

THE ASSESSMENT AND RESULTING  
RECOMMENDATIONS FOR A MANUFACTURING  
NEW-HIRE ORIENTATION PROGRAM

By

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RECOMMENDATIONS FOR A MANUFACTURING  
NEW-HIRE ORIENTATION PROGRAM

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Introduction . . . . .	1
Purpose of Study . . . . .	2
Significance of Study. . . . .	3
Limitations. . . . .	4
Definition of Terms. . . . .	4
Research Questions . . . . .	5
II. REVIEW OF LITERATURE. . . . .	6
Orientation Goals and Objectives . . . . .	6
Program Design and Content . . . . .	9
Organizational Impact. . . . .	12
III. METHODS . . . . .	15
Employee Population. . . . .	15
Data Collection. . . . .	16
Investigation Process. . . . .	18
Data Analysis. . . . .	19
IV. RESULTS AND DISCUSSION. . . . .	21
V. SUMMARY AND RECOMMENDATIONS . . . . .	34
Recommendations. . . . .	35
Conclusions. . . . .	38
REFERENCES . . . . .	39
APPENDIXES . . . . .	42
APPENDIX A - SURVEY AND EVALUATION FORMS . . . . .	43
APPENDIX B - ORIENTATION OUTLINES AND SCHEDULES . . . . .	52
APPENDIX C - ADDITIONAL TRAINING MATERIAL AND CURRICULUM. . . . .	58

LIST OF FIGURES

Figure	Page
1. Summary of Interviews. . . . .	24
2. Summary of Results from Orientation Evaluation . . . . .	25
3. New-Hire Survey. . . . .	26
4. Summary of Comments (Newly Hired Employees). .	29
5. Realistic Job Previews . . . . .	30
6. Information Overload . . . . .	31
7. Beneficial Subjects. . . . .	32
8. Additional Subjects. . . . .	33

## CHAPTER I

### INTRODUCTION

The employment process usually involves several stages or steps including recruitment, screening, selection, orientation, socialization, and training. Although no clear boundaries exist among these stages, each one serves a very important purpose. In fact, many times some of these steps are not given enough attention, in particularly new employee orientation.

Each person who begins a new job will undoubtedly participate in either a formal or informal orientation. The orientation process may be as little as showing the new employee where the break room is to a one month formal program. Nevertheless, the orientation process is essential. McGarrell (1983) states that the most lasting impressions about an organization are formed within the first 60-90 days with day one being the most crucial. Based on the previous statement, one must ask "why would any organization neglect the orientation process?" Time, money, and ignorance are all factors. However, research suggests that more and more large and medium size companies are realizing the benefits and need for an effective orientation

program (Klubnik, 1987). Many benefits can be gained through the orientation of new employees. Transamerica Occidental redesigned their orientation in hopes they could help their new-hires make a quick and painless adjustment to their new job and address typical questions and issues before they could cause frustration or inhibit productivity (Klubnik, 1987).

It was suggested by the sponsoring organization that their new-hire orientation needed to be redesigned. The organization considered itself to be a "first-class" organization; therefore, they expected their orientation to be "first-class" also. The company places tremendous value on its employees and their role in the company's success. Presently, much time and money is spent to effectively orient new employees. However, improvements were needed. Since the plant's opening all new employees have received some formal orientation. Very few changes, however, have been made over the years due mainly to time constraints. Nevertheless, management did acknowledge the need for change (i.e., improvements).

#### Purpose of Study

The purpose of this project was to identify areas of the current new-hire orientation which were deficient and make recommendations for improvements based on the data collected. All eight days would be evaluated in order for changes to be made. In essence, needs assessment,

evaluation, and program design were all significant parts of this project.

The initial reason for conducting the assessment was because the new-hire orientation was not meeting the needs of the new employee. Thus, money and time were not being maximized. Not meeting the needs of the employees was the direct result, the training manager felt, of two basic problems: (1) Too much information in too short a time period and (2) Boring, irrelevant material. These were the two starting points for the research.

#### Significance of Study

Training departments are responsible for many tasks; only one of which is new-hire orientation. Therefore, one can easily see how designing a new or updating an already existing orientation program can be near the bottom of the priority list.

The use of an external assessor would benefit the organization in various ways. First, the priority factor would be eliminated because upper management nor the staff would be required to spend a large amount of time on the project. Secondly, an external assessor would have a more objective opinion and would not be in the organizational mindset.

