What factors promote organizational socialization of current new graduates in Japan?

Abstract

As mobility of members between organizations has increased, organizational socialization (OS) has become increasingly important with the diversification of organizational members. Particularly in Japan, traditional practices such as bulk hiring of new graduates and long-term employment are changing, while young people's values are becoming more diverse. This leads to a pressing issue of how to facilitate the adaptation of new employees to organizations. However, existing research on OS is predominantly based in Western context, with limited studies focusing on Japan. To address this, we conducted a survey on 170 employees in Japan who had graduated in 2022 or 2023 to explore factors promoting OS. The results indicate remote work frequency, communication with supervisors and executives, and participation in networking events significantly influence OS. This study provides valuable insights for designing effective adaptation support measures for new graduates in Japan and the groundwork for comparative research in different cultural and international contexts.

1.Introduction

In recent years, the globalization of business environments has led to an increasing diversification of employee values. Furthermore, the COVID-19 pandemic has accelerated the adoption of new work styles such as hybrid work, leading to diversification in the way people work (Yanagihara, 2019). Against this backdrop, enabling individuals to work harmoniously and collaboratively in a work environment that is inclusive of diversity is important for corporate performance, and there is growing international interest in organizational operations and human resource management methods that accommodate diverse human resources (Tanikawa, 2020; Nweiser & Dajnoki, 2022).

As mobility of members between organizations has increased, organizational socialization becomes important when diverse employees join an organization. Organizational socialization is the process by which organizational members acquire the knowledge, skills, attitudes, and behaviors of their new workplace roles (Wanberg, 2012). It is said that if diverse human resources can be quickly adapted to the organization, the organization can improve its productivity and other performance (Louis, 1980). Furthermore, a better organizational socialization process can increase the job satisfaction of employees (Cable & Judge, 1996). Therefore, how to promote organizational socialization has been discussed (Davis & Myers, 2019).

These discussions on organizational socialization have also been emphasized in Japanese firms due to its cultural uniqueness. However, previous discussions of organizational socialization have been almost exclusively based on non-Japanese, especially Western contexts, and few studies have focused on Japanese companies. In Japan, organizational socialization has been emphasized in the unique context of lump-sum hiring of new graduates and long-term employment (Suzuki, 2010). Additionally, the values of Japanese new graduates have changed significantly in recent years, and they no longer desire a uniform value system. Thus, Japanese new graduates are employees who have emerged in a society where organizational socialization is crucial, and who are in a situation where organizational socialization is difficult to promote. However, no existing studies that take this context-specific condition into account. It is possible

that employees under such conditions would not respond in a uniform manner to existing antecedents, but such a possibility has not been fully explored. This is a problem not only for the research field, but also for Japanese firms.

Based on the research gap and the demands of reality, this study clarifies what factors are associated with organizational socialization of new graduates in Japan through a questionnaire survey of 170 respondents.

2.Theoretical backgrounds

2-1. Organizational Socialization (OS)

Organizational socialization (OS) is the process by which organizational members acquire the knowledge, skills, attitudes, and behaviors needed to adapt to their roles in the new workplace (Wanberg, 2012). This concept is often used for newcomers to an organization (Bauer et al., 2007). Newcomers' gaining an understanding of the organizational culture through OS helps reduce uncertainty about the organization and their new roles and improves their situational awareness, which can quickly increase productivity (Louis, 1980). In addition, it has been noted that through OS, employees gain an understanding of organizational goals and values, which in turn improves their job satisfaction and performance (Cable & Judge, 1996). Organizational socialization is also believed to contribute to new employees' role clarity, self-efficacy, and social acceptance (Bauer & Erdogan, 2012).

On the other hand, if organizational socialization is not properly implemented, various problems may arise for organizations and individuals. For example, inadequate organizational socialization can lead to early turnover of new employees as they perceive unclear roles and cultural discrepancies (Russell, 2007). Furthermore, it has been noted that inadequate

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organizational socialization can lead to new employees feeling stressed because they do not gain the information they need from their supervisors and coworkers (Ostroff & Kozlowski, 1998).

Particularly in recent years, the value of OS has increased; Bauer et al. (2007) argue that organizational socialization has become more important in a context of increased individual mobility. In addition, Bauer & Erdogan (2011) emphasize that organizational socialization of new employees is a continuous issue for individuals and organizations worldwide. A recent paper by Roukatou & Guidkaya (2022) also identifies the issue of organizational socialization as a major concern within current organizations because of its significant impact on employee retirement rates and social and economic performance. Given the above, it can be concluded that effectively fostering organizational socialization of employees, particularly new graduates, is a crucial topic in organizational theory.

2-2.Antecedents of Organizational Socialization

This growing interest in organizational socialization has led to research on how management can promote organizational socialization of new employees. Existing research has identified the employee's work environment, support from supervisors, and networking tactics.

First, the characteristics of the work environment, particularly the physical arrangement and the form of working style, have been shown to have a very significant impact on organizational socialization. For example, a work environment where fixed seating is assigned to each project team in a face-to-face setting promotes face-to-face communication within the team (Millward et al., 2007). Such communication provides an opportunity for newcomers to obtain information about their roles from supervisors, other newcomers, as well as information about organizational values and the treatment of members (Hofstede et al., 1990). It has been shown that the information thus obtained facilitates organizational socialization because it reduces the uncertainty that newcomers experience when they join the company (Louis, 1980; Bauer et al., 2007).

Second, support from supervisors has also been shown to facilitate employees'
organizational socialization; according to Lee (2023), the role of supervisors is to serve as an
important source of information for new employees in obtaining information and to clarify the
role of new employees. It can be said that organizational socialization is facilitated through
communication with supervisors, as new hires receive information from their supervisors and
learn about their tasks and role domains (Ostroff & Kozlowski, 1992).

Finally, it has also been shown that company-wide networking tactics also promote
organizational socialization of employees. Networking tactics are those that promote social
interaction and support among all organizational members (Waxin et al., 2020). The core value
that networking tactics create is sociable value, which is the ability for individuals to meet up with
organizational members to create and strengthen various relationships and improve their personal
social standing (Mitchell et al., 2015).When this relationship building facilitates communication
within the organization, it leads to shared organizational values and mission (Desmidt & Prinzie,
2018) and promotes organizational socialization.

Thus, effective organizational socialization is possible when the work environment,
organizational programs, and interactions among members complement each other. Therefore,
successful organizational socialization requires a comprehensive consideration of these factors.

2-3.Research Gap

Although the above studies of organizational socialization have been conducted, they are
inadequate. Most of these studies have focused on new employees in Western organizations, and
the different cultural and institutional contexts have not been adequately discussed. In particular,
few studies have focused on new employees in Japanese organizations, and even fewer on "new
graduates". Even the few studies that have focused on Japanese organizations (Takeuchi &
Takeuchi, 2009; Takeuchi et al., 2021) have not necessarily discussed the context of new graduates
in Japan.

Japan's corporate HR system is known to be unique even by global standards. Japanese companies have been hiring new graduates en masse since the postwar period, and many new employees are "shinsotsu" (new graduates) who have just graduated from school (Ogata, 2007). They change jobs infrequently and have a strong tendency to stay with one company for a long time (Databook International Labor Comparison 2024). As a result, there is a high degree of collective cohesion (Kudo, 1996), and it can be said that many companies placed importance on adaptation to the organization, i.e., organizational socialization.

In the organizational socialization of these Japanese companies, communication among organizational members has been emphasized. Japanese corporate culture has emphasized implicit communication (Shen et al., 2024). In other words, it is believed that employees become familiar with the company through interactions with other new graduates, supervisors, and executives(Shen et al., 2024). Therefore, the status of communication within an organization would be considered to have a significant impact on organizational socialization. In this regard, the aforementioned supervisor support and company-wide networking tactics are likely to have worked.

