

## Executive Socialization in Small, Medium and Large Organizations

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*Executive succession is one of the most important events in organization, which has strong implications for future organizational performance.*

*According to the literature analysis, effective and successful socialization is mutually advantageous for organizations and for individuals. It is agreed that the successor's socialization process has an impact for future organizational performance success. Among the outcomes of successful socialization there are newcomer's job satisfaction, commitment to the organization, longevity in the organization, performance proficiency and some others. Application of socialization theory allows to foresee why some CEO successions lead to a change in an organization's strategic direction while others do not. However, how the socialization process differs in differently sized organizations still requires further discussions and elaborations.*

*The paper explores the stages of executive succession, executive integration process received as taking charge and socialization, and describes socialization outcomes. The authors revealed that a limited attention is paid to the analysis of executive's socialization differences in small, medium and large organizations.*

*The paper aims to identify the elements of executive successor's socialization process and explore how they differ in small, medium and large organizations.*

*After exploring the elements of executive socialization process, the conceptual model was developed. A quantitative research methodology was employed in order to identify the executive socialization differences in small, medium and large organizations. The survey was implemented in rapidly growing or/and most profitable Lithuanian organizations which experienced the CEO change within the last 3 years.*

*The results of the survey revealed that the success of executive socialization was moderate in all differently sized organizations. Socialization process in organizations received a rank mean from 7.41 to 7.81 and indicated that there was room for improvement.*

*However, the differences of executive's socialization process in differently sized organizations were revealed. In small organizations, proactive leadership effectiveness is higher than in medium or large organizations, i.e. newly appointed executives tend to more enhance their own transition experience. In a large organization, the selection and pre-hire planning process is better organized and implemented than in small and medium organizations. In*

*medium size organization, selection and pre-hire planning, proactive leadership effectiveness and acculturation process received the lowest rank means comparing to small and large organizations.*

*The results of the survey allowed identifying the differences of socialization process in small, medium and large organizations and indicating the gaps for improvement. Therefore, further research should be carried out identifying the executive socialization improvement elements in the context of executive succession.*

**Keywords:** *executive, executive socialization, executive integration, executive succession, size of organizations.*

### Introduction

In the run, every organization experiences an executive succession, the process when the newly appointed executive inherits the title and power and no longer is assumed as new.

However, the statistics on executive attrition and the high rates of failure among newly hired executives indicate that about half of all new leaders stay for less than two years. The reasons for this are numerous (e.g. problems with interpersonal relationships, failure to meet business objectives, and inability to adapt during transition), but one element still lacks the attention of researchers - the dynamics of executive integration (Denis, et al., 2000).

The integration theory provides explanations of newly appointed executives' behavior and its relation with individual and situational characteristics that can drive or restrain changes following succession (Fondas, et al., 1997). The new executive becomes responsible for the changes in organization and future organizational performance (Giambatista et al., 2005, Pundziene, Duobiene, 2006). However, the questions how to manage the socialization of newly appointed CEOs and how it manifest in differently sized organizations, still remains.

The **research question of the study** is what are the elements of socialization process for newly appointed CEO and how they manifest in small, medium and large organizations?

A **unit of analysis** of this paper is the executive socialization process.

The **aim of the study** is to identify the elements of executive successor socialization and explore how they differ in the organizations of different size.

This paper analyses the executive integration process and executive socialization differences in small, medium and large rapidly growing and/or most profitable Lithuanian organizations.

The survey employs qualitative research method.

### **Executive Integration as one of the Executive Succession Stage**

Stages of organizational entry intrigue researchers interested in a wide range of questions related to leadership succession (Jentz et al., 1982). Friedman (1986) focused his attention on the processes characterizing the actual replacement of the incumbent, dividing the pre-arrival stage into four parts: (1) establishing the need for a succession event, (2) determining selection criteria, (3) selecting candidates, and (4) choosing among the candidates. While he acknowledged that these categories artificially rationalize the process (and the steps may be reversed on some occasions).

Gordon and Rosen (1981) suggested 3 succession stages-pre-succession, succession, and post-succession. Pre-succession in this model begins with the events leading to a change in managers and post-succession ends when the new manager's presence is no longer a novel one. The second model depends on the tradition of situation-shaped leader outcomes focused on situational variables important to organizational succession, including group history, successor origin, selection process, mandates for change, and response to succession.

