USED BY THE RESIDENCE HALLS AT
MICHIGAN STATE UNIVERSITY

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
MARIO PETER SCONTRINO
1968

ABSTRACT

A STUDY OF THE ORIENTATION PROGRAM USED BY THE

RESIDENCE HALLS AT MICHIGAN STATE UNIVERSITY
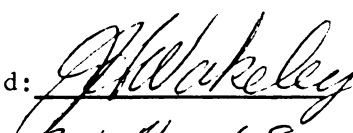
By

Mario Peter Scontrino

An orientation program is a process directed at aiding the new employee in his adjustment to the company. In January of 1967 the Personnel Office of the Dormitories and Food Services Division of Michigan State University developed their own orientation program. After one year of experience with the program, the Personnel Office was interested in evaluating this program. In conjunction with this office E conducted the present study to determine the effects of the orientation program. E found that the program was being used by a majority of the managers, that no significant relationship existed between employee attitude and employee knowledge of the organization, that no significant relationship existed between amount of orientation and employee attitude, and that amount of orientation and rate of turnover were significantly related.

Thesis Committee

Dr. John Wakeley, Chairman

Dr. Eugene Jacobson

Dr. Hiram Fitzgerald

Approved: _____

Date: _____

A STUDY OF THE ORIENTATION PROGRAM USED BY THE

RESIDENCE HALLS AT MICHIGAN STATE UNIVERSITY

By

Mario Peter Scontrino

A THESIS

Submitted to

Michigan State University

in partial fulfillment of the requirements

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INTRODUCTION

In the United States today more than 78 million people produce

goods and provide services for a population of 200 million. As

the Bureau of Labor Statistics (1967) points out, more than 7 million

or 9 percent of these 78 million undergo some form of training every

year as they move from one organization to another or join an organi-

zation for the first time. Moreover, many millions more receive

training as they move about within the same organization. What this

amounts to is a vast sum of money, time, and effort being expended

for training. What exactly is included in this training? The United

States Government "succinctly" defines training as:

> ". . . the process of providing for and making
> available to an employee and placing or enrolling
> such employee in a planned, prepared, and coordi-
> nated program, course, curriculum, subject, system,
> or routine of instruction or education, in
> scientific, professional, technical, mechanical,
> trade, clerical, fiscal, administrative, or other
> fields which are or will be directly related to
> the performance by such employee of official
> duties for the Government (employer), in order to
> increase the knowledge, proficiency, ability, skill,
> and qualifications of such employee in the perfor-
> mance of official duties."
> (U. S. Congress, 1958)

More to the point is the definition given by McGehee and

Thayer (1961):

> "Training is the formal procedures which a company
> uses to facilitate employees' learning so that their
> resultant behavior contributes to the attainment of
> the company's goals and objectives. It encompasses
> activities ranging from the acquisition of a simple
> motor skill up to the development of attitudes toward
> intricate and controversial issues."

Training not only involves learning, training is learning. When

an employee is hired, he undergoes orientation training. He learns

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where the time clock is located, what his job consists of, where the lavatories are located, what fringe benefits accompany his job, etc. When he is given a different job in the same organization, he must undergo more training. He must learn about his new job. When his job is enlarged, further training is required. As the products and services change, the employees must also change their behavior to meet the new demands. The most direct method of attaining this behavioral change is training.

Orientation training, on-the-job training, off-the-job training, apprenticeship training, and vestibule training are all attempts to develop the individual employee so that his resultant behavior will contribute to the attainment of the company's goals and objectives. Of all of the training programs, orientation training is the first and most important training experience the employee undergoes.

The purpose of orientation training is deceptively simple -- to aid the new employee in his adjustment to the company (Smith, 1965). Why then is orientation training so important? Thibaut and Kelley (1959) point out that the early exploratory interactions of an individual in a novel situation are very important in determining the final outcome of the potential relationship. Wietz (1956) seconds this notion with his findings that a significant relationship exists between job expectancy and turnover. Moreover, for any training program to be effective, the trainee must be motivated to learn whatever is being taught. The employee's motivation depends to a great extent on the employee's identification with the company's goals and objectives and on the employee's attitude toward the company.

It is during the initial experience with the company that the employee forms many of his attitudes toward the company, attitudes which determine the individual's motivation. For this reason the success of all later training programs is dependent on the success of orientation training. Furthermore, orientation training provides the new employee with a frame of reference from which to judge the varied impressions he will receive from his fellow employees in his early days with the company.

There are nearly as many orientation programs as there are organizations. Nevertheless, there are surprisingly few studies of the effects orientation programs have on employees. But the problem of determining the best method of orienting the new employee is a real one. As Scanlan points out:

> "An orientation program is not something which a firm has or does not have. Neither is it a question of incurring certain costs or not incurring them. One way or another the employee will be oriented and a cost will evolve. It only makes good sense to have a directed program which will achieve a list of solid worthwhile objectives."
> (Scanlan, 1965)

The only systematic study of the process of orientation was done by Hovland and his associates in 1949 in connection with their experiments on mass communication. Their main hypotheses were that a series of orientation films would be an effective method of:

1. improving knowledge of military events for draftees;

2. improving general attitudes of draftees toward the British;

3. motivating men to fight since knowledge, attitude, and motivation were components of the same process.

They found that the series of orientation films were indeed an effective

method of imparting factual information and of changing attitudes on specific points covered in the film such as the ability of the British soldier in a certain battle. However, the specific attitude changes were not accompanied by general improvements in attitudes toward the British, which was the real target of this aspect of the orientation program. Furthermore, the program had little effect in motivating the men to fight.