The project would also be of great significance in a broader context. Both the employee and the organization will benefit when an effective orientation is in place. It



is the orientation which enables an employee to get in sync with the company and build a strong foundation for specific job-related tasks (Wehrenberg, 1989). Martin and Peluchetter (1989) state that increases in productivity, creativity, motivation, and risk taking are all benefits of a successful orientation program. The minor increase in productivity will ultimately cause a ripple effect across the organization (Davidson, 1986).

#### Limitations

The participating organization is extremely large; therefore, there were no constraints concerning equipment, money, or upper management support. The three limitations of this project, as seen by the assessor, are as follows:

1. Shortness of time;
2. Lack of support by supervisors and middle management for orientation/training efforts;
3. No follow-up contact with the organization once recommendations were made (i.e., could not oversee implementation).

#### Definitions

SPC - Abbreviation for Statistical Process Control which is a statistical method of quality control.

Work Simp - Shortened version of Work Simplification which is a program to encourage workers to "work smarter - not harder". Similar to time and motion studies.

Orientation - Process by which employees learn about the organization (Kaul, 1989).

New-hires - Any person who has been hired within the last year.

Needs Assessment - An investigation process designed to identify human performance deficiencies via such techniques as interviews and surveys.

Training - Process of changing behaviors of employees who do not already possess the skill or knowledge.

Socialization - An organizational process which is typically lengthier than employee orientation and which reflects a management style that fosters worker commitment (Nota, 1988).

*about attitudes? commitment?*  
OK.

#### Research Question

The project was undertaken to investigate all aspects of the current new-hire orientation which all new employees are required to attend. Many different areas were to be researched including content, delivery, job specific needs, SPC program, and Work Simp program. In light of that, the following research question was the guide for this project.

Research Question #1 - What areas of the new-hire orientation need improving and what recommendations should be made based on the deficiencies?

*IF ONLY ONE QUESTION, OMIT (#1)*

## CHAPTER II

### REVIEW OF LITERATURE

The literature concerning employee orientations is vast and diversified because orientation includes many different areas, including emotions, program design, and socialization. Therefore, a broad spectrum of research must be included. This review of literature will be subdivided into the topical areas of (1) orientation goals and objectives, (2) program design and content, and (3) organizational impact.

#### Orientation Goals and Objectives

Much has been written about new employee orientation and the socialization process. Recently more and more organizations have realized the need to effectively orient new employees. Orientation can be defined in many different ways. However, the majority of authors describe orientation as a process which "enables an employee to get in sync with the company" (Wehrenberg, 1989, p. 111). Wehrenberg (1989) contrasts orientation to training which is designed to instruct a person to become qualified in a particular skill he does not currently possess. The purpose of training is

OK-

to change behaviors, not attitudes. Therein lies the difference between training and orienting. Most authors sees a difference between the two.

Another term which is directly related to employee orientation is socialization. Wanous' definition explains the socialization process as a subset of the orientation process. Socialization is the changes caused by the organization that takes place in newcomers (Wanous, 1980). Keeping these definitions in mind, it is obvious that new-hire orientation is a very encompassing area which requires great exploration.

Research indicates that most employees look forward to the first few days as a stimulating experience (Industrial Safety, 1983). Nevertheless, the most lasting impressions about an organization are formed early within the first 60-90 days with day one being the most critical (McGarrell, 1983). One can clearly see how important the orientation process becomes. Geromel (1989, p. 21) states that "when you lay a poor foundation for new employees you are taking a risk."

Researchers tend to state the purpose of the orientation differently; however, a common thread seems evident in most literature. The goal of orientation, states Klubnik (1987), is to address typical questions and issues before they cause frustration or inhibit productivity. Along the same line, the Transamerica Occidental program was implemented in order to help new-hires make a quick and

painless adjustment to their new jobs (Klubnik, 1987). Still another goal of orientation programs is to allow a new employee to gradually learn about the organization (Kaul, 1989).

While reviewing the literature the reoccurring topic of companies' goals and objectives kept emerging. Geromel (1989) stress the most important goal of orientation is to transmit the company's vision to the new employees. The "company's vision" could easily be interchanged with "company's goal and objectives."

"Every working day throughout the nation, thousands of employees are hired. While they may have a fair and accurate description of the duties and responsibilities for which they were hired, the vast majority have no real information regarding their company's goals and objectives" (Davidson, 1982, p.3). Wehrenberg (1989) reiterates Davidson's theory when he says that company goals are important and the first step is to explain how the new employee fits in with or contributes to these goals.