Redlich (1977) argued that stages characterizing the process of leadership succession are: anticipatory; appointment; inauguration; honeymoon; assertion of personality, style, and programs; working through differences; and establishment of equilibrium. Wanous (1980), on the other hand, saw the process as less fragmented. He argued that people in the recruitment stage (pre-succession in the Gordon and Rosen model) know very little about the organizations they may hope to join and may have very unrealistic expectations about what they hope to gain and contribute to the new organization.

Despite various titles of executive's succession process stages, the newly appointed CEO requires to integrate into the organization. There are however two streams of work that adopt a more obviously "processual" perspective of integration – 1) managerial control and 2) socialization (Denis et al., 2000).

### **Executive's Integration: Managerial Control**

The managerial control perspective includes a number of empirical studies dealing explicitly with leader integration as a dynamic phenomenon (Gabarro, 1986; Gilmore, 1988; Kelly, 1980; Simons, 1994). This approach tends to conceive leadership change as processes of "taking charge". The focus is on the phases of the process and the requirements of success. For example, Gabarro (1985, 2007) identified 5 stages for the new manager to take charge: 1) taking hold, 2) immersion, 3) reshaping, 4) consolidation and 5) refinement.

During the taking hold stage, according to Gabarro (1985, 2007), executives set the direction for the rest of the process, grapple with the nature of the new situation, and try to understand the tasks and problems by assessing the organization and its requirements. Managers orient themselves, evaluate the situation and develop a cognitive map. As it is stated in the articles, the problem is that the executive has to keep the business running while he/she is only learning about it. The immersion period is characterized as calm, but it is important as managers immerse themselves in running the organization and they learn through the interactions and conflicts they deal with on a day to day basis. During the immersion period, new managers question if they have the right people in the right place, though it is obvious that questions about competence arose in the taking hold stage. During the third stage (reshaping), the second important and in the most cases the largest burst of activities takes place. Managers direct their attention toward the reconfiguring one or more aspects of the organization to implement the concept they developed or made final during the immersion stage. The reshaping stage, like the taking hold stage, involves a great deal of organizational change – altering processes as well as making major structural shifts. Consolidation is a final wave of actions, when managers focus on consolidation and follow the changes they made during reshaping. The process is evaluative and new managers judge the consequences of their actions and any necessary corrective measures. During consolidation, executives deal with those aspects of their concept they could not implement before. Refinement is a period of little organizational change and managers are looking for opportunities in the marketplace, technology or other areas. This stage marks the end of the taking charge process when managers are no longer considered new. By this stage the executives have either established credibility and a power base, or they have not. It is clear, that the shorter period required for the executive to take charge is an interest of the organization (Sakalas, 1998).

Gabarro (1985, 2007) identified some factors which make difference to how successfully an executive takes charge. Important determinants include a new managers' experience, persons' managerial style, and relationship with people and conflict management style. Gabarro (1985, 2007) presented the scheme showing the average number of organizational changes per six month period following succession, where personnel changes and structural changes are the highest during the take hold and reshaping stages.

The main findings are that 1) it took managers much longer than predicted to get up speed, 2) insiders take hold much more quickly than outsiders and 3) good working relationships dramatically increased the likelihood of success.

According to Denis et al. (2000) the literature offers a number of key insights, thus its focus on "taking charge" seems to overemphasize the capacity of leaders to dominate their organizations, while underestimating the constraints facing them. In contrast, the socialization perspective does not always deal specifically with leaders, but describes the means by which newcomers are initiated into the organization's culture and learn how to behave within their assigned roles. While some authors focus on socialization strategies the organization may adopt to

encourage assimilation, others examine the strategies used by newcomers to enhance their learning and performance. Ideas provide a useful counterweight to the managerial control approach as they underline the fact that newcomers at all levels need to position themselves with respect to pre-existing organizational norms and systems of roles.

### **Executive's Integration: Socialization**

An organization uses socialization processes to orient new members and it can have significant impact on both new members and the organization. Defined by Van Maanen (1978) as "the process by which a person learns the values, norms, and required behaviors which permit him (sic) to participate as a member of the organization", socialization can be viewed as an ongoing information exchange that exposes newcomers to the realities of organizational life (Cawyer, Friedrich, 1998). The research identifies an employee's entry into the work environment as a period of adjustment and internal conflict whereby the newcomer to an organization makes necessary changes in order to gain organizational membership status (Bullis, 1993). The research also indicates that regardless of the context, both how messages are communicated and what is communicated, affects members' perceptions of their new environment (Cawyer, Friedrich, 1998).