Hovland et al. (1949) concluded that the lack of effects of the program was due to:

1. previous indoctrination of draftees by the news media;

2. the shortness of the orientation program (50 minutes);

3. conflicting motivation, e.g., defending one's country may lead to injury;

4. the need for a sinking-in period in which to digest the information.

Using both Scanlan's (1965) statement about orientation and Hovland's (1949) findings for a point of departure, the question becomes not one of to have or not to have orientation but one of what is required to make an orientation program successful. Both Scanlan (1965) and Dephillips, Berliner, & Cribbin (1960) agree with Savitt (1965) that a good orientation program achieves two objectives. It serves the pertinent interests of the new employee and thereby serves the pertinent interest of the employer. Unfortunately, Savitt doesn't specify the nature of these pertinent interests.

Scanlan (1965) is more specific in his delineation of what an orientation program should accomplish. He suggests that an orientation program should:

1. promote employee identification with the company;

2. set the stage for a high level of motivation by integrating

   the interests and goals of the firm with those of the

   individual;

3. thoroughly acquaint the new employee with every detail of

   his or her new job;

4. lay the groundwork for the establishment of mutually

   satisfying social ties between present employees and the

   new person.

With the exception of Hovland's study, everything that has been

written on the subject of orientation seems to be the result of arm-

chair theorizing with no reasons given why one's theorizing leads

in a particular direction. What is even more unfortunate is that no

research has been published on any of these model orientation programs

(Scanlan has not submitted his theory to empirical validation).

In January of 1967 the Personnel Office of the Dormitories and

Food Services Division of Michigan State University developed their

own orientation program based on what they, from their experience,

thought should be incorporated into an orientation program. Like

other orientation programs, this program was not the outgrowth of

any particular theory but was simply an attempt to solve their problem

of familiarizing the new employee with the organization in general,

with his or her new job in particular, and with the relation between

the two. The stated objectives of this program were:

1. to create a two-way interest and communication between the

   supervisor and the employee;

2. to make an easier, more satisfactory adjustment to the

working area;

3. to give the employee a feeling of security, understanding, and of welcome as a member of the residence hall staff;

4. to show the employee the importance and the responsibilities of his or her new job, and the relation to his or her supervisor;

5. to state exact information on hours, rules, procedure of job, explanation of the operation of the unit;

6. to try to sell the employee on becoming an enthusiastic and sincere member of the Residence Halls Department.

After one year of experience with this program, the Personnel Office was interested in evaluating the following:

1. the extent to which the individual dormitory managers used this program;

2. what effects, if any, orientation had on employee attitude;

3. whether or not the time the program required could be justified on a dollars and cents basis.

In conjunction with the Personnel Office, E conducted the present study to answer the following questions:

1. to what extent was the orientation program being used;

2. what was the relationship between the employee's knowledge of the organization and the employee's attitude toward the organization;

3. what was the relationship between the amount of orientation an employee received and that employee's attitude toward the organization;

4. what was the relationship between orientation and turnover?

METHOD

<u>Subjects</u>

The <u>S</u>s were fifty-five full-time hourly residence hall employees
at Michigan State University who had been hired after January 1967.
The mean length of employment by the University of <u>S</u>s was seven
months. Thirty-nine <u>S</u>s were female and sixteen were male. Twenty
<u>S</u>s ranged from forty-five to sixty-five years of age; seven <u>S</u>s ranged
from thirty to fourty-four years of age; and twenty-eight <u>S</u>s ranged
from fifteen to twenty-nine years of age with a mean age of thirty-
eight years. All <u>S</u>s had completed at least six years of school and
none had completed more than fifteen years. (See Table 1, p 10)

The <u>S</u>s were selected in the following manner. In those residence
halls where only a few employees had been hired since January 1967, all
the employees hired after this date were interviewed. Where only one
employee had been hired since January 1967, an additional employee,
hired prior to January 1967, was interviewed to reduce any threat to
the employee of being singled out for an interview.

In all other residence halls the employees were selected according
to the following guidelines which approximated the breakdown of the
population of residence halls employees:

1. 50% of <u>S</u>s were kitchen help; 50% were custodial help;

2. all <u>S</u>s were hired after January 1967;

3. 20% of <u>S</u>s were members of minority groups;

4. 60% of <u>S</u>s were female; 40% were male.

Instrument

Each employee completed the Science Research Associates Employee Inventory (SRAEI) and an achievement test covering various aspects of the organization. The SRAEI provides an analysis of the employees' general attitude towards the organization. It has test-retest reliability of .97, but no figures are published on its validity.

The SRAEI yields three scores: an agree score which reflects favorable employee attitude toward the organization, a ? score which reflects uncertainty of attitude, and a disagree score which reflects unfavorable employee attitude toward the organization. Some of the questions are phrased negatively so that an agree is scored as a disagree and vice versa.

The achievement test was composed of twelve items all of which were included in the orientation program, in the employee handouts, and in the union contract. Since four of the items had more than one correct answer, the maximum score for any individual on this portion of the questionnaire was sixteen.

The questionnaire is included in Appendix II.

