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Orientation Programs and Realistic Job Previews: Tactics to Reduce Dysfunctional Turnover

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ORIENTATION PROGRAMS AND REALISTIC JOB PREVIEWS:
TACTICS TO REDUCE DYSFUNCTIONAL TURNOVER

A Thesis
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

By
Andrea Lynn Glaze

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ORIENTATION PROGRAMS AND REALISTIC JOB PREVIEWS:
TACTICS TO REDUCE DYSFUNCTIONAL TURNOVER

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# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Figures and Table</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Method</td>
<td>19</td>
</tr>
<tr>
<td>Results</td>
<td>25</td>
</tr>
<tr>
<td>Discussion</td>
<td>36</td>
</tr>
<tr>
<td>References</td>
<td>40</td>
</tr>
<tr>
<td>Appendix A</td>
<td>46</td>
</tr>
<tr>
<td>Appendix B</td>
<td>47</td>
</tr>
<tr>
<td>Appendix C</td>
<td>48</td>
</tr>
<tr>
<td>Appendix D</td>
<td>49</td>
</tr>
</tbody>
</table>
List of Illustrations

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>The Mobley Model of Turnover</td>
<td>5</td>
</tr>
<tr>
<td>Table 1</td>
<td>Van Maanen and Schein's Socialization Tactics</td>
<td>11</td>
</tr>
<tr>
<td>Table 2</td>
<td>Demographic and Descriptive Statistics of Orientation and RJP Groups</td>
<td>26</td>
</tr>
<tr>
<td>Table 3</td>
<td>Unequal N Analysis of Variance</td>
<td>27</td>
</tr>
<tr>
<td>Table 4</td>
<td>Percentage of New Hires that Complete 90 Days</td>
<td>29</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Number of Entry-Level New Hires by Month</td>
<td>31</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Number of Entry-Level Turnover by Month</td>
<td>31</td>
</tr>
<tr>
<td>Table 5</td>
<td>Average Length of Tenure by Year</td>
<td>33</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Mean Length of Tenure for 1999 and 2000 by Season</td>
<td>35</td>
</tr>
</tbody>
</table>
Two approaches were utilized to reduce turnover in a printing company. First, the orientation program was revised to incorporate tactics from the organizational socialization literature, which indicates that the more socialized employee will report greater levels of satisfaction and commitment, lower intentions to quit, less role ambiguity, and less role conflict. Second, realistic job previews (RJPs) in the form of temporary employment, department tours, and job descriptions were utilized.

It was hypothesized that new hires attending the revised orientation program that incorporated socialization tactics and new hires that received a RJP would remain on the job longer than new hires that attended the original orientation program or new hires that did not receive a RJP. The revised orientation was found to reduce turnover rates by 20%. All three forms of the revised orientation program (i.e., program only and program combined with RJPs) were equally effective in reducing turnover. New hires that first worked as temporary employees stayed significantly longer than other new hires attending the original orientation.
Introduction

Job turnover is an important determinant of organizational effectiveness. Higher turnover is associated with increased organizational costs of recruitment, selection, training, development, lost productivity, and decreased satisfaction among those that remain on the job (Mobley, 1982). Because turnover is costly and counterproductive, companies have sought various ways to improve the selection and retention of potential employees. Previous researchers have suggested a variety of means to reduce turnover including recruitment, selection, early socialization practices, leadership, supervision, career planning, development, job content, and compensation (Mobley, 1982). In a survey by Zippo (as cited in McEvoy & Cascio, 1985) human resources executives reported several techniques to reduce turnover. Among those mentioned were raising wages, instituting orientation programs and exit interviews, increasing benefits, training supervisors, and improving selection and placement. One cause of turnover often cited by new employees is inadequate orientation and training (Starcke, 1996). According to Cadwell (as cited in Tyler, 1998), the majority of new employee turnover will occur within the first two weeks on the job and the decision to stay or leave can be traced back to how the new hire was or was not oriented to the organization.

The first days of employment are the most difficult. New employees are unsure of their specific duties, how their co-workers and supervisors will treat them, and if they
will like the new company for which they have started working. An effective orientation program can reduce the anxiety and uncertainty of what lies ahead and serve as a socialization tactic to help newcomers become involved and to develop a sense of belonging to the new organization. Orientation is the manner in which employees are socialized to learn the attitudes, standards, and patterns of behavior that are expected. Organizational socialization is the process of "learning the ropes" (Schien, 1968). A poor orientation period can contribute to reduced effectiveness, dissatisfaction, and may lead to dysfunctional turnover. If new employees do not make a smooth transition into their new jobs, they will often leave.

This study will incorporate socialization tactics and realistic job previews (RJPs) as two methods to reduce dysfunctional turnover. A commonly cited tactic aimed at decreasing turnover is to develop a socialization process aimed at providing the necessary support a new employee needs upon entering an organization. The majority of companies use orientation programs as a way to welcome new employees and to begin to socialize them in the values, attitudes, and traditions of the organization. An additional way to increase socialization among new organizational members and others is through the use of mentorship programs. Mentors can facilitate personal and career development in their protégés. In this study, the second technique addressed to decrease turnover is to provide applicants with RJPs. Research has demonstrated that RJPs tend to lower initial expectations and turnover, and to increase organizational commitment, job performance, and satisfaction (Premack & Wanous, 1985; Wanous 1973; Phillips, 1998).

Based on literature regarding the socialization process, RJPs, and mentoring programs, this researcher incorporated all three tactics into the host organization’s
interview and orientation process with the goal of reducing voluntary turnover of newly hired employees. Before describing the process and redesign of the orientation process, it is necessary to examine the factors that contribute to turnover and how the socialization process, RJP's, and mentors can reduce turnover.

**Turnover**

Turnover is defined as “the cessation of membership in an organization by an individual who received monetary compensation from the organization” (Mobley, 1982 p.10). Turnover should be distinguished from temporary layoffs, promotions, and transfers. Turnover can be classified as voluntary or involuntary and as functional or dysfunctional. The employee initiates voluntary turnover, whereas involuntary turnover is the result of firing, retirement, or disability. However, these distinctions are not always clear. Poor-performing employees often resign or quit before an employer has an opportunity to dismiss the employee, which is why the second categorization of functional or dysfunctional turnover may be more appropriate when examining the effects of the proposed tactics upon turnover rates. This categorization does not refer to who initiates the resignation, but to the impact the turnover has on the organization. Functional turnover has a positive impact on the organization, such as when a poor performing employee leaves the organization. Dysfunctional turnover occurs when good employees leave an organization resulting in a loss to the organization.

