role conflict, work overload, work-family conflict) on the job engagement factors such as job commitment, job satisfaction, feelings of job stress and relate these factors to intention to quit. The study also investigated the dispositional factors such as self-esteem, the locus of control and perception of social support as a mediator of intention to quit. The results of path analysis provided that the emotional support given by the supervisors and the self-esteem of the employees mediated the impact of stressors on organizational commitment, job satisfaction and intention to quit. Firth et al., 2004, suggested that in order to control the turnover and ameliorate intention to quit, the managers should focus on the relationships between supervisor and employees, manage and reduce the stress and monitor workloads. The authors pointed out that supervisor support can directly affect the intention to quit behavior of the employee and thus, it is relevant and supports the present study. However, there are some limitations to the study, as the obvious factors which can influence the intention to quit behavior were not considered in the study such as in Australia an employee is entitled to three months’ additional paid leave for ten years of continuous service. Thus, the context-based analysis of data is missing. The study fails to cover the influence of supervisor’s support on the psychological states of the employees. Only self-esteem factor was considered to determine the psychological status of the employees. Thus, there is a clear need to enhance the model and
consider some more components which can have an impact on intention to quit behavior of the employees.

The study by Rooney, Gottlieb and Newby-Clark, 2009, investigated the impact of both supportive and unsupportive behavior of manager on employee’s attitudes and strain. The study also explored the mediating role of psychological processes such as job autonomy, job self-efficacy, and manager sentiment initiated by managerial supportive or unsupportive behavior. Further, the study analyzed two types of employee’s attitudes which were job satisfaction and turnover intention along with job strain as employee’s outcome. Responses were gathered from 247 employees of urban, unionized, non-profit child welfare agency located in Ontario, Canada. After testing the responses using structural equation modeling it was found that psychological process (job autonomy and manager sentiments) mediated the relationship between the supportive and unsupportive behavior of manager and employees job satisfaction. Further, only job autonomy significantly mediated the relationship between the managerial behavior and employee’s outcomes in terms of job strain and turnover intention. The results supported the hypothesis that job strain significantly predicts the job satisfaction and both job strain and job satisfaction act as an antecedent of employee’s turnover intentions. The study particularly highlighted that ‘how employees feel at work’ is influenced by ‘how their supervisors behave or treat them at workplace’. The authors tested the model using responses from only one organization hence; there is a need to verify these hypotheses using data from different organizations to boost the generalizability of this phenomenon. The self-reported rating of supervisor behavior is also one of the limitations of the study which might have inflated the relationships of the variables under study. However, the study has provided strong evidence that supervisor’s supportive behavior can act as a tool to reduce the turnover of employees.
Tymon, Stumpf and Smith, 2011, conducted a study on Indian professionals to provide better understanding and evidence about the critical role of manager which shapes the work experience of employees and influences their turnover decisions. The study considered three psychological mechanisms namely a) employee’s experience of intrinsic rewards b) employee’s personal commitment towards the organization and c) employee’s perceived career success through which managers can influence the turnover decision of employees. Authors in collaboration with global HR/talent management consultancy and US business school faculty team collected responses from 4,811 employees through an online survey designed by the company LearningBridge.com. The results of path analysis regression indicated that managerial support positively affected psychological mechanisms of employees (employee’s experience of intrinsic rewards, employee’s personal commitment towards organization and employee’s perceived career success). Employee’s experience of intrinsic rewards positively affected the employee’s personal commitment towards the organization. The results also supported the fact that managerial support, intrinsic rewards, and career success of employees have a negative effect on the employee’s intention to leave the organization. However, the variables used in the study are inter-correlated, thus there is no assurance about whether the respondent was able to understand each variable separately and responded to the survey accordingly. Due to the use of path analysis regression method, the study has a limitation of shared variance among the variables based on the hypothesized order. Despite the limitations, the study has effectively enriched the literature by providing empirical evidence about the impact of managerial support on employee’s intention to quit among Indian professionals.

Kalemci and Arzu, 2012, carried out a study on 304 employees working in Turkish insurance companies to examine the relationship between employee’s perception of
organizational support as well as supervisor’s support and their turnover intentions. The study also investigated whether the cultural values of the employees (individualism/collectivism) moderates the relationship of perceived organizational support (POS) and turnover intentions of employees. Based on the results of regression analysis, it was found that perceived supervisor’s support moderates the relationship between POS and turnover intention of employees. However, there was no significant impact of perceived organizational support on employee’s turnover intention. The cultural values of employees in the case of individualism had no influence on the turnover intention of the employees and thus the hypothesis was rejected. The reason behind the rejection of the hypothesis was the collectivist nature of Turkish culture. The employees felt committed to the organization due to their bond with the managers or co-workers, thus the effect of individualism was not reported in the study. The study indicated that supervisor related perception of the employees is strongly responsible for shaping the attitude and organizational related perceptions of the employees.

Finally, the studies discussed in this section support the argument that supervisor’s support behavior has a strong impact on the turnover decision of the employee. The study of Krackhardt et al., 1981, suggested that in the case of newly hired employees, the supervisor’s support behavior can reduce their intention to quit and actual turnover in the organization. Firth et al., 2004, rightly suggested that a manager can influence the job stressors in the organization and by proper workload management they can reduce the turnover intention of the employees too. Rooney, Gottlieb and Newby-Clark, 2009, highlighted that both supportive and unsupportive behavior of supervisor affects the turnover intention of employees. The perceived supervisor’s support shapes the organizational related perception of the employees and makes them stay in the organization for longer period (Kalemci and Arzu, 2012). In the Indian context,
the study of Tymon, et al., 2011, showed that using psychological mechanisms, the supervisors can influence the turnover decision of the employees. Some of the methodological limitations of the studies, lack of context-based analysis, generalizability issues generate a need to explore the relationship between supervisor’s support behavior and turnover intention of newly hired employees further.