Procedure

Prior to administering the questionnaire to the employees, E
personally interviewed each residence hall manager to ascertain the
extent to which each was using the orientation program. The interviews
were structured (see Appendix III) and at no time during the interview
did E divulge the real nature of his research. The managers were
informed via the Department of Residence Halls that E was studying
personnel practice in connection with his Ph.D. program and that he
would be contacting each of them. Each manager answered a series of
questions in which he revealed the extent to which he was using the
orientation program. The E then interviewed an employee who had
recently been hired to verify what the managers had told him. Upon
completion of the interview, E rated the manager on a scale from one
to seven on the amount of orientation used. After E had interviewed
all the managers, he rank ordered them on their attitudes toward the
organization.

Upon completion of the initial interviews E and his assistants
returned to the residence halls to administer the questionnaires to
the employees who were selected according to the sampling procedure
above. Each S was told that the Personnel Office was interested in
the way they felt about their manager, the residence hall they worked
in, and the University in general. Each S was assured that strict
anonymity would be maintained. After E answered any questions S had,
he gave S the questionnaire. The E remained in the room while S
completed the questionnaire in case S had any difficulties. The
complete procedure is included in Appendix IV.

RESULTS AND DISCUSSION

Table 1 summarizes the means and standard deviations for all dependent variables in the sample population. The composition of this sample population approximates the breakdown of the population of residence halls employees presented earlier since 60% of the sample were female (variable 1) and 25% of the sample were members of minority races (variable 5).

TABLE #1

SUMMARY OF MEANS AND STANDARD DEVIATIONS

VARIABLE	VARIABLE #	MEAN	STANDARD DEVIATION
Sex*	1.	1.70	.45
No. months employed	2.	6.96	4.06
Age group**	3.	1.85	.93
Highest grade in school	4.	10.89	2.16
Race***	5.	1.32	.47
Amount of orientation in hours	6.	3.85	1.96
Knowledge of organization	7.	6.98	3.12
Agree	8.	55.34	14.19
?	9.	10.81	9.46
Disagree	10.	11.81	11.50
% turnover	11.	34.65	15.89

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*      1 = male;   2 = female
**     1 = 15-29;  2 = 30-44;  3 = 45-65
***    1 = white;  2 = minority
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Table 2 on page 12 presents the Pearson product moment correlations computed between all the variables. The coefficients ranged

from -.74 to +.47. Fisher's r to z transformation was used to test the hypotheses that r_{xy} = 0. On a chance basis one would expect to find three significant coefficients; sixteen of the coefficients were significant. Of course certain relationships had to be significant such as the relationship between positive attitude (column 8) and negative attitude (row 10) and the relationship between positive attitude (column 8) and uncertain attitude (row 9).

The etas computed between all the variables are presented in Table 3 on page 13. Since eta has a direct relation with the F-test for association, the formula F = (N-J/J-1) (eta^2/1-eta^2), distributed as F with J-1 and N-J degrees of freedom where J is the number of groups, was used to test the hypotheses that eta$^2_{yx}$ = 0. On a chance basis six of the coefficients would be significant; twenty-one of the computed etas were significant.

As Table 1 indicates, the average amount of time devoted to orienting new employees is four hours. Four of the dormitory managers used the orientation program very little; eleven managers used the complete orientation program; and two of the dormitory managers used about half of the orientation program. This answers question one -- to what extent was the orientation program being used.

Question two was concerned with the relationship between the employees' knowledge of the organization and the employees' attitude toward the organization. As indicated in Tables 2 and 3 there is not a significant relationship between the employees' knowledge of the organization (row 7) and the employees' attitude (column 8). However this is not the full answer to this question since there are at least four other points which must be considered when discussing employee

TABLE #2

TABLE OF ALL PEARSON r's

r

VARIABLE	VARIABLE #	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
Sex	1.	1.00										
No. months employed	2.	-.12	1.00									
Age group	3.	.24	-.09	1.00								
Highest grade in school	4.	-.23	.01	-.50**	1.00							
Race	5.	.02	-.06	-.30*	-.01	1.00						
Amount of orientation	6.	-.17	.39**	.25	-.08	-.04	1.00					
Knowledge of organization	7.	-.24	.37**	-.17	.47**	-.34**	.06	1.00				
Agree	8.	.08	-.16	.41**	-.39**	-.08	.09	-.15	1.00			
?	9.	-.02	.06	-.11	.27*	-.02	-.07	.02	-.58**	1.00		
Disagree	10.	-.08	.15	-.41**	.26*	.13	-.05	.17	-.74**	-.09	1.00	
% turnover	11.	.12	-.48**	-.24	.35**	.02	-.62**	.02	.04	.15	-.19	1.00

*p<.05
**p<.01

TABLE #3

TABLE OF ALL ETAS (Y,X)

ETA

VARIABLE	VARIABLE #	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
Sex	1.	1.00	.45	.25	.48	.08	.27	.49	.53	.46	.57	.42
No. months employed	2.	.12	1.00	.11	.47	.06	.45*	.56	.58	.46	.45	.61**
Age group	3.	.24	.46	1.00	.60**	.30*	.36	.47	.57	.42	.55	.45
Highest grade in school	4.	.24	.50	.50**	1.00	.03	.52**	.61*	.67	.57	.54	.49
Race	5.	.02	.40	.37*	.24	1.00	.13	.45	.50	.48	.55	.32
Amount of orientation	6.	.18	.58	.26	.37	.09	1.00	.46	.66	.44	.47	.92**
Knowledge of organization	7.	.25	.57	.18	.51	.33*	.49*	1.00	.52	.38	.50	.44
Agree	8.	.09	.44	.43**	.62**	.09	.28	.50	1.00	.67**	.80**	.35
?	9.	.02	.44	.12	.55*	.03	.29	.44	.76*	1.00	.47	.37
Disagree	10.	.08	.49	.42**	.40	.11	.33	.49	.83**	.41	1.00	.42
% turnover	11.	.16	.56	.32*	.44	.01	.74**	.54	.66	.45	.40	1.00

*p < .05
**p < .01

attitude: the validity of the instruments used, the importance of
the managers' and supervisors' attitudes in shaping their employees'
attitudes, the type of job involved, and the differences between
employees.

