

VILNIUS UNIVERSITY

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***FACTORS OF THE NEW EMPLOYEES' ORGANIZATIONAL
SOCIALIZATION: THE ROLE OF THE MENTOR***

Summary of the Doctoral Dissertation

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VILNIAUS UNIVERSITETAS

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***NAUJŲ DARBUOTOJŲ SOCIALIZACIJOS ORGANIZACIJOJE
VEIKSNIAI: MENTORIAUS VAIDMUO***

Daktaro disertacijos santrauka
Socialiniai mokslai, psichologija (06S)

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INTRODUCTION

Since becoming a member of the EU there have been radical changes in the labour market of Lithuania. Emigration of specialists to foreign countries was one of the challenges that Lithuanian employers faced. While competition among local companies was intensifying, head-hunting became aggressive and as a result employers started to search for new ways to avoid attrition of their employees. Furthermore, in order the works were done, many new but insufficiently competent employees were employed, hoping that lack of speciality related knowledge would be compensated by learning at the workplace.

In this context socialization of new employees has become increasingly important. 'Organizational socialization is the process by which a person secures relevant job skills, acquires a functional level of organizational understanding, attains supportive social interactions with co-workers and generally accepts the established ways of a particular organization' (Taormina, 1997, p. 29).

Organizational socialization not only brings financial and economic value to the organization but it also provides more possibilities that a newcomer will remain within the organization. According to Louis (1980) and Vandenberg and Scarpello (1990) turnover is an ultimate outcome to unsuccessful socialization. Many organizations spend a great deal of time, energy and money implementing training and orientation programs with hopes of successful socializing, training, and retaining good employees. Socializing newcomers into an organization is seen as an investment by many organizations. When organizations experience labour turnover, they loose their investment (Collins, 2006).

Moreover, success in socialization affects quality of employment inside an organization as well as life outside an organization. In the literature many outcome variables or criteria identified by which the extent of socialization can be determined. In essence all these factors can be classified into four categories (Feij, 1998, see in Ardts et al., 2002):

- 1) motivation and achievement criteria, such as absenteeism and productivity;
- 2) variables that show the level of commitment and identification with the organisation, such as organizational commitment and turnover;
- 3) interpersonal qualities, that demonstrate the extent of collegiality and co-operation;

4) feeling of competence and self-assurance, wellbeing and contentment with one's job in general and with facets of it.

Understanding the organizational culture and maintaining a good relationship between newcomers and seniors accelerate socialization. In order for socialization to be systematic and consistent with the values of organizational culture, a mentor can play an important role to a newcomer.

A mentor is an employee with greater experience gained in an organization whose task is to guide, advise and help a new employee to become acquainted with his/her new role and to learn about a new workplace itself. In the context of Lithuania mentorship has an additional task: mentors have to do everything so that good new specialists would remain in an organization.

It is important to note that there is no tradition for mentorship in Lithuania. Many workplaces simply don't have mentors. For places that do, mentorship itself, however, does not guarantee better socialization results. Although mentors may be good specialists, this does not ensure that they will be good educators. A person might be skilled in certain tasks, but s/he may lack certain knowledge or patience explaining to others how expected tasks might be carried out. A mentor can be an employee who has no motivation for mentoring. In Lithuania, such a task would be delegated by a superior. When there are no incentives for such an undertaking, mentorship can be perceived as an additional work load, waste of time and energy of a senior employee. On the other hand, some employees might be motivated to become a mentor for a new employee but s/he might lack knowledge and skills thereby negatively affecting the outcome of newcomer's socialization.

There is no answer to what the role of mentor in new employee's socialization is. The study of Ostroff and Kozlowski (1993) suggests that mentor is a critical source for learning about organizational issues: it was noticed that new employees with mentors knew significantly more about their organizations than employees without mentors. Meanwhile, studies conducted in Lithuania (Dastikaite, 2004; Augaityte, 2005) showed no difference between socialization results of those who had and did not have mentors.

The question about mentorship impact on new employee socialization becomes more critical when facing economic crisis: the simplest way to cut costs is to reconsider personnel politics. Usually financial problems are solved by staff redundancy, allocating

responsibilities of those workers who leave an organization to those who stay; less money spent on development of employees; refusal of personnel projects which do not bring tangible benefit. Knowing that new employees sooner or later will socialize, effectiveness of mentorship programs is also discussed. Accordingly, the results of this study are important both for theoreticians and practitioners.

The aim of the study – analyze the role of a mentor in new employee socialization.

Objectives:

- 1) analyze the dynamics of new employees' socialization during the first three months in organization as well as personal and organizational factors related to it;
- 2) discover the predictors of better socialization;
- 3) discover the factors of successful mentorship related with new employee socialization;
- 4) perform comparative analysis of socialization of those new employees who had and who did not have mentors.

Scientific novelty. This study is one of the first in Lithuania, where systemic and comprehensive analysis of new employee socialization is presented. Conclusions are grounded not only by the survey of newcomers, but mentors as well. Considering the specifics of conducting surveys in organizations, analysis of real new employee-mentor dyads is a big advantage of this study.

One of the original aspects of this dissertation is a new theoretical classification of socialization indicators. In many earlier studies the progress of socialization was measured by information a new employee gets, but other aspects of socialization do not receive enough attention from researchers. We suggest grouping all indicators of socialization into three groups: emotional, behavioural and cognitive. Moreover, all indicators can be related to a job or an organization. Only comprehensive evaluation of new employee socialization would allow to talk about the effectiveness of this process.

Our study designed to analyse the socialization of employees during the trial period (first three months after the entry), while other surveys usually took place after half or one year since employment.

In mentorship literature much attention is paid to distal outcomes of newcomer's socialization, such as job satisfaction, organizational commitment or success in personal

career. Our study allowed us to evaluate the impact of mentorship on a new employee socialization process itself.

Due to changes in labour market during the research period, many new but insufficiently competent employees, who had to acquire professional knowledge by learning at their workplace, were employed. Therefore, identifying factors of successful mentorship, additional attention was paid to andragogical competency of a mentor, i.e. his ability to teach or impart certain knowledge and skills, and relationship of this competency with new employee socialization.

Practical implications:

- The survey unfolds consistent patterns and factors which have an impact on new employee socialization; provides arguments for beneficence of mentorship programs.
- Another contribution of this dissertation is that an inventory, measuring professional, social and andragogical competencies of a mentor, has been created. Another research that has been carried out on this instrument indicates that it has good validity and reliability and can be used not only for the appraisal and development of existing mentors but for the selection of new ones as well.

Defended statements:

- Professional, social and andragogical competencies as well as organizational commitment of mentors are the most important characteristics, which should be considered before assigning mentor to a new employee.
- Help providing information and support forming required skills of new employees are the most important functions of a mentor during the initial stage of organizational socialization.
- If a mentor is not assigned to a new employee, direct executive and co-workers should take responsibility and implement career and psychosocial mentorship functions, in order to improve organizational socialization of employees.