3.1.2 Supervisor’s support and psychological empowerment

Kanter, 1979, defined psychological empowerment as a product of the interaction of employees with the organizational structure of support, information, opportunity, and resources that enable the employees for their development and work effectively in the organization. He also argued that psychological empowerment is the outcome of decentralization and delegation of work. Further, the concept of movement of ‘control’ from supervisor/manager to the employees and use of ‘commitment’ as management style was termed as psychological empowerment (Walton, 1985).

Later, Conger and Kanungo, 1988, defined psychological empowerment as a process which enhances the feeling of self-efficacy of employees by identification of conditions which allow the employees to feel empowered. Thomas and Velthouse, 1990, further added four cognitions and defined psychological empowerment as enhancement of intrinsic task motivation. The intrinsic motivation concept of psychological empowerment was widely accepted by the researchers and based on this concept Spreitzer, 1995, defined psychological empowerment using four distinct terms related to feelings of employees. The four terms include- meaning, competence, self-determination and impact. Meaning indicates the level to which employees think that their own beliefs, values, and behavior match the requirement of their job. Competence refers to the faith or confidence the employees have to perform the assigned task and it includes
both the ability and skill acquired by the employees. The self-determination refers to the choice one has to initiate or regulate one's actions in the organization. Lastly, impact is the level to which the employees can influence the outcome of the assigned work.

On the similar concepts, Menon, 2001, has defined psychological empowerment using three main dimensions as the power of perceived control, perceived competence, and goal internalization. The author defined the component perceived control as the belief of employees regarding the autonomy assigned to him or her to schedule their own work, availability of resource they required to complete the task and authority to take critical decisions. The term perceived competence was defined as the confidence and level of self-efficacy of the employee that they are capable of meeting the routine task demands and also are ready to face the challenges that can arise in near future. The goal internalization denotes the enabling power of ideas which employees have acquired through the mission, vision and shared values of the organization. The employees believe in the goals assigned by the organization and they are ready to act on it. The present study has considered psychological empowerment in terms of ‘what employees feel’ rather than ‘what managers do to motivate them’ and thus has followed the concept of Menon, 2001, to define psychological empowerment of employees. Several studies have examined antecedents of psychological empowerment and highlighted that supervisor’s support leads to psychological empowerment (Bordin, Bartram & Casimir, 2006; Dewettinck & van Ameijde, 2011; Jha, 2013; Fong & Snape, 2015). These studies have considered psychological empowerment from the employee’s perspective and provided that supervisor’s support has positive impact on psychological empowerment of employees.

A study conducted on entry level IT employees working in Singaporean subsidiary of an MNC by Bordin, Bartram and Casimir, 2006, examined the various factors which act as
antecedents of psychological empowerment and also verified its consequences. The study considered access to information (about organizations mission, performance and reward system), employee participation, job security and supervisor’s social support as antecedents of psychological empowerment. The organizational commitment and job satisfaction were considered as outcomes of psychological empowerment. The authors designed an online survey and received 99 responses and used an ordinary least square (OLS) regression analysis to test the hypotheses. The results indicated that access to information, job security; employee participation and supervisor’s social support significantly affect the psychological empowerment of the employee in a positive manner. Also, psychological empowerment significantly predicts the organizational commitment and job satisfaction of the employees. The results of moderated multiple regression confirmed the moderating impact of supervisor’s social support on the relationship of psychological empowerment with job satisfaction. The cross-sectional design of the study and sample from a single industry acts as limitations of the study. Also, authors have considered only social support components from supervisor’s behavior; however there is a need to consider the overall supervisor’s support behavior (including work-related support) to analyze its effect on psychological empowerment of employees. However, the study has provided valid empirical evidence regarding the antecedents and outcomes of psychological empowerment in South East Asian context.

The empowering behavior of supervisors can have a significant influence on the psychological empowerment of employees, their attitudes (job satisfaction and commitment) and their intentions (to stay) in the organization. Dewettinck and van Ameijde, 2011, pointed out that certain empowering behavior of leader/manager leads to psychological empowerment of the followers which in turn has an effect on their attitudes and behavior in the organization. The
study was conducted among entry-level employees of four Belgian service organizations and the authors received 381 responses with the help of a carefully designed online survey. The results of structural equation modeling expectedly indicated that psychological empowerment partially mediated the relationship between leadership empowerment behavior and employee attitudes (both job satisfaction and affective commitment). Also, a strong positive relationship was found between employee attitude (job satisfaction and affective commitment) and the intention to stay of the employee in the organization. Here, the study provided a clear insight on how leadership empowering behavior can foster psychological empowerment of the employees and further lead to job satisfaction and enhance their affective commitment. The common method bias might have created the correlations among the constructs which can be one of the limitations of the study. Also, the samples were collected from only four organizations which create doubts about the generalizability of the study. However, the paper effectively provided a clear path through which the leaders/managers in the organization can assure the positive attitude of employees and their loyalty towards the organization.

Similarly, an interesting study was conducted by Jha, 2013, among 310 professionals working in Indian IT industry, to investigate the influence of management practices, transformational leadership, perception of customer satisfaction and self-efficacy of employees on their psychological empowerment. The study was an attempt by the author to understand how the perception of employees about management practices, their managers, and customer satisfaction shaped their cognitive abilities. Jha, 2013, conducted Structural Equation Modeling (SEM) to test the proposed hypotheses. The results indicated that transformational leadership and self-efficacy of employee significantly affected the psychological empowerment in a positive manner. Also, the perception of customer satisfaction significantly mediated the relationship
between managerial practices and psychological empowerment of the employee. In this study, the author considered the perception of customer satisfaction as one of the variables influencing the psychological empowerment but has not clearly mentioned the source of this perception. As the sample under study is frontline employees in information technology sector, the customer interaction is likely to be low. Also, the study is restricted to only three organizations from information technology sector which creates a question mark on the generalizability of the results. However, the study has rightly provided an insight that managers can contribute to the psychological empowerment of the employees through managerial practices and implementation of transformational leadership in the Indian context.