There is abundant research that compares those that stay in a given organization with those that leave the organization. These correlational studies have shown that turnover is moderately correlated with a number of variables including job satisfaction (Porter & Steers, 1973), organizational commitment (Porter, Steers, Mowday, & Boulian,
1974), intentions to search for alternatives (Arnold & Feldman, 1982), and intentions to quit (Mobley, 1977), but these studies are lacking in utility. These studies report significant albeit small correlations that account for only a small percentage of the variance in turnover. In addition, the correlational studies did not lead to a cause and effect model, and these studies failed to offer practical advice to managers and practitioners on how to apply this information to reduce turnover.

Mobley Model

Perhaps the most comprehensive turnover model to date is the Mobley (1977) Model (see Figure 1). Based on the findings of other researchers that job satisfaction has a consistent, although not always strong, negative relationship with turnover (Porter & Steers, 1973), Mobley developed a linkage model to explain the connection between satisfaction and turnover. The Mobley Model suggests that job dissatisfaction brings about thoughts of quitting, a search for alternatives, and intentions to leave. An employee will form an intention to either stay or leave the organization after evaluating possible alternatives. If an employee has a favorable job search and the cost of quitting is low, the consequences of job dissatisfaction could indirectly lead to resignation. Additional researchers have provided support for the Mobley Model (e.g., Michaels & Spector, 1982, Miller, Katerberg, & Hulin, 1979).

Thus, job dissatisfaction indirectly leads to quitting if other viable alternatives are available. With that in mind, organizations can apply tactics to increase job satisfaction thereby decreasing turnover. Researchers and practitioners have instituted a variety of turnover reduction strategies in a variety of settings. Two retention strategies,
organizational socialization and RJP$s, will be examined in detail and implemented in this study.

**Figure 1. The Mobley Model of Turnover**

**Organizational Socialization**

Organizational socialization entails how an individual becomes assimilated into a new environment. This concept includes adjusting to the organization and learning the values, attitudes, and appropriate behaviors in becoming a contributing member of an organization. It is the “primary process by which people adapt to new jobs and organizational roles” (Chao, 1994, p. 730). Research on organizational socialization has been partitioned into two divisions. The majority of researchers (e.g., Feldman, 1976, 1981, Porter, Lawler, & Hackman, 1975, Van Maanen & Schein, 1979, Wanous, 1980) have focused on identifying the stages and processes a newcomer encounters as they are being socialized into an organizational member. Only a few organization socialization
researchers (e.g., Feldman, 1981; Fisher, 1986; Schein, 1968) are concerned with identifying what is learned during organizational entry. This group of researchers have attempted to define the content of socialization by proposing many theoretical models, but they have provided little empirical support for their hypotheses and have not been able to relate their findings to the process of socialization (Chao, 1994).

Organizational socialization must be conceptually defined in order for researchers to be able to measure the construct. Chao (1994) identified the following six content areas of socialization from the work of Schein (1968), Feldman (1981), and Fisher (1986).

Performance Proficiency. This dimension includes how much individuals have learned about the required tasks they will be performing and the skills they bring to the job. Employees need to be provided with the necessary training and have the appropriate skills or they will never be successful in their position. The socialization process can directly influence how well individuals learn the necessary knowledge, skills, and abilities.

People. Establishing a support system and healthy work relationships is the second dimension of organizational socialization. Identifying the proper people to teach about the organization, work groups, and positions plays a major role in socialization. Personal characteristics and interests, as well as the social skills of an employee, will effect how the new member will be accepted into the organization.

Politics. Being socialized in organizational politics means one has acquired the necessary information to be aware of formal and informal relationships among co-
workers. This awareness includes an understanding of the power structure within the organization.

**Language.** All organizations develop their own jargon and slang as well as utilize technical language that is unique to each organization. Understanding company language will aid new employees in understanding directions from others and will allow the new employee to effectively communicate to other organizational members.

**Organizational Goals and Values.** This dimension helps the new employee develop a connection with the larger organization. It involves an understanding of specific company goals and values as well as an awareness of unspoken values or rules that members in power may hold.

**History.** An understanding of the company’s past, traditions, and customs helps to perpetuate a certain type of organizational member. Understanding the history of a company or the personal background of organizational members can help new members learn these behaviors that are appropriate in specific situations.

To determine if the outlined content dimensions fully captured organizational socialization, Chao (1994) evaluated the dimensionality of the organizational socialization construct. A sample of 472 college graduates who were employed as full-time engineers or managers were mailed a questionnaire that was developed to measure the six dimensions of socialization. Respondents were asked to rate 34 items on a 5-point Likert scale from strongly disagree to strongly agree. Based on a factor analysis, the six factors accounted for 58% of the variance, replicating the six a priori factors. Chao concluded that the six dimensions accurately represented organizational socialization.
Klein and Weaver (2000) found support that developing an orientation program around the six socialization dimensions outlined by Chao produced more socialized employees. Those employees who attended the orientation program were compared with those who did not attend. Employees who attended the orientation program were better socialized on the goals/values, history, and people dimensions than were employees who did not attend. The attendees also reported higher levels of organizational commitment than the non-attendees.

Van Maanen and Schein (1979) described the effects of six tactics and their polar opposites upon newcomers’ entry to the organization. The tactics were classified as context, content, and social tactics of organizational socialization.

**Context.** The first two tactics under the context dimension differ in how information is provided to new organizational members. In a collective context all new members go through the same entry process. They share a common learning experience that develops standardization. The group environment allows for interactions among newcomers to reinforce what is learned. The opposite tactic, individual context, provides each member with a unique set of experiences as he/she enters the organization. The environment of the orientation process is described as formal or informal. In a formal context, new employees are segregated from incumbents during the socialization process. In an informal context new members learn on the job, in the midst of experienced employees.

**Content.** The content of information given to newcomers via socialization can either be sequential or random and fixed or variable. Sequential tactics provide new members with explicit information about the order of activities and training they will go
through in their organization. Fixed tactics provide a timetable for completing each stage in the socialization process. Random and variable tactics do not provide any specific information on the stages of development or training and tend to increase levels of uncertainty about the future of new hires with the organization.

Social. The last dimension of socialization is the social aspect, which is comprised of two categories: serial or disjunctive and investiture or divestiture. In serial processes, an experienced member serves as a role model to the new member. In disjunctive processes, newcomers develop their own way of performing their jobs because there is no role model to learn from. This final category reflects the social or interpersonal aspects of the socialization process. In the investiture experience, a new employee receives positive feedback and support from incumbents. A divestiture tactic has a negative effect because the new employee receives no social support or receives negative social support from incumbents. The social dimension has the strongest effects upon newcomers’ entry to the organization.