However, in recent years, the tendencies of new graduates in Japanese companies have undergone significant changes. The younger generation in Japan today is less inclined to conform to uniform values compared to previous generations and prefers not to do the same things as those around them (Ota, 2015). As a result, they place less importance on integrating into organizations than before and tend to dislike corporate socialization tactics (e.g., parties) employed by companies (Ota, 2015). Furthermore, due to the spread of remote work triggered by the COVID-19 pandemic, they have an option to work remotely and are consequently placed in environments where communication between employees is more challenging (Okada & Deguchi, 2021; Enatsu et al., 2020). In other words, new graduates in Japan can be described as employees who have entered a society that values organizational socialization but are in situations where organizational socialization is difficult to achieve. However, research that considers these unique conditions has not yet been conducted.

In the case of employees under such conditions, it is possible that they do not respond uniformly to existing antecedents. Since they do not necessarily favor values like organizational socialization, it is assumed that differences arise depending on the antecedents. By examining the antecedents of organizational socialization within the context of new graduates in Japanese organizations, it may be possible to identify factors effective even in situations where organizational socialization is difficult to achieve. Identifying such factors would make a significant contribution not only to existing research but also to the academic field as a whole.

Furthermore, conducting research that takes the Japanese context into account could relativize existing studies that are predominantly Western-centric. By scrutinizing the results within the Japanese context, comparisons with Western management practices can be made. Existing research has not addressed the differences between Japan and the West in the context of organizational socialization. By focusing on Japan's current new graduates, this study aims to provide new insights into Western research.

Based on the above, this study poses the following research question:
RQ: What factors promote organizational socialization of current new graduates in Japan?

3.Exploratory Qualitative research

Although various antecedents of organizational socialization have been discussed, studies focusing on the factors of organizational socialization for new graduates in Japan remain scarce. In such cases, qualitative research is considered essential (Sato, 2009). Therefore, we conducted exploratory qualitative research to investigate how companies currently promote organizational socialization of new graduates.

Data for this study was gathered from published sources and interviews with three companies. Published data included various magazine and internet articles. The interviews were conducted with three HR-related managers. Attributes of the interviewees and details of the

interview questions are provided in the Appendix. The interviews were conducted from October to November 2024, via Zoom, each lasting approximately one hour, and recorded in Google Docs. Basic information about the interviewees is provided below.

These qualitative research revealed three possible factors affecting new graduates in Japan today.[3] [4]

The first factor is the working style of remote work. Several company surveys indicate that the introduction of remote work has made organizational socialization of new graduates more challenging. For example, a survey by Recruit Management Solutions found that new graduates who joined the organization in 2020 and experienced telework during their initial training felt a lack of internal communication and a sense of isolation. A survey by The Japan Research Institute Ltd. also highlighted that, while job performance can be managed in a remote work environment, building emotional connections is difficult. In fact, an interview with one HR revealed that "the spread of remote work has reduced face-to-face communication, making it harder to understand each other's personalities and consequently build trusting relationships, which could not facilitate organizational socialization." Therefore, remote work may inhibit organizational socialization.

The second factor is supportive communication from supervisors and executives. Dialogue with supervisors and executives is considered crucial in promoting psychological safety and helping new graduates adapt to the company. Research has shown that regular psychological support and companionship from supervisors aid in the adjustment of new graduates (Recruit, 2019). For instance, Kubota conducts monthly "1-on-1 meetings" where supervisors and subordinates engage in direct conversations. This system helps employees, including new ones, integrate into the organization by fostering an environment where they can freely discuss concerns with their supervisors[1]. Ricoh Company, Ltd. says that it provides employees with an opportunity to get a better sense of the company's atmosphere by holding individual induction ceremonies, where the president himself gives them time to meet one-on-one in person during the

induction ceremony[2]. The interviewees also commented that these one-on-one interviews with supervisors and dialogues with executives may be necessary for new employees to understand and effectively adapt to the company. Therefore, it is possible that supervisors or executives communicate with new hires to facilitate organizational socialization.

The third factor is networking events, which are exchange activities aimed at building a network. Networking events can include exchanges, both among new graduates and across generations. For example, Kawada Kogyo Co., Ltd. organizes a new employee training camp where new hires and seniors bond through outdoor activities[3]. OBIC organizes athletic meets to bring together a diverse group of employees, fostering a sense of unity[4]. In an interview with one HR, it was mentioned, "To promote organizational socialization and foster unity within the employees, we prioritize club activities that transcend departmental boundaries, providing subsidies to support them." These findings suggest that networking events can play a role in promoting organizational socialization.

Based on the above research, this study proposes hypotheses with three possible factors: remote work, communication with supervisors and executives, and company-sponsored networking events involving new graduates and various generations.

4.Hypotheses development

Remote Work

Qualitative research has suggested that remote work may be hindering organizational socialization of new graduates in Japan; Remote work has existed for many years, but has gained increased attention, especially since the COVID-19 pandemic (Schutte & Asatiani, 2023). Remote work environments have been shown to limit opportunities for informal communication and face-to-face relationship building, affect the process by which new employees adjust to

organizational culture and work environments, and increase individual isolation (Taylor, 2022). However, existing research has not yielded consistent results on the relationship between remote work and organizational socialization of new employees. For example, Karlsson et al., (2024), found that there is no significant difference in the relationship between remote work and organizational socialization. On the other hand, Bailey et al., (2024) found that remote work has a negative effect on organizational socialization. It has been said that there are still many aspects of the actual socialization process and its effectiveness in remote environments that have yet to be elucidated and that future research is expected (Rong, 2023).

In contrast, in the current context of new graduates in Japan, remote work may show a negative relationship with organizational socialization. This is because the process of organizational socialization in Japanese organizations has often relied on communication through person-to-person interactions. Therefore, it is highly likely that organizational socialization will not be successful in the remote work environment. Therefore, the following hypothesis can be made.

H1: The greater the frequency of remote work, the more the organizational socialization of new graduates will be hindered.

Communication with Supervisors and Executives

Qualitative research suggested that communication with supervisors or executives may promote organizational socialization of new graduates in Japan. Existing studies have also discussed the significant role that supervisors and executives play in fostering organizational socialization. First, supervisors are regarded as the most important interpersonal information source in organizational socialization (Hanser & Muchinsky, 1978; Schein, 1988). Furthermore, it has been suggested that executives may play an even more significant role than supervisors as a source of information related to organizational socialization (Hart, 2012). Therefore, the notion that communication with supervisors and executives facilitates organizational socialization of new employees aligns with prior research findings.

However, there are two shortcomings in existing studies. First, there are few discussions that clearly distinguish and compare the roles of supervisors and executives. There is insufficient examination of which of the two plays a more significant role in facilitating organizational socialization. Additionally, existing studies do not objectively measure the frequency of communication between employees and these figures. Many studies rely on subjective evaluations of communication frequency. This has hindered the establishment of an accurate empirical basis. Particularly in present-day Japan, where the values of new graduates are changing, questions about perceived frequency—heavily influenced by the respondent's values—may pose significant issues.

Therefore, this study examines the relationship between communication with supervisors and executives and organizational socialization of new graduates by separately addressing each and directly measuring communication frequency. Both existing studies and qualitative research suggest that a higher frequency of communication with either group is likely to promote socialization. Thus, the following hypotheses are established:

H2: The higher the frequency of communication with supervisors, the more organizational socialization is promoted of new graduates.

H3: The higher the frequency of communication with executives, the more organizational socialization is promoted of new graduates.

Networking Events and Organizational Socialization

Lastly, qualitative research suggests that exchanges, both among new graduates and across generations, may foster organizational socialization among recent graduates.