METHODS

Respondents and procedures. The study took part in six large companies, having subdivisions in different regions of Lithuania. The main fields of action of these companies were finance, insurance, IT, entertainment.

The respondent population for this study consisted of 474 newly recruited employees, having their trial period in organization. They received questionnaires at the end of the 1st, 2nd and 3rd month since their entry. 373 questionnaires (i.e. 79%) were returned. Most of respondents were woman, having no subordinates, working in customer service or managerial positions. The age of respondents ranged from 19 to 55 years, average 25.38 years. Only 29.2 per cent of respondents, who answered the question about their profession, has been working in the area of their education. A current job was not the first one for 80.5 per cent of respondents, who had answered the question about their work experience.

The population of mentors consisted of 347 respondents, 203 questionnaires (i.e. 59 %) were returned. However we could have only 56 newcomer–mentor dyads in our study, because either most of mentors working in organizations had no mentees during the period of the study or some new employees refused to fill in the questionnaires. Among the studied mentors 95% were woman, age of respondents ranged from 23 to 59 years, average 36.50 years. Work experience of mentors in current organization ranged from 1 to 20 years, average 9.48 years. 48.2 % of mentors had no earlier experience of being a mentor: a new employee who took part in our study was the first mentee for him/her. Yet there were some mentors, who had already had 20 mentees. Average mentorship experience of the mentors, who took part in the study, is 7 new employees.

Personnel departments of organizations were interested in results of the survey, so they prompted active participation of their employees. For those employees, who had possibilities to use email at work, electronic versions of questionnaires were sent. The others filled printed questionnaires. New employees who had worked for one and two months filled in the questionnaires which measured only their socialization, while employees who had worked for 3 months since their entry filled in the questionnaires both about their socialization and their organizational environment.

Measures. All variables of the study can be grouped into 4 categories: indicators of new employee socialization, characteristics of mentors, characteristics of organizational environment and social demographic data of respondents. For all questionnaires which were created by other authors we got permissions to use them for the scientific purposes.

In order to analyse aspects of socialization we asked new employees to fill in the questionnaires evaluating:

- 1) Amount of different information (technical, referent, social, appraisal, normative, organizational, political) (Morrison, 1995) new employees get and its sources (direct executive, co-workers, new employee him/herself, mentor).
- 2) Job related state anxiety (Spielberger et al., 1983).
- 3) Feeling of insider (old-timer). Respondents were asked to evaluate themselves on how they feel within an organization using 10 point scale, where 1 means they feel themselves as newcomers, 10 – they feel themselves as old-timers.
- 4) Perceived professional competency. Respondents were asked to evaluate themselves on how much they have to improve their skills using 10 point scale, where 1 means their competency is minimal, they have much to learn, 10 – their competency is high, they are professionals of the area and can teach others.
- 5) Evaluation of a job and evaluation of an organization. They were measured using semantic differential. Respondents were asked to choose where his or her position lies on a scale between two bipolar adjectives (for example: ‘Boring-Interesting’, or ‘Worthless –Valuable’) when they were thinking about their job and organization they work at. Attitude was scored as the average evaluation of eight scales.

As mentioned earlier, we suggested a new classification of socialization indicators. Following literature, we realised that all indicators of socialization can be grouped into three groups: emotional, behavioural and cognitive. The latter can be divided into informational and attitudinal (evaluative) components. Moreover, all indicators can be related to a job or to an organization. All indicators of socialization mentioned above can be presented as it is shown in Table 1.

Mentors had to fill in questionnaires which measure:

- 1) Competencies of a mentor. Seeking to evaluate professional, social and andragogical competencies of mentors, a new questionnaire was created. It consists of 30 situations (10 per each competency) with three alternative reactions for each. Examples of situations measuring mentor’s competency are presented in Table 2. In order to establish the psychometric characteristics of the questionnaire Rasch partial credit analysis (Bond, Fox, 2007) was conducted on sample of 1926 organizational supervisors working with

students who have their professional practice. Data show good infit statistics; person reliability for each scale varied from .49 to .55, item reliability for all scales were .99.

Table 1. Indicators of socialization.

Component \ Area		Job related	Organization related
Cognitive	Informational	Technical information, Referent information, Social information, Appraisal information	Normative information, Organizational information, Political information
	Attitudinal	Evaluation of a job	Evaluation of an organization
Emotional		Job related state anxiety	Feeling of insider (old-timer)
Behavioural		Perception of professional competency	Staying in organization *

* The example of the segment Behaviour + Organization could be measured by staying in organization instead of quitting it. But if survey is conducted in a concrete organization and new employees fill in the questionnaires, this automatically means they still work there. Therefore, this segment was not measured in our study, because it would be a constant.

Table 2. Examples of situations from mentor competency questionnaire.

Professional competency	New employee appearance (punk hairstyle; key chains on clothes etc.) declares what his/her favourite music is. According to Accident-prevention instructions everyone has to wear a helmet at a workplace. The new employee thinks that these instructions straiten his/her liberty to express his/her beliefs. You: a) strictly insist to follow the instructions and do not allow to discuss them; b) knowing that there were no accidents during more than 20 years, allow a newcomer not to wear a helmet; c) inform a new worker what the instructions are, get him/her to sign the document and leave wearing a helmet according to his/her own responsibility.
Andragogical competency	You are trying to teach a new employee some skills and have already showed how everything should be done for the fifth time. But when a newcomer tries to do it him/herself, s/he fails. What will you do? a) patiently explain and demonstrate everything for the sixth time; b) ask a new worker to teach you how to do everything; c) ask co-workers to explain how everything should be done.
Social competency	You were appointed to do one immediate work but had to leave earlier. You asked your co-worker to substitute you. In the morning you saw that the work was not done. It was not the first time when this had happened. You: a) do the work yourself and say nothing to the co-worker; b) once again ask the co-worker to help with the task and work together; c) do the work yourself, but remind the co-worker that he did not keep the promise.

2) Three aspects of organizational commitment (compliance, identification, and internalization) were measured using questionnaire by C. A. O'Reilly and J. Chatman (1986).

3) Job satisfaction. Respondents were asked to evaluate how they are satisfied with their work in general using 10 point scale, where 1 means their satisfaction is low, 10 – their satisfaction is high.

4) Work motivation. Respondents were asked to evaluate their work motivation using 10 point scale, where 1 means their motivation is low, 10 – their motivation is high.

5) Mentoring experience. Respondents were asked to indicate how many mentees they had had till now.

Both new employees and mentors filled in questionnaires about their organizational work environment:

1) Leader-member exchange scale (Graen et al., 1982).

2) Leadership style (directive, supportive, participatory, achievement) (Indvik, 1985, see in Northouse, 1997).