Jones (1986) tested the framework of socialization proposed by Van Maanen and Schein (1979). Jones grouped the six tactics into two headings, institutionalized and individualized socialization (see Table 1). Jones hypothesized that the tactics at different ends of the continuum would produce opposite role orientation. An institutionalized role orientation—that is, one that is collective, formal, sequential, fixed, serial, and investiture—would produce a custodial role orientation. A custodial relationship means that the employee is molded to become just like the other organizational members. New employees are encouraged to conform to the status quo and accept the company’s values and goals as their own. He furthered hypothesized institutionalized socialization tactics
would be negatively related to role conflict, ambiguity, and intention to quit, and positively related to job satisfaction and commitment. An individualized role orientation—that is, one that is individual, informal, random, variable, disjunctive, and divestiture—would produce an innovative role orientation. An innovative role orientation would encourage new employees to develop their own processes and methods, to be creative and questioning of the current state of the company.

Jones (1986) asked 102 MBA students from a Midwestern university to complete a questionnaire assessing the six socialization tactics five months after they joined an organization. Jones found the more institutionalized the socialization process, the greater the satisfaction, and commitment, and the lower the intentions to quit. The results also suggested that social aspects of institutionalized orientation have the greatest impact on new organizational members.

Ashforth and Saks (1996) also tested the tactics identified by Van Maanen and Schein (1979) and found support for the typology. Ashforth and Saks suggested that socialization facilitates the adjustment of newcomers. Specifically, institutionalized tactics were negatively related to role intervention, role ambiguity, role conflict, stress symptoms, and intentions to quit. The tactics were positively related to job satisfaction, organizational commitment, and organizational identification. Allen and Meyer (1990) evaluated Schien’s and Van Maanen’s classifications and found that organizational socialization was positively related to organizational commitment.
Table 1

Van Maanen and Schein's Socialization Tactics.

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<thead>
<tr>
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<th>Institutionalized</th>
<th>Individualized</th>
</tr>
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<tbody>
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<td><strong>Context</strong></td>
<td>Collective</td>
<td>Individual</td>
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<td></td>
<td>Formal</td>
<td>Informal</td>
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<tr>
<td><strong>Content</strong></td>
<td>Sequential</td>
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<td></td>
<td>Fixed</td>
<td>Variable</td>
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<tr>
<td><strong>Social Aspects</strong></td>
<td>Serial</td>
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<td></td>
<td>Investiture</td>
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Feldman (1976) provided a step-by-step guide for developing socialization programs based on his analysis of 118 hospital employees. Feldman interviewed and surveyed each employee extensively regarding how he/she entered and adjusted to the new organization. The socialization process proposed by Feldman (1976) involves the following three stages: getting-in, breaking-in, and settling-in.

**Getting-In.** As an applicant searches for a job he/she tries to get a picture of what the work will be like before he/she takes a job. An applicant will try to find a position that is best suited for him/her. Feldman identified two indicators that the getting-in stage was successful. One is that both the applicant and the organization realistically portray themselves to each other. RJP{s} provide one method for the organization to portray itself accurately. Secondly, it is important that there is a good fit between the organization and the prospective employee. The applicant needs to possess the skills necessary to do the
work effectively. In a reciprocal manner, the available position must satisfy the needs of the individual. If the two parties are not in congruence, dissatisfaction on both parts is likely to occur.

**Breaking-In.** Questions and anxieties will arise in the breaking-in stage when newcomers actually enter the organization. The newcomers try to make sense of their new environment and seek answers to their questions. Newcomers become aware of the values, attitudes, and norms of the organization from feedback from those around them. The newcomers' views of the organization become more realistic. Relationships with coworkers and supervisors are formed as they interact with each other during work and informal times such as breaks and lunches. It is important that new employees feel accepted in their work group. An accepted employee is more likely to receive informal information regarding how he/she is performing and helpful information on how to perform. Training occurs to help newcomers acquire the skills necessary to perform their jobs. New employees try to clarify their roles in the organization. To help employees adjust to the breaking-in stage Feldman recommends the following components of orientation programs. First, new employees need to meet and get to know each other, giving them time for informal learning and socialization among themselves and those they will be working for. Second, frequent feedback must be provided on how the newcomers are doing. Third, the necessary beginning training must be given.

**Settling-In.** Finally, the newcomers will enter the settling-in stage where they are accepted as organizational members. The newcomers must still resolve two key issues. They must come to terms with the demands between home and work, and they need to define what their work group expects from them and what other work groups in the
organization expect from them. The socialization process is a dynamic process that occurs throughout one’s career, not just when entering a new company (Schien, 1971). It is a naturally occurring process brought upon by life changes at home such as marriage, divorce, or childcare, and at work such as promotions, new co-workers, or other external conditions (Jones, 1983).

Mentoring

The mentor serves as a role model and provides support and feedback to the protégé (Noe, 1988). A mentoring relationship involves an experienced senior employee, and a new employee. The relationship can be formal–that is, the relationship was formed based on organizational demands or requests; or the relationship could develop informally out of a mutual desire to be a part of such a relationship. Mentors provide career and psychosocial functions. In career functions, mentors help to advance the career of their trainee. Some career functions include helping the trainee obtain challenging desirable projects, share ideas, and provide feedback through coaching. Psychosocial functions enhance a newcomer’s competence and identity with the organization. Research has demonstrated that those in informal mentoring relationships receive more career support, higher salaries, and greater satisfaction (Chao, 1988; Dreher & Ash, 1990). To date no study was located that addressed whether or not mentoring relationships impact voluntary turnover. Most mentoring programs have targeted managerial incumbents rather than entry-level manufacturing employees.

Realistic Job Preview

The initial contact between an applicant and an organization is characterized by both parties putting on a good front. However, it would serve both parties well if each
could gather accurate information about the other. RJP occur when a company portrays itself as it actually is, presenting both the positive and negative aspects of the organization. It is widely accepted that RJP allow job candidates to make more informed decisions regarding job selection, thereby leading to reduced turnover (Wanous, 1973, 1977). Based on a meta-analysis, McEvoy and Cascio (1985) concluded that RJP are effective at reducing turnover rates by nine to ten percent. A meta-analysis by Reilly, Brown, Blood, and Malatesta (1981) estimated that RJP reduce turnover by six percent.

Dugoni and Ilgen (1981) tested three RJP hypotheses in a Midwestern retail food chain. All participants had been offered a position with the company and attended an orientation session. The experimental group received an additional half-hour long orientation where the results of an employee survey were described to the new employees. The hypotheses tested were based on commonly proposed explanations of practitioners. The most commonly held assumption is that RJP lower initial expectations, thus the expectations new employees hold are more easily met. When expectations are met, employees are satisfied with their job, resulting in less turnover. Second, it was hypothesized that if newcomers were aware of the problems they would face on the job, they would develop better coping strategies and be less likely to resign. Third, RJP may convey a message that an organization is open and honest toward its employees, causing the employees to increase their commitment to the organization. The researchers found no support for any of these three hypotheses. Nonetheless, the RJP was still effective at reducing turnover. An explanation was offered by Breaugh (1983); that is, RJP affect self-selection. If a candidate receives accurate information about a position
and decides the position will not meet his/her expectations, he/she will self-select out of the position.