A reliable and valid measure of an individual's attitudes
toward his job is difficult to obtain for many reasons. First of
all there is the question of whether the expressed opinions of an
individual (in this case, expressed on the questionnaire) can be
regarded as indicators of his or her real attitude. Even when these
expressed attitudes correlate with actual behavior, there is still
the question of what the actual relationship between public and private
attitudes is, i.e., an individual may be putting on a "front" for
one reason or another. Finally there is the problem of how well
the questionnaire items lend themselves to representing given
attitudes. All of these problems center around the question of what
the test measures and how well it does so, or in a word, validity.
However, this is not a condemnation of all attitude measures since
carefully constructed instruments can measure attitudes with a high
degree of validity. But this is a condemnation of "canned" attitude
measures such as the SRAEI which can be criticized for their lack of
validity. In addition, $\underline{E}$'s ratings could be criticized on the grounds
that they were a result of experimenter bias, e.g., they may have been
ratings of the managers' friendliness and openness rather than ratings
of the managers' attitudes toward their jobs.

Zalesnik (1956) has pointed out the importance of administrator's
behavior and attitudes in shaping the behavior and attitudes of their
employees. At first glance the results of this survey do not appear

to support Zalesnik's findings since managers' attitudes and employees' attitudes were not correlated at all. A Spearman rank correlation coefficient was computed between the managers' attitudes and employees' attitudes; it yielded an r_s of .07 which was not significant. Yet at the same time managers' attitudes and employee turnover were highly correlated. A Spearman rank correlation computed between these variables yielded an r_s of .70 which is significant at the .01 level. If one assumes that managers' attitudes must be correlated with employees' attitudes, one may find these results contradictory. The answer may be that this assumption is false; or it may be that the wrong attitudes were sampled, i.e., perhaps the supervisors should have been interviewed rather than the managers since the supervisors are the branch of management with whom the employees are in almost constant contact, from whom the employees receive most of their information, and who may be most instrumental in shaping the employees' attitudes and behavior. This is one possibility. Another possibility is that a longer period of time (more than seven months) is required for the attitudes of the managers to have any effect on the attitudes of the employees. The time factor would resolve the problems encountered above where managers' and employees' attitudes are unrelated while at the same time managers' attitudes and employees' behavior (turnover) are related.

Another important variable operative in shaping the attitude of the employee toward the organization is the particular combination of employee and job. Mass training is based on the premise that persons are more alike than different and that, therefore, one flexible training program will be able to meet the needs of a majority of the

trainees. However some individuals can not be trained via the training program route either because they are unable to be trained or because they don't want to be trained.

As Table 3 indicates the orientation program is having some effect since there is a significant relation (eta = .49; p<.05) between the amount of orientation an employee receives (column 6) and the employees' knowledge of the organization (row 7). At the same time, however, older persons and persons without a high school education have the best attitude toward the organization while younger people and those who have attended college for one or two years have the worst attitude. Does this mean that the orientation program has no effect on the young and on the educated? As indicated in Tables 2 and 3, a significant relationship (eta = .52; p<.01) exists between amount of orientation (column 6) and amount of education (row 4) indicating that "the educated" are receiving more orientation than the uneducated. Yet at the same time a significant inverse relationship (r = -.39; p<.01) exists between amount of education (column 4) and attitude toward the organization (row 8) indicating that the orientation training may not be affecting the more educated individuals in the expected manner.

From the above information it is difficult to say exactly what affect orientation has on the educated individual, whether the orientation program should be changed, or whether the person with an above average educational background should be ineligible for custodial jobs. These are really selection or placement problems rather than training problems; but trainers, in this case managers and supervisors, must realize that even though their training program is flexible, it is

flexible within limits and that there do exist individuals upon whom the training program will have no effect, or even worse, an adverse effect.

Question three is concerned with the relationship between the amount of orientation an employee receives and the employee's attitude toward the organization. As Tables 2 and 3 indicate, the correlation between the amount of orientation an employee receives (column 6) and the employee's attitude (row 8) is not significant. There are two possible causes for this lack of significance. One possibility is that a longer period of time may be required for the information presented in the orientation program to have any effect on employee attitudes. A second possibility, which has already been mentioned, is that the SRAEI is not a valid measure of employee attitudes.

Question four is directed at the relationship between orientation and turnover. Tables 2 and 3 indicate that a significant relationship ($r = -.62$; $p < .01$) did exist between the amount of orientation (column 6) and turnover (row 11). This result supports the findings of Thibaut & Kelley (1959) and of Weitz (1956) that potential outcomes of new relationships are in large part determined by the early exploratory interactions of those entering the new relationship. This result suggests that great care should be taken in the design of an orientation program so that the initial interactions between the employer and the employee will increase the likelihood that the relationship will succeed. Moreover, the cost of orientation ($50.00) is more than offset by the accompanying decrease in turnover since each turnover costs the University approximately $750.00.