Fong and Snape, 2015, examined the impact of empowering leadership behavior on psychological empowerment of employees as well as outcomes in terms of job satisfaction, organizational commitment of employees, In-role behavior (IRB), and organizational citizenship behavior (OCB). It was a multi-level mediating model which considered the effect of both group level leadership and individual level leadership behaviors on employee outcomes. Authors collected data of 266 employees and their supervisors from 41 different work teams of Hong Kong Telecommunications Corporation. In this study, for the employees who work in teams with a unique supervisor, it is assumed that leadership is a group-level phenomenon in which subordinates evaluate the supervisor’s behavior towards the group. The structure of data collected was nested thus; authors used hierarchical liner modelling (HLM) to test the hypotheses. The study focused on both group level and individual level effects of empowering leadership. To avoid the conflating of empowering leadership and psychological empowerment variables at the individual level and group level the authors, group-mean centred the individual-level independent variables and included their group means at level 2. This allowed them to
estimate separate level 1 and level 2 mediating effects for level 1 outcome. The results indicated that at the individual level, psychological empowerment acted as a mediator between empowering leadership behavior and the employee’s outcomes such as organizational commitment, job satisfaction, IRBs and OCBI, but not OCBO. However, at the group level, the mediating role of psychological empowerment was observed in the case of job satisfaction and IRB only.

Fong and Snape, 2015, suggested that the empowering leadership by the managers contributes positively to the psychological empowerment, attitudes and work behaviors of followers. Thus, the result of the research supports the present study in terms of linkage between supervisor’s behavior and psychological empowerment of the employees. In terms of attitudes and work behaviors of the followers, the authors considered components like job satisfaction, organizational commitment of employees, IRB, and OCB. While the turnover behavior of the employees, which is crucial for any organization, remained uninvestigated. Thus, it is important to test the effect of empowering leadership on psychological empowerment of the employees and its contribution to intention to quit.

Finally, based on the review of the literature on the topic of supervisor’s support behavior and psychological empowerment of employees it is clear that supervisors can psychologically empower their team members. Bordin, Bartram and Casimir, 2006, showed that supervisor’s support behavior acts as an antecedent for the psychological empowerment of the employees. The supportive behavior from the leader or manager helps the followers to find meaning in their work, understand the impact of their contribution in work and feel competent to perform the given task (Dewettinck and van Ameijde, 2011; Fong and Snape, 2015). In the Indian context the study conducted by Jha, 2013, suggested that supportive or encouraging behavior of supervisor
positively affects the self-efficacy of the employees. Although the studies in the past have verified the relationship between supervisor’s support behavior and psychological empowerment, these studies have construct measurement issues. Some of the studies considered only the social support aspect of supervisor’s support behavior while in the case of psychological empowerment only self-efficacy aspect was explored. Also, there are very few studies in the context of newly hired employees. Thus, due to this gap in literature the present study has explored the effect of supervisor’s support behavior on psychological empowerment among new recruits.

3.1.3 Supervisor’s support behavior and Feedback seeking behavior of new recruits

Past research on feedback exchange process was focused on initiation of feedback process from the sender (supervisor) and the message was conveyed to the recipient (subordinate) (Ilgen, Fisher, & Taylor, 1979). There was no role of the recipient in this process as the researchers were totally focused on the sender in the feedback exchange process. Ashford and Cummings, 1983, criticized the literature of feedback and claimed that it is time to move on from the traditional annual performance review system. The employees (subordinate) themselves can be proactive and regularly seek feedback from the respective supervisor. Ashford and Cummings, 1985, highlighted that feedback seeking behavior of employees depends on contextual factors such as role ambiguity and contingency uncertainty. The study claimed that in the initial days of work, the new recruits in the company were likely to seek more feedback. Drucker, 1993, supported the argument and clarified that in the knowledge-based organizations, managers and peers many times did not get a chance to convey the feedback about the performance of the employees. In such situations, the employees need to take interest in the feedback and check out creative ways to gain feedback to know that they are on the right track.
In a recent review of feedback seeking behavior in the organization Ashford, Blatt and Walle, 2003, highlighted five key aspects of feedback seeking, namely- a) frequency b) method c) timing d) target e) topic. Also, the authors listed three motives behind feedback seeking behavior namely- a) to perform well b) ego-based motive c) image-based motive. As per Morrison, 1993, new recruits seek feedback to enhance their performance; they use inquiry method to seek technical information and monitoring method to gain feedback on other aspects. The frequency, timing, and topic of the feedback keep changing based on the tenure of new recruits in the organization. Thus, Morrison, 1993, defined feedback seeking behavior as seeking action of new recruits to gain technical, normative, referent, performance feedback, and social feedback information to master their jobs and become integrated into their organizations. The study by Morrison 1993 also claimed that the new recruits were “proactive” in terms of seeking feedback and taking a very active part in the process of socialization. The study of Saks and Ashforth, 1997, specified that new recruits acquired information from observing their supervisors, co-workers and other new recruits in the organization during socialization process. However, the study by Morrison, 1993, stated that new recruits seek information through direct inquiry and prefer the feedback from supervisors on technical issues. Several studies have explored the feedback seeking behavior among new recruits and its antecedents (Morrison, 1993; Bauer & Green, 1998; Nifadkar et al., 2012). These studies have considered feedback seeking behavior as a proactive step taken by newly hired employees to reduce the uncertainty.