The differing effect sizes of RJPs may be caused by the various formats and times that RJPs are presented to applicants. Example RJP formats include brochures, videos, and talking with an incumbent. Various studies have used RJPs at different times in the entry process, such as when the applicant comes in for a first interview, after the company has offered them a position but before the applicant has accepted, and after the applicant has accepted a position and is at an orientation program. A meta-analysis by Phillips (1998) found that RJPs given just before hiring and are verbal in format are the most effective at reducing dysfunctional turnover.

Zaharia and Baumeister (1981) implemented two different versions of a RJP. One group of employees received a brochure that outlined the position, pay, current employees, plant, and working conditions. The second group was given the same information presented in video format. Both experimental groups stayed longer, but not significantly so, in their positions than did their respective control group that did not receive any type of RJP.

Colarelli (1984) found significant improvements when an incumbent served as a RJP facilitator. In this study bank tellers who had been offered full time positions were randomly assign to one of three groups: a control group, a group that received a RJP in the form of a brochure, and an experimental group that was able to speak with an incumbent who served as the medium to communicate the RJP. Turnover percentages were recorded after the second and third month on the job. The incumbent-delivered RJP-group turnover was significantly lower at both measurements than either of the other two
groups. This study provides hope that RJP s presented in a "live" format may be able to improve voluntary turnover rates.

In summary, the first few days on a new job are the most influential and critical in developing satisfied employees who will make a commitment to an organization. With low unemployment rates, employees are less committed to their organization and change jobs more frequently than during times when jobs are less plentiful. As turnover rates rise, companies must spend more in recruiting, selection, and training. Organizations are seeking new methods to retain new employees. Two methods to reduce turnover among new hires is to incorporate RJP s into the interview process and to use an orientation program that fosters a social support system for new employees. Though not fully understanding why they work, RJP s are effective at reducing turnover by some 6-10 percentage points. The effectiveness of the RJP is dependent upon the medium used to present the RJP and when the RJP is presented. The RJP is most effective when it is accurate and unbiased and is presented before a candidate commits to the organization. An orientation program that addresses the six content areas of socialization as outlined by Chao can lead to greater organizational commitment, greater satisfaction, and lower intentions to quit. Providing a new employee with the necessary social support system and positive feedback from incumbents or mentors may be the strongest tactic to decrease turnover.

The Present Study

The review of the literature on turnover, organizational socialization, and RJP s has demonstrated that new employee withdrawal behavior can be positively influenced through the use of certain tactics. The turnover literature indicates consistently that job
satisfaction is negatively related to turnover. To increase initial job satisfaction, RJP's can be incorporated to lower initial expectations and provide an applicant with a realistic idea of what the new job will be like. Creating an environment for informal social interaction among other new hires, incumbents, or mentors can also lead to greater job satisfaction and commitment.

The objective of the present study was to investigate whether or not RJP's and an orientation program could reduce the voluntary turnover rates of new hires. To determine if these tactics would be effective turnover reduction strategies RJP's were incorporated into the interview process; and an orientation program was developed according to Chao's dimensions of socialization.

The new orientation program covered the same essential information as the previous program but was divided into two partial days instead of being delivered in a single one-day session. Training modules were added to cover the socialization dimensions outlined by Chao as well. Over the course of the two-day training, new employees were encouraged to interact with one another through the use of icebreaker games, group exercises, and extra informal time. New employees were also introduced to a department representative who was responsible for introducing the new employee to other incumbents and providing them with necessary training (see Appendix B). Details of the new orientation program are provided in the method section.

Hypothesis 1: New employees who attended the new, two-day orientation will remain on the job longer than will the employees who attended the previous, one-day orientation.
Two formats of RJs were incorporated into the interview process. The RJP served as a mechanism to allow applicants to learn about the type of work they would be doing so they would develop more realistic expectations. Some applicants were provided with job descriptions at the time of their first interview and were taken on a tour of the department in which they were interested in working to see what they might do on the job. The second RJP was on-the-job experience provided to temporary workers that subsequently wanted to be hired full-time. The more realistic the job preview, the more effective it should be at reducing turnover.

Hypothesis 2: Employees who received a RJP will remain on the job longer than will employees who received no RJP.

Hypothesis 2a: Employees who received a RJP in the form of temporary employment will remain on the job longer than will employees who received no RJP.

Hypothesis 2b: Employees who received a RJP in the form of temporary employment will remain on the job longer than employees who received the tour/job description RJP format.

Hypothesis 2c: Employees who received a RJP in the form of a job description and plant tour will remain on the job longer than will employees who received no RJP.
Method

Development of the New Orientation Program

Three sources were consulted to gather information on which to base the redesign of the orientation program. Literature on organizational socialization was reviewed to determine the characteristics of an orientation program effective in increasing retention. Other company plants that had recently redesigned their orientation programs were contacted and asked for their suggestions and guidance. Recent hires were interviewed to determine their perceptions of their first few days on the job and what they would recommend changing in the existing orientation program.

Much of the literature examined supported the use of orientation programs as a socialization tactic. According to the socialization literature, the most influential part of the first few days of employment is developing a social support system. Providing new employees with a chance to interact informally with others in the organization should build their confidence and provide them with the information they will need to be effective workers. The literature also indicated that using RJP's can decrease turnover.

A benchmark plant in the host organization recently changed its orientation program from a single session to four partial days in the classroom. Their previous program was very similar to the existing program in the plant under study. Each day the four-day program begins by reviewing the information covered on the previous day and
discussing the experiences the new employees had while they were out on the floor. The
orientation leaders received positive feedback from both the new employees and their
supervisors.

The current new employees in the focus plant were an invaluable source of
information in determining what was actually happening on the floor. The researcher
provided a questionnaire asking the new employees what their first few days had been
like, the information they needed to know before they began working, and how the
company could better prepare them for their new careers. The survey may be found in
Appendix A. The employees responded that many of them had been working for at least a
week before they attended orientation, their work groups had been unwelcoming, and
they did not receive training on the processes they were expected to perform. They
reported that throughout the entire shift no one came to check on them to see how they
were doing or to ask if they needed any help. The consensus was that there needed to be
more interaction between the trainers/supervisors and the new employees. The new
employees thought it would be beneficial to develop a mentorship program where
someone would take an interest in them and help them become acclimated during the first
couple of days on the job.