Organizational socialization has been defined as "the process by which organizational members become a part of, or absorbed into, the culture of an organization" (Jablin, 1982, p. 256), "the process by which a person learns the values, norms, and required behaviors which permit him or her to participate as a member of the organization" (Van Maanen, 1978), "the process of 'learning the ropes,' being indoctrinated and trained, and being taught what is important in the organization" (Schein, 1968, p. 2) and "a process by which an individual acquires the skills, knowledge, values, perspectives and expected behaviors needed to occupy an organizational position". Other constructs associated with socialization include "assimilation" (Jablin, 1984), "fitting in" (Black, Ashford, 1995), "sensemaking" (Louis, 1980), and "adaptation and accommodation" (Hall and Schneider, 1972). The literature review showed, that researchers use the terms socialization and organizational assimilation interchangeably (Merrill, 2006; Downey, 2002). Socialization is a process by which an individual acquires the skills, knowledge, values, perspectives and expected behaviors needed to occupy an organizational position. It is a process by which "raw recruits" are transformed from outsiders into participating, effective members of an organization; and by which organizationally defined roles are passed on and reinterpreted from one incumbent to the next (Fondas, Wiersema, 1997; Chatman, 1991). It is a process through which the newcomer learns "the ropes" of the position and defines and develops a personal stance or approach to the role (Fondas, Wiersema, 1997).

Organizational socialization research (Allen and Meyer, 1990; Buchanan, 1974; Bullis, 1993; Jablin, 1982, 1987; Jablin and Krone, 1987; Porter, Lawler, and Hackman, 1975; Smith and Turner, 1995; Van Maanen and Schein, 1979) identifies the acts that take place as an individual

becomes integrated into an organizational culture. Jablin (1987) describes the developmental stages of socialization through his model of organizational assimilation, based on the work of Van Maanen and Schein. His model suggests that the assimilation process is a reciprocal one whereby the newcomer to an organization negotiates his/her organizational role (i.e., individualization), while the organization provides the new member with the information necessary to assimilate into the work environment (Jablin, 1987; Smith and Turner, 1995).

Successful organizational socialization has substantial benefits. Among the outcomes of successful socialization there are newcomer (a) job satisfaction (Jablin, 1982; Morrison, 1993), (b) perceptions of success and commitment to the organization (Allen, Meyer, 1990; Ashfort, Saks, 1996; Baker, 1995; Buchanan, 1974; Jones, 1986; Laker & Steffy, 1995), (c) longevity in the organization (Katz, 1985; Morrison, 1993), (d) performance proficiency (Chao, O'Leary-Kelly, Wolf, Klein & Gardner, 1994; Jablin, 1984; Morrison, 1993; Reichers, 1987; Schein, 1968), and (e) affect for one's department or work unit (George, 1990). According to the literature review, effective socialization is mutually advantageous for organizations and for individuals.

According to Flanagin and Waldeck (2004), however, perceptions of successful socialization generally are highly contextualized within organizational settings. There is no universally accepted notion of what constitutes successful socialization. Some of the authors suggest that effective socialization reduces the uncertainties during the entry stage, helps newcomers cultivate productive relationships at work, and ensures that individuals and organizations benefit from their working relationship (Allen & Meyer, 1990; Fedor, Buckley, & Davis, 1997; Jablin, 2001).

Downey (2002) states that "it is in the organization's best interest to support new leaders in the assimilation process in order to ensure that the transition is smooth and rapid and to decrease the likelihood of turnover". There is a myth that leaders need less help assimilating than others on entering the organization. The reality is that it is often a difficult road for anyone going through the transition to a new company and a new job. In fact, it takes about two to three years for a new leader to be truly assimilated – to learn the organization, to have influence, build networks, achieve what they were hired to do, and be able to have an impact at the organization-wide level. Turnover at the top is felt throughout the organization – by the departing executive's team, peers, and ultimately, if not quickly corrected, customers (Downey, 2002).

According to Fonda and Wiersema (1997) for newly appointed executives, a conforming response to socialization pressures translates into a custodial orientation with respect to strategic change: they are likely to continue along the same lines as their predecessor. By contrast, when a new executive response to the forces of socialization is one of resistance to conformity, the newcomer is unlikely simply to continue the practices of predecessor, but rather examine the alternatives to the strategic status quo and initiate strategic change. According to the researchers, both individual and situational contributions to socialization must be considered to understand fully why the performance of the executives differs.