The socialization process is another area which is often included in the literature concerning new employee orientation. Wanous (1980) stresses the socialization process, by its very nature, must be considered from the perspective of both the individual and the organization. Therefore, when designing and implementing a new orientation many factors should be considered. Like Wanous, Jones (1983, p. 464) suggests "it is impossible to predict the

nature of the newcomers' response to the organization until both organizational and individual factors are analyzed jointly.

The socialization (i.e., orientation) process is also concerned with orienting the employee to both the dominant culture and subsequent subcultures. Schwartz and Davis (1987, p. 30) defines organizational culture as "a pattern of beliefs and expectations shared by organizational members." The dominant culture provides the employee with an overview of the purpose and the direction of the organization (Martin & Peluchette, 1989). The transmittal of the culture is one purpose of the orientation eluded to by many theorist. Martin and Peluchette (1989) further explain that when the cultural values are forgotten or not known by employees, goal displacement occurs.

*WHAT IF SOME  
SUBCULTURES  
VALUES ARE  
CONTROL MEASUREMENT*

#### Program Design and Content

Employee orientation programs are available in many different shapes and sizes. However, research on developing employee orientation programs is somewhat conclusive. Effective techniques, principles, and guidelines do not differ extensively.

Designing an orientation program is not a quick process. The time spent researching and designing before the actual implementation is dubbed as critical by Klubnik (1987). There are some basic guidelines upon which many

authors agree. Geromel (1989) makes the following suggestions based on his research and experience.

1. Make first impressions count.
2. Help to make the transition as smooth as possible.
3. Handle the paperwork deftly.
4. Introduce new employees to the company.

Another area which has been determined to be essential to an effective new-hire orientation by many authors is follow-up (Klubnik, 1987 and Industrial Safety, 1983). Klubnik (1987) also states gaining support of management for new-hire orientation is critical to the program's success. To improve procedures for disseminating the new employee information, management should conduct a periodic reorientation (Martin & Peluchette, 1989). That statement further stresses that orientation should be a process. One specific study was conducted by Kaul (1989) indicating this point. Group A was given a one-time, two hour introduction to the company. Group B was given a six hour orientation over a one month period. When later analyzed, Group B had higher appraisals, needed fifty percent (50%) less training time and had sixty-five percent (65%) less absenteeism and tardiness. Other considerations for program design are that the orientation process should convey any changes that occur and should serve as a motivational and renewal agent.

The question of content is very often industry specific. However, some basic recommendations can be found in the literature. "It is not enough to include history.

The orientation must explain why the employee should care" (Wehrenberg, 1989, p. 112). Davidson (1986) suggests the following as minimum requirements for all orientations: (1) introduction, (2) tour, (3) check-in and call-in procedures, (4) compensation and benefits, and (5) overview of facilities. Nevertheless, Davidson's guidelines are not conclusive. Klubnik (1987), however, summarizes well by saying that the content should be comprehensive enough to include the needs of all new-hires.

Safety is one content area which all manufacturing organizations must include both from necessity and legality purposes. On May 25, 1986, the Hazardous Communications Program was required in all manufacturing operations which use hazardous chemicals (Stahr, 1986). Aside from the legal requirements, research indicates that safety training is a big part of manufacturing orientation processes. At Honda, eight hours are devoted to safety training of new-hires, and Honda owns a \$4 million training center so new-hires can practice their job safely before actually beginning work in the plant (Kendall, 1987). An effective safety orientation for new employees will pay off in reduced injuries, higher morale, and more effective operations (Lutness, 1987). In fact, injuries are most commonly caused by an ill prepared safety program (Industrial Safety, 1983).

The literature includes many guidelines for the delivery of the orientation programs. Organizations should remember that employees differ not only in their skills,



maturity levels, and needs but also in the ways they learn most effectively (Geromel, 1989). Martin and Peluchette (1989) state the most direct and individualized method of delivery is the best.

Another issue concerning orientation is who should deliver the material. The research varies somewhat as to the most effective method. Some experts feel that orientation is primarily the employees' supervisors' job (Industrial Safety, 1983). However, research indicates the majority of orientation is conducted by peers and work groups or the subcultures (Martin & Peluchette, 1989). It is evident that the facilitator can contribute to the success of the orientation process. Agreement exists among authorities that there are advantages to letting presenters prepare their own materials including techniques such as testimonials (Klubnik, 1987 and Wehrenberg, 1989). In one study, Falcone, Edwards, and Day (1986) found behavior modeling to be the most effective technique overall. Behavior modeling allows for both practice and follow-up (Fox, 1988).