Morrison, 1993 conducted survey among 205 new accountants working in five large firms to investigate their feedback seeking behavior. They were sent the questionnaires through mail three times - two weeks after their orientation-training program (time 1), three months after orientation-training program (time 2), and six months after the orientation-training program (time
The respondents indicated their frequency of engaging in a variety of seeking behaviors. They answered about the frequency with which they asked their direct supervisors, other newcomers and experienced peers for information and the frequency of consulting written documents and monitoring information. Morrison, 1993, tested the hypotheses using ANOVA. It was found that patterns of seeking feedback varied as per the desired information. The new recruits gained all technical information by primarily asking others, while rest of the information like referent information, performance feedback, normative information and social feedback was obtained through observation. The new recruits collected information on role demands, technical information, and performance feedback mostly by directly asking the supervisors whereas some of them sought social and normative information usually from the peers. Social information was about their non-task behavior acceptability whereas normative information was about the expected attitudes and behaviors.

One of the most unexpected results of Morrison, 1993, was that the new recruits sought more technical information from the supervisors more often than the peers. This was in contrast to the findings of previous studies and the reason could be that the supervisors are generally few years ahead in their career than the peers and hence more familiar with technical aspects of the work. Another result was that the self-confidence had lesser effects on the information seeking patterns. Particularly, it had no effect on relative frequency with which the new recruits were engaged in monitoring and inquiry. The overall information seeking frequency was related to intentions, performance and satisfaction to leave at six months. It suggested that information-seeking was a very valuable activity during the new recruit's adjustment process with the organization.
Bauer and Green, 1998, examined the role of a manager in the process of socialization of new recruits in the organization and its impact on their feedback seeking behavior and outcomes. The study focused on how manager’s behavior towards new recruits influenced their accommodation in the organization. The authors claimed that managers can transform the new recruits from outsiders to insiders of the organization. They defined two types of feedback seeking behavior of new recruit’s namely task-oriented and social information. Also, two types of manager’s behavior were under study such as manager’s clarifying behavior and manager’s supporting behavior. The study considered three outcomes of new recruit’s accommodation, which are performance, job satisfaction, and organizational commitment. They collected data at three different time frames, time one (one month prior to graduation), time two (after joining the work), and time three (nine months after graduation). Responses from 311 college student were gathered at time one, responses from 223 new employees were gathered at time two, at this stage, the questionnaire was also prepared for the co-workers of the new recruits. At time three, total 205 participants filled up the questionnaire and responses were gathered from their 112 respective supervisors. They analyzed responses of 205 new recruits, 364 co-workers, and 112 managers of new employees. All the new recruits participated in the study were graduates from Midwestern University who joined various organizations after graduation.

Bauer and Green, 1998, study used hierarchical regression to test the hypotheses; the results indicated that clarifying behavior of manager had a significantly positive impact on new recruit’s role clarity and performance efficacy. Also, it was found that supporting behavior of managers was positively related to new recruit’s feeling of acceptance. The results also confirmed that socialization outcomes namely performance, organizational commitment, and job satisfaction were well predicted by new recruits task and social accommodation in the
organization. However, the data did not support the argument that new recruit’s task-oriented feedback seeking behavior was related to new recruit’s role clarity and performance efficacy. The new recruit’s social feedback seeking behavior was not significantly related to new recruit’s feeling of acceptance. Also, the mediating effect of recruit’s accommodation on a relationship of socialization outcomes with new recruit’s feedback seeking behavior and their manager’s behavior was not found to be significant. Bauer and Green, 1998, argued that the timing of data collection might have influenced the results as feedback-seeking behavior matters more during three months to six months (early days) after the new recruits join the organization. They confirmed a need to develop a separate study to verify the link between new recruit’s feedback seeking behavior and their job-related outcomes, acceptance, and accommodation in the organization. The data collection during non-relevant time span is one of the limitations of the present study. However, the study has provided a proper step-by-step framework about the socialization process of new recruits in the organization which will be very beneficial for future studies in this area.

Nifadkar et al., 2012, examined how supervisor-triggered new recruit affect could relate supervisor behavior with new recruit's feedback seeking behavior, adjustment, helping behavior and performance. Approach-avoidance framework and emotion as feedback system theory was used to study the effect of supervisor’s behavior (supportive and abusive) on new recruit's accumulated supervisor-directed affect and their outcomes. The model was tested in two phases: in the phase one study focused on scale development and validation, and phase two was a hypothesis testing study. Phase one involved building scales to assess supervisor-triggered new recruit affect, using samples from many companies. For that, they developed items to reflect new recruit's positive as well as negative affect and established their content validity. In phase two,
they gathered longitudinal, multisource data from an Indian IT company. In this phase, sample of
291 new recruits from information technology (IT) companies in India was collected through
internet-based survey. Only the in-role performance and helping behavior data was collected
from supervisors, while all other data like supervisor behavior, newcomer’s positive and negative
affect, feedback seeking and interaction avoidance was collected from the new recruits.
Structural equation modeling (SEM) was used to test the hypothesized model.