3) Work group climate. It was measured using semantic differential. A respondent was asked to choose where his or her position lies considering their work group on a scale between two bipolar adjectives (for example: 'Friendly-Hostile', 'Enthusiastic-Dull' or 'Cooperative-Competitive'). Attitude was scored as the average evaluation of fifteen scales.

4) Work group size.

Finally all respondents had to indicate their gender, age, highest educational level attained, speciality, work experience, tenure in a current organization, current position.

RESULTS

1) New employee organizational socialization during the first three months since entry

The first objective of our study was to analyze the peculiarities of new employees' socialization during the first three months in an organization. Cross-sectional study was conducted in order to compare socialization results between employees who had been working in an organization for one, two or three months. The results were analysed using analysis of variance (ANOVA) between groups. The results are presented in Table 3.

Table 3. The results of a new employee socialization after 1, 2 and 3 months since entry.

Indicator		Tenure						F	p	Post hoc
		1 month (N = 191)		2 months (N = 34)		3 months (N = 148)				
		M	SD	M	SD	M	SD			
Information	Technical	3.57	.71	3.47	.69	3.54	.77	.323	.724	
	Referent	3.72	.72	3.72	.50	3.78	.72	.342	.710	
	Social	3.40	.74	3.21	.80	3.57	.73	4.045	.018	2<3
	Appraisal	3.22	.83	2.90	.78	3.38	.78	5.021	.007	2<3
	Normative	3.31	.78	3.38	.56	3.31	.78	.149	.862	
	Organizational	3.30	.76	3.30	.56	3.40	.76	.916	.401	
	Political	3.18	.90	3.34	.85	3.44	.88	3.503	.031	1<3
Anxiety		1.93	.64	2.50	.51	1.93	.58	13.427	<.001	2>1,3
Feeling of insider		4.79	2.52	5.91	1.97	5.39	2.19	4.617	.010	1<2
Perceived professional competency		4.66	2.41	5.52	2.32	5.54	2.17	4.358	.013	1<2,3
Evaluation of an organization		5.31	.87	5.28	.96	5.21	.98	.445	.641	
Evaluation of a job		5.24	.86	5.28	1.02	5.11	1.07	.899	.408	

The results presented in Table 3 show that the dynamics of different socialization indicators is not equal. Some indicators as technical, referent, normative, organizational information, evaluation of a job and organization are already relatively high among the employees working one months and are stable during the whole trial period. Results of other indicators such as political information or perceived professional competency, are gradually increasing along with tenure in an organization and the greatest are among employees working three month. Yet the dynamics of the third group indicators (social and appraisal information, anxiety at work, feeling of insider) is not even. This could be associated with their greater sensitivity to environmental changes.

Stronger work related state anxiety was discovered among employees who worked in an organization for two months. Such results may be related to ‘the first salary’ crisis, the phenomenon when a new employee reconsiders his/her input into organization’s welfare and award s/he receives. Yet the uncertainty related with the end of the trial period as well as lack of appraisal information should also be considered.

A Feeling of being insider among new employees is growing along with tenure in an organization. If we analyse it in a newcomer-oldtimer continuum, we will see that two months are enough to feel themselves as old-timers (M = 5.91 from 10 points).

2) Personal and environmental factors related to new employee socialization

Analysing results of organizational socialization according to different social – demographic characteristics, it was found that the most important thing for new employee socialization is work related to speciality s/he has acquired. This fact proves the importance of anticipatory socialization.

Correlational analysis presented in Table 4 shows the importance of high quality of leader member exchange, directive leadership style and work group climate for new employee socialization and vice versa, i.e. the importance of new employee socialization for better relationship with direct executives and co-workers.

Table 4. Correlations between indicators of new employee socialization and characteristics of direct executive and work group (N = 235).

Indicator	Leader Member Exchange	Directive leadership style	Supportive leadership style	Participatory leadership style	Achievement leadership style	Work group climate	Work group size
Technical information	.297**	.282**	.098	.093	-.116	.163**	-.129
Referent information	.327**	.387**	.083	.175**	.009	.110	-.011
Social information	.276**	.274**	.034	.086	-.029	.205**	-.076
Appraisal information	.260**	.255**	.024	.094	.015	.114	-.050
Normative information	.358**	.386**	.176**	.231**	-.002	.163**	-.151*
Organizational information	.327**	.366**	.129	.180**	-.045	.157*	-.099
Political information	.300**	.291**	.101	.114	-.008	.151*	-.092
Anxiety	-.250**	-.200**	-.099	-.012	.048	-.344**	-.015
Feeling of insider	.099	-.039	.001	-.044	.060	.172**	.095
Perceived professional competency	.076	-.035	-.079	-.075	-.001	.183**	.089
Evaluation of an organization	.339**	.262**	.178**	.184**	-.176**	.243**	-.078
Evaluation of a job	.359**	.265**	.184**	.205**	-.181**	.278**	.028

** p < .01, * p < .05

Conducted cross-sectional analysis, comparing socialization of those employees who had and who did not have mentors, showed three significant differences. Student's t-test analysis showed that those new employees who had mentors (N = 232) possessed scientifically more normative (Student's $t = 2.357$, $p = .019$) and organizational (Student's $t = 2.424$, $p = .016$) information comparing with those employees who had no mentors (N = 141). Yet the latter group of employees evaluated their perceived professional competency higher than those who had mentors (Student $t = -3.081$, $p = .003$): they feel themselves as professionals in the area and can others more often. Such result can be explained by higher responsibility assumed by these employees when they make decisions as well as the fact that they have no expert nearby with whom they would compare themselves, who could help or give an advice.

3) Factors predicting new employee socialization

In order to find out the factors allowing differentiation of employees by the level of their socialization, logistic regression analysis (Forward Wald) was conducted. All 235 participants, working for 3 months, were divided into three groups by every indicator. The criteria for grouping participants were terciles. The highest tercile was called 'better socialization' and was coded as 1; the lowest tercile was called 'worse socialization' and was coded as 0. All personal and environmental factors mentioned above were included into the analysis. Figure 1 summarizes all predictors for each indicator of socialization. It shows the importance of high quality LMX, directive and achievement leadership style, group climate and size, work according to speciality that new employee has acquired and assigned mentor for the better results of socialization.

Additional logistic regression analysis was conducted with new employees' samples, where the results of all indicators felt into the highest terciles (N = 19, coded 1) and the lowest terciles (N = 25, coded 0). The results suggest that, knowing the quality of LMX, evaluations of work group climate, work group size and if a new employee had a mentor, the percent of correct classification may vary from 84.1 to 95.5.