Based on all three sources of information, a revised orientation program was
developed. The new program covered the same basic information as the previous
program. However, the new program took place over two partial days allowing for more
social interaction among the new hires in the classroom and gradually introducing the
new employees to their work environments. Other key changes to the program included
the use of a department representative and additional training components. The
department representative was responsible for the new employee during his/her first few
days on the job, thus acting as an initial mentor for the new hire. The department
representative should have met the new employee on his/her first day on the job and
introduced him/her to their fellow co-workers and supervisors. He/she should have
provided the new hires with an in-depth department tour showing them where to store
their personal belongings; where the break room, restrooms, telephones, and smoking
areas are located; informing them of break times, procedures for clocking in and out, and
how to reach the supervisor; and training them. A department representative’s checklist
may be found in Appendix B. The department representative was not a supervisor, rather
he/she was someone who was an experienced and qualified worker who was willing to
help others. A department representative should be viewed as someone who the new
employee would not be afraid to approach with any questions.

Group activities were also incorporated into the orientation program. The
activities were designed to promote interaction among the new employees. The first day
included an icebreaker game designed to familiarize the new employees with one
another. Employees were introduced to each other and began to become acquainted with
one another. The second day involved an activity to help familiarize new employees with
plant terminology. Company jargon and technical language may be difficult to decipher
especially when an employee comes in with out a manufacturing background.

Measures

The dependent measure utilized in this study was length of tenure as recorded in
payroll information. Turnover data from the host organization from the first half of 2000
indicated that the majority of new hires who leave the organization do so within the first
30 days. Approximately 20% of the new hires did not complete their first month of employment. An additional 14% did not complete two months and 6% did not complete three months of employment. It might also be noted that benefits became active after 6 weeks on the job. Thus a three-month interval following the date of hire provides an appropriate time frame for this study. Three months after the date of hire, each employee’s hire date and termination date (if applicable) were determined. The number of days worked was calculated from this information. It was also noted if the employee had previously worked for the company through a temporary agency and if he/she had left the company under voluntary or involuntary resignation.

Sample

Personnel records were inspected to determine which departures were voluntary and which were involuntary. Fewer than 10% of the departures were involuntary. Eight new-hires were excluded from the analyses because they were involuntary terminations. Seven were fired because of poor attendance and one for unacceptable performance. New hires that were assigned to the shipping department were also eliminated from the data set because they comprised less than 10% of the sample, and the shipping department did not have a high level of entry-level turnover. Only two out of ten new hires in the shipping department did not complete their first three months of employment.

Participants (n = 101) were employees hired between January 1, 2000 and December 31, 2000 in a southeastern plant of a national printing organization. Participant demographic information is reported in the results section. Participants were assigned to one of five groups: original orientation and no RJP (n = 28), original orientation and temporary RJP (n = 18), revised orientation and no RJP (n = 12), revised orientation and
temporary RJP (n = 18), and revised orientation and tour RJP (n = 25). Group assignment was determined by the employee’s date of hire. Employees who were hired before July 1, 2000 were assigned to one of the original orientation groups, and employees who were hired after July 1, 2000 were assigned to one of the revised orientation groups. Participants were assigned to the bindery, pressroom, or shipping department based upon their qualifications and the organization’s needs.

Procedure

The traditional orientation group received a one-day six-hour presentation on company policy, safety practices, an introduction to the company, a plant tour, and information regarding payroll and benefits. The agenda for this program may be found in Appendix C.

The experimental orientation group participated in the redesigned orientation program. These participants received information in two half-day sessions in the classroom. The agenda for the new orientation program may be found in Appendix D. In addition to the information in the traditional orientation, this group participated in daily activities that included an icebreaker game, a guide to plant terminology, and group work to complete written qualification exams. The purpose of these activities was to encourage the new employees to informally interact with one another and to begin to develop a support system. Some members of this group also received a RJP. When the applicants came in for an initial screening interview, they were provided with a job description and were taken onto the plant floor to observe the work environment. Applicants were encouraged to ask specific questions about the position. The experimental group was also assigned a department representative. This individual was responsible for introducing the
new employee to his/her co-workers and supervisors. The department representative gave the new hires an in-depth tour of the department and provided the new hires with the necessary entry-level training. The intention was for the new hire to feel comfortable approaching the department representative with any questions or concerns. Finally, new hires in this group received company T-shirts and were provided with lunch on their first day.
Results

Descriptive statistics

Demographic variables examined included ethnic group, gender, age, manufacturing experience, number of jobs held in the past year, interviewer, and shift assignment. A comparison among the groups is provided in Table 2. None of the demographics factors were significantly correlated with length of tenure.

Analysis

The design of the study was a 5 (orientation group: original orientation and no RJP, original orientation and temporary RJP, revised orientation and no RJP, revised orientation and temporary RJP, and revised orientation and tour RJP) x 2 (department: bindery and pressroom) with an unequal number of participants. An Unequal N Analysis of Variance (ANOVA: also known as a Weighted ANOVA) was calculated by hand. This calculation was done to avoid using the harmonic mean (the default setting in SPSS) in the analysis and to utilize the actual n’s from the study. The ANOVA summary table is reported in Table 3. The ANOVA indicated there was no interaction between department and orientation group and that there was no significant difference between the bindery and pressroom departments. The analysis revealed significant differences among the five orientation groups.
Table 2

Demographic and Descriptive Statistics of Orientation Groups and RJP Groups

<table>
<thead>
<tr>
<th></th>
<th>Original Orientation</th>
<th>Revised Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No RJP</td>
<td>Temporary RJP</td>
</tr>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total n</td>
<td>28</td>
<td>18</td>
</tr>
<tr>
<td>Bindery</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Press</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>54%</td>
<td>83%</td>
</tr>
<tr>
<td>Black</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>Bosnian</td>
<td>25%</td>
<td>11%</td>
</tr>
<tr>
<td>Male</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Shift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>46%</td>
<td>65%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>50%</td>
<td>24%</td>
</tr>
<tr>
<td>Factory Experience</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>M Age SD</td>
<td>29.04</td>
<td>29.9</td>
</tr>
<tr>
<td>M Jobs Held in Past Year SD</td>
<td>9.66</td>
<td>15.15</td>
</tr>
<tr>
<td>M Length of Tenure SD</td>
<td>.54</td>
<td>.83</td>
</tr>
<tr>
<td>M Length of Tenure SD</td>
<td>56.25</td>
<td>83.22</td>
</tr>
<tr>
<td>M Length of Tenure SD</td>
<td>33.80</td>
<td>21.18</td>
</tr>
</tbody>
</table>
Table 3

*Unequal N Analysis of Variance*

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Eta²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td>73,039.43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>9</td>
<td>15,917.62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>4</td>
<td>12,736.61</td>
<td>3184.15</td>
<td>5.07**</td>
<td>.17</td>
</tr>
<tr>
<td>Department</td>
<td>1</td>
<td>258.56</td>
<td>258.56</td>
<td>&lt;1</td>
<td></td>
</tr>
<tr>
<td>Orientation x Department</td>
<td>4</td>
<td>2,922.45</td>
<td>730.61</td>
<td>1.16</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>91</td>
<td>57,121.81</td>
<td>627.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < .01.