#### Organizational Impact

Orienting new employees does cost organizations valuable time and money. However, the question one must ask is "in the long-run is the impact positive or negative?" The literature reveals no inconsistencies as to the benefits of an effective orientation process.

The orientation process affects the employees and organization in many ways. The Occidental Program was designed to build appreciation and understanding for the company as a whole, which it did (Klubnik, 1987). In many cases, one benefit is linked to another. Research indicates that if employees feel they are important to the company, they will be happier, more productive employees. This, in turn, will make the corporation more productive and profitable (Geromel, 1989). That is undoubtedly the objective of most organizations. Also, Davidson (1982, p. 4) states, "Better informed and directed employees will ultimately be a more productive employee." He further indicates it has been proven that the benefits greatly outweigh the effort required to orient a new employee and make him/her feel at home. Employee orientation will help employees understand company goals, see the "big picture" and be more productive (Lutness, 1987). Another benefit which was seldom mentioned in the literature is the effect on an employee's learning curve. McGarrell (1983) contends that orientation shortens learning curves.

Often lowered turnover rates are a benefit of an effective new-hire orientation. Two areas which research has found to be related to turnover is realistic job previews (RJP), and commitment. One study found that employees are more likely to leave the organization during the early stages of employment, and by giving employees a realistic job preview turnover can be affected (Meglino &

DeNisi, 1987). The conclusion was that RJP's have a positive impact on employee turnover. Most research suggests that formal and informal orientation may affect the level of commitment (Jones, 1983 and Kaul, 1989). A committed or loyal employee may be less likely to leave an organization.

Many factors affect the turnover rate; however, the research is very definitive about orientation's effect on turnover. Texas Instruments reports that early career turnover has dropped by forty percent (40%) since the implementation of a new-hire orientation program (McGarrell, 1983). A decrease like TI's is substantial when it is estimated that it costs \$30,000-40,000 to hire and train a professional employee (Geromel, 1989). Although the literature is not definite as to exactly how the organization will benefit, there is no question that orientation programs are a wise investment.

Research shows that employees often leave a company within a year or two unless they have been thoroughly prepared for work in that firm (Geromel, 1989). In summary, little controversy exists concerning the purpose, benefits, design or goals of a new employee orientation. However, if the literature is conclusive, one must ask "why do organizations still consider a tour of the break room an effective orientation?"

NEED Summary  
PARAGRAPHS.

## CHAPTER III

### METHODS

#### Introduction

This chapter addresses the various methods used for collecting data. Three basic methods were used: (1) extant <sup>Existing</sup> data, (2) one-on-one interviews, and (3) survey. The information collected was the basis for the resulting conclusions and recommendations. This chapter will also outline and explain the investigation process including the pilot study and data analysis.

#### Employee Population

The participating organization employees over two thousand men and women. The majority of the supervisors and management possess at least a Bachelors degree. However, it is anticipated that a four-year degree will soon be required for management. Over ninety-seven percent (97%) of line workers have a high school diploma. The age of the workers include a range from seventeen to sixty-five. In summary, the workers can be described as educated, hardworking, and financially stable.

This project focused on one particular group of employees: new-hires. New-hires have been defined as anyone who has received the pre-employment orientation but has been employed less than one year. It was important for this project that data were collected from a representative sample of these new-hires.

#### Data Collection

Basically, three different techniques were used to collect the necessary data to evaluate the new-hire orientation. The techniques were extant data analysis, informal interview, and survey. These three methods were independent of one another. Although only three techniques were used, a large quantity of information (i.e., opinions and facts) was received.

Data were collected from a variety of sources. The sources were the training coordinators, training manager, various employee relations employees, first-line supervisors, and newly hired production employees.

The initial data collection began by reviewing the extant data. This method included analysis of current orientation materials, safety reports, hiring records, and training modules. The chosen method served three purposes: (1) to familiarize the assessor with the organization, (2) investigate the current situation, and (3) to determine discrepancies between "what is" and "what should be." The

extant data were used throughout the project to help put the pieces together.