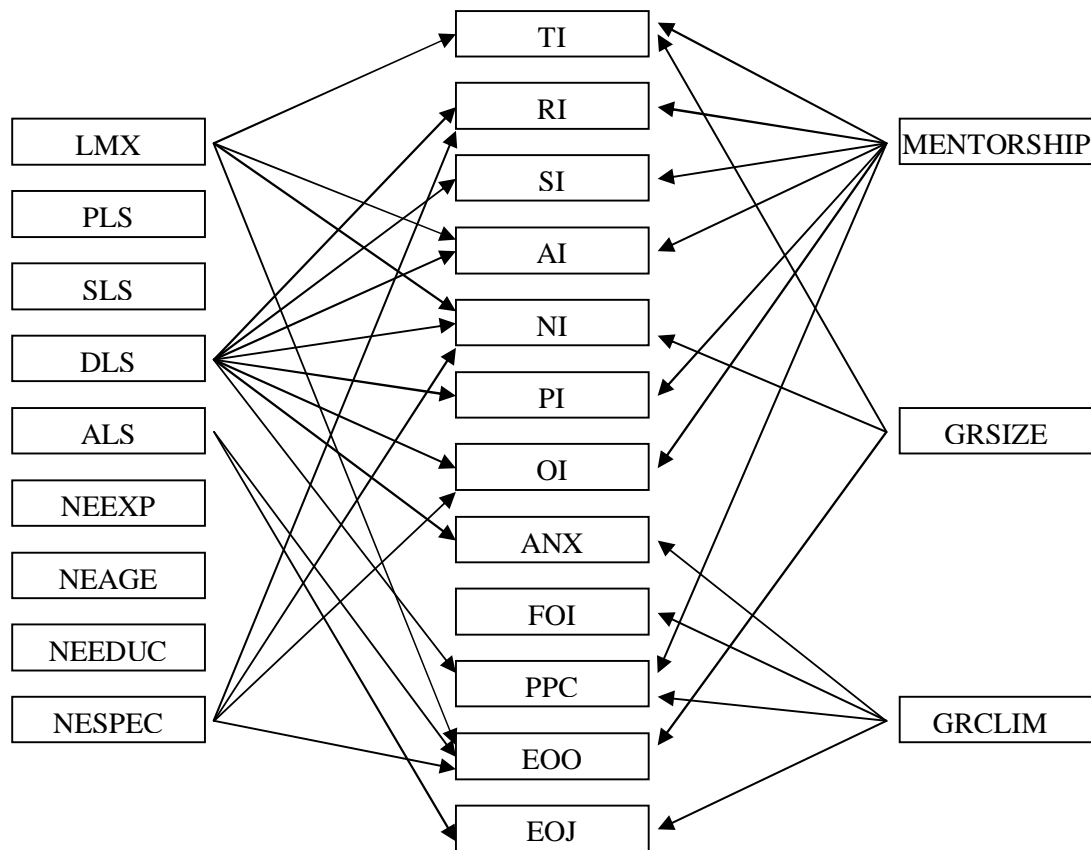


Figure 1. Factors differentiating new employees by the level of their socialization

TI – technical information, RI – referent information, SI – social information, AI – appraisal information, NI – normative information, OI – organizational information, PI –political information, ANX – job related state anxiety, FOI – feeling of insider, PPC – perception of professional competency; EOO – evaluation of an organization, EOJ – evaluation of a job, SLS – Supportive leadership style, PLS – Participatory leadership style, DLS – Directive leadership style, ALS – Achievement leadership style, LMX – Leader-Member Exchange, NEEEXP– work experience of a new employee, NEAGE – age of new employee, NEEDUC – education of a new employee, NESPEC – new employee works according to speciality he/she has acquired, GRCLIM – work group climate, GRSIZE – work group size, MENTORSHIP – if a new employee has an official mentor.

4) Relationship between characteristics of mentor and new employee socialization

Seeking to discover which characteristics of a mentor have the biggest impact on new employee socialization, real newcomer–mentor dyads were analysed. Correlations presented in Table 5 show that the most important qualities of mentors, helping a new employee to socialize, are their professional and social competencies and mentor’s identification with organization. Moreover, we made additional analysis comparing socialization results of employees who had no mentors, who had very competent mentors and who had mentors with lower competencies. The analysis showed that sometimes it is better to have no mentor than have incompetent one. In conclusion, we think that these results should be taken into consideration by personnel specialists and executives who assign mentors for new employees, because they prove the importance of mentor selection.



Figure 2. Sources of information when new employees had (N = 232) and when new employees had no mentors (N = 141).
 TI – Technical information, RI – Referent information, SI – Social information, AI – Appraisal information, NI – Normative information, OI – Organizational information,
 PI – Political information

* Difference is significant and results are greater in marked sample (while comparing information, obtained from the same source)

Table 5. Correlation between new employee socialization and characteristics of a mentor (N = 56 dyads).

		Characteristics of a mentor (responses of 56 mentors)								
		Professional competency	Social competency	Andragogical competency	Compliance to organization	Identification with organization	Internalization	Job satisfaction	Work motivation	Mentoring experience
Indicators of new employee socialization (responses of 56 new employees)	Technical information	.403 **	.335 *	.259	-.110	.198	.185	.109	.112	-.008
	Referent information	.391 **	.117	.117	-.121	.252	.186	.227	.243	.104
	Social information	.498 **	.352 **	.170	-.238	.299 *	.230	.202	.267 *	.051
	Appraisal information	.452 **	.257	.158	-.121	.362 **	.167	.382 **	.353 **	-.116
	Normative information	.521 **	.287 *	.371 **	-.158	.189	.189	.163	.172	-.057
	Organizational information	.420 **	.234	.332 *	-.025	.168	.259	.099	.060	.014
	Political information	.295 *	.102	.113	-.041	.154	.154	.179	.147	-.071
	Work related anxiety	-.278 *	-.593 **	-.051	.194	-.121	-.122	-.064	-.086	-.073
	Feeling of an insider	.200	.143	.063	-.277 *	.255	.186	.219	.216	.300 *
	Perceived professional competency	.085	.144	.125	-.190	.108	.050	.107	.122	.288 *
	Evaluation of an organization	.131	.198	-.062	-.285 *	.315 *	.386 **	.181	.246	.098
	Evaluation of a job	.241	.314 *	.003	-.302 *	.402 **	.456 **	.174	.187	.176

** p < .01, * p < .05

These results prove that, if there is no mentorship system in organization, somebody has to perform their functions and usually this responsibility falls on the shoulders of new employees' executives or co-workers.

Furthermore, it could be seen that a mentor is an important socialization agent analysing the sources of information among those, who had and who did not have mentors. While filling in the questionnaires, respondents had not only to mark how much information they have, but indicate who gave them the information. The sources of information could be direct executive, co-workers, a new employee him/herself and, if there was a mentorship system in an organization, a mentor. Respondents could mark one, two, three or even four sources of information for each statement. So the theoretical amount of information from every source could be 100 per cent for each type of information (if a respondent marked the same source near all statements of one scale).

Results presented in Figure 2 show that mentor gives more than 50 per cent of technical and referent information and more than 40 per cent of normative and organizational information. If there is no mentorship system in an organization, the role of direct executive is much more important. Comparing newcomers, who had and who did not have mentors, it was found that direct executive gave significantly more information for new employees who had no mentors, while the amount of information which was derived from co-workers or which was found by a new employee him/herself did not differ.