**Orientation Groups**

Hypothesis one stated that new-hires attending the revised orientation program would remain on the job significantly longer than new-hires who attended the original orientation program. An orthogonal comparison was made between the two groups that attended the original orientation (Groups 1 and 2) and the three groups that attended the revised orientation (Groups 3, 4, and 5). The orthogonal comparison supported hypothesis one (F (1,91) = 4.14, p < .01). Employees who attended the revised orientation (M = 79.67, SD = 20.38, n = 55) stayed significantly longer than the employees who attended the original orientation (M = 66.80, SD = 32.12, n = 46).

The dependent variable number of days worked was dichotomized to create two groups, employees that completed 90 days of employment and employees that did not complete the first 90 days. A chi-squared analysis was performed to examine the percentage of employees that stayed or quit by type of orientation program attended. The
chi-square was significant ($\chi^2 (4) = 4.48, p < .05$). Of those who attended the original orientation, 44% left within their first three months of employment. Of those who attended the revised orientation, only 24% left during their first three months. The rate of turnover for those in the new orientation was 20% lower than the rate for those in the traditional orientation.

**Realistic Job Previews**

Hypothesis 2 stated that employees who received a RJP would remain on the job longer than would employees who received no RJP. An orthogonal comparison was made between Group 3: no RJP and revised orientation group ($M = 83.5$, $SD = 15.23$, $n = 12$) vs. Groups 4: temporary RJP and revised orientation ($M = 82.16$, $SD = 13.7$, $n = 18$) and 5: tour RJP and revised orientation group ($M = 76.04$, $SD = 25.89$, $n = 25$). The comparison showed that within the revised orientation groups the RJP did not increase length of tenure ($F (1,91) = <1, ns$).

Hypothesis 2a stated that employees who received a RJP in the form of temporary employment would remain on the job longer than would employees who received no RJP. An orthogonal comparison was made between Group 2, which had worked temporarily before being hired full time ($M = 83.22$, $SD = 21.18$, $n = 18$) and Group 1, which did not have any temporary employees ($M = 56.25$, $SD = 33.8$, $n = 28$). Both groups attended the original orientation program. This analysis showed those who worked first as a temporary employee stayed on the job significantly longer than did those who did not have that experience ($F (1,91) = 10.65, p < .05$). Within the original orientation group, the rate of turnover for those with temporary employment RJP was 25% less than the rate for those with no RJP.
Hypothesis 2a, 2b, and 2c were tested within the revised orientation group. Hypothesis 2b stated that employees who received a RJP in the form of temporary employment would remain on the job longer than employees who received the tour/job description RJP format. Hypothesis 2c stated that employees who received a RJP in the form of a job description and plant tour would remain on the job longer than would employees who received no RJP. The orthogonal comparison performed provided no support for these hypotheses ($F(1, 91) = < 1, \text{ns}$). Hypotheses 2b and 2c could not be tested within the original orientation group because no employee received a department tour within the original orientation group.

A chi-squared analysis was performed to determine whether there was a significant difference among the 5 groups in the percentage of employees who completed their first 90 days of employment. The chi-squared was significant ($\chi^2(4) = 14.5, p < .01$). Group 1, the only group that did not experience either turnover reduction tactic had a significantly lower percentage of employees leave before 90 days. The percentages of those who stayed versus those who quit may be found in Table 4.

Table 4

<table>
<thead>
<tr>
<th>Orientation Group</th>
<th>Percent Completed 90 Days</th>
<th>M</th>
<th>SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Original Orientation and No RJP</td>
<td>39%</td>
<td>56.25</td>
<td>33.80</td>
<td>28</td>
</tr>
<tr>
<td>2 Original Orientation and Temporary RJP</td>
<td>83%</td>
<td>83.22</td>
<td>21.18</td>
<td>18</td>
</tr>
<tr>
<td>3 Revised Orientation and No RJP</td>
<td>83%</td>
<td>83.50</td>
<td>15.23</td>
<td>12</td>
</tr>
<tr>
<td>4 Revised Orientation and Temporary RJP</td>
<td>72%</td>
<td>82.17</td>
<td>13.70</td>
<td>18</td>
</tr>
<tr>
<td>5 Revised Orientation and Tour</td>
<td>76%</td>
<td>76.04</td>
<td>25.89</td>
<td>25</td>
</tr>
</tbody>
</table>
Additional Analyses

In any field experiment there are internal threats to the validity of the study. In the present study, seasonal effects were examined as a potential threat using two types of data, local unemployment rates and hiring rates for the host organization.

Unemployment rates for the county in which the host organization is located were obtained for 1999 and 2000. Over a two-year period the unemployment rates reached a low of 2.2 in December of 1999 and a high of 4.4 in October of 1999, suggesting that the unemployment rate was fairly constant during the study.

The host organization provided 1999 data on entry-level new hires and the number of days they worked up to a maximum of completing their first 90 days. The accuracy of the 1999 data must be regarded with caution. The host organization did not record which employees first worked as temporary employees, and some departments were lax at sending termination papers to the payroll office resulting in over-reporting lengths of tenure. The 1999 data were combined with the 2000 data collected for this study; both are presented in Figure 2. The new hires who quit before completing their 90 days of employment are presented by month for 1999 and 2000 in Figure 3.
Figure 2. Number of Entry-Level New Hires by Month

Figure 3. Number of Entry-Level Turnover by Month
An ANOVA was conducted on the 1999 data with number of days worked as the dependent variable. The independent variable was the year divided in half based on the new employee's date of hire. New employees hired before July 1, 1999 (n = 26) comprised the first part of the year, and new employees hired after July 1, 1999 (n = 55) comprised the second part of the year. The 1999 ANOVA indicated the two groups worked an equivalent number of days ($F(1, 82) = 1.59, \text{ ns}$).

The same analysis was performed on the 2000 data. The year was divided in half based upon hire dates. New employees hired before July 1, 2000 (n = 46) comprised the first half of the year, and new employees hired after July 1, 2000 (n = 55) comprised the second half of the year. The 2000 ANOVA confirmed that those hired in the second half of the year (those that experienced the turnover reduction intervention) stayed significantly longer than those hired in the first half of 2000 ($F(5, 100) = 2.7, p < .05$).