Both facts and opinions were collected via informal one-on-one interviews with management, supervisors, and production employees. The people chosen for the interviews were selected based on availability. The interviews could best be described as informal discussions. Distinct information was being sought, but the interviews were conducted informally. This was the type of interview which the organizations' environment and culture demanded. Information collected from the interviews was the basis for the new-hire survey. Also, validation of previous data was a reason for using interviews.

The third method used was survey/questionnaire. The survey consisted of twenty-three questions including both opened and closed ended questions. As stated before, the survey questions were a result of the initial data gathered and participation in the current orientation program. The survey was given to a random sample of ninety-three employees hired within the last year. The survey was the most feasible and representative way to collect data from the over two hundred employees hired within the last year. The majority of the survey contained feeling and factual questions. The survey was designed to determine the difference between "nice-to-knows" and "need-to-knows".

An evaluation was also developed to obtain reaction feedback from the orientation participants immediately after

the final session (see Appendix A). The evaluation was two pages in length and most questions were subjective in nature. Honesty and completeness were important to both the evaluation and the survey; therefore, respondents were assured complete anonymity.

### Investigation Process

The data collection process was guided by the perceived problem areas of information overload, delivery methods, and unmet training needs. These three areas would be the starting point for the research.

The investigation process was somewhat systematic. The process began by collecting some initial data from the training manager, employee relations staff, and the training coordinators. This process used informal interviews. Each interview lasted between fifteen and thirty minutes.

The second step in the process was participation in the 8-day new-hire orientation. Although the data collected by this method were somewhat subjective based on the researcher's perceptions, the data were used to validate comments from the interviews and evaluations. Also, extra data were reviewed throughout the investigation.

The final phase included the distribution of the surveys and evaluations. This part of the investigation was the most lengthy and complex. An instrument was developed and piloted to a group of individuals including production employees, managers, and training coordinators. The

appropriate changes were then made. A news release was written and included in the employee newsletter to introduce the employees to the upcoming survey (see Appendix A). Also, a letter was drafted and given to supervisors who would be distributing the surveys. The cover letter and survey (see Appendix A) was distributed to a random sample of ninety-three newly hired employees. The survey was distributed and collected within a one week period. The evaluation was given to all fifteen orientation attendees the final day of orientation. The return rate for both the survey and evaluation was one hundred percent (100%). Both instruments produced valuable information concerning the new-hire orientation.

#### Data Analysis

The data collected from the three different methods were combined to determine what areas of the new-hire orientation needed improving and what recommendations should be made based on the deficiencies.

All pertinent responses during the interviews were recorded and later combined to produce a summary of the interviews (see Figure 1). The results of the evaluation were analyzed in both percentages and summary form. Each question on the survey was tabulate din percentage form (see Figure III). The open-ended questions were analyzed in a summary format (see Figure IV).



The data collected during the investigation process were combined with the established facts (i.e., extant data/objective judgements) to produce the appropriate recommendations for the new-hire orientation.

## CHAPTER IV

### RESULTS AND DISCUSSION

As the investigation/evaluation process began, the reason for conducting the assessment was because the 8-day new-hire orientation was not meeting the needs of the new employees. Thus, money and time was not being maximized. "Not meeting the needs of the employees" was a broad statement, given by the training manager, which was the direct result of two problems: (1) too much information in too short a time period and (2) boring, irrelevant material. These were the two initial areas of investigation. This chapter summarizes the most important findings from the research.

The interviews with the various employees revealed some important information. First, the attitude of instructors and their teaching styles were questioned by some interviewees. Secondly, the interviews indicated that much of the information was not being used once the employees were on the job. The other major concern was that there needed to be some distinction between "nice-to-knows" and "need-to-knows". A summary of the interviews is listed on page 24. The summary of the evaluations given to the new-

hire class can be found on page 25 and 26. A series of graphs are shown on pages 30-33 to help the reader analyze the investigation results.

Extant data, interviews, surveys evaluations, and observation were all valuable sources of data. The new-hire survey, with each questions' percentage, is included with the results. Fifty-six percent of the newly hired employees felt they were not, in general, given too much information to process. However, the data were conclusive that the most effective techniques for presenting the material were not being used. Although it was suspected that the instructors' teaching methods were not conducive to learning, eighty-five percent (85%) of the respondents indicated they were satisfied with the facilitator. Some comments were made concerning one particular instructor, but this was not a significant figure. The data also indicated that there was some information which should have been included in the two-day workshop but was not. The areas most commonly mentioned were activities, communication channels, and a directory of names and numbers.