5) New employees who had and who did not have mentors: comparative analysis of socialization

Correlations between socialization results and variables of organizational environment in samples of those new employees who had and those who did not have mentors (Table 6) were proved once again. The most important factors are quality of leader-member exchange, directive leadership style and work group climate.

Yet additional analysis, testing the hypothesis about equality of two correlation coefficients in these groups, showed that organizational environment correlations with indicators of new employee socialization are greater when of newcomers who had no mentors (grey fill in Table 6).

Table 6. Correlations between organizational socialization indicators and characteristics of direct executive and work group in samples of new employees who had and who did not have mentors (the 3rd month survey).

Indicator	New employees who had mentors (N = 157)							New employees who had no mentors (N = 78)						
	Leader-Member Exchange	Directive leadership style	Supportive leadership style	Participatory leadership style	Achievement leadership style	Group climate	Group size	Leader-Member Exchange	Directive leadership style	Supportive leadership style	Participatory leadership style	Achievement leadership style	Work group climate	Work group size
TI	.140	.067	-.034	.027	-.111	.055	-.050	.558 **	.546 **	.303 *	.194	-.123	.361 **	-.207
RI	.172 *	.192 *	-.044	.090	.022	.005	.086	.579 **	.634 **	.278 *	.300 *	.002	.318 **	-.087
SI	.189 *	.173 *	-.050	.045	-.004	.174 *	-.090	.451 **	.435 **	.188	.145	-.088	.280 **	-.075
AI	.223 **	.184 *	-.042	.058	.034	.079	-.035	.341 **	.389 **	.159	.174	-.038	.199	-.074
NI	.200 **	.216 **	.024	.144	.040	.106	-.035	.603 **	.587 **	.408 **	.331 *	-.069	.340 **	-.264 *
OI	.157	.225 **	.018	.098	-.027	.092	.060	.599 **	.535 **	.290 *	.282 *	-.063	.315 **	-.231
PI	.221 **	.201 **	.044	.109	.004	.135	-.048	.518 **	.496 **	.248	.159	-.055	.171	-.155
ANX	-.242 **	-.233 **	-.107	.019	.079	-.352 **	-.141	-.378 **	-.249	-.147	-.190	-.017	-.305 **	.156
FOI	.080	-.015	.040	-.024	.061	.153 *	.080	.191	-.070	-.080	-.075	.043	.201	.123
PPC	.078	-.003	-.019	-.029	.015	.191 *	.087	.170	-.024	-.158	-.090	-.100	.123	.087
EOO	.206 **	.188 *	.038	.052	-.137	.165 *	-.016	.501 **	.295 *	.339 *	.335 *	-.249	.448 **	-.114
EOJ	.209 **	.196 *	.114	.099	-.114	.176 *	.085	.552 **	.301 *	.261	.342 *	-.310 *	.525 **	-.010

** p < .01, * p < .05, grey fill means that, testing the hypothesis about equality of two correlation coefficients, there was found significant difference between groups and correlation coefficients in this group are greater.

TI – technical information, RI – referent information, SI – social information, AI – appraisal information, NI – normative information, OI – organizational information, PI – political information, ANX – job related state anxiety, FOI – feeling of an insider, PPC – perception of professional competency; EOO – evaluation of an organization, EOJ – evaluation of a job.

6) Factors predicting new employee socialization

Finally we conducted multiple liner regression analysis in order to discover, which of analysed factors predicts indicators of new employee socialization the best. The last step of stepwise analysis is presented in Figure 3.

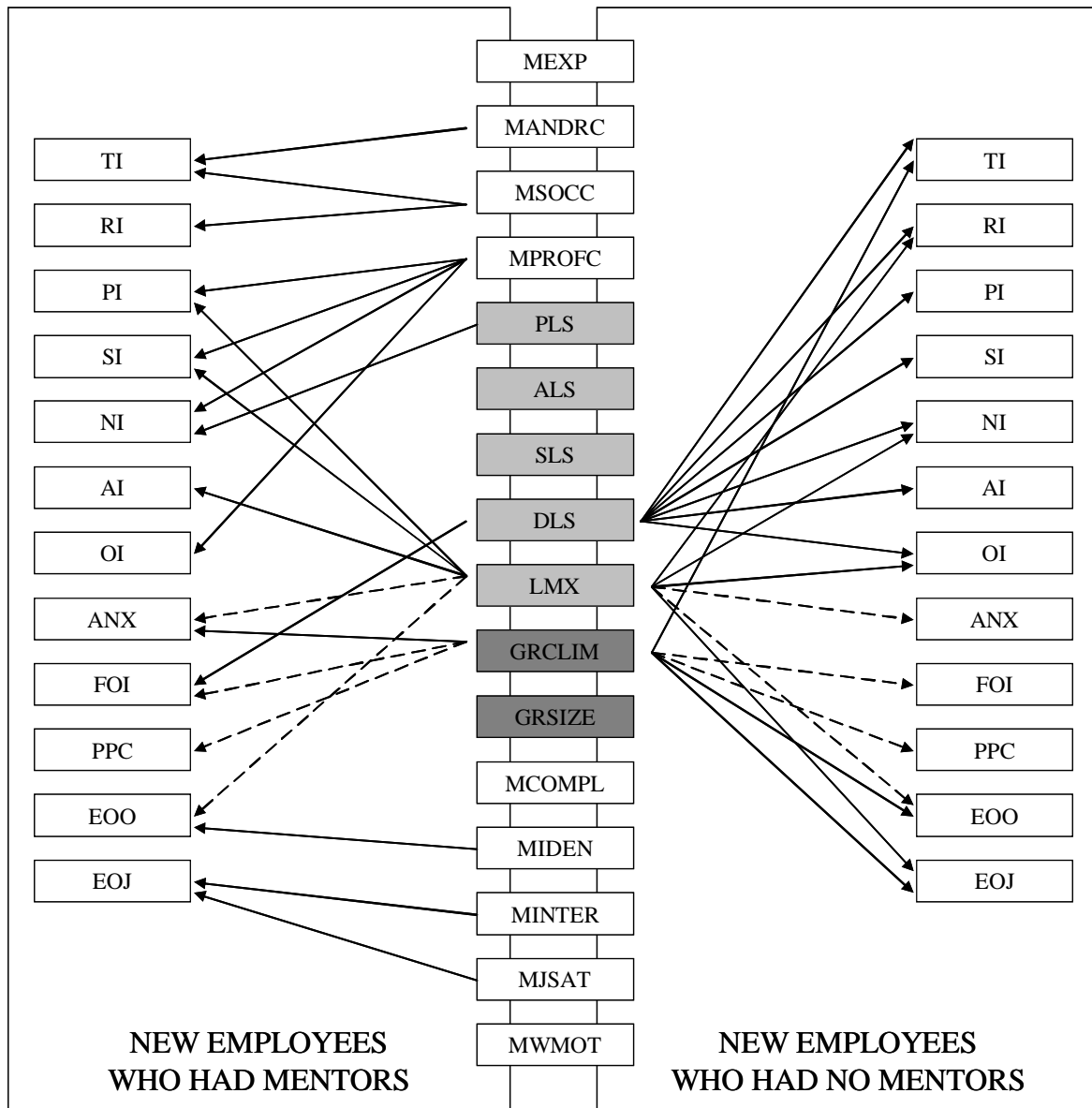


Figure 3. Regressors of new employee socialization among employees who had (N = 56) and who did not have mentors (N = 78).