According to Downey (2002) many organizations mistakenly view "assimilation" as "orientation". Assimilation can be distinguished from orientation in several ways. First, the typical orientation program is narrowly focused on imparting information primarily related to salary and benefits schedules, policies and procedures, and company history. In contrast, assimilation is a continuous process that goes beyond traditional orientation programs by providing an organization-wide focus in such areas as strategy, structure, business processes, and culture (Downey, 2002). Second, orientation is often a short-term program targeted for more junior levels of the organization. Assimilation, on the other hand, is a longer-term process that is generally customized for senior managers to enhance their organizational knowledge and maximize their contributions (Downey, 2002). Third, fewer organizational members are involved in orientation programs in comparison to the assimilation process. Assimilation involves all members of the organization because it fluctuates with transitions across diverse organizational boundaries: (a) organizational entry – from outside to inside; (b) hierarchical – from junior to senior levels; (c) cross-functional – from executive assimilation one job type to another; and (d) inclusional – from the perimeter of power to the core of power (Schein, 1971). Fourth, a number of researchers seemed to agree that assimilation involves all work-related facets of an individual's life. For example, Graen, Orris, and Johnson (1973) used role theory as a framework for understanding organizational transition.

More recent socialization experiences appeared to include six dimensions: (1) history – knowledge of the organization's customs and traditions as well as key organizational members' personal background; (2) politics – knowledge pertaining to the written and unwritten "rules" and power structures within the organization; (3) people – the establishment of success relationships with co-workers; (4) language – knowledge of the technical jargon used within the organization; (5) organizational goals and values; and (6) performance proficiency (Chao et al., 1994). The premise is that the assimilation process involves a wide range of changes in the newcomer that extend beyond those associated with basic orientation programs to help newcomers gain early success in their new role. Finally, orientation is an event and assimilation is a process. Orientation generally occurs immediately after entry for a brief time period to help newcomers cope with the stress of transition. Conversely, assimilation is a longer-term process designed to help newcomers adopt new organizational beliefs and values (Wanous, 1992).

The assimilation process is typically comprised of two reciprocal components: (1) deliberate and unintentional efforts by the organization to "socialize" newcomers; and (2) newcomers' attempts to "individualize" or modify their organizational roles and environments to better meet their values, ideas, and needs (Jablin, 1987, 2001). In addition, Wanous (1992) characterized four stages in the socialization process: (1) confronting and accepting organizational reality – the newcomer confirms or does not confirm expectations and discovers which personal needs and values conflict with the organization's culture; (2) achieving role clarity –

the newcomer is introduced to the tasks of the new job, defines interpersonal relationships with co-workers, and establishes an agreement between his or her own views and the organization's views on the evaluation of performance; (3) locating oneself in the organizational context – the newcomer learns which behaviors are accepted within the organization, resolves conflicts involving work-life interests, establishes a new self-image, and adapts new beliefs and values; and (4) detecting signposts of successful socialization – the newcomer achieves organizational commitment, satisfaction, feelings of mutual acceptance, and motivation.

There has been much criticism regarding phase (or stage) models of socialization. The primary concern is that they are too definitive and fail to consider individual differences (Whitely, 1986, Kramer, Miller, 1999). These models may be useful in describing various types of learning and change that occur during the early integration process. However, whether a stage model accurately describes distinct steps in the entry process is uncertain (Fisher, 1986). While there may be observable stages, it is unlikely that newcomers will progress through each stage in a linear fashion or at the same pace. At this point, role negotiation occurs whereby the expectations of both parties are clarified and mutual agreements are made to enhance productivity (Flanagin, Waldeck, 2004; Kramer and Miller, 1999; Miller et al., 1996).

During organizational entry, newcomers are thrust into the social environment of the organization and left to navigate cultural values and norms in a way that will help them to make sense of their work-related relationships and experiences. Organizational socialization processes are viewed as involving four primary tasks: (1) acculturation – adaptation or adjustment to the organization's culture; (2) task mastery – the mastery of one's job responsibilities; (3) role negotiation – the development of a clear understanding of one's job role; and (4) social integration – the development of effective working relationships with co-workers (e.g., Feldman, 1976; Fisher, 1986; & Jablin, 1987).