Results of Nifadkar et al., 2012, study showed that supervisor’s support behavior
triggered positive emotions (affect) among newly hired employees which led to feedback seeking
behavior. Whereas the supervisor’s abusive behavior led to negative emotions (affect) among
new recruits and they started avoiding interaction with their supervisors. Further, the study
successfully verified the positive relationship between the new recruit’s feedback seeking
behavior and their adjustment, helping behavior as well as performance. The study was totally
based on the emotional response of the newly hired employees to the treatment they were getting
from their supervisors. The emotional responses are largely based on the frequency and intensity
of the interaction, while during early days the newly hired employees are likely to have less
interaction with their supervisor. Moreover, the authors have not considered how frequent or
how intense interactions between supervisor-new recruits are required to finally generate the
positive or negative emotions among them. The study also mentioned that due to supervisor’s
abusive behavior the newly hired employees are likely to avoid interaction with them, but in a
practical corporate world the supervisors are responsible for a lot of work related aspects (work
assignment, providing resources, feedbacks, deadlines and incentives) and thus it is not possible
to avoid interaction with them.
At the end of this section, it is clear that supervisor’s support behavior can influence the feedback seeking behavior of newly hired employees. The studies discussed here have highlighted that feedback seeking behavior of employees can be improved when supervisors use a supportive approach. Some of the studies have suggested future research to explore the relationship between supervisor’s support behavior and new recruit’s feedback seeking behavior by collecting data at relevant time span and considering the practical aspects of the corporate world.

3.2 New recruits adjustment: Concept, Antecedents and Consequences

The new recruit’s adjustment is defined using various indicators which ensure that the adjustment process is completed. Feldman, 1981, provided three aspects of new recruit’s adjustment namely resolution of role, self-efficacy and adjustment to the group. Fisher, 1986, claimed that new recruit’s adjustment is the function of the level of task and social transition achieved by the employee during organizational entry period. Ostroff and Kozlowski, 1992, provided a single global measure of new recruit’s adjustment focused on learning of specific aspects related to organization and job profile. Bauer et al., 2007, similar to the concept of Feldman, 1981, defined new recruit adjustment as a level of adjustment the new recruit has achieved in the organization which is indicated through three factors such as role clarity, task mastery and social adjustment. Role clarity refers to the understanding of given task, priorities and time assigned to complete the task. Task mastery indicates gaining confidence about the job role and learning about the new job. Social adjustment indicates the acceptance from the peers and the new recruit feels like a part of the group.

Several recent studies in the socialization area have shown that feedback seeking behavior and organizational socialization tactics are antecedents of new recruit’s adjustment
(Nifadkar et al., 2012; Perrot et al., 2014). As discussed earlier, Nifadkar et al., 2012, provides empirical evidence that feedback seeking behavior of newly hired employee’s leads to their adjustment in the organization. The study has clearly shown that the information gathered from supervisors through inquiry and observations helps the newly hired employees to gain clarity about the task assigned to them which further leads to a smooth adjustment in the new environment. With regards to organizational socialization tactics, the initiative taken by the organization improves the knowledge and social belongingness of new recruits which ensures their early adjustment in the organization.

Few studies in the area of new recruit’s adjustment have explored the consequences of adjustment process (King et al., 2005; Bauer et al., 2007). Majorly the impact of new recruit’s adjustment on their behavior outcomes in terms of job satisfaction, affective commitment and intention to quit are highlighted in the past studies. The study of King et al., 2005, has shown that the role adjustment of the newly hired employees’ results into increased satisfaction linked with their job. A recent study conducted by Furtado, Sobral and Islam, 2015, has provided that the adjustment process improves the new recruit’s attachment and involvement in the organization which further leads to affective commitment. A meta analysis done by Bauer et al., 2007, has given a direction for future research to empirically test the link between new recruit’s adjustment and their turnover intention.

3.2.1 Organizational socialization tactics as antecedent of New recruits adjustment

New recruits join the organization with formless cognitive maps; they experience shocks and disorientation during the entry period. Thus, an organization uses various techniques and tactics to help new recruits to socialize, adapt and adjust to the new environment (Feldman, 1976a). Socialization tactics are the ways in which the other members of the organization shape the
experiences of individuals during transition from one role to another (Van Maanen and Schein, 1979). Further, Van Maanen and Schein, 1979, have given six-factor model of organizational socialization tactics, namely: (a) collective (individual), (b) formal (informal), (c) sequential (random), (d) investiture (divestiture), (e) fixed (variable) and (f) serial (disjunctive).

The collective socialization tactics provide new recruits the opportunity to interact and learn from the insiders of the organization. The formal socialization tactics include the clearly defined activities such as training which allow the new recruits to learn about their job. The sequential socialization tactics provide information to the new recruits about the routines and the general process of behavior or activities they can follow while working in the organization. The fixed socialization tactics convey the timing of progression and different stages the new recruits will go through in their journey in the organization. The serial tactics help new recruits to develop the relationship with experienced insider and enhance their sensing making in the organization. Cable and Parsons, 2001, simplified the six-factor model and defined organizational socialization tactics using three measures namely context, content, and social facets. Several studies have verified the link between the organizational socialization tactics and new recruit’s adjustment in the organization (Saks and Ashforth, 1997; Saks, Uggerslev & Fassina 2007; Antonacopoulou & Güttel, 2010; Perrot et al., 2014). These studies have highlighted how organizational socialization tactics helps the early adjustment of newly hired employees in the organization.

Saks and Ashforth, 1997, verified the impact of socialization tactics on information acquisition of new recruits, adjustment and their socialization outcomes. The newly hired staff accountants working in ten accounting firms participated in the study and the 154 responses were collected in two-time frames (just after and after six months of joining). The results of multiple
regression analysis indicated that organizational socialization tactics positively affected the frequency of information acquisition (feedback seeking and observation). Also, the socialization tactics positively affected adjustment (task mastery and role orientation), job performance, job satisfaction and organizational commitment of new recruits. Furthermore, the study supported the argument that the socialization tactics negatively affected intention to quit, anxiety and turnover of new recruits. The analysis of mediation effect provided that information acquisition partially mediated the relationship between organizational socialization tactics and new recruits socialization outcomes. Although the study has certain limitations, such that the self-report measures and use of cross-sectional methodology restricted the study to pinpoint the changes in the information acquisition process over a period of time. Authors had used the homogeneous group of new recruits which restricted the range of responses. In spite of limitations, this study is considered as one of the landmark models which provided prominent insight for future research in the area of new recruit’s socialization.