Orientation is really an endless program. It is never completed

and is always in progress permeating and overlapping every other type of training. Orientation is an attempt to shape the attitudes and behavior of employees; and, as this survey indicates, there is a strong relationship between orientation and behavior.

There is a real need for more information on what is essential for a successful orientation program, especially in this age of organizational psychology when the social skills of men are being emphasized. Only when orientation is dissected in the behavioral laboratory will this goal be attained.

SUMMARY

An orientation program is a process directed at aiding the new employee in his adjustment to the company. In January of 1967 the Personnel Office of the Dormitories and Food Services Division of Michigan State University developed their own orientation program. After one year of experience with the program, the Personnel Office was interested in evaluating this program. In conjunction with this office E conducted the present study to determine the effects of the orientation program. E found that the program was being used by a majority of the managers, that no significant relationship existed between employee attitude and employee knowledge of the organization, that no significant relationship existed between amount of orientation and employee attitude, and that amount of orientation and rate of turnover were significantly related.

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APPENDIX

APPENDIX I ORIENTATION PROCEDURE

MICHIGAN STATE UNIVERSITY
RESIDENCE HALLS
HIRING AND INTERVIEW PROCEDURE

<u>Regular full time employees</u>

I. Action by Unit Manager

The unit needing a replacement employee post the opening through the Department of Residence Halls as per the Union Contract. Postings are compiled and sent out every Thursday. If no employees apply for the position, a Help Requisition (0-230) is completed and forwarded to the Personnel Office.

The Personnel Office will send previously screened applicants to the Unit for interviewing.

II. The interviewers (Manager or Food Service Manager) and immediate supervisor at this time should be <u>primarily</u> interested in determining how qualified the applicant is to fill the opening.

A. The Prospective Employee Interview Guide - RH-70 is filled out. Sample attached.

B. Questions asked of the prospective employee should be open and questions asked in a manner that will avoid suggesting the preferred answer.

C. The basic information presented to the applicant should include:

1. What a Residence Hall is:

a. Purpose
b. Organization outline and where prospective employee fits in.

2. General job outline and duties

3. Schedule (days and hours)

4. Meal arrangements

5. Whether position is 10 months or 12 months

6. Rate of pay

D. In closing the interview, indicate that you have the information needed and ask the applicant if he has any questions.

If a decision can be reached on offering the applicant the position, it may be done at this time pending processing by the Personnel Office.

The applicant is referred back to the Personnel Department in any event and the Personnel Office is notified of the outcome of the interview.

III. Action by Personnel Office

If accepted, the Personnel Department will process the applicant for employment. Complete and detailed information is covered with the applicant at this time. (See attached check list - 0-5316)

A. University rules and regulations concerning wages, hours, and probationary period are covered.

B. Fringe benefits concerning retirement, life insurance, vacation and sick leave.

C. Union Contract information and parking fee is covered.

D. Applicant signs oath and income tax forms.

E. Applicant is referred to the University Health Center for a physical examination.

F. Applicant is sent to the campus police for finger printing and car registration.

Physical Examination

After the physical examination, the examining physician will give the applicant a card that he must turn into the Manager before he goes to work. If the physician has any notations other than the word "Satisfactory," the Personnel Office should be called immediately. This is of extreme importance and will guard against the University becoming involved in a Workman's Compensation case for a physical condition existing prior to employment.

Employment Recommendation Form

The Personnel Department sends two (2) copies of the "Employee Recommendation Form" with the new employee to the unit.

This form is to be completed and signed by the Unit Manager the day the employee is hired. The starting rate of pay, meal deduction, account number, job classification, and starting date are to be given on the form. One (1) white copy is retained in the unit and the yellow is sent to the office of the Area Manager and then the Manager of the Residence Halls Department where it is forwarded to the proper offices.

Notice of Employment

The Personnel Department will send the unit a "Notice of Employment." This serves as an official notice that the applicant has become an employee of the unit. This form and the "Employee Recommendation Form" should be kept in the employee's folder.

IV. Action by the Unit

The unit fills out the "Residence Halls Employment Record Card," the "Employee Information Card" and the "Seniority Card" from the information furnished by the employee. The "Employment Information Card" and the "Seniority Card" should be sent to the Office of the Manager of Dormitories and Food Services, W-185 Holmes Hall, Campus, immediately upon hiring.

V. Labor Payroll Employees (Hiring of New Employees)

A. The time keeper types out a "Seniority Card" (D & FS-104) for Manager's signature.

B. The Time keeper types three (3) time cards for each new employee.

C. Full name, last name first, first name, and middle initial. Rate, Production Center; Date, Man Number, Account Number.

D. By the time tabulating has received the three typed clock cards, they will return fifty (50) printed pre-punched cards.

VI. Induction Procedure

The length of induction period varies with individuals. It is the length of time necessary for an employee to feel at home, and to be adept at his or her job. It may be two (2) weeks and it may be two (2) months or longer.

Purpose of the Induction Interview:

A. To create a 2-way interest and communication between supervisor and employee.

B. To make an easier, more satisfactory adjustment to working area.

C. To give employee a feeling of security, understanding, and of welcome as a member of the residence hall staff.

D. To show the employee the importance and responsibilities of his or her job, and the relation to his or her supervisor.

E. To state exact information in hours, rules, procedure of job, explanation of the operation of the unit, including personnel and layout and the reasons for such.

F. This is the time when we try to "sell the employee" on becoming an enthusiastic and sincere member of the Residence Halls Department.