Van Maanen and Schein (1979) argued that organizations use six tactics to socialize newcomers. Each tactic exists on a bipolar continuum. First, fixed tactics provide the new member with precise knowledge of the time it will take to complete a given step of socialization or the entire socialization process. Conversely, variable tactics do not provide newcomers with any advance notice of their expected transition timetable.

Second, sequential tactics provide a fixed sequence of steps that leads to role competence, compared to random tactics that keep the sequence ambiguous or frequently changing.

Third, serial tactics are utilized when experienced members, either individually or in groups, mentor newcomers in assuming similar roles in the organization. Disjunctive tactics do not employ explicit role models for newcomers, but, rather, newcomers are left alone to determine how the socialization process will proceed and how they will learn.

Fourth, socialization strategies may be either formal or informal. Formal socialization experiences are segregated from the ongoing work context in settings such as

corporate universities or classroom training sessions. Less formal programs may involve the newcomer shadowing an experienced member for a period of time.

Fifth, individual socialization encompasses one-on-one newcomer-senior partnering, and self- or organization-imposed newcomer isolation. Conversely, collective tactics involve placing an individual newcomer in a cohort of those who are provided with an identical set of experiences, resulting in relatively similar outcomes for each member.

Finally, investiture tactics validate the “viability and usefulness” of the professional identity a newcomer already possesses (Van Maanen, 1978), as opposed to divestiture strategies that “deny and strip away certain entering characteristics of a recruit” (Van Maanen, 1978).

Downey (2002) suggests, that new leaders invariably have difficulty determining which elements of their past experience will be most relevant and how to apply those elements within a new context. The rules and realities that one learns to rely on in one job may not apply to the next. Relying too much on past learning and experience often hinders assimilation into a new situation because it impedes adaptation and results in determining actions based on assumptions that may no longer apply. All new leaders struggle with balancing how much they draw on previous experience and how much they remain open to learning new paradigms. New leaders are often not prepared for the emotional challenges encountered in the assimilation process.

To supplement the Downey work, it is worth mentioning the findings of Helmich (1975, 1977). He argues that successors face different frustrations depending on the size of the organization. Successors in large, matured organizations were more likely to experience need frustration, while successors in smaller firms confront greater social relationship frustrations.

Organizational assimilation is an interdependent and dynamic exchange between the organization and the new leader and has a number of benefits.

First, it provides a strategic opportunity for the human resource function to: (1) assess whether the organizational culture, structure, and processes will support an effective assimilation process; and (2) seek trends and best practices to determine whether systemic organizational changes must be made to existing hiring and retention strategies (Downey, 2002).

Second, it provides a bridge between new leaders and the organization (Downey, 2002). This is the time for the leader to have individual interactions with subordinates, peers, superiors, and other key people with whom he or she will be working on a regular basis.

Third, Winker and Janger (1998) have asserted that assimilation reduces the costs and associated impacts of high turnover. When new leaders are appropriately assimilated, they are more likely to reach their full potential, feeling a sense of commitment to the organization and less likely to undergo an early departure with deep feelings of resentment and disillusionment.

Fourth, organizational assimilation provides the new leader with clear expectations, role clarity, and new information and skills to help overcome feelings of inadequacy and failure (Winker and Janger, 1998). An

effective assimilation process shortens the learning curve on important issues, allowing the newcomer to proceed with developing and implementing an organization’s vision, goals, and strategies (Burke and McKeen, 1994).

Merrill’s (2006) developed instrument, the Executive Assimilation Index (EAI), was designed to measure three dimension of organizational assimilation: 1) selection/pre-hire planning – the extent to which the organization prepared newcomers for successful organizational entry; 2) acculturation – the extent to which the organization provided a structured assimilation process; and 3) proactive leadership effectiveness – the extent to which newcomers assumed proactive leadership effectiveness – the extent to which newcomers assumed proactive leadership behaviors to enhance their own transition experience. The instrument consisted of 29 question items.

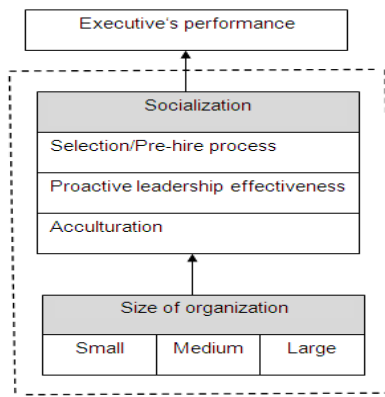
The significant aspect of the overall work of Merrill (2006) was that organizational socialization does not appear to be a primary determining factor of executive leadership performance, i.e. when structured organizational socialization process is not provided, the executives may assume a proactive role in facilitating their own transition experience.