The mean length of days worked for each half of the year for 1999 and 2000 may be found in Table 5. New employees hired in the first half of 1999 did not stay longer than those hired in the second half of 1999. In 2000, new employees hired in the second half of 2000 stayed significantly longer than those hired in the first half of 2000. Because the 1999 data indicated no significant difference in length of tenure and the 2000 data indicated a significant difference occurred, the suggestion is that seasonal effects were not causing the difference found for the 2000 data, but that the turnover intervention tactics produced the effect.
Table 5

Average Length of Tenure by Year

<table>
<thead>
<tr>
<th>Date Range</th>
<th>M Length of Tenure</th>
<th>SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 1, 1999 – July 1, 1999</td>
<td>82.30</td>
<td>18.56</td>
<td>26</td>
</tr>
<tr>
<td>July 1, 1999 – Dec 31, 1999</td>
<td>74.58</td>
<td>28.63</td>
<td>55</td>
</tr>
<tr>
<td>Jan 1, 2000 – July 1, 2000</td>
<td>66.80</td>
<td>32.12</td>
<td>46</td>
</tr>
<tr>
<td>July 1, 2000 – Dec 31, 2000</td>
<td>79.67</td>
<td>20.38</td>
<td>55</td>
</tr>
</tbody>
</table>

By dividing the year into four seasons, a second analysis was performed to examine possible seasonal effects. Based on a new employee's date of hire he/she was placed into one of four seasonal groups. For 1999 the year was divided in the following manner: December, January, or February hire dates comprised the winter group (n = 14); March, April, or May hire dates comprised the spring group (n = 10); June, July, or August hire dates comprised the summer group (n = 29); and September, October, or November hire dates comprised the fall group (n = 31). An ANOVA with length of tenure as the dependent variable and seasonal group as the independent variable indicated that there were no significant differences among the groups (F (3, 80) = 1.97, ns).

The same analysis was performed on the 2000 data. However, instead of creating four seasonal groups, six groups were created to separate new employees who attended the revised orientation from those who attended the original orientation but were hired in the same season. The winter group consisted of new employees that attended the traditional orientation and were hired in January or February (n = 14). A second winter group was comprised of new hires that attended the revised orientation and were hired in
December ($n = 2$). The spring group consisted of new employees hired in March, April, or May ($n = 22$) and attended the traditional orientation. There were two summer groups. The first group included employees hired in June and July ($n = 10$) that participated in the traditional orientation program. The second group was comprised of new employees hired in July and August ($n = 22$) and attended the revised orientation program. The fall group consisted of all employees hired in September, October, and November ($n = 31$) and attended the revised orientation program. The 2000 ANOVA found a significant difference in the number of days worked by season hired ($F(5,95) = 2.69, p < .05$). The analysis indicated that new employees hired in spring of 2000 had significantly lower tenure than the other groups (spring $M = 56.77$, $SD = 35.78$, $n = 22$; all other seasons $M = 78.55$, $SD = 22.07$, $n = 79$).

The mean length of days worked for 1999 and 2000 by season is depicted in Figure 4. This analysis suggests something occurred in spring of 2000 to cause below average tenure and that the turnover reduction tactics brought the organization back to the mean tenure found in 1999.

It is known that during the spring of 2000 the hiring and selection process of the organization was not a primary job task assigned to any one person. Individuals involved in the hiring process were temporarily filling the roles of other positions while the organization hosted an initiative on reducing costs within the organization. The initiative continued through the summer, but by summer the researcher was hired to take primary responsibility for the hiring process. The results of the study may not be caused by the turnover reduction tactics but by having an individual whose primary function is that of hiring and placement of employees.
Figure 4. Mean Length of Tenure for 1999 and 2000 by Season

Note. In 2000, Summer T and Winter T indicate employees who attended the revised orientation program. The Summer and Winter groups attended the traditional orientation.
Discussion

This study was designed to assess the effects of orientation programs and RJP's on reducing voluntary turnover. Organizational socialization is comprised of six content areas: performance proficiency, people, politics, language, organizational goals and values, and history (Chao, 1994). The revised orientation program in the present study incorporated each of these components. It was hypothesized that new employees attending the revised orientation program that incorporated Chao's socialization tactics would remain on the job longer than employees who attended the traditional orientation program. The results indicate that new employees who attended the revised orientation were less likely to leave the organization than those who attended the traditional orientation program.

Conclusions from previous research indicate that RJP's reduce turnover rates. In the present study two forms of RJP's were implemented that differed in how realistic they were. The temporary employment RJP was the most realistic. It required the applicant to perform the essential job duties of a full-time employee. The applicant worked in the same manufacturing environment and was asked to do the same work as other entry-level employees. The second RJP utilized a department tour and job description and was less realistic. With a detailed description of the job responsibilities in hand, the applicant
viewed incumbents performing the essential job duties but he/she was not given an opportunity to perform the duties him/herself.

It was hypothesized that new employees receiving a RJP in the form of temporary employment would remain on the job longer than new employees who received no RJP or new employees that received a RJP in the form of a department tour, and that new employees receiving a RJP in the form of a department tour would remain on the job significantly longer than new employees who did not receive a RJP. The results indicate that temporary workers did stay significantly longer than new employees that did not receive a RJP, but only in the original orientation group. Within the revised orientation program, all three forms of RJPs were equally effective in reducing turnover.

Limitations

The validity and the results of the 1999 data must be viewed with caution because the researcher was unable to verify the accuracy of the data. Seasonal effects were examined and discarded as a possible confound to the study. However, the type of orientation and RJP received was confounded with the employee’s date of hire. The lack of a traditional orientation with a department tour makes it impossible to evaluate the potential effectiveness of that RJP tactic paired with the traditional orientation program. Randomization of conditions was not feasible in the present field study creating potentially nonequivalent groups. However, many demographic factors were examined and revealed no apparent differences.

In the present study it was not possible to determine the relative contribution to the socialization process of the revised orientation program, the department representative, or another social agent such as family members or friends employed at the
organization. The researcher was unable to ensure that all department representatives followed the established guidelines in socializing a new employee.

Previously discussed in the additional analyses section there is a possible confound with the hiring of the researcher to oversee the hiring process and the implementation of the intervention tactics. The researcher suggested there was a lack of individual attention and a low priority placed on the hiring and placement of employees during the spring of 2000 when the plant was focused on hosting an organizational initiative on reducing costs. This factor may have produced the below average length of tenure found during the spring of 2000.