Dashed lines mark links which are the same in both groups

TI – technical information, RI – referent information, SI – social information, AI – appraisal information, NI – normative information, OI – organizational information, PI – political information, ANX – job related state anxiety, FOI – feeling of insider, PPC – perceived professional competency; EOO – evaluation of an organization, EOJ – evaluation of a job, MEXP – mentoring experience, MANDRC – andragogical competency of a mentor, MSOCC – social competency of a mentor, MPROFC – professional competency of a mentor, MCOMPL – mentor’s compliance to an organization, MIDEN – mentor’s identification with an organization, MINER – mentor’s internalization of organizational values, MWMOT – work motivation of a mentor, MJSAT – job satisfaction of a mentor, SLS – supportive leadership style, PLS – participatory leadership style, DLS – directive leadership style, ALS – achievement leadership style, LMX – quality of leader–member exchange, GRCLIM – work group climate, GRSIZE – work group size

Following the analysis, we see that all indicators of socialization may be predicted, however the importance of a mentor, direct executive and work group characteristics are different. Knowing the quality of leader-member exchange as well as how clear an executive tells a follower what is needed to be done and how appropriate is the guidance they give along the way (directive leadership style) and what evaluations of work group climate are, sometimes more than 50 per cent of variance of socialization variables among employees who have no mentors can be explained. For example, determination coefficient for referent information is $R^2 = .525$.

The results of regression analysis among those employees who had mentors show that quality of leader-member exchange and climate are still important factors for socialization of newcomers. But the importance of directive leadership is not as big as it was in the sample of those who had no mentors. Moreover, mentor's competencies have an impact on acquired information, while mentor's commitment to an organization predicts attitudes of a new employee towards an organization and towards a job. The highest coefficient of determination is $R^2 = .435$ for social information. One more interesting result of this group showed that mentors' job satisfaction is negatively related with newcomer's attitude towards a job ($\beta = -.383$).

CONCLUSIONS

1. New employee socialization in organization during the trial period (first three months in organization) is intense, but the dynamics of different indicators of socialization varies:

- a) the results of technical, referent, normative, organizational information, evaluations of a job and an organization are the same among new employees working one, two or three months.
- b) evaluations of political information or perceived professional competency are gradually increasing along with tenure in an organization and are highest among employees working three months;
- c) the results of social and appraisal information are greater and the results of anxiety at work and evaluations of feeling of an insider are lower among employees working two months, comparing with those who work one or three months. That could be associated with greater sensitivity of these indicators to environmental changes.

2. The most important factors, helping to differentiate newcomers by the level of their socialization, are quality of Leader-Member Exchange, evaluations of work group climate, work group size and assignment of a mentor for a new employee: the higher the quality of leader member exchange, the better work group climate; the less co-workers newcomer has, and new comer has mentor, the bigger possibility of better socialization is. Moreover, high scores of directive leadership style and low scores of achievement leadership style and work by speciality new employee acquired are also important predictors of particular indicators of socialization.
3. Professional and social competencies and the organizational commitment grounded on social identity approach (identification) are the most important characteristics of a mentor related with new employee socialization.
4. The organizational socialization of employees who had and who did not have mentors is very similar but is associated with different factors. The results show that in organizations with no mentorship programs the responsibility and workload, providing the information to the newcomers, fall on their direct executives. Moreover, high quality of leader-member exchange, directive leadership style and friendly work group climate accelerate new employee socialization. These factors are more important when new employees have no mentors comparing with those to whom mentors were assigned.
5. Provide with information and help to form required skills for new employees are the most important functions of a mentor during the initial stage of organizational socialization.
6. The developed inventory of mentor competencies fits psychometric requirements and could be used for the purposes of mentor selection and appraisal. The criterion validity of this inventory was proved by statistically significant correlations of professional, social and andragogical competencies with different socialization indicators.

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RESUME

IVADAS

Darbo aktualumas. Ekonominiai pokyčiai neišvengiamai turi įtakos ir personalo politikos pokyčiams organizacijose. Daliai gerų specialistų emigravus į užsienį, buvo priimta daug naujų, bet nepakankamai kvalifikuotų darbuotojų; nes manyta, kad mokymasis darbo vietoje užpildys žinių, negautų profesinio ugdymo institucijose, trūkumą. Šiame kontekste naujo darbuotojo socializacijos organizacijoje reikšmė sustiprėjo. Buvo svarbu, kad naujas darbuotojas kuo greičiau išmoktų atlikti savo vaidmenį organizacijoje ir našiai dirbtų.

Siekiant, kad socializacijos procesas būtų sistemingas, o ne savaiminis, vis dažniau naujokams imta skirti mentorius – labiau patyrusius darbuotojus, galinčius padėti ir darbo, ir kitais klausimais. Vis dėlto mentorystė pati savaime nebūtinai lemia geriausius rezultatus. Mentorais dažnai skiriami geri savo srities specialistai, tačiau tai nereiškia, kad jie yra ir geri mokytojai. Žmogus gali puikiai išmanyti, kaip atlikti vieną ar kitą darbą, tačiau gali stokoti gebėjimų ar kantrybės aiškinti kitam, kas, kodėl ir kaip turi būti daroma. Be to, Lietuvoje vis dar vyrauja tradicija mentoriumi skirti asmenį, kuris, vadovų manymu, geriausiai tam tiktų, tačiau ne visada pagalvojama apie tų asmenų motyvaciją dirbti šį darbą. Skatinimo sistemoje nenumačius papildomo atlygio už šių funkcijų atlikimą, mentorystė traktuojama kaip papildomas darbo krūvis, kuriam norima skirti kuo mažiau laiko ir energijos, o tai savo ruožtu silpnina naujų darbuotojų socializacijos efektyvumą.

Naujų darbuotojų socializacijos tyrimai nepateikia vienintelio atsakymo apie mentoriaus vaidmenį darbuotojų socializacijos procese. Kai kurių autorių darbuose teigiama, kad mentoriaus buvimas šalia užtikrina spartesnę ir efektyvesnę naujo darbuotojo įsitraukimą į darbo procesą. Tačiau Lietuvos įmonėse atlikti tyrimai neparodė, kad mentoriaus buvimas šalia naujo darbuotojo pagerina socializacijos rezultatus. Manyta, kad taip gali būti dėl Lietuvoje nenusistovėjusių mentorystės tradicijų, nepakankamo dėmesio šiam procesui ir pačių mentorių žinių ir įgūdžių stokos.