Summing up, the literature on integration emphasizes the importance of the period of time when a newcomer enters the organization. It is an important period for the new successor in terms of taking charge and for an organization in terms of a newcomer’s performance. Both theories, taking charge or socialization, impose the responsibility of successful socialization for the newcomer and for the organization. The socialization approach described by various authors is presented on the Figure 1.

Also, it is important to note, that a parallel appears between the emotional status described by Downey (2002) and the tendency to leave the executive position within 18 months as analyzed by Leslie and Van Velsor (1996) and Downey et al. (2004). The question arises as to what is the key factor fostering the executive departure before the contributing stage. The findings of the research may suggest that the emotional status during the socialization becomes oppressive; it might be that the successor is not satisfied with the current results of the organizational performance. The authors of this study presume that both factors are important as they reinforce each other negatively and in such a way create a vicious cycle. The shorter time of successful socialization may become an advantageous factor as the pressure from the Board of directors increases and becomes the new norm.

### **Conceptual Model of Executive’s Socialization in S mall, Medium and Large Organizations**

Based on the literature review, the authors of this study developed a conceptual model emphasizing the size of organization and the socialization process elements: 1) pre-hire process when the expectations from the successor and the organization should be detailed; 2) the acculturation process supported by the organization and 3) the successor proactive effectiveness to cope with the situation.



**Figure 1.** Conceptual model

The model suggest, that socialization in small, medium and large organizations differs through the manifestation of different level of selection/pre-hire planning process, proactive ;leadership effectiveness and acculturation.

**Research methodology**

The authors tested the conceptual research model applying quantitative research approach. The purpose of the research was to identify the level of socialization in differently sized organizations.

In order to evaluate the socialization process, the adapted version of Merrill’s (2006) instrument was used. The questions were grouped into three parts revealing the process of pre-hire/selection, acculturation and proactive executive’s behavior.

Evaluation of executive socialization:

- a) pre-hire/selection process (9 questions);
- b) acculturation process (16 questions) and
- c) proactive behavior (5 questions).

The following criteria were used in selecting the sample population. First, the population should be limited to the executives of organizations based in Lithuania. Second, the organizations should have been facing executive succession during the last three years.

The analysis of the executive turnover in 1000 most profitable and rapidly growing Lithuanian organizations showed that 101 organizations faced executive succession. According to the sample formula (fpc), suggested by Roberts (2004) for small populations, the sample size was defined to be n=57.

The survey was conducted in May, June and July in 2008. During the survey a total of n=55 valid questionnaires were obtained. As the survey was conducted by telephone and e-mail, it was analyzed if the collected data in both

ways do not have a significant difference. The Kolmogorov-Smirnov sample test showed that the parameters were both normal (p>0,05). The Leven’s test showed that there were equal variances of two independent samples (p>0,05). The t-test confirmed the equality of means (p>0,05).

The percentage of accuracy associated with 95 per cent confidence was recalculated in accordance to Roberts (2004) formula developed for the small scale populations when the empirical mean and standard deviation are known. Common empirical mean of the scale was x= 7,75, and the empirical standard deviation of the scale was = 1,789. The final accuracy expressed as a percentage of the mean (margin of error) comprised +- 4 percent at 95 percent level of confidence.

Cronbach alpha was estimated to assess the scale reliability, i.e. the integrality of the scale. Cronbach alfas for the constructs constituted >0,7. It was also checked the normality of construct’s parameters (p>0.05) and found them to be normal.

**Executive’s Socialization in Organizations: results of the survey**

According to the results, 37% of the respondents represented medium size organizations (51-250 employees), 31% of the respondents represented small size organizations (10-50 employees) and 32% - large organizations (more than 250 employees). None of the respondents belonged to very small organizations (9 employees or less).

Socialization process in all size organizations received a rank mean at 7.58 and indicated that there was room for improvement. Selection and pre-hire planning stage in organizations was evaluated the best and got the rank mean 7.92. Proactive leadership effectiveness was evaluated at 7.77 and the acculturation process – 7.41. However, the rank means did not go above 8 and could be evaluated only as satisfactory (see Table 1).

The differences of executive socialization process in differently sized organizations were revealed as well (see Table 1).