Directions for Future Research

Questions were raised during the course of the study that may help explain why turnover is occurring within specific departments. A manager hypothesized that temporary employees assigned to a specific crew may develop more realistic expectations than those who work on a specific task. One might investigate the effects of temporary employees in the pressroom being assigned to a specific crew versus performing one job function throughout the pressroom. In future studies, the length of time a new hire worked temporarily before being hired as a full-time employee should be included in the analysis to determine if the length of temporary assignment influences the effectiveness of that form of the RJP.

In this study, there was only one dependent measure—number of days worked. Future research might address the relative contribution to the socialization process of socialization agents such as the orientation program, the department representative, friends, or family members. Additional measures of job satisfaction and job commitment
and how these are affected by the turnover reduction strategies may aid the organization in predicting and understanding turnover.

Recommendations

The continued use of both turnover reduction strategies, the orientation program and RJPs, are recommended. Further success in reducing turnover rates may be accomplished if each intervention is enhanced. For example, it may be more effective if the department representative or an incumbent were able to give the department tour RJP. It may be beneficial to develop an evaluation or recommendation procedure for temporaries. Department supervisors typically provide vague, general information when asked for a recommendation on a temporary employee. Designing an instrument to assist them in objectively evaluating an applicant may make the rating process more effective and provide the personnel department with a more accurate description of the candidate’s abilities. One department has expressed an interest in developing its own department-specific orientation program that would involve more training and socialization, which would enhance the orientation program.

Conclusions

The results of this study add support to the effectiveness of RJPs in reducing turnover. Employees who first worked as a temporary employee stayed significantly longer than did other employees. The turnover rate within the original orientation group was reduced by 25%. All forms of the revised orientation program were equally effective in reducing turnover rates. Those that attended the revised orientation stayed significantly longer than those who attended the original orientation program without the benefit of a RJP.
References


Appendix A

Orientation Survey

Please use the following codes to rate the items listed below that pertain to the New Employee Orientation Session that you attended.

√ = The information was covered satisfactorily
- = The information was not covered satisfactorily
X = I don’t remember receiving information on this topic

____ Where to Report on my first day ______ Safety Information
____ Attendance/Occurrences ______ Payroll Information
____ Call-in Procedure ______ Insurance Benefits
____ Vacations ______ Training System
____ Holidays ______ Job Posting System
____ Procedures for working overtime ______ Employee Assistance

Please list the 3 most important things employees need to know about Quebecor before starting to work here? You may use the back of the sheet if you need more space.

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

How could we improve the orientation program? __________________________________________

What topic that was not discussed in orientation do you wish had been discussed?
________________________________________________________

What orientation topic did you enjoy the most? ____________________________________________

Do you feel you know what will be expected of you on the job? YES  NO

Do you feel the orientation handouts will be helpful? YES  NO

Overall how would you rate orientation? Excellent  Good  Average  Poor  Very Poor
Appendix B

Department Representative Checklist

Day 1

___ Greet the new employee
___ Smoking Policy
___ Locker assignments
___ Tour of Department
___ Introduce to Coworkers
___ Location of cafeteria, restroom, time clock
___ Location of machines
___ Lunch and Break Periods
___ Exact Work Hours
___ Overtime Requirements
___ Show work schedule and how to read
___ PPE Requirements

Day 2

___ Attendance Policy
___ No Works
___ Requesting Vacation
___ Floating Holidays
___ Call-in Procedure, phone #s
___ Probationary Period/ Evaluation

Day 3

___ Evacuation Procedures
___ Tornado Safe Areas

Day 4

___ Progression Opportunities in Department
___ Shift Selection or Assignment
___ Individual Learning Plan

Day 5

___ Scheduling Board
___ Work Load
___ Review job task when machine is down

Employee Signature: ___________________  Trainer Signature: ___________________

Supervisor Signature: ___________________  Today’s Date: _____________________
## Appendix C

### One-Day Orientation Training

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:15</td>
<td>Welcome</td>
<td>Bob Allen</td>
</tr>
<tr>
<td>8:15 - 9:00</td>
<td>Personnel/Payroll</td>
<td>Bob Allen</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Safety &amp; Training</td>
<td>Andrea Glaze</td>
</tr>
<tr>
<td>10:15 - 11:00</td>
<td>Introduction: Quebecor World Franklin</td>
<td>Tom Flynn</td>
</tr>
<tr>
<td>11:00 - 11:45</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>11:45 - 12:45</td>
<td>Safety &amp; Training</td>
<td>Andrea Glaze</td>
</tr>
<tr>
<td>1:00 - 1:45</td>
<td>Plant Tour</td>
<td>Bob Allen</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>Insurance</td>
<td>Beverly Farmer</td>
</tr>
<tr>
<td>2:45 - 3:15</td>
<td>Safety &amp; Training (Part III)</td>
<td>Andrea Glaze</td>
</tr>
<tr>
<td>3:15 - 3:30</td>
<td>Closing</td>
<td>Bob Allen</td>
</tr>
</tbody>
</table>
### Appendix D

**Two-Day Orientation Training**

#### Day One

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Bob Allen</td>
<td>2:00-2:30</td>
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<tr>
<td>Overview of Week</td>
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<tr>
<td>Payroll</td>
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<tr>
<td>Ice Breaker</td>
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<tr>
<td>Move Smart Ergonomics Training</td>
<td>Ron McFadden</td>
<td>2:30-4:30</td>
</tr>
<tr>
<td>Personnel Policies</td>
<td>Bob Allen</td>
<td>4:30-5:30</td>
</tr>
<tr>
<td>Plant Tour</td>
<td></td>
<td>5:30-6:00</td>
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<tr>
<td>Lunch</td>
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<td>6:00-6:30</td>
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#### Day Two

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructor</th>
<th>Time</th>
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<tbody>
<tr>
<td>Review Monday Information</td>
<td>Bob Allen</td>
<td>2:00-2:30</td>
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<tr>
<td>Ice Breaker</td>
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<tr>
<td>Video</td>
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<tr>
<td>Introduction to Quebecor</td>
<td>Tom Flynn</td>
<td>2:30-3:15</td>
</tr>
<tr>
<td>Insurance</td>
<td>Beverly Farmer</td>
<td>3:15-3:45</td>
</tr>
<tr>
<td>Safety Training</td>
<td>Andrea Glaze</td>
<td>3:45-5:00</td>
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<tr>
<td>Safety Orientation</td>
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<td>Haz Com</td>
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<tr>
<td>Emergency Action and Fire Prevention</td>
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<tr>
<td>Plant Terminology</td>
<td>Andrea Glaze</td>
<td>5:00-5:30</td>
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<tr>
<td>Sexual Harassment Training</td>
<td>Andrea Glaze</td>
<td>5:30-6:00</td>
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<tr>
<td>Closing / Orientation Evaluation</td>
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