Prasidėjus ekonominei krizei ir iškilus poreikiui taupyti, pirmiausia galvojama apie personalo valdymo sistemos pokyčius. Mažinamas darbuotojų skaičius, jų darbai skirstomi likusiems, perskirstomos lėšos darbuotojų tobulinimuisi. Investicijos į

darbuotojų žinių ar įgūdžių atnaujinimą tampa prabanga, o greitai apčiuopiamos naudos neduodančių programų atsisakoma. Mentorystės sistemos diegimo organizacijoje nauda taip pat imama abejoti: juk nauji darbuotojai anksčiau ar vėliau vis tiek socializuojasi. Todėl buvo keliamas toks **tyrimo tikslas** – įvertinti mentoriaus vaidmenį naujų darbuotojų socializacijos procese.

Tyrimo uždaviniai:

- 1) išanalizuoti naujų darbuotojų socializacijos organizacijoje ypatumus pirmaisiais trim mėnesiais nuo įsidarbinimo ir su socializacija susijusius naujų darbuotojų bei artimiausios jų darbo aplinkos veiksnius;
- 2) nustatyti geresnę socializaciją organizacijoje prognozuojančius veiksnius;
- 3) nustatyti svarbiausias mentoriaus charakteristikas susijusias su naujų darbuotojų socializacija organizacijoje;
- 4) atlikti lyginamąją mentorių turėjusių ir mentorių neturėjusių naujų darbuotojų socializacijos analizę.

Mokslinis naujumas. Šis darbas – vienas iš pirmųjų Lietuvoje, kuriame sistemingai ir visapusiškai analizuojama naujų darbuotojų socializacija bei siekiama nustatyti sėkmingos socializacijos veiksnius. Tyrimo išvados grindžiamos ne tik naujų darbuotojų, bet ir mentorių apklausa. Atsižvelgiant į tyrimų organizacijose ypatumus, realiai organizacijose egzistuojančių naujų darbuotojų ir mentorių diadų analizė yra šio darbo privalumas.

Darbe pateikiama nauja socializacijos rodiklių klasifikacija. Kitų tyrėjų darbuose socializacijos progresas dažniausiai buvo vertinamas tik pagal naujo darbuotojo turimą informaciją. Mes siūlome socializacijos rodiklius pagal pobūdį skirstyti į tris grupes: kognityviniai, emociniai ir elgesio, o pagal turinį – į dvi grupes: susiję su organizacija ir su pačiu darbu. Tik visapusiškas darbuotojų socializacijos vertinimas leistų kalbėti apie šio proceso efektyvumą.

Daug dėmesio buvo skiriama darbuotojų socializacijos ypatumams bandomuoju laikotarpiu (pirmaisiais trim mėnesiais nuo įsidarbinimo), o kitų tyrėjų darbuose naujų darbuotojų apklausos dažniausiai vykdavo praėjus pusei metų ar metams nuo darbo organizacijoje pradžios.

Mentorystės literatūroje daug dėmesio buvo teikiama distaliniams socializacijos padariniams – naujo darbuotojo pasitenkinimui darbu, įsipareigojimui organizacijai ar

karjeros sėkmingumui. Mūsų darbas leido įvertinti mentorystės poveikį tiesiogiai socializacijai.

Dėl pokyčių darbo rinkoje tyrimo atlikimo metu dauguma į darbą priimamų asmenų neturėjo tinkamo profesinio pasirengimo ir buvo apmokomi darbo vietoje. Todėl identifikuojant geros mentorystės veiksnius atkreiptas dėmesys į mentoriaus andragoginę kompetenciją – gebėjimą mokyti ir perteikti žinias bei įgūdžius bei jos ir naujų darbuotojų socializacijos sąsajas.

Praktinė vertė:

- Darbe atskleidžiami naujų darbuotojų socializacijos organizacijoje dėsniumai, veiksniai, turintys įtakos socializacijos spartai, pateikiama mentorystės naudos organizacijai įrodymų.
- Tyrimo tikslais parengtas klausimynas, vertinantis mentoriaus andragoginę, socialinę ir profesinę kompetencijas. Jis leidžia identifikuoti ir paskirti mentoriaus funkcijas atlikti asmenis, kurie geriausiai padėtų naujiems darbuotojams socializuotis. Esamų mentorių apklausa šiuo klausimynu padėtų nustatyti problemines sritis ir leistų tobulinti kiekvieno mentoriaus ugdymo planus.

Ginami teiginiai:

- Mentorių turimos kompetencijos (profesinė, socialinė ir andragoginė) bei jų įsipareigojimas organizacijai yra svarbiausios charakteristikos, į kurias būtina atsižvelgti, skiriant mentorius naujiems darbuotojams.
- Informacijos teikimas naujam darbuotojui ir pagalba, formuojant reikiamus darbo įgūdžius, yra svarbiausios mentoriaus funkcijos pradinėse socializacijos stadijose.
- Jei mentorius naujam darbuotojui neskiriamas, siekiant geresnės darbuotojų socializacijos organizacijoje, vadovai ir bendradarbiai turi perimti ir įgyvendinti karjeros bei psichosocialines mentorystės funkcijas.

TYRIMO METODIKA

Tiriamieji. Tyrimas atliktas 6 stambiose, turinčiose padalinių visoje Lietuvoje. Pagrindinės įmonių veiklos sritys – finansai, draudimas, informacinės technologijos ir pramonės. Iš viso buvo apklausti 373 nauji darbuotojai, dirbantys organizacijoje pirmuosius tris mėnesius nuo įsidarbinimo. Taip pat buvo apklausti 56 mentoriai ir sudarytos naujų darbuotojų mentorių diados.

Kintamieji. Visus analizuotus kintamuosius galima suskirstyti į tris grupes: socializacijos rodikliai, mentoriaus charakteristikos ir vadovo bei darbo grupės charakteristikos.

Siekiant įvertinti naujų darbuotojų socializaciją buvo vertinta: 1) turimas informacijos kiekis (Morrison, 1995); 2) patiriamas nerimas darbe (Spielberger ir kt., 1983); 3) jautimasis tikroju organizacijos nariu; 4) suvokta profesinė kompetencija; 5) nuostata organizacijos atžvilgiu; 6) nuostata darbo atžvilgiu.

Siekiant įvertinti mentoriaus charakteristikas buvo vertinta: 1) turimos kompetencijos (profesinė, socialinė ir andragoginė), 2) įsipareigojimas organizacijai (O'Reilly, Chatman, 1986); 3) pasitenkinimas darbu; 4) motyvacija dirbti; 5) mentorystės patirtis.