Proactive leadership effectiveness in small organizations is more dominant than in medium and large organizations and received a rank mean at 8.12. Selection and pre-hire planning in large organization received the highest rank mean among the groups and was 8.40. It is worth noticing, that in medium size organizations all the stages of socialization received with the lowest rank means comparing with the results of small and large organizations.

Table 1

**Rank means of socialization stages in small, medium and large organizations**

	Small organizations		Medium organizations		Large organizations		All organizations	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	St. Dev.
Socialization process	7.81	.941	7.41	1.263	7.63	1.350	7.58	1.177
Selection/pre-hire planning	7.68	1.162	7.90	1.644	8.40	1.179	7.92	1.436
Proactive leadership effectiveness	8.12	1.166	7.54	1.251	7.82	1.373	7.77	1.249
Acculturation process in organization	7.75	.988	7.23	1.595	7.33	1.747	7.41	1.452



The analysis of the results revealed which socialization attributes received the lowest evaluations where the rank means went below 7 in all size organizations. The study showed that information was poorly provided by previous executives to aid the successor's transition (overall rank mean 4.89). Most organizations did not provide formal orientation programs to aid the transition (overall rank mean 4.00) and the communication patterns in organizations were not clearly described to successors (overall rank mean 6.93). The Board of directors tended not to provide regular feedback regarding job performance (overall rank mean 6.82), though the successors themselves were not motivated to initiate conversations with Board of directors regarding developmental opportunities that may have enchanted the performance (overall rank mean 5.93).

## Conclusions

The analysis of executive's socialization process is rather limited, though all researchers agree that an effective executive socialization process is mutually beneficial for the newcomer and organization.

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### Naujojo vadovo socializacijos procesas mažoje, vidutinėje ir didelėje organizacijoje

Santrauka

Aukščiausiojo lygio vadovų kaita yra vienas svarbiausių įvykių organizacijai, nuo kurio priklauso organizacijos veiklos rezultatai ir sėkmė. Remiantis literatūros analize, galima teigti, kad veiksmingas ir sėkmingas darbuotojų socializacijos procesas yra abipusiškai naudingas tiek pačioms organizacijoms, tiek naujiems darbuotojams. Naujojo vadovo, nuo kurio priklauso organizacijos ateitis, socializacijos procesas nėra plačiai aptartas mokslo darbuose, tačiau mokslininkai sutaria, kad naujojo darbuotojo socializacijos proceso sėkmė turi įtakos organizacijos veiklos rezultatams. Sėkmingo socializacijos proceso rezultatai lemia didesnį naujojo darbuotojo pasitenkinimą darbu, išpareigojimą organizacijai, ilgesnį darbo stažą, geresnį darbų atlikimą ir kt. Taikant socializacijos teoriją praktikoje, galima rasti atsakymus, kas lemia naujojo vadovo strategijos pokyčių sprendimus, numatyti socializacijos žingsnius. Tačiau apie tai, kaip skiriasi socializacijos procesas įvairaus dydžio organizacijose, būtina giliau diskutuoti ir analizuoti.

Šiame straipsnyje nagrinėjami vadovų kaitos proceso ir socializacijos etapai, analizuojami socializacijos proceso rezultatai. Straipsnio autoriai pateikia dviejų vadovo integracijos organizacijoje strategijų analizę, t. y. valdymo kontrolės ir socializacijos (Denis et al, 2000).

Valdymo kontrolė kaip vadovo socializacijos požiūris nagrinėtas keliolikoje mokslinių straipsnių ir suvoktas kaip dinamiškas vadovo integracijos procesas (Gabarro, 1986; Gilmore, 1988; Kelly, 1980; Simons, 1994). Vadovaujantis šiuo požiūriu, naujas vadovas yra linkęs suvokti vadovų kaitą kaip procesą, kurio tikslas viską „perimti savo žinion“. Pasak Gabbaro (1985, 2007), naujasis vadovas susiduria su šiais valdymo kontrolės perėmimo etapais: 1) palaikymu, 2) panardinimu, 3) performavimu, 4) konsolidavimu ir 5) tobulinimu.

Organizacijos taiko socializacijos modelį, siekdamas suorientuoti naujus darbuotojus, kuriame pasak Van Maanen (1978), asmuo susipažįsta su organizacijos vertybėmis, normomis, kas leidžia tapti jam organizacijos dalimi. Atlikus mokslinius tyrimus, nustatomas darbuotojo socializacijos procesas, kaip vidinis konfliktas, kurio metu naujas darbuotojas turi prisitaikyti, siekiant įgyti bendradarbio statusą (Bullis, 1993).