Based on uncertainty reduction theory and person-environment theory Saks, Uggerslev and Fassina, 2007, conducted a meta-analytic review of studies to highlight the relationship between socialization tactics and new recruits adjustment in the organization. The meta analysis included 30 papers relevant to the topic which were identified from the database of all the papers on the theme of organization socialization tactics and new recruits adjustment published from 1867 to April 2006. The results of the study indicated that institutionalized socialization was negatively related to the new recruit’s outcomes such as role conflict, role ambiguity and intention to quit. The institutionalized socialization was positively related to organizational commitment, job satisfaction, job performance, role orientation and new recruit’s fit perceptions. The study provided that serial and investiture socialization tactics had a stronger impact on new
recruit’s adjustment outcomes. Moreover, role ambiguity, role conflict and fit perceptions of new recruit partially mediated the relationship between organizational socialization tactics and new recruit’s distal adjustment outcomes.

Saks, Uggerslev and Fassina, 2007, also indicated that the effect of socialization tactics was different in the case of the sample with new recruits who were recent graduates and the sample of new recruits with previous work experience. In case of a recent graduates which were newly hired in the organization, the socialization tactics had a stronger impact on new recruit’s adjustment outcomes as compared to the seasoned entrants (new recruits with previous work experience). They developed a model which described the effect of socialization tactics and new recruit’s adjustment outcomes. As the model was tested using meta-analytic analysis, an empirical study is required to provide practical evidence about the relationship. Further, they suggested that in future the researcher should focus on why socialization tactics lead to new recruit’s adjustment and impact of feedback seeking behavior of new recruits on the relationship between socialization tactics and new recruits adjustment outcomes.

Staff induction is one of the prominent socialization tactics used in the organization which enables the new recruits to become functional members of the organization. The study conducted by Antonacopoulou and Güttel, 2010, was specifically focused on induction program which provides information to the newly hired employees about how things are done in the organization and why they are done in particular fashion. They reviewed the empirical and conceptual research in the past on the topic of staff induction and provided outlines for future research in this area. This theoretical paper discussed studies under the theme of staff induction as a tool for socialization and HRM practices in the organization and included 20 papers in the section of the review of empirical studies related to socialization or staff induction and its impact.
on new recruit’s outcomes. The paper provided review and evidence about how socialization and staff induction practices led to new recruit’s adjustment. Based on the existing literature of staff induction and socialization the authors claimed that socialization is a process which fosters the stability of new recruits in the organization and encourages continuity of new recruits in the organizations. It teaches new recruits about how to reproduce the organizational values and to enforce the organizational priorities. The theoretical link between socialization tactics and new recruits adjustment outcomes mentioned in the paper requires empirical verification to improve the generalizibility of the concept.

The Jones’ 1986, approach of individualized socialization was used by Perrot, Bauer, Abonneau, Campoy, Erdogan and Liden, 2014 to investigate the relationship between organizational socialization tactics and new recruits adjustment in the organization. The study also verified the impact of perceived organizational support (POS) on the outcome of organizational socialization tactics. Here, learning (job domain, work-group domain and organization domain learning) along with innovation developed in early days was considered as indicators of new recruit’s adjustment in the organization. The study was conducted among 103 apprentices in France in two-time frames. Responses were collected after six-weeks of work and considered as time 1 in which respondent answered the questions related to socialization tactics used in the organization. The time 2 responses were collected after eight weeks of work in which the respondents answered the questions related to POS and new recruit’s adjustment in the organization. The results of moderated regression analysis partially supported the first hypothesis, which provided that POS moderates relationship between institutionalized socialization tactics used in the organization and new recruits learning (job domain and work-group domain) but not in the case of learning in organization domain. Also, the results supported
the second hypothesis and thus POS had a significant moderating effect on the relationship between institutionalized socialization tactics used in the organization and new recruit’s role innovation. However, the POS was found to be negatively affecting the new recruit’s role innovation.

Perrot et al., 2014, provided clear evidence that organizational socialization tactics significantly improved the new recruit’s adjustment in the organization and POS was instrumental in reducing new recruits uncertainty during early work period. New recruits are not able to project role innovation immediately due to lack of experience as their ideas might get rejected by other insiders and thus new recruits are likely to accept the typical job given to them. The study considered responses from a small sample (103 apprentices) and therefore there is a need to replicate the results for a large and diverse sample to increase the generalizability of the outcomes. The study has to be extended further by considering other new recruit’s outcomes such as job satisfaction, organizational commitment, and turnover for more valuable contribution and implications. The study provides clear evidence about the impact of organizational socialization tactics on new recruit’s adjustment in the organization.

Finally, it is clear that the organization should continue to use the socialization tactics to ensure the adjustment of new recruits in the organization. Saks and Ashforth, 1997, have shown that socialization tactics positively affects the role adjustment of newly hired employees. A meta analytic review by Saks, Uggerslev and Fassina, 2007 has suggested the link between socialization tactics and new recruit’s adjustment. Whereas, the Perrot et al., 2014, study has provided empirical evidence that organizational socialization tactics can be used as a tool for adjustment of newly hired employees. Some of these studies have considered only role adjustment of the newly hired employees under study while few studies have sample issues.
Thus, the current study has explored the impact of organizational socialization tactics on new recruit’s adjustment in terms of role clarity, task mastery and social adjustment for a large sample in the Indian context.