Tiek nauji darbuotojai, tiek jų mentoriai taip pat turėjo atsakyti į klausimus apie: 1) savo santykių su vadovu kokybę (Graen ir kt., 1982); 2) vadovo vadovavimo stilių (Indvik, 1985, cit. pg. Northouse, 1997); 3) grupės klimata; 4) grupės dydį.

Visų tyrime dalyvavusių asmenų taip pat buvo prašoma nurodyti darbo šioje organizacijoje trukmę, einamas pareigas, padalinį, kuriame dirba, kelintoje darbovietėje dirba, savo amžių, lytį, išsilavinimą, įgytą specialybę ir ar dirba pagal įgytą specialybę.

Tyrimo eiga: Tyrimas buvo atliekamas dviem būdais. Kai kuriems tiriamiesiems, kurie turi galimybę naudotis elektroniniu paštu darbe, buvo siunčiama elektroninė klausimyno forma. Kiti tiriamieji buvo apklausiami asmeniškai tyrėjai atėjus į darbo vietą ir išdalinus anketas.

REZULTATAI

Atlikta analizė parodė, kad bandomuoju laikotarpiu vyksta intensyvi naujų darbuotojų socializacija organizacijoje, tačiau skirtingų socializacijos rodiklių raiška bandomuoju laikotarpiu nėra vienoda. Pirmą, antrą ir trečią mėnesį dirbančių naujų darbuotojų turimas techninės, referentinės, normatyvinės ir organizacinės informacijos kiekis bei organizacijos ir darbo vertinimas nesiskiria. Galios informacijos ir suvoktos profesinės kompetencijos įvertinimai pamažu gerėja ir yra aukščiausi trečią mėnesį dirbančiųjų respondentų grupėje. O antrą mėnesį dirbančių grupėje socialinės ir įvertinimo informacijos rezultatai žemesni, o patiriamo nerimo darbe bei jautimosi

tikroju organizacijos nariu įvertinimai aukštesni nei pirmą ir trečią mėnesį dirbančiųjų, kas galėtų rodyti didesnę šių kintamųjų jautrumą aplinkos pokyčiams.

Svarbiausi veiksniai, leidžiantys diferencijuoti geresnę ir blogesnę naujų darbuotojų socializaciją organizacijoje yra vadovo ir pavaldinio santykių kokybė, darbo grupės klimatas ir dydis bei mentoriaus skyrimas naujam darbuotojui: kuo geresni naujoko santykiai su vadovu, kuo palankiau vertinamas darbo grupės klimatas, kuo mažiau žmonių dirba darbo grupėje ir naujiems darbuotojams skiriamas mentorius – tuo didesnė sėkmingos socializacijos organizacijoje tikimybė. Be šių veiksnių, atskirų socializacijos rodiklių geresnius rezultatus prognozuoja dažnesnis direktyvaus bei paramos vadovavimo stiliaus taikymas, o taip pat naujo darbuotojo įgyto išsilavinimo ir darbo pobūdžio atitiktis.

Mentorius turėjusių ir neturėjusių naujų darbuotojų socializacija yra panaši, tačiau ji yra susijusi su skirtingais veiksniais. Mentorius neturėjusių naujų darbuotojų imtyje didesnis darbo krūvis ir atsakomybė, teikiant informaciją tenka vadovui. Be to, geri vadovo ir pavaldinio santykiai, direktyvus vadovavimo stiliaus taikymas ir palankus darbo grupės klimatas paspartina naujų darbuotojų socializaciją, tačiau mentorius neturėjusių darbuotojų imtyje šių veiksnių svarba yra statistiškai didesnė.

Profesinė bei socialinė kompetencijos ir įsipareigojimas organizacijai, pagrįstas psichologiniais organizacijos ir darbuotojo ryšiais (identifikacija), yra svarbiausios mentoriaus charakteristikos, susijusios su naujų darbuotojų socializacija. O informacijos teikimas naujam darbuotojui ir pagalba, formuojant reikiamus darbo įgūdžius, yra svarbiausios mentoriaus funkcijos pradinėse socializacijos stadijose.

Sukurtas mentorių kompetencijų klausimynas yra psichometrinius reikalavimus atitinkantis instrumentas, kuris gali būti naudojamas mentorių atrankos ir vertinimo tikslais. Jo karterinį validumą patvirtina gautos statistiškai reikšmingos profesinės, socialinės bei andragoginės kompetencijų ir įvairių socializacijos rodiklių koreliacijos.

STRAIPSNIAI DISERTACIJOS TEMA

Žukauskaitė I., Bagdžiūnienė D. Skirtingą darbo patirtį turinčių asmenų socializacijos organizacijoje ypatumai // *Psichologija*. 2008, t. 37, p. 26–43.

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ABOUT THE DOCTORAL STUDENT

Irena Žukauskaitė has been studying psychology in Vilnius University since 1997. She got Bachelor's degree in Psychology in 2001 and Master's degree in Organizational Psychology in 2003. From 2003 to 2009 she was a doctoral student of Vilnius University Department of Clinical and Organizational Psychology.

From 2003 to 2006 she worked as a lecturer in Vilnius Pedagogical University and in Vilnius University. From 2006 to 2007 she was the main administrator of the project 'Translation of Professional Suitability Tests into Lithuanian, their Adaptation and Standardisation for Lithuania'. In 2008 she worked for a project 'Establishment of a Training Centre for Innovations and Experimental Research in Psychology'. Since 2001 she has worked in different organizations in Lithuania conducting interviews and preparing reports, creating data analysis programs, conducting training sessions.

The scientific interests include Organizational Psychology, Leadership Psychology, Social Psychology, Sport Psychology and Psychological Evaluation.

TRUMPOS ŽINIOS APIE DOKTORANTĘ

Irena Žukauskaitė Vilniaus universitete studijavo psichologiją nuo 1997 m. 2001 m. įgijo psichologijos bakalauro, o 2003 m. – organizacinės psichologijos magistro laipsnį. 2003 – 2009 m. Vilniaus universiteto Klinikinės ir organizacinės psichologijos katedros doktorantė.

2003-2006 m. dėstė Vilniaus pedagoginiame universitete ir Vilniaus universitete. 2006-2007 m. administravo Vilniaus universiteto „Profesinio tinkamumo testų vertimo į lietuvių kalbą, jų adaptavimo ir standartizavimo Lietuvai“ projektą. 2008 m. dirbo Vilniaus universiteto „Psichologinių inovacijų ir eksperimentinių tyrimų mokymo centro kūrimo“ projekte. Nuo 2001 m. teko dirbti įvairiose organizacijose, atliekant respondentų apklausas ir rengiant ataskaitas, kurti duomenų analizės programas, vesti mokymus.

Mokslinių interesų sritys – organizacinė, vadovavimo, socialinė, sporto psichologija ir psichologinis įvertinimas.