The attached outline is the orientation phase of the new employee hiring process. It takes place after the employee has completed all processing external to the building unit. It is intended to be a guideline for uniform handling of our new employees. As an assurance to you the Unit Manager, specific check points are physically incorporated into the process to make certain each new employee is handled the same. This should be an aid in eliminating wide variances in our new employee induction procedure.

January, 1967

MICHIGAN STATE UNIVERSITY
DEPARTMENT OF RESIDENCE HALLS
NEW EMPLOYEE INDUCTION
RECOMMENDED PROCEDURE GUIDE

TO: _____   _____
       Immediate Supervisor   Employee

                                      _____
                                           Department

                                      _____
                                          Date of Hire

This outline must be completed and returned to the Manager's Office within _____ days. Each phase is to be signed by the person responsible for that functional area, (or the immediate supervisor).

A.   Introduction to Immediate Supervisor

    1.   Be sure employee understands benefit information presented by Personnel.

       a.   life insurance   g.   meal deductions
       b.   vacation   h.   Credit Union benefits
       c.   hospitalization   i.   athletic and recreational
       d.   probationary period   opportunities
       e.   sick leave   j.   study opportunities
       f.   parking facilities

    2.   Issuance of "New Employee Handout".
       a.   What to do when sick
       b.   Supervisor's telephone number (home and office)
       c.   When is pay day, when does the pay period end
       d.   Meal and coffee break time and location
       e.   Issue any keys necessary

B.   Unit Time Office

    1.   Completion of personal data cards

       a.   Residence Halls Employment Record Card (RH-2)
       b.   Employee Information Card (O-2909)
       c.   Seniority Card (D&FS 104)

    2.   I.D. card forms for signature, picture and duplicate
    3.   How to punch in and out
    4.   How to interpret overtime listings
    5.   Pick up supply of time cards

C.   Linen Room and Locker Arrangements

    1.   Issue uniforms
    2.   Where to pick up clean uniforms and drop off soiled uniforms
    3.   Days when clean uniforms arrive (exchange days)
    4.   Locker assignment
    5.   How to operate combination padlock
    6.   Where lockers are located
    7.   Drop off any extra uniforms in locker

D. Introduction and Welcome
    1. Personal introduction to Manager, Food Service Manager, all Food Supervisors and Building Supervisor
    2. Introduction to his fellow workers
    3. Welcome and introduction to all other department employees (may be made at coffee break)

E. Work Location
    1. Review of job outline and duties
    2. Explanation of work schedule
    3. Other necessary information about his job situation (e.g., recipe files, equipment)
    4. Assignment of an informal "buddy system" (for breaks, etc.)
    5. Actual starting of work

F. Training - go over specific work duties
    1. Tell him
    2. Show him
    3. Have him do it
    4. Review and discuss
    5. Test in actual practice

G. Periodic Follow-up[1]

_____   _____
Employee's Signature   Supervisor's Signature

    1. Occasional checking to see how everything is going (daily)
    2. Review session at the end of the immediate pay period
       a. Reminding employee he will receive his check next pay day

H. Upon completion of induction procedure forward for proper signatures

TO BE RETAINED IN EMPLOYEE'S PERSONNEL FILE
*** *** *** *** *** *** *** *** *** *** *** *** *** *** *** ***

FOR OFFICE USE ONLY
INDUCTION PROCESSING COMPLETED

_____   _____
Immediate Supervisor   Date

                     OR

_____   _____
Food Service Manager   Building Supervisor

_____   _____
Date   Date

_____
[1]Follow through constantly on the quality and speed of the new employee's work, attitude toward the job and any problems or questions he or she may have. Keep in very close personal contact with the new employee for several days because work habits are formed in the first few days. This is the period of time that "makes or breaks" the attitude of the new employee.

RH-71 (revised April 1, 1967)

APPENDIX II EMPLOYEE QUESTIONNAIRE

DO NOT PUT YOUR NAME ON THIS BOOKLET

Dormitory _____

Your Supervisor's Name _____

Sex.   Male   Female

How long have you worked for the university? _____

Circle the age group you are in   15-30   30-45   45-65

What is your job classification? _____

Circle the highest grade you have completed:
Grade School   High School   College
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Purpose of the Questionnaire

MSU would like to know what you think about your job, your pay, your boss, and
MSU in general. These questions are designed to help you tell us your ideas
and opinions quickly and easily without signing your name. This booklet contains
a number of statements. All you have to do is to make a circle by each statement
to show how you feel. It is easy to do and you can be completely honest in your
answers.

How to fill in the Questionnaire

Read each statement carefully and decide how you feel about it. You will agree
with some statements, and you will disagree with others. You may be undecided
about some. To help you express your opinion, three possible answers have been
placed beside each statement

> I would rather work in a large city
> than in a small town. . . . . Agree   ?   Disagree

Choose the answer most like your own opinion and circle it.

For example:

> This person feels he wants to work in a large city:

> I would rather work in a large city
> than in a small town . . . . (Agree)   ?   Disagree

> This person wants to work in a small town:

> I would rather work in a large city
> than in a small town . . . . Agree   ?   (Disagree)

> This person can't decide between a large city and a small town:

> I would rather work in a large city
> than in a small town . . . . Agree   (?)   Disagree

<u>This is not a Test</u>

There are no "right" answers and no "wrong" answers. It is your own, honest opinion that we want.