3.2.2 Consequences of New recruits adjustment

Job satisfaction is considered as one of the important behavioral outcomes of newly hired employees which get influenced due to their adjustment process. Job satisfaction is defined as a degree of pleasure an employee derives from his or her job (Muchinsky, 2003). A study conducted on 187 new recruits working as IT professionals in 93 different organizations in the USA conducted by King, Xia, Quick, and Sethi, 2005, explored the link between role adjustment and job satisfaction of employees. The study examined the relationship between organizational socialization tactics, role adjustment, and new recruit’s outcomes namely job satisfaction, organizational commitment and intention to quit. The impact of socialization tactics, role adjustment on job satisfaction, commitment intention to quit of newly hired IT professionals was analyzed. Further, the effect of new recruit’s job satisfaction on organizational commitment and intention to quit and the direct effect of organizational commitment on intention to quit of the newly hired employee were investigated.

The results of path analysis in the study by King et al., 2005, showed that the six different socialization tactics had a different influence on the newly hired IT professionals. The organizational socialization tactics had a positive impact on, job satisfaction, affective and continuance commitment whereas they had a negative effect on intention to quit of the newly hired employee. The role adjustment had a significant impact on job satisfaction but no effect on organizational commitment while it positively affected the intention to quit of newly hired employees. Further, the job satisfaction of newly hired employee had a positive effect on
affective commitment and negative effect on intention to quit. Also, the affective commitment had a negative impact on intention to quit of newly hired IT professional. The study provided new insights about the complex mediating and the direct relationship among socialization tactics, new recruit’s role adjustment and outcomes in the organization. The study considered the responses from employees who had completed one year to two years tenure in the organization and asked them to recall their socialization experience during the entry period. Thus, the study had memory-related biases as the participants were not actually the newly hired employees at the time of data collection. Also, the study was restricted to only role adjustment of the newly hired employees and their social integration in the organization was not considered as a part of the adjustment. They suggested that in the future studies the researcher should explore the factors which can help the new recruits in smooth job transitions and examine the factors which contribute to the retention of newly hired employees.

Another important behavioral and attitudinal consequence of new recruit adjustment is organizational commitment of newly hired employees. As per Porter, Steers, Mowday, and Boulian, 1974, organizational commitment is the relative strength to which the employees are involved and identify themselves with the organization. O’Reilly and Chatman, 1986, argued that organizational commitment is a felt psychological attachment by the individual for the organization and it denotes the degree to which the employee adopts and internalizes the perspective of the organization. Further, Mathieu and Zajac, 1990, referred to organizational commitment as the bond between the employee and their organization.

Later, a well-known three-factor model of organization commitment was introduced by Allen and Meyer, 1990. The model consisted of three components- affective, continuance and normative commitment. Allen and Meyer, 1990, specified affective commitment as emotional
attachment, involvement, and identification of employees with the employing organization. The continuance commitment is defined as the degree to which employees are committed to the organization due to costs associated with leaving the job (organization). Lastly, normative commitment is the feeling of obligation which employee has in order to remain in the organization. The work of Allen and Meyer, 1990, was based on the Mowday et al.’s 1982, concept of commitment. In the recent literature review of leadership and organizational commitment, Yahaya and Ebrahim, 2016, highlighted the importance and appropriateness of Meyer and Allen, 1997, concept of organizational commitment. In the case of newly hired employees, most of the studies are focused on the affective commitment towards the organization. There are two reasons behind this specific consideration. First, as compared to other two commitments (normative commitment and continuance commitment), the affective commitment is considered as the key indicator of new recruit’s integration at work (Meyer and Allen, 1997). Second, in the context of organizational socialization and new recruits adjustment in the organization, affective dimension appears to be the most relevant as it is linked with uncertainty reduction theory (Simosi, 2010).

Furtado, Sobral and Islam, 2015, developed a model which provided a link between adjustment and organizational commitment of a new recruit in the organization. It integrated both affective and cognitive views of organizational commitment. It also analyzed the link between new recruit’s adjustment and their job satisfaction as well as psychological contract fulfillment. The study was based on the sample of public servants in Brazilian IRS and 728 employees participated in the study. The responses were collected at two time periods, firstly on the day of joining and once after six months of the job. The results of Partial Least Squares (PLS) provided that both cognitive and affective path after adjustment led to organizational
commitment among newly hired employees. The job satisfaction and psychological contract fulfillment of new recruit mediated the relationship between new recruit’s adjustment and organizational commitment.

Furtado, Sobral and Islam, 2015, provided definite results which indicated that new recruits adjustment led to organizational commitment and job satisfaction among the newly hired employees. The study was related to people working as a public servant and hence the willingness to serve the public had a great influence on the results of the study. Thus, it is important to test the relationship between new recruits adjustment, job satisfaction and organizational commitment for a sample of individual working in private sector. The study highlighted that the first few months after organizational entry were crucial for new recruits and flooded them with various positive and negative emotions. These emotions further led to behavioral outcomes; however, the study did not explore the link between new recruit’s adjustment and their intention to quit which is considered as one of the important behavioral outcomes of an employee.

As mentioned earlier, the new recruit’s adjustment influences the turnover intention of newly hired employee. The intention to quit is defined as “an employee’s desire to relinquish organizational employment ties within a given time frame” (Lambert, 2001). The adjustment of newly hired employees provides them stability in the career, they get clarity about their role in the organization and they get socially integrated in the new environment. These aspects of adjustment definitely influence the turnover decisions of newly hired employees. A meta-analysis by Bauer et al., 2007, included a model which consisted of antecedents and outcomes of new recruit adjustment in the organization designed with the help of 70 unique studies. Path modeling and meta-analysis techniques were used to test the model. They proposed and tested a
model with new recruit's adjustment as the main component which mediated the effects of information seeking and organizational socialization tactics on socialization outcomes. New recruit's adjustment was defined in terms of self-efficacy, role clarity, and social acceptance. Here, the socialization outcomes covered new recruit’s job satisfaction, job performance, organizational commitment, turnover and intentions to remain in the organization.