The issue of realistic job previews was investigated. The data revealed that seventy-one percent (71%) of new employees felt they received a realistic job preview with approximately the same percentage stating they were expecting the physical demands of their job. The majority of the data indicated that the material presented should have more applicability to their specific job.

Revised

One the positive side, eighty percent (80%) of the employees interviewed and surveyed rated the new-hire orientation as good. Secondly, the safety information was perceived as being very effective. Thirdly, the experiences which the facilitator brought to the classes and their basic teaching styles were stated as a very positive aspect of the orientation.

The findings revealed that there was not just one major problem facing the orientation. Rather, there were many small areas which needed to be addressed and modified. The data collected suggest the four basic areas to be addressed (problem identification) are as follows:

1. The sequencing of the classes;
2. The presentation methods;
3. The amount of time in class (length of orientation); and
4. The coordination of curriculum between Employee Relations and Training.

## FIGURE I

## SUMMARY OF INTERVIEWS

*Review*

~~NEED BRIEF~~  
~~NARRATIVE~~  
~~INTRODUCTION~~

## Initial Areas To Be Investigated

- Amount of information (information overload)
- Distinction between "nice-to-knows" and "need-to-knows"
- Application of SPC
- Methods and techniques for teaching General Subjects
- Teaching techniques and attitudes of facilitator
- Inclusion of fork truck driving
- Realistic job previews
- Transfer of learning to the work place (recall)
- Use of more on-sight films
- Length of the orientation (shortened?)
- Gender specific instruction/examples
- Extremely boring (hazardous waste, safety)

## FIGURE II

## SUMMARY OF RESULTS FROM ORIENTATION EVALUATION

- \* 80% of the participants thought the overall quality of the orientation was good
- \* 60% of the participants thought the techniques used to present the material needed improving
- \* 100% of the participants felt they understood the concepts and application of both Work Simp and SPC
- \* 93% of the participants thought the amount of information presented on each subject was appropriate
- \* 40% of the participants were intimidated by at least one of the instructors

Comments

## Strengths

- Safety information
- Drug/alcohol information
- Ability of trainers
- Participation and involvement exercises

## Weaknesses

- Material was outdated
- Too much information in too short of time
- Not enough safety information
- Length of time on plant tour
- Too long of periods sitting and watching videos

## Instructors

- Very knowledgeable
- Enjoyed instructors' personal experiences
- One instructor was too aggressive and intimidating

## Instructional Methods

- Films were outdated and elementary
- Found the in-plant films to be the most beneficial
- Too many videos and overheads
- Would like more class participation

## Suggestion/Comments

- SPC should be designed to be more self-paced
- Rearrange the order of the 8-day orientation
- Condense the material
- Use more actual slides and films from the plant

Note - The above comments do not necessarily reflect the opinions of the majority.

## FIGURE III

\*\*\*\*\*

## NEW-HIRE SURVEY AND RESULTS

\*\*\*\*\*

Please answer each question.

**General Information**01. How long have you been employed at Goodyear?   N/A  02. In what department do you now work?   N/A  03. Are you male or female? Male   77%   Female   23%  **General Subjects**04. Would you have preferred more instruction on your specific job during orientation? Yes   68%   No   32%  05. Do you feel you received a realistic job preview during your orientation? Yes   71%   No   29%  06. Were you expecting the physical demands which were required of you on the job? Yes   80%   No   20%  07. Were the instructors' teaching styles conducive to learning? Yes   85%   No   15%  08. Did you find the safety information to be informative and interesting? Yes   90%   No   10%  

(n=71)

09. The amount of information provided on each subject during the orientation was...

Too much   26%   Too little   18%   Right Amount   56%  *IDENTIFIED*

10. Do you feel a 4-hour follow-up orientation (after 1 month) would be helpful for new employees?

Yes 65% No 20% Undecided 15%

11. Which teaching methods do you feel were the most effective?

**Invalid Question**

Films/Slides \_\_\_\_\_ Lecture \_\_\_\_\_ Plant Tour \_\_\_\_\_

(n=80)

12. Did you, at any time during the orientation, feel intimidated?

Yes 11% No 89%

If yes, please explain \_\_\_\_\_

13. What did you do with the written material you received once the orientation was over with?

Kept it handy for quick reference 78%

Quickly discarded it -0-

Never looked at it again 22%

14. Which aspects of the new-hire orientation did you find most beneficial? (check all that apply)

Policies/Procedures 68%

Hazardous Waste 26%

Safety 84%

Corporate Philosophy 28%

Plant Tour 87%

Emergency Procedures 63%

Work Simplification 32%

Quality/Uniformity 61%

SPC 24%

Other (please specify) \_\_\_\_\_

15. What topical areas do you feel should have been addressed in the 8-day orientation but were not? (check all that apply)