Existing research has shown that company-sponsored events positively impact the organizational adjustment of new employees (Tang et al., 2014). Moreover, active social interactions are believed to promote organizational socialization by fostering informal connections and reducing feelings of loneliness (Wang et al., 2020). Additionally, events that serve as networking opportunities can encourage interaction with employees from various levels and departments, helping new

employees understand the organization from a broader perspective (Korte, 2009). Therefore, the idea that such networking events facilitate organizational socialization of new graduates is consistent with prior research.

However, existing research presents two issues. First, it does not differentiate between various types of networking events. In particular, new-graduate-centered networking events, as identified in the qualitative research, have not been discussed. This type of event could be particularly important in Japan, where mass hiring of new graduates is common. By distinguishing between new-graduate-centered networking events and cross-generational events and examining the effects of each, we can gain a more accurate understanding of the impact of networking events on organizational socialization. Second, existing research often evaluates events based on subjective measures of satisfaction or frequency, which fails to provide a robust empirical foundation. Addressing these issues requires an objective measurement approach.

Based on these considerations, this study examines the relationship between the specific frequency of events that gather new graduates and company-wide events and their respective impacts on organizational socialization. Both existing research and exploratory qualitative research indicate that higher frequencies of both types of events are likely to enhance socialization. Thus, the following hypotheses are proposed:

H4: The greater the number of formal events that bring together new graduates, the more organizational socialization will be promoted of new graduates.

H5: The greater the number of cross-generational events held within the company, the more organizational socialization will be promoted of new graduates.

The Conceptual Framework of this study is modeled in Figure 1.

Figure 1 Conceptual Framework of this study
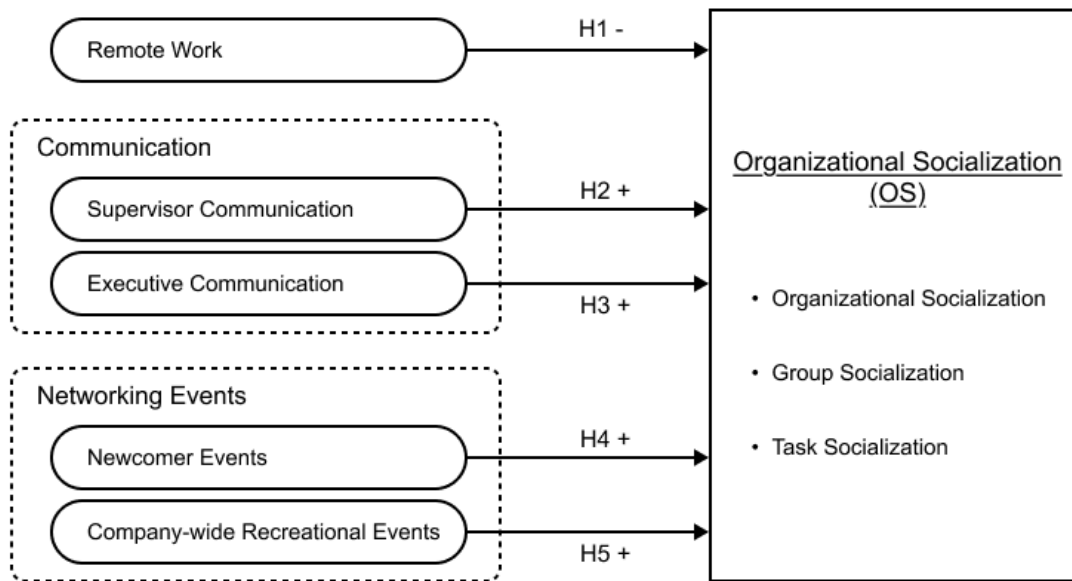
5. Measurements

5-1.Study design and setting

In November 2024, a questionnaire survey was conducted among employees in Japan who had

graduated in 2022 or 2023. Responses were collected through snowball sampling, leveraging the

networks of team members and affiliated individuals. The survey was administered using Google

Forms, with the questionnaire details provided in the appendix. A total of 189 responses with

exclusion of 19 responses for the experience of job change from their first company were

collected, resulting in 170 valid responses for analysis. Analysis reveals that the sample obtained

is not biased towards most of the attributes, implicating that the problem of sample bias from

snowball sampling may not be as significant as anticipated.

The dependent variables reflect the respondents' current situation, while the independent

variables pertain to their experiences during the first year of employment. This approach mitigates

concerns about reverse causality. Furthermore, all items were measured using objective scales, which helps control for common method variance.

5-2.Dependent Variable: Outcome of Organizational Socialization

In this study, the outcomes of organizational socialization are set as the dependent variables. These outcomes are measured using the scale developed and validated by Haueter et al. (2003), which categorizes organizational socialization into three dimensions: Organization Socialization, Group Socialization, and Task Socialization. Haueter et al. (2003) explained each category as follows: Organization socialization [5] occurs as newcomers learn the values, goals, rules, politics, customs, leadership style, and language of the organization.Group socialization[6] occurs as newcomers learn particulars about their work group and the behaviors associated with the groups rules, goals, and values.Task socialization[7] entails acquiring task knowledge, learning how to perform relevant task behaviors and learning how to interact with others in the course of performing specific tasks.

To measure the three dimensions mentioned above, the following scales were utilized. All items were originally in English and translated into Japanese. To ensure the accuracy of the translations, a back-translation process was conducted to verify that no differences in meaning occurred. These questionnaires are attached in the appendix.

In this paper, we name these three aspects of the outcome of organizational socialization into abbreviations. The outcomes of organizational socialization from organizational scale, group scale, task scale are named as OS_OS (Organizational Scale), OS_GS (Group Scale), OS_TS (Task Scale), respectively.

The outcomes were assessed using 12-item, 12-item, 11-item scales for OS_OS, for OS_GS, OS_TS respectively. Each item was rated on a 5-point Likert scale, where (1) indicates "strongly disagree" and (5) indicates "strongly agree." The scores were averaged to create a composite measure. The Cronbach's alpha for this scale was approximately 0.91 (OS_OS), 0.93 (OS_GS), 0.89 (OS_TS), respectively.

5-3.Independent Variables

Remote Work

In this section, respondents were asked, "During your first year of employment, on average, how many days a week did you work remotely? Please select the closest option." Respondents selected a number from 0 to 7 days.

Supervisor communication

Respondents were asked, "Over the course of your first year of employment, how many one-on-one meetings did you have with your supervisor?" To accurately measure communication frequency, the focus was limited to one-on-one communication.

Executive communication

This section asks, "During your first year of employment, how many opportunities did you have for two-way communication with individuals in executive officer roles (or equivalent positions in charge of management) or higher, referred to as top management? Please provide the annual number of such opportunities." The communication refers specifically to one-on-one interactions without involving.

Newcomer Events

Respondents were asked, "During your first year of employment, how many official events were organized by your company's HR department or equivalent, specifically for new graduates? (e.g., training sessions, welcome parties, farewell parties, sports events, etc.) Actual attendance is not required for this count. Additionally, for new hire training, even if multiple recreational activities were included, count it as one event."

Company-wide Events

Respondents were asked, "During your first year of employment, how many official internal recreational events (e.g., company trips, sports tournaments, cultural events, charity events, etc.) organized at the departmental or company-wide level, which you were eligible to participate in, were held annually at your company? Your actual attendance is not required for this count."

5-4.Control Variables

This paper incorporated company, workplace, and individual-level variables as control variables. At the company level, company size and industry were controlled. We referred to 1 as firms with 1,000 or more employees for company size *(Company Size),* and 1 as firms in the manufacturing industry *(Manufacturing Dummy).*

For workplace-level variables, we controlled for department function and graduation year. Employees in the sales department, the most common department among the respondents, were coded as 1 *(Sales Dummy).* Also, we referred to 1 as respondents who graduated in 2022 *(Graduation Year).*

At the individual level, control variables included demographic and personality factors as well as their education and club activities . For gender, we used a dummy variable, referring to females as 1 *(Gender).* For past activities to understand respondent's proactiveness in their last educational period, those who were engaged in any club activities were coded as 1 *(Club Dummy).* Regarding their educational backgrounds, we controlled their academic history, and respondents with bachelor, master or Ph.d. were coded as 1 (*Uni Dummy*).