Bauer et al., 2007, selected the research studies for the meta-analysis based on three criteria. First was to include studies which focused only on new recruit’s behavior in an organization where the newly joined employee under study had completed thirteen months or less in the organization. Second, the studies were done on organizational socialization as a parameter rather than occupational socialization. Third, studies which had measured and reported correlation coefficients of at least two of the variables present in the model were included in the meta-analysis. Bauer et al., 2007, had obtained both unpublished and published research studies through computerized search with the help of PsycINFO, digital dissertation conference programs, ten experts and Web site (http://wwwlib.umi.com).

The results of the meta-analysis supported that self-efficacy, role clarity, and social acceptance were three significant indicators of new recruit adjustment in the organization. In terms of analysis of the antecedents of adjustment, the study found that information seeking behavior of new recruits was significantly related to social acceptance and role clarity. Also, socialization tactics of the organization were significant to all three dimensions of adjustment. In terms of outcomes of adjustment, the study found that social acceptance was directly related to all outcome variables, whereas self-efficacy was related to the outcomes other than organizational commitment and job satisfaction. Role clarity was found to be related to all of the outcomes other than turnover. Bauer et al., 2007, provided a new ground of research by
integrating socialization research into a model of antecedents and outcomes of adjustment using meta-analysis. The meta-analysis covered relationships between newcomer’s information seeking behavior, newcomer adjustment and outcomes which made it relevant to the present study. It considered the studies related to information seeking behavior and organizational socialization tactics as an antecedent of newcomer adjustment. However, it failed to consider the effect of supervisor’s behavior on newcomer adjustment as well as new recruit’s feedback-seeking behavior. Thus, there is a need to study the role of supervisor’s behavior as an antecedent to the new recruit’s adjustment in the organization.

Here, based on the past studies it is confirmed that the three important outcomes of new recruit’s adjustment are job satisfaction, affective commitment and turnover intention. Due to memory-related biases in the study of King et al., 2005, there is a need to re-confirm the link between adjustment and job satisfaction of newly hired employees. Furtado, Sobral and Islam, 2015, study showed the positive influence of new recruit’s adjustment on their job satisfaction and affective commitment among public servant employees which should be tested among private company employees. The meta-analysis of Bauer et al., 2007, provided a revolutionary model which suggested the relationship between new recruit’s adjustment and their turnover intention but it requires an empirical verification.

3.3 Identifying Research Gaps

As mentioned earlier, the supervisor’s role is important, especially for a newly recruited employee. Past studies have mainly focused on the impact of supervisor’s behavior on new recruits in terms of in-role performance, adjustment and citizenship behavior in an organization (Nifadkar et al., 2012). However, a few studies have also explored the empowering behavior of supervisor which can create conditions to psychologically empower the employees (Bordin,
Bartram & Casimir, 2006). Psychological empowerment of an employee has been shown to have positive outcomes in terms of job satisfaction, organizational commitment, OCB (Fong & Snape, 2015). However, the impact of psychological empowerment of employees on their feedback seeking behavior is not explored.

Ashford and Cummings, 1985, have mentioned that supervisor can open up a new channel for employees to seek feedback by showing supportive behavior. However, the impact of supervisor’s support behavior on feedback seeking behavior of employees remains unverified. Thus, there are three questions to be explored: a) what is the impact of psychological empowerment of employees on their feedback seeking behavior? b) what is the effect of supervisor’s support behavior on the feedback seeking behavior of employees? c) what is the mediating effect of psychological empowerment of employees on the relationship between supervisor’s support behavior and feedback seeking behavior of the employees? These questions lead to the need to verify the impact of supervisor’s support behavior on psychological empowerment of new recruits as well as their feedback-seeking behavior.

Ashford and Cummings, 1985, claimed that feedback is a valuable resource to resolve the feeling of ambiguity and uncertainty among new recruits. Nifadkar et al., 2012, provides that new recruit’s feedback seeking behavior leads to new recruit’s adjustment in the organization. But the study has not explored the effect of feedback seeking behavior on new recruit’s outcome like job satisfaction, affective commitment and intention to quit of the new recruit. The study also has not explored the effect of new recruit’s adjustment on job satisfaction, affective commitment and intention to quit. Thus, there is a need for broadening the research further to check the impact of new recruit’s feedback seeking behavior and new recruit’s adjustment on new recruit’s outcomes.
Further, Bauer et al., 2007, which is a meta analysis study has suggested the model which indicates the new recruit's adjustment helps to gain role clarity, self efficacy and social acceptance in the organization. Also, it has a positive impact on job satisfaction, organizational commitment and intention to stay. These suggested relationship links are not empirically tested. Thus, the mediating effect of new recruit's adjustment on their feedback seeking behavior and new recruit's outcomes in terms of job satisfaction, affective commitment and intention to quit needs to be explored further.

While new recruit's feedback seeking behavior is a tool for reducing job uncertainty, networking and promoting quick adjustment, socialization tactics also play an important role in this. The situations created by organizations have an impact on the new recruit's adjustment process as the new recruit learns about the goals the organization has set for them through this adjustment process. Bauer et al., 2007, has suggested that organization socialization tactics help to reduce the uncertainty new recruit goes through during organizational entry period which in turn enhance the new recruit’s adjustment process. This relationship has to be empirically verified.

To sum up, this chapter has provided a review of literature relevant to the present study. In the last section, identified gaps in the previous literature were highlighted. In the next chapter, we discuss the objective of the research and formulated the hypotheses for the research.