ForkLifts 28%

Communication Channels 30%

Plant Activities 37%

Potential Injuries 24%

The Names of Managers & Staff 29%

STOP Program 7%

Other (please specify) CPR, Business Plans, Map, Positive Discipline

**SPC and Work Simplification**

(n=81)

16. Have you been given the opportunity to use work simplification?

Yes 54% No 46%



(n=37)

17. If given the opportunity, do you feel you could develop a work simplification program? Yes 76% No 24%

18. Do you understand the concepts and applications of SPC? Yes 83% No 17%

19. Have you used SPC on your job? Yes 30% No 70%

(n=81)

20. Would you be interested in using SPC if given the opportunity? Yes 91% No 9%

(n=81)

21. Do you feel enough time was devoted to ergonomics? Yes 60% No 40%

22. Please discuss any weaknesses which you feel are part of the 8-day new-hire orientation.  
See summary

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23. Please list any improvements which you feel could be made to improve the orientation.  
See summary

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#### THANK YOU FOR YOUR TIME AND COOPERATION

#### Additional Percentages

#5.	<u>Male</u>		<u>Female</u>	
	Y	N	Y	N
	70%	30%	84%	16%

#### #19. Breakdown of where SPC is being used

Final Finish	- 33%
BCBC	- 8%
Comp. Prep.	- 38%
Tire Assem.	- 20%

## FIGURE IV

## SUMMARY OF COMMENTS

## NEWLY HIRED EMPLOYEES

- \* Break down jobs while on the plant tour
- \* More individualized training
- \* Better physical environment (e.g., better chairs & A/C)
- \* Duplication/repetition of material
- \* SPC was rushed
- \* Longer plant tour
- \* More explanation of benefits
- \* Hazardous Waste was too long
- \* Need more realistic picture of what it will be like
- \* Parts of a tire/uniformity was very "weak"
- \* Forgot what ergonomics was
- \* Too many videos
- \* Need a list of names and phone numbers
- \* SPC was a waste of time
- \* Need more application of SPC
- \* Implement a section of set-up time management
- \* More information on shift work
- \* Some teachers talked down to the employees
- \* Introduce a pass/fail system of grading
- \* Lengthen the orientation
- \* Will not be able to use SPC on the job
- \* Eliminate the tests
- \* Make orientation department specific
- \* Need to implement a 2nd plant tour after vestibule train
- \* Reduce films and overheads
- \* Give participants a plant layout
- \* Lectures were too long
- \* Need follow-up training
- \* Subjects should be taught only by Goodyear employees
- \* Update the training manuals
- \* More class involvement
- \* Need first-aid and CPR training