Descriptions of all variables were attached in Appendix.

6.Results

Descriptive statistics and the correlation table are provided in Table 1. The results of the analysis are detailed in Table 2.

Table 1 Descriptive statistics and Correlation

	Mean	Std.Dev.	Min	Max	1	2	3	4	5	6	7	8
1 OS_OS	3.788	0.756	1.750	5.000	1.000							
2 OS_GS	4.070	0.706	1.250	5.000	0.766 ***	1.000						
3 OS_TS	4.162	0.606	2.364	5.000	0.628 ***	0.658 ***	1.000 ***					
4 Company Size	0.753	0.433	0	1	-0.244 **	-0.231 **	-0.039	1.000 ***				
5 Manufacturing Dummy	0.065	0.247	0	1	-0.053	-0.001	-0.031	0.040	1.000 ***			
6 Sales Dummy	0.318	0.467	0	1	0.145 †	0.184 *	0.131 †	-0.078	-0.077	1.000 ***		
7 Graduation Year	0.418	0.495	0	1	0.082	0.125	0.047	0.070	0.020	0.063	1.000 ***	
8 Gender	0.465	0.500	0	1	-0.167 *	-0.059	-0.058	-0.041	-0.005	-0.028	-0.072	1.000 ***
9 Club Dummy	0.882	0.323	0	1	0.168 *	0.153 *	0.035	0.214 **	0.022	-0.065	0.050	-0.099
10 Uni Dummy	0.971	0.169	0	1	0.090	0.067	0.104	0.062	0.046	-0.031	-0.206 **	-0.187 *
11 Remote Work (H1)	0.800	1.400	0	7	-0.267 ***	-0.227 **	-0.131 †	0.162 *	-0.116	-0.201 **	0.284 ***	-0.095
12 Supervisor communication (H2)	12.576	18.062	0	120	0.235 **	0.186 *	0.288 ***	-0.046	-0.010	-0.112	0.115	-0.116
13 Executive communication (H3)	7.835	25.599	0	200	0.281 ***	0.237 **	0.217 **	-0.201 **	-0.063	-0.153 *	-0.055	-0.147 †
14 Newcomer Events (H4)	3.571	4.166	0	27	0.247 **	0.222 **	0.207 **	-0.214 **	-0.030	0.089	-0.033	-0.077
15 Company-wide Events (H5)	1.824	2.705	0	20	0.095	0.074	0.110	-0.068	-0.116	0.110	-0.152 *	-0.114

*** p < 0.001, ** p < 0.01, * p < 0.05, †p < 0.1

	Mean	Std.Dev.	Min	Max	8	9	10	11	12	13	14	15
1 OS_OS	3.788	0.756	1.750	5.000	-0.1666 *	0.16767 *	0.08956	-0.2673 ***	0.23506 **	0.28052 ***	0.24738 **	0.09491
2 OS_GS	4.070	0.706	1.250	5.000	-0.0587	0.15289 *	0.0667	-0.2274 **	0.18554 *	0.23688 **	0.22204 **	0.07415
3 OS_TS	4.162	0.606	2.364	5.000	-0.0582	0.03474	0.10429	-0.1309 †	0.28788 ***	0.21746 **	0.20709 **	0.10974
4 Company Size	0.753	0.433	0	1	-0.0405	0.21415 **	0.06173	0.1622 *	-0.046	-0.2014 **	-0.2135 **	-0.0678
5 Manufacturing Dummy	0.065	0.247	0	1	-0.0054	0.02183	0.04579	-0.1165	-0.0097	-0.0629	-0.0304	-0.1158
6 Sales Dummy	0.318	0.467	0	1	-0.0277	-0.0646	-0.0308	-0.201 **	-0.1123	-0.153 *	0.08878	0.11022
7 Graduation Year	0.418	0.495	0	1	-0.0716	0.05009	-0.2056 **	0.28371 ***	0.11463	-0.0548	-0.0331	-0.1524 *
8 Gender	0.465	0.500	0	1	1 ***	-0.0991	-0.1868 *	-0.0946	-0.1156	-0.1474 †	-0.0769	-0.1139
9 Club Dummy	0.882	0.323	0	1	-0.0991	1 ***	0.26061 ***	-0.0131	0.12118	0.0842	-0.1476 †	-0.0104
10 Uni Dummy	0.971	0.169	0	1	-0.1868 *	0.26061 ***	1 ***	0.04989	0.09257	0.04116	-0.0431	0.07897
11 Remote Work (H1)	0.800	1.400	0	7	-0.0946	-0.0131	0.04989	1 ***	0.07877	-0.0566	-0.1183	-0.0453
12 Supervisor communication (H2)	12.576	18.062	0	120	-0.1156	0.12118	0.09257	0.07877	1 ***	0.35078 ***	0.05961	0.01626
13 Executive communication (H3)	7.835	25.599	0	200	-0.1474 †	0.0842	0.04116	-0.0566	0.35078 ***	1 ***	0.12444	0.04444
14 Newcomer Events (H4)	3.571	4.166	0	27	-0.0769	-0.1476 †	-0.0431	-0.1183	0.05961	0.12444	1 ***	0.18171 *
15 Company-wide Events (H5)	1.824	2.705	0	20	-0.1139	-0.0104	0.07897	-0.0453	0.01626	0.04444	0.18171 *	1 ***

*** p < 0.001, ** p < 0.01, * p < 0.05, †p < 0.1

Table 2 Results

OS_OS

	Model1 Coef.	Std. Err.	Model2 Coef.	Std. Err.	Model3 Coef.	Std. Err.	Model4 Coef.	Std. Err.	Model5 Coef.	Std. Err.	Model6 Coef.	Std. Err.	Model7 Coef.	Std. Err.	Model8 Coef.	Std. Err.	Model9 Coef.	Std. Err.
Company Size	-0.292	0.074 ***	-0.251	0.072 ***	-0.274	0.073 ***	-0.238	0.074 **	-0.236	0.074 **	-0.253	0.074 ***	-0.289	0.074 ***	-0.255	0.074 ***	-0.176	0.072 *
Manufacturing Dummy	-0.041	0.072	-0.085	0.070	-0.036	0.071	-0.025	0.071	-0.025	0.070	-0.038	0.071	-0.035	0.073	-0.033	0.071	-0.061	0.068
Sales Dummy	0.125	0.073 †	0.058	0.072	0.148	0.072 *	0.164	0.072 *	0.173	0.072 *	0.111	0.071	0.119	0.073	0.098	0.073	0.085	0.072
Graduation Year	0.085	0.075	0.178	0.076 *	0.059	0.074	0.096	0.073	0.076	0.073	0.092	0.073	0.094	0.076	0.101	0.075	0.172	0.075 *
Gender	-0.139	0.074 †	-0.157	0.071 *	-0.122	0.073 †	-0.103	0.073	-0.098	0.073	-0.118	0.073	-0.133	0.074 †	-0.111	0.073	-0.098	0.070
Club Dummy	0.208	0.077 **	0.176	0.074 *	0.189	0.076 *	0.181	0.075 *	0.173	0.075 *	0.230	0.075 **	0.208	0.077 **	0.227	0.076 **	0.164	0.072 *
Uni Dummy	0.051	0.078	0.087	0.076	0.035	0.077	0.054	0.076	0.043	0.076	0.056	0.076	0.049	0.078	0.053	0.077	0.077	0.073
Remote Work (H1)			-0.292	0.077 ***													-0.268	0.074 ***
Supervisor communication (H2)					0.192	0.073 **			0.134	0.076 †							0.132	0.073 †
Executive communication (H3)							0.229	0.075 **	0.184	0.078 *							0.150	0.075 *
Newcomer Events (H4)											0.213	0.073 **			0.191	0.078 **	0.149	0.073 *
Company-wide Events (H5)													0.056	0.075	0.012	0.075	0.016	0.071
Adjusted R square	0.125		0.192		0.156		0.168		0.179		0.143		0.122		0.159		0.260	
F	4.443 ***		6.018 ***		4.889 ***		5.267 ***		5.085 ***		4.510 ***		3.947 ***		4.546 ***		5.955 ***	