<u>Work Rapidly but Answer all Statements</u>

Do not spend too much time on any one statement. If you cannot decide about a statement, circle the "?" mark and go on to the next statement. Some of the statements may not be worded exactly the way you would like them. However, answer them the best way you can. Be sure to circle every statement. Leave no blanks. Mark only one answer for each statement.

<u>When you have Finished</u>

Check to see that you have marked every statement. If you think anything has been left out, or if there is any special thing that is worrying you about your work, please write or print your comments on the last page of this questionnaire.

1. The hours of work here are O.K. . . . . Agree   ?   Disagree

2. Management does everything possible
   to prevent accidents in our work. . . . . . . Agree   ?   Disagree

3. Management is doing its best to give
   us good working conditions. . . . . Agree   ?   Disagree

4. In my opinion, the pay here is lower
   than in other companies. . . . . Agree   ?   Disagree

5. They should do a better job of
   handling pay matters here. . . . . Agree   ?   Disagree

6. I understand what the company benefit
   program provides for employees. . . . . Agree   ?   Disagree

7. The people I work with help each
   other out when someone falls behind
   or gets in a tight spot. . . . . Agree   ?   Disagree

8. My boss is too interested in his
   own success to care about the needs
   of employees. . . . . Agree   ?   Disagree

9. My boss is always breathing down our
   necks; he watches us too closely. . . . . . . Agree   ?   Disagree

10. My boss gives us credit and praise
    for work well done. . . . . Agree   ?   Disagree

11. Management here does everything
    it can to see that employees get a
    fair break on the job. . . . . Agree   ?   Disagree