# REALISTIC JOB PREVIEWS

## Comparison of Male and Females

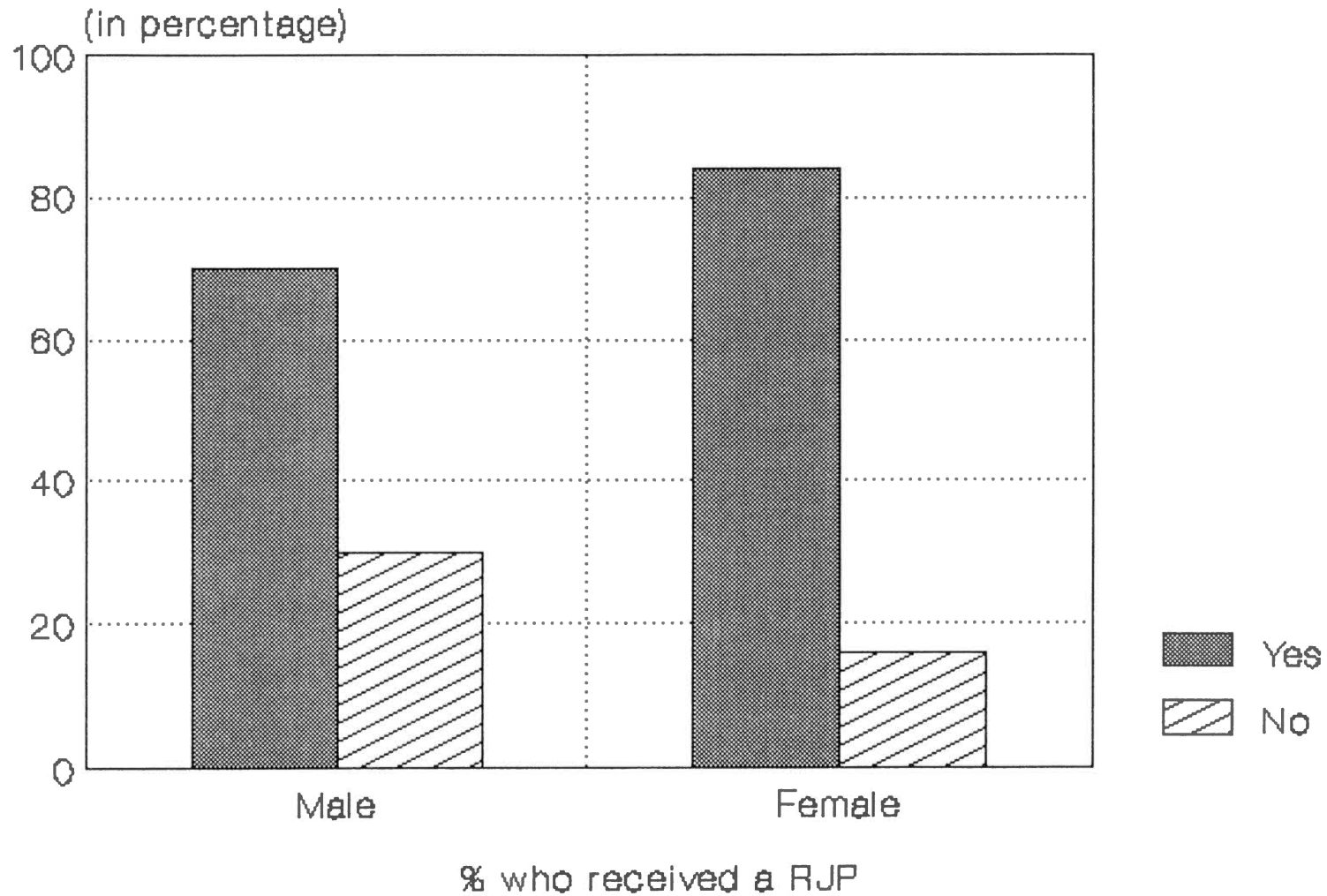


FIGURE V

# INFORMATION OVERLOAD

## Adequacy of Material

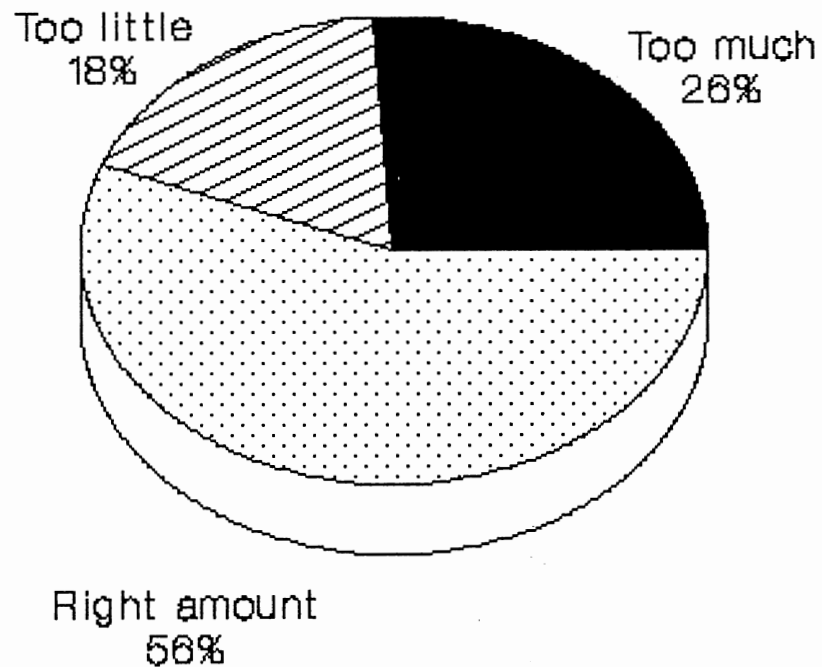