OS_GS

	Model1 Coef.	Std. Err.	Model2 Coef.	Std. Err.	Model3 Coef.	Std. Err.	Model4 Coef.	Std. Err.	Model5 Coef.	Std. Err.	Model6 Coef.	Std. Err.	Model7 Coef.	Std. Err.	Model8 Coef.	Std. Err.	Model9 Coef.	Std. Err.
Company Size	-0.275	0.075 ***	-0.242	0.074 **	-0.260	0.074 ***	-0.223	0.075 **	-0.221	0.075 **	-0.238	0.075 **	-0.272	0.075 ***	-0.241	0.075 **	-0.172	0.074 *
Manufacturing Dummy	0.014	0.073	-0.021	0.072	0.017	0.072	0.028	0.072	0.029	0.071	0.016	0.072	0.020	0.073	0.022	0.072	0.003	0.071
Sales Dummy	0.169	0.073 *	0.117	0.074	0.188	0.073 *	0.206	0.073 **	0.213	0.073 **	0.156	0.072 *	0.163	0.074 *	0.140	0.074 *	0.135	0.075
Graduation Year	0.134	0.075 †	0.208	0.078 **	0.114	0.075	0.144	0.074 †	0.130	0.075 †	0.141	0.074 †	0.143	0.076 †	0.151	0.075 †	0.211	0.077 **
Gender	-0.025	0.074	-0.039	0.073	-0.011	0.074	0.009	0.074	0.013	0.074	-0.005	0.073	-0.018	0.075	0.003	0.074	0.019	0.072
Club Dummy	0.198	0.077 *	0.172	0.076 *	0.183	0.077 *	0.172	0.076 *	0.167	0.076 *	0.218	0.076 **	0.198	0.077 *	0.215	0.077 **	0.161	0.075 *
Uni Dummy	0.060	0.079	0.088	0.077	0.047	0.078	0.063	0.077	0.055	0.077	0.065	0.077	0.058	0.079	0.060	0.078	0.081	0.075
Remote Work (H1)			-0.232	0.079 **													-0.207	0.077 **
Supervisor communication (H2)					0.154	0.074 *			0.096	0.077							0.088	0.076
Executive communication (H3)							0.218	0.075 **	0.186	0.080 *							0.159	0.078 *
Newcomer Events (H4)											0.197	0.074 **			0.169	0.078 *	0.133	0.076 *
Company-wide Events (H5)													0.057	0.075	0.013	0.076	0.016	0.073
Adjusted R square	0.110		0.150		0.128		0.149		0.151		0.143		0.108		0.138		0.203	
F	3.987 ***		4.740 ***		4.099 ***		4.688 ***		4.351 ***		4.510 ***		3.552 ***		4.002 ***		4.591 ***	

OS_TS

	Model1 Coef.	Std. Err.	Model2 Coef.	Std. Err.	Model3 Coef.	Std. Err.	Model4 Coef.	Std. Err.	Model5 Coef.	Std. Err.	Model6 Coef.	Std. Err.	Model7 Coef.	Std. Err.	Model8 Coef.	Std. Err.	Model9 Coef.	Std. Err.
Company Size	-0.045	0.079	-0.023	0.080	-0.017	0.077	0.014	0.080	0.018	0.078	-0.006	0.079	-0.040	0.079	-0.007	0.080	0.062	0.078
Manufacturing Dummy	-0.027	0.078	-0.050	0.078	-0.019	0.074	-0.010	0.076	-0.009	0.074	-0.024	0.076	-0.017	0.078	-0.015	0.077	-0.022	0.074
Sales Dummy	0.125	0.078	0.089	0.080	0.161	0.075 *	0.167	0.077 *	0.183	0.075 *	0.112	0.077	0.115	0.078	0.097	0.079	0.128	0.078 †
Graduation Year	0.064	0.080	0.114	0.084	0.024	0.078	0.076	0.078	0.039	0.077	0.071	0.079	0.079	0.081	0.084	0.080	0.098	0.081
Gender	-0.029	0.079	-0.038	0.079	-0.003	0.076	0.010	0.078	0.019	0.076	-0.008	0.078	-0.018	0.080	0.002	0.079	0.030	0.076
Club Dummy	0.017	0.082	0.000	0.082	-0.012	0.079	-0.012	0.081	-0.026	0.079	0.039	0.081	0.017	0.082	0.036	0.081	-0.022	0.079
Uni Dummy	0.116	0.084	0.135	0.084	0.091	0.081	0.119	0.082	0.098	0.080	0.121	0.082	0.112	0.084	0.116	0.083	0.116	0.079
Remote Work (H1)			-0.158	0.085 †													-0.138	0.081 †
Supervisor communication (H2)					0.295	0.076 ***			0.243	0.080 **							0.238	0.080 **
Executive communication (H3)							0.247	0.080 **	0.166	0.082 *							0.142	0.082 †
Newcomer Events (H4)											0.208	0.079 **			0.184	0.083 *	0.151	0.080 *
Company-wide Events (H5)													0.094	0.080	0.054	0.081	0.057	0.077
Adjusted R square	-0.005		0.010		0.074		0.045		0.091		0.031		-0.003		0.028		0.125	
F	0.871		1.205		2.685 **		1.999 *		2.887 **		1.664		0.937		1.545		3.003 **	

*** p < 0.001, ** p < 0.01, * p < 0.05, †p < 0.1

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Commencing with Model 1 which encompasses only control variables and concluding with the model with all variables (Model 9), Model 2, 3, ,4 ,6, and 7 are compatible with H1, H2, H3, H4, and H5 respectively, and Model 5 includes Supervisor Communication and Executive Communication and Model 8 encompasses Newcomer Events and Company-wide Recreational Events as independent variables. The variance inflation factor values of all the explanatory variables are below the threshold of 5 (Hair et al.,1998), suggesting that multicollinearity is not a critical statistical issue in our sample.

Following sections evaluate the hypotheses sequentially.

First, H1 was tested using Models 2 and 9. The results reveal a significant negative correlation between Remote Work and OS_OS ($p<0.001$) Similarly, a negative correlation between Remote Work and OS_GS was observed $(p<0.001)$ However, for OS_TS, the negative correlation was weaker $(p<0.1)$. Thus, H1 is supported for OS_OS and OS_GS but not for OS_TS.

Secondly, H2 was examined using Models 3, 5, and 9. The results demonstrate that there is a positive correlation between Supervisor Communication and OS_TS, with significance levels of 0.1% (Model 3), and 1% (Model 5 and 9). However, while positive correlations between Supervisor Communication and the OS_OS ($p<0.01$) and OS_GS ($p<0.05$) in Model 3 are statistically significant, no significant correlation supporting H2 from OS_OS and OS_GS aside from them was found. Therefore, H2 is supported for OS_TS but only partially supported for OS_OS and OS_GS.

H3 was tested using Models 4, 5, and 9. The findings indicate that the Executive Communication and the OS_OS and OS_GS have a positive correlation, with significance levels of 1% (Model 4) and 5% (Models 5 and 9) for both dependent variables. Therefore, H3 is supported for both OS_OS and OS_GS. Regarding the task scale, H3 is supported in Models 5 and 9 but not in Model 8. Therefore, H3 for OS_TS is considered partially supported.