Darbe siekiama nustatyti vadovų socializacijos proceso elementus ir įvertinti, kaip jie reiškiasi mažose, vidutinėse ir didelėse organizacijose. Įvertinus socializacijos etapus ir elementus buvo parengtas teorinis modelis. Šiame modelyje identifikuoti atrankos etapas, proaktyvus vadovo elgesys ir kultūros perėmimo etapas, kurių raiška skiriasi atsižvelgiant į organizacijos dydį.

Ryšiui tarp naujojo vadovo charakteristikų ir organizacijos veiklos rezultatų nustatyti buvo atliktas kiekybinis tyrimas greitai augančiose ir labiausiai pelningose Lietuvos įmonėse, kurios patyrė vadovų kaitą per pastaruosius trejus metus. Tyrimui atlikti buvo parengtas klausimynas, kurį sudarė trys dalys: a) naujojo vadovo atrankos etapo vertinimas, b) pro-aktyvios naujojo vadovo elgsenos vertinimas ir c) kultūros perėmimo proceso vertinimas. Įvertinus vadovų kaitą pasirinktose Lietuvos organizacijose, buvo nustatyta, kad 1000 įmonių keitėsi 101 aukščiausiojo lygio vadovas. 32 vadovai buvo apklausti telefonu, 23 vadovai į klausimus atsakė elektroniniu paštu.

Pagal tyrimo rezultatus 37 % respondentų dirbo vidutinio dydžio organizacijose (51 – 250 darbuotojų), 31 % respondentų - mažo dydžio organizacijose (10 – 50 darbuotojai), o 32 % - didelėse organizacijose (daugiau nei 250 darbuotojų). Nė vienas iš respondentų nepriklausė labai mažoms organizacijoms (9 darbuotojai arba mažiau).

Bendras socializacijos proceso vidurkis visose organizacijose buvo 7,58 ir gali būti traktuojamas kaip patenkinamas. Atrankos proceso organizacijose vidurkis buvo aukščiausias, t. y. 7,92. Proaktyvios naujojo vadovo elgsenos vidurkis sudarė 7,77 balo, kultūros perėmimo proceso vidurkis – 7,41 balo.

Tyrimo metu nustatyti vadovų socializacijos proceso skirtumai įvairaus dydžio organizacijose. Proaktyvi naujojo vadovo elgsena labiau dominuoja mažose organizacijose nei vidutinėse ar didelėse organizacijose (vidurkis – 8,12). Atrankos etapo aukščiausias vidurkis nustatytas didelėse organizacijose (8,40). Svarbu paminėti, kad vidutinio dydžio organizacijose visi socializacijos etapų įvertinimo vidurkiai yra mažiausi, palyginti su mažų ir didelių organizacijų rezultatais.

Rezultatų analizė parodė, kurie socializacijos veiksniai buvo įvertinti žemiausiais balais - įvertinimų vidurkis nesiekė 7 balų visų dydžių organizacijose. Tyrimas parodė, kad ankstesni vadovai nėra linkę suteikti reikiamą informaciją pasekėjams (bendras vertinimų vidurkis – 4,89). Dauguma organizacijų neturi formalių darbuotojų socializacijos programų (bendras vertinimų vidurkis – 4,00) ir nepakankamai informuoja naują vadovą apie komunikacijos principus organizacijoje (bendras vertinimų vidurkis – 6,93). Taipogi, visose organizacijose valdyba nėra linkusi reguliariai teikti atsiliepimus apie darbo kokybę naujam vadovui (bendras vertinimų vidurkis – 6,82), nors naujieji vadovai patys nebuvo pakankamai motyvuoti kreiptis į valdybą aptarti profesinio ugdymo/si galimybių (bendras vertinimų vidurkis – 5,93).

Apibendrinant tyrimo rezultatus, galima teigti, kad socializacijos proceso raiška skiriasi skirtingo dydžio organizacijose. Siekiant pasiūlyti būdus socializacijos procesui tobulinti, atsižvelgiant į organizacijos dydį, reikalingos išsamesnės mokslinės studijos, galinčios įvertinti mažų, vidutinių ir didelių organizacijų veiklos principus.

Raktažodžiai: vadovas, vadovų kaita, socializacija, vadovo integracija, organizacijos dydis.

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