12. If I have a complaint to make, I feel free to talk to the supervisor. . . . . . Agree   ?   Disagree

13. My boss sees that employees are properly trained for their jobs. . . . . . . Agree   ?   Disagree

14. My boss sees that we have the things we need to do our jobs. . . . . Agree   ?   Disagree

15. Management here is really trying to build the organization and make it successful. . . . . Agree   ?   Disagree

16. Management here sees to it that there is cooperation between departments. . . . . Agree   ?   Disagree

17. Management tells employees about university plans and developments. . . . . . Agree   ?   Disagree

18. They encourage us to make suggestions for improvements here. . . . . Agree   ?   Disagree

19. I am often bothered by sudden speed-ups or unexpected slack periods in my work. . . . . Agree   ?   Disagree

20. Changes are made here with little regard for the welfare of employees. . . . . Agree   ?   Disagree

21. Compared with other employees, we get very little attention from management. . . . . Agree   ?   Disagree

22. Sometimes I feel that my job counts for very little in this organization. Agree   ?   Disagree

23. The longer you work for the university the more you feel you belong. . . . . . . Agree   ?   Disagree

24. I have a great deal of interest in the university and its future. . . . . . . Agree   ?   Disagree

25. I have little opportunity to use my abilities in this organization. . . . . . . Agree   ?   Disagree

26. There are plenty of good jobs here for those who want to get ahead. . . . . . . Agree   ?   Disagree

27. I often feel worn out and tired on my job. Agree   ?   Disagree

28. They expect too much work from us around here. . . . . Agree   ?   Disagree

29. Poor working conditions keep me from doing my best in my work. . . . . Agree   ?   Disagree

30. For my kind of job, the working
    conditions are O.K. . . . . Agree   ?   Disagree

31. I'm paid fairly compared with other
    employees. . . . . Agree   ?   Disagree

32. Compared with other companies,
    employee benefits here are good. . . . . . . Agree   ?   Disagree

33. A few of the people I work with
    think they run the place. . . . . Agree   ?   Disagree

34. The people I work with get along
    well together. . . . . Agree   ?   Disagree

35. My boss has always been fair in his
    dealings with me. . . . . Agree   ?   Disagree

36. My boss gets employees to work
    together as a team. . . . . Agree   ?   Disagree

37. I have confidence in the fairness
    and honesty of management. . . . . Agree   ?   Disagree

38. Management here is really interested
    in the welfare of employees. . . . . Agree   ?   Disagree

39. Most of the higher-ups are friendly
    toward employees. . . . . Agree   ?   Disagree

40. My boss keeps putting things off;
    he just lets things ride. . . . . Agree   ?   Disagree

41. My boss lets us know exactly what
    is expected of us. . . . . Agree   ?   Disagree

42. Management fails to give clear-cut
    orders and instructions. . . . . Agree   ?   Disagree

43. I know how my job fits in with other
    work in this organization. . . . . Agree   ?   Disagree

44. Management keeps us in the dark
    about things we ought to know. . . . . Agree   ?   Disagree

45. Long service really means something
    in this organization. . . . . Agree   ?   Disagree

46. You can get fired around here with-
    out much cause. . . . . Agree   ?   Disagree

47. I can be sure of my job as long as
    I do good work. . . . . Agree   ?   Disagree

48. I have plenty of freedom on the
    job to use my own judgment. . . . . Agree   ?   Disagree

49. Everybody in this organization tries
    to boss us around. . . . . Agree   ?   Disagree

50. I really feel part of this organiza-
    tion. . . . . Agree   ?   Disagree

51. The people who get promotions
    around here usually deserve them. . . . . . . Agree   ?   Disagree

52. I can learn a great deal on my
    present job. . . . . Agree   ?   Disagree

53. My job is often dull and monotonous. . . . . Agree   ?   Disagree

54. There is too much pressure on my
    job. . . . . Agree   ?   Disagree

55. Some of the working conditions here
    are annoying. . . . . Agree   ?   Disagree

56. I have the right equipment to do
    my work. Agree   ?   Disagree

57. My pay is enough to live on
    comfortably. . . . . Agree   ?   Disagree

58. I'm satisfied with the way employee
    benefits are handled here. . . . . Agree   ?   Disagree

59. The university's employee benefit
    program is O.K. . . . . Agree   ?   Disagree

60. The people I work with are very
    friendly. Agree   ?   Disagree

61. My boss really tries to get our
    ideas about things. . . . . Agree   ?   Disagree

62. My boss ought to be friendlier
    toward employees. . . . . Agree   ?   Disagree

63. My boss lives up to his promises. . . . . . Agree   ?   Disagree

64. Management here has a very good
    personnel policy. . . . . Agree   ?   Disagree

65. Management ignores our suggestions
    and complaints. . . . . Agree   ?   Disagree

66. My boss knows very little about
    his job. Agree   ?   Disagree

67. My boss has the work well organized. . . . . Agree   ?   Disagree

68. The university operates efficiently
    and smoothly. . . . . Agree   ?   Disagree

69. Management really knows its job. . . . . . . Agree   ?   Disagree

70. They have a poor way of handling
employee complaints here. . . . . Agree   ?   Disagree

71. You can say what you think around
here. . . . . Agree   ?   Disagree

72. You always know where you stand
with this company. . . . . Agree   ?   Disagree

73. When layoffs are necessary, they
are handled fairly. . . . . Agree   ?   Disagree

74. I am very much underpaid for the
work that I do. . . . . Agree   ?   Disagree

75. I'm really doing something worth-
while in my job. . . . . Agree   ?   Disagree

76. I'm proud to work for the university. . . . Agree   ?   Disagree

77. Answering these questions is a good
way to let management know what
employees think. . . . . Agree   ?   Disagree

78. I think some good may come out of
answering questions like these. . . . . . . Agree   ?   Disagree

The following questions are about the university and what the university has to
offer to you. For some of the questions there are more than one correct answer.
Circle the correct answer or answers for each question.

79. What is the largest amount of term life insurance you can get through the
university?

$1,000.00 $2,000.00 $7,500.00 $10,000.00 $15,000.00 $20,000.00

80. Residence Halls employees work only 10 months a year. Other university
employees work 12 months a year. Who gets more <u>paid</u> vacation?

Other university employees   Residence Hall's employees

They both get the same amount of paid vacation.

81. How many days paid vacation do employees get who have worked here more than
one year and less than five years?

5 Days   7 Days   9 Days   10 Days   11 Days   13 Days   15 Days

82. The present union contract ends in what month of what year?

May 1968   June 1968   September 1968   January 1969

83. What is longevity pay?

Extra pay for not being sick.   Extra pay for working after midnight.

Extra pay for having been employed by the university for a certain amount
of time.

84. How long must an employee work at MSU before he gets longevity pay?

    1 Year   2 Years   3 Years   4 Years   5 Years   6 Years

85. How long must an employee work at MSU before MSU will pay for his hospitaliza-tion - medical coverage?

    0 Months   3 Months   6 Months   9 Months   12 Months

86. For which of the following can MSU employees buy tickets at reduced rates?

    Football Games   Lectures   Concerts   Popular Entertainment

87. MSU offers a number of non-credit evening-college courses ranging from cartooning to golf. What amount of education must you have to enroll in these classes?

    No educational requirements   Grade School Education

    High School Education   Two years of college

88. Where does the money come from to operate your dorm?

    From the students tuition   From the Federal Government

    From the state   From the student's board and room

89. About how many people are employed by all the dorms?

    300   700   1000   1500   1800   2500   3000

90. This dorm is part of which division of the university?

    Dormitory Division   Men & Women's Housing

    On-Campus Housing   Residence Halls

91. Who can join the MSU credit union?

    Any university employee.   Only faculty and staff

    Only union members   Only hourly employees

92. What is the name of your union steward?

    Answer here: _____

This space is for your comments.

APPENDIX III MANAGER INTERVIEW SHEET

MANAGER INTERVIEW SHEET

Dorm: _____

Manager: _____

How prompt is the personnel office in filling your requests?

How efficient would you say the personnel office is?

What do you do during the interview of the prospective employee?

How much time do you spend on this interview?

In your last five to ten interviews, what incident stands out?

Describe the incident in some detail.

What parts of the induction procedure do you handle?

How much time do you spend on these parts?

What parts of the induction procedure do your staff handle?

How much time do they spend on these parts?

How does this sharing of induction work?

Have you observed any types of attitude which you would attribute
to the induction precedure? To any other procedure?

What aspects of the present induction process are satisfactory?

What aspects of the present induction procedure should be changed?

Is there anything that I haven't mentioned which you think should
undergo some form of change?

APPENDIX IV   PROCEDURE

PROCEDURE

Instructions for Assistants

Usually you will go to the manager's office of the residence hall you are interviewing employees in. Make sure to give the manager a copy of the questionnaire. When interviewing the employee, a private room is not necessary. A corner of the cafeteria that is relatively quiet will be okay. Make sure to introduce yourself to the employee before you read the following:

I'm a student here at M.S.U. Some other students and I are helping the dormitory managers and their bosses get some information on how you feel about your job, your pay, your supervisor, and on how much you know about the University. Your manager will not see your questionnaire; no one will know what your answers are. Please do not put your name on this questionnaire. Just fill in the information spaces at the top of the page, read the directions, and begin. If you have any questions, just ask me. I'll sit over here so I won't bother you.