H4 was tested by Model 6, Model 8, and Model 9. The results show that OS_OS and OS_GS and Newcomer Events have a positive correlation, with significance levels of 1% (Model 6 and Model 8) and 5% (Model 9) for OS_OS and levels of 1% (Model 6) and 5% (Model 8 and Model 9) for OS_GS. Regarding OS_TS, Model 9 shows the positive correlation between Newcomer

Events and OS_TS at 5% level. Model 6 and Model 8 also show the positive correlation between

Newcomer Event and Task Socialization, although the models themselves are not statistically

significant. Hence, H4 is supported for OS_OS and OS_GS, and partially supported for OS_TS.

H5 was examined by Model 7, Model 8 and Model 9, and the results show that there is no

statistically significant relationship between Company-wide Recreational Events and the outcome

of OS for all three scales. Hence, H5 is not supported.

The summary of the above results is presented in Table 3.

Table 3 The Summary of the Results

Hypotheses	Outcomes of Organizational Socialization		
	OS_OS	OS_GS	OS_TS
H1: The greater the frequency of remote work, the more the organizational socialization of new graduates will be hindered.	Supported	Supported	Not supported
H2: The higher the frequency of communication with supervisors, the more organizational socialization is promoted among new graduates.	Not supported	Not supported	Supported
H3: The higher the frequency of communication with managers, the more organizational socialization is promoted among new graduates.	Supported	Supported	Partially supported
H4: The greater the number of formal events that bring together new graduates, the more organizational socialization will be promoted among new graduates.	Supported	Supported	Partially supported
H5: The greater the number of cross-generational events held within the company, the more organizational socialization will be promoted among new graduates.	Not supported	Not supported	Not supported

To check the robustness, we also tested job satisfaction as an independent variable, but similar

results were not found (attached in Appendix). Therefore, it is implied that findings of our

research are applicable only for the outcome of organizational socialization.

7.Discussions

This result may reflect the influence of the Japanese organizational context. In Japanese

companies, interpersonal communication tends to be valued over documented manuals in the

socialization process. Since specific job content can often be more easily codified, it may be easier

to convey task-related information without relying heavily on interpersonal communication

(Suzuki & Seki, 2006). Therefore, the impact of limited interpersonal interaction may have been relatively small for Task Socialization.

Next, the study revealed that communication with supervisors and executives affects organizational socialization of new graduates, although there were distinctions in the effects. Communication with supervisors was primarily related to Task Socialization, while communication with executives positively influenced Organization Socialization and Group Socialization. The role of supervisors in providing critical information and clarifying new employees' roles and tasks aligns with findings from Ostroff & Kozlowski (1992) and Hanser & Muchinsky (1978). Meanwhile, dialogues with executives likely influenced broader socialization by communicating organizational values and visions beyond specific tasks.

This finding is interesting when compared with Western studies. In Western contexts, previous research suggests that supervisors' support generally promotes organizational socialization across various levels (Louis et al., 1983). However, this study found that supervisors' influence in Japan is limited to Task Socialization. This may be due to differences in the role of supervisors between Western and Japanese organizations. In Japan, supervisors are often regarded more as "players" involved in operational tasks rather than as part of the "management team" (Kume, 2020). Thus, their influence may be confined to task-specific responsibilities.

Finally, regarding networking events, interactions of new graduates significantly promote Organization Socialization and Group Socialization. On the other hand, the effects of cross-generational events were found to be limited. This suggests that interactions of employees in the same cohort are particularly important in the context of Japanese new graduates.

This finding may also reflect Japan's unique social backdrop. Traditionally, Japan's hierarchical organizational culture has emphasized seniority, with deference to elders being considered a virtue (Hofstede et al., 1990). However, recent studies suggest that younger Japanese employees tend to reject dissimilar opinions and values (Kousaka, 2010). This could mean that younger employees perceive senior colleagues as representing "otherness" in the culture

emphasizing seniority. In this context, the study's results highlight the importance of fostering the employee-in-the-same-cohort relationships in promoting organizational socialization.

7-1.Implications for scholars

This study provides two key academic contributions. First, focus on new graduates in contemporary Japan clarifies the contextual applicability of organizational socialization antecedents discussed in existing research. Japanese companies have historically emphasized implicit methods of socialization, but current new graduates do not necessarily favor adopting uniform organizational values. By examining what factors promote organizational socialization under these conditions, this study offers a novel perspective to research that has predominantly been Western-centric. These insights clarify the conditions under which existing antecedents are applicable.

Second, this study establishes a more robust empirical foundation for organizational socialization research. By categorizing socialization into three levels and using objective metrics for communication and networking events, it supplements prior studies that relied on subjective measures and were reflected by individual perspectives and values. By examining the effects of objective frequencies, this study enhances the validity of existing findings.

7-2.Relationship with International Business

Our study examines the factors that influence the impact of organizational socialization of new graduates in the Japanese context. In this section, we discuss the relevance of this study to international business.

By showing the factors that promote organizational socialization in the specific context of new graduates in Japan, our study presents the significance of making international comparisons to existing research conducted in Western context. For example, the importance of communication with supervisors has already been mentioned in studies conducted on Western data, and there are several Western studies on how the oligopoly of remote work influences organizational socialization. In contrast, this study provides suggestions regarding the scope of application of existing studies by conducting an analysis based on the organizational and cultural background of Japan. The fact that the existence of factors influencing the impact of organizational socialization derived from Japan's unique organizational and cultural background was demonstrated suggests that sampling bias, which has been mentioned in the limitation of many studies (Karlsson, 2024; Bailey et al., 2024, Takeuchi & Takeuchi, 2009) on organizational socialization, may be a factor in the impact of organizational socialization. This study demonstrates the need to consider country-level variables in discussions of organizational socialization and points to a new direction for international business research: international comparisons of factors in organizational socialization.

In addition, the fact that this study clarified the factors of organizational socialization based on the Japanese cultural and organizational background provides an important suggestion that even the same Japanese firms should consider different conditions in the context of international business. For example, when Japanese firms expand overseas and hire local personnel, the tendency of Japanese youth to reject heterogeneous opinions and values (Kosaka, 2010) may change in different cultural contexts. This change could also lead to the manifestation abroad of the effects of company-wide networking events on organizational socialization, which were not considered effective in Japan. Furthermore, when Western firms enter the Japanese market and hire new Japanese graduates, they will also need to adapt based on cultural and organizational differences. In Western firms, it is common for supervisors to have a general influence on organizational socialization, including understanding of the organization as a whole and at the department level, in guiding and supporting newcomers (Kotter, 1973).

On the other hand, our results indicate that in Japanese corporate culture, the supervisor's role tends to be limited to the task level. In light of the findings of this study, if Western firms are to adapt to the Japanese context, they will need to redefine supervisor roles and expectations and build support tailored to Japan's unique organizational socialization process. Thus, while this study is relevant to Japan, it provides diverse behavioral guidelines and suggestions in different scenarios that are deeply intertwined with international business perspectives and therefore can provide guidelines for Japanese firms to enhance their competitiveness in the global market, as well as an important foundation for foreign firms to develop adaptation strategies for the Japanese market.

7-3.Implications for practitioners

Based on the results of this study, the following two points can be suggested for Japanese companies aiming to effectively promote the organizational socialization of new employees.

First, the roles of supervisors and executives should be clarified. The study found that supervisor communication significantly facilitates task-level adaptation of new graduates, while dialogue with executives positively impacts Organization Socialization and Group Socialization. This finding suggests that supervisors and executives need to fulfill different roles in organizational socialization of new employees. Specifically, supervisors should provide guidance on daily tasks and operations, while executives should play a role in sharing the company's overall direction and vision with new employees.

In order to promote organizational socialization, companies should clearly define the roles of supervisors and executives and provide appropriate support accordingly.

Second, companies should prioritize designing events that strengthen the bonds of employees in the same cohort. The study revealed that connections with employees in the same cohort play a significant role in organizational socialization of new employees, while

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cross-generational events have limited impact. Based on this finding, companies should focus on designing activities that enhance cohesion of new employees when planning events for them.

7-4.Limitation

This paper focuses on organizational socialization of new employees in Japan, a socially relevant trend that has not been extensively studied, and examines the factors that promote organizational socialization of recent Japanese graduates. By addressing practical demands and filling gaps in existing research, this study holds significant value. However, it also has several research limitations.

The first limitation pertains to sampling constraints. Although the questionnaire survey conducted in this study maintained a balance in individual attributes, it employed the snowball sampling method, which limits the generalizability of the results. Additionally, due to resource constraints, it was not possible to conduct a large-scale questionnaire survey using a professional agency. Therefore, future research should aim to enhance the validity of the findings by conducting large-scale surveys that include a broader range of participants.

The second limitation is the lack of direct comparison with Western contexts. While this study revised discussions in existing Western literature by focusing on contemporary Japanese new graduates, it did not compare Japanese graduates with those from other countries. Comparing new graduates and employees in Japan with those from other countries could reveal whether these findings are unique to Japan. Future research should use similar scales in non-Japanese contexts and focus on comparative studies to gain more internationally relevant insights.

The third limitation arises from the research methodology. This study attempted to elucidate causal relationships by asking participants about their objective situations during their first year of employment and their current state of organizational socialization through a

questionnaire survey. However, to trace causal relationships more rigorously, as suggested in prior studies (Karlsson, 2024), it would be necessary to conduct long-term longitudinal surveys and detailed interviews at each stage. Future research could improve reliability by conducting such longitudinal investigations.

Despite these limitations, this study offers new insights into the adaptation processes of employees and the unique organizational culture in Japan, serving as a foundation for further research. Addressing these challenges in future studies is expected to lead to a deeper understanding of the subject.

8.Conclusion

This study investigated the factors influencing organizational socialization of new graduates within Japanese firms. Communication with supervisors and executives, as well as networking events with other new employees, were found to promote organizational socialization of new employees, while a higher frequency of remote work hindered it. These findings offer insights into organizational socialization of new graduates based on the Japanese cultural context ,and carry substantial implications for both practical application and academic exploration. We hope that the findings of this study will assist in devising potent adaptation support strategies for recent graduates and facilitate the advancement of comparative studies centered on the disparities in organizational context between Japan and other nations.

9.Footnote

[1] https://business.nikkei.com/atcl/NBD/19/special/01839/ (accessed in Nov 20, 2024)

[2] https://news.mynavi.jp/techplus/article/20220401-2309575/ (accessed in Nov 20, 2024)

[3] https://www.kawata-e.com/「新入社員研修キャンプ」について/ (accessed in Nov 20, 2024)

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11.Appendix

11-1.Attributes of the interviewees of exploratory qualitative research

year/month/date	Gender	Job description
2024/10/29	Female	Talent and organizational development
2024/10/10	male	Recruitment, Talent Development, and Policy Creation
2024/11/1	male	Corporate Training and Talent Management

11-2.Details of exploratory quantitative research

1.Current Status of Organizational Socialization	**To what extent does your company prioritize the concept of organizational socialization?** **How much resources does your company allocate to organizational socialization?** **How would you evaluate the current state of organizational socialization within your company?**
2.Questions About Efforts to Promote Organizational Socialization	**What initiatives does your HR department undertake to help new employees learn about the organization's history (e.g., founding year, founders, overcoming challenges, etc.)?** **What initiatives does your HR department undertake to help new employees learn the organization's internal language (e.g., internal terminology or abbreviations, such as service names)?**
3.Understanding of the Organization	**What measures does your HR department implement to raise employees' awareness of the company's goals and objectives?** **What measures does your HR department implement to deepen employees' understanding of the relationships between departments?**
4.Understanding of Groups (Departments)	**What measures does your HR department implement to raise employees' awareness of the goals and objectives of their respective groups (departments)?** **What measures does your HR department implement to deepen employees' understanding of the relationships within their own department?**
5.Promoting Internal Communication	**What initiatives does your HR department undertake to encourage communication among employees (both online and offline)?** **Do you consider online communication to be as effective as in-person communication in promoting organizational socialization?** **Beyond the perspectives mentioned above, are there any other initiatives your HR department implements to promote organizational socialization?** **What do you consider to be the most critical initiatives for promoting organizational socialization?**
6.Questions About Remote Work for New Employees	**What is the current status of remote work for new employees in your company?** **What systems are in place to provide guidance and support to new employees in a remote work** **How do you evaluate the work progress and performance of new employees in a remote work environment?** **What efforts or initiatives are in place to help new employees adapt to the organization in a remote work environment?**

11-3.Details of questionaire

Dependent variables	
Organization socialization	1. I know the specific names of the products/services produced/provided by this organization.
	2. I know the history of this organization (e.g., when and who founded the company, original products/services, how the organization survived tough times).
	3. I know the structure of the organization (e.g., how the departments fit together).
	4. I understand the operations of this organization (e.g., who does what, how sites, subsidiaries and/or branches contribute).
	5. I understand this organizations objectives and goals.
	6. I understand how various departments, subsidiaries, and/or sites contribute to this organizations goals.
	7. I understand how my job contributes to the larger organization.
	8. I understand how to act to fit in with what the organization values and believes.
	9. I know this organizations overall policies and/or rules (e.g., compensation, dresscode, smoking, travel expense limitations).
	10. I understand the internal politics within this organization (e.g., chain of command, who is influential, what needs to be done to advance or maintain good standing).
	11. I understand the general management style (e.g., top-down, participative) used in this organization.
	12. I understand what is meant when members use language (e.g., acronyms, abbreviations, nicknames) particular to this organization.
Group socialization	1. I understand how my particular work group contributes to the organizations goals.
	2. I know my work groups objectives.
	3. I understand the relationship between my group and other groups.
	4. I understand the expertise (e.g., skill, knowledge) each member brings to my particular work group.
	5. I understand how each members output contributes to the groups end product/service.
	6. I understand what the groups supervisor expects from the work group.
	7. I understand the group supervisors management style (e.g., hands-on, participative).
	8. I know my work group role.
	9. When working as a group, I know how to perform tasks according to the groups standards.
	10. I know the policies, rules, and procedures of my work group (e.g., attendance, participation).
	11. I understand how to behave in a manner consistent with my work groups values and ideals.
	12. I understand the politics of the group (e.g., who is influential, what needs to be done to advance or maintain good standing).
Task socialization	1. I know the responsibilities, tasks and projects for which I was hired.
	2. I understand how to perform the tasks that make up my job.
	3. I understand which job tasks and responsibilities have priority.
	4. I understand how to operate the tools I use in my job (e.g., voice mail, software, programs, machinery, broom, thermometer).
	5. I know how to acquire resources needed to perform my job (e.g., equipment, supplies, facilities).
	6. I know who to ask for support when my job requires it.
	7. I know who my customers (internal and external) are.
	8. I know how to meet my customers needs.
	9. I know when to inform my supervisor about my work (e.g., daily, weekly, close to deadlines, when a request is made).
	10. I know what constitutes acceptable job performance (i.e., what does my supervisor and/or customers expect from me).
	11. In the course of performing my job, I understand how to complete necessary forms/paperwork (e.g., time sheets, expense reports, order forms, computer access forms).

Independent variables	
Remote Work	Please indicate, on average, the number of days per week you were engaged in remote work during your initial year of employment. Please indicate the option that is most closely aligned with your experience by selecting the corresponding number between 0 and 7.
Supervisor communication	Over the course of the initial year of employment, how many one-on-one meetings were held with the supervisor? Respondents provided an answer in the form of any integer greater than or equal to zero.
Executive communication	In the initial year of employment, how frequently were you afforded the opportunity to engage in two-way communication with individuals occupying executive officer roles (or positions of equivalent responsibility and authority within the managerial hierarchy), colloquially referred to as "top management"? Please indicate the annual number of such opportunities. Respondents provided an answer in the form of an integer greater than or equal to zero.
Newcomer Events	In the initial year of employment, how many formal events were organized by the human resources department or a comparable entity for newly hired graduates? (e.g., training sessions, welcome parties, farewell parties, sports events, etc.) It should be noted that actual attendance is not required for this count. Furthermore, in the event that multiple recreational activities were included as part of the new hire training, these should be counted as a single event. The respondents provided answers in the form of any integer greater than or equal to zero.
Company-wide Events	In the initial year of employment, the number of official internal recreational events (e.g., company trips, sports tournaments, cultural events, charity events, etc.) organized at the departmental or company-wide level and open to participation by eligible employees was quantified. It should be noted that actual attendance was not a factor in this calculation; respondents provided any integer equal to or greater than zero.
Control variables	
Company Size	Please indicate the size of your company or organization, selecting from the following categories: 1,000 or more employees, 100 to 999 employees, or fewer than 1,000 employees.
Manufacturing Dummy	Please indicate the industry sector to which your organization belongs by selecting the appropriate option from 17 items.(list A)
Sales Dummy	Please indicate the function of your department that most closely aligns with your role by selecting the option from 19 items.(list B)
Graduation Year	Please indicate your year of employment (respondents may select either 2022 or 2023).
Gender	Please indicate your gender. Respondents may select "male," "female," or "no answer."
Club Dummy	Were you a member of any clubs or engaged in any club activities at least once during your final year of study (for those with a graduate degree, this refers to their last year as an undergraduate student)? Respondents indicated whether they had done so by answering "yes" or "no."
Uni Dummy	Please indicate your highest level of education attained. Select one of the following options: postgraduate, bachelor's, technical/junior college, high school, or junior high school.

list A (Industry options)	list B (Department options)
1. Resources and energy	1. General Affairs
2. Materials	2. Legal Affairs
3. Machinery & Electronics	3. Human Resources
4. Transportation equipment	4. Accounting/Finance
5. Foods	5 .Public Relations
6. Lifestyle	6. Corporate Planning
7. Medical, pharmaceuticals and biotechnology	7. Marketing
8. construction/real estate	8. Salesperson
9. Trading company/wholesale	9. Store cleark
10. Retail	10. IT/Internal System
11. Food service/restaurant service	11. Finance
12. Finance	12. Purchasing
13. Logistics/transportation	13. production/manufacturing
14. Information/Communication/Advertising	14. distribution/logistics
15. Service	15. Research & Development
16. Public Organization	16. New Business Development
17. Others	17. Consulting
	18. Operations
	19. Planning

11-4. variable description

Variable	Operationalization
Dependent Variables: Outcome of Organizational Socialization(OS)	
OS_OS	16 questions according to Haueter et al. (2003); Using 5-point Likert scale, and the scores were averaged to create a composite measure
OS_GS	16 questions according to Haueter et al. (2003); Using 5-point Likert scale, and the scores were averaged to create a composite measure
OS_TS	11 questions according to Haueter et al. (2003); Using 5-point Likert scale, and the scores were averaged to create a composite measure
Independent Variables	
Remote Work	Number of days per a week working remotely in the first year of employment
Supervisor communication	Number of one-on-one with Supervisor in the first year of employment
Executive communication	Number of mutual communication opportunities with executives in the first year of employment
Newcomer Events	Number of Hosted Newcomer Events in the first year of employment
Company-wide Events	Number of Hosted Company-wide Recreational Events in the first year of employment
Control Variables	
Company Size	Dummy variable = 1 if working at large enterprises
Manufacturing Dummy	Dummy variable = 1 if working at manufacturing industry
Sales Dummy	Dummy variable = 1 if working as a sales person
Graduation Year	Dummy variable = 1 if graduated in 2022
Gender	Dummy variable = 1 if woman
Club Dummy	Dummy variable = 1 if engaged in any club activities in last educational period
Uni Dummy	Dummy variable = 1 if completed bachelor, master or Ph.d

Variable	Operationalization
Dependent Variables: Outcome of Organizational Socialization(OS)	
OS_OS	16 questions according to Haueter et al. (2003); Using 5-point Likert scale, and the scores were averaged to create a composite measure
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Club Dummy	Dummy variable = 1 if engaged in any club activities in last educational period
Uni Dummy	Dummy variable = 1 if completed bachelor, master or Ph.d

11-5. Attributes of samples

Industry

Industry	Number	Percentage
Information & Communications & Advertising	24	14.12%
Service	26	15.29%
Others	18	10.59%
Public Organization	11	6.47%
Construction & Real estate	14	8.24%
Medical Pharmaceuticals & Biotechnology	2	1.18%
Trading & Wholesale	17	10.00%
Finance	30	17.65%
Logistics & Transportation	7	4.12%
Foods	2	1.18%
Machinery & Electronics	6	3.53%
Living	2	1.18%
Retail	5	2.94%
Transport equipment	1	0.59%
Food-service	1	0.59%
Materials	2	1.18%
Natural Resources & Energy	2	1.18%
Total	170	100.00%

Gender

Gender	Number	Percentage
Male	91	53.53%
Female	79	46.47%
Total	170	100%

Graduation Year

Graduation year	Number	Percentage
2022	71	41.76%
2023	99	58.24%
Total	170	100.00%

11-6. Robustness check (Using job satisfaction as an dependent variable)

Job Satisfaction

	Model10		Model11		Model12		Model13		Model14	
	Coef	Std. Err.	Coef	Std. Err.	Coef	Std. Err.	Coef	Std. Err.	Coef	Std. Err.
Company Size	-0.162	0.078 *	-0.130	0.079 †	-0.153	0.079 †	-0.092	0.079	-0.025	0.072
Manufacturing Dummy	0.071	0.077	0.109	0.075	0.105	0.076	0.098	0.075	0.119	0.065 †
Sales Dummy	-0.085	0.078	-0.005	0.076	-0.068	0.076	-0.056	0.078	-0.132	0.069 †
Graduation Year	0.145	0.083 †	0.089	0.078	0.113	0.079	0.148	0.082 †	0.048	0.073
Gender	-0.056	0.077	-0.009	0.077	-0.023	0.078	0.000	0.077	0.020	0.068
Club Dummy	0.147	0.081 †	0.132	0.080 †	0.179	0.080 *	0.131	0.080	0.061	0.071
Uni Dummy	-0.014	0.082	-0.039	0.081	-0.032	0.081	-0.023	0.080	-0.081	0.070
Remote Working Days (H1)	-0.155	0.084 †					-0.136	0.082 †	0.000	0.074
Number of 1on1 with Supervisor (H2)			0.111	0.081			0.110	0.080	0.012	0.071
Number of mutual communication opportunities with executives (H3)			0.181	0.083 *			0.159	0.083 †	0.065	0.073
Number of Hosted Newcomer Events (H4)					0.142	0.079 †	0.108	0.078	0.008	0.068
Number of Hosted Company-wide Recreational Events (H5)					0.085	0.079	0.085	0.077	0.062	0.066
OS_organizational_scale									0.269	0.109 *
OS_group_scale									0.184	0.110 †
OS_task_scale									0.181	0.093 †
Adjusted R square	0.044		0.072		0.048		0.095		0.324	
F	1.972†		2.466 *		1.949 *		2.471 **		6.3992 ***	

*** p < 0.001, ** p < 0.01, * p < 0.05, †p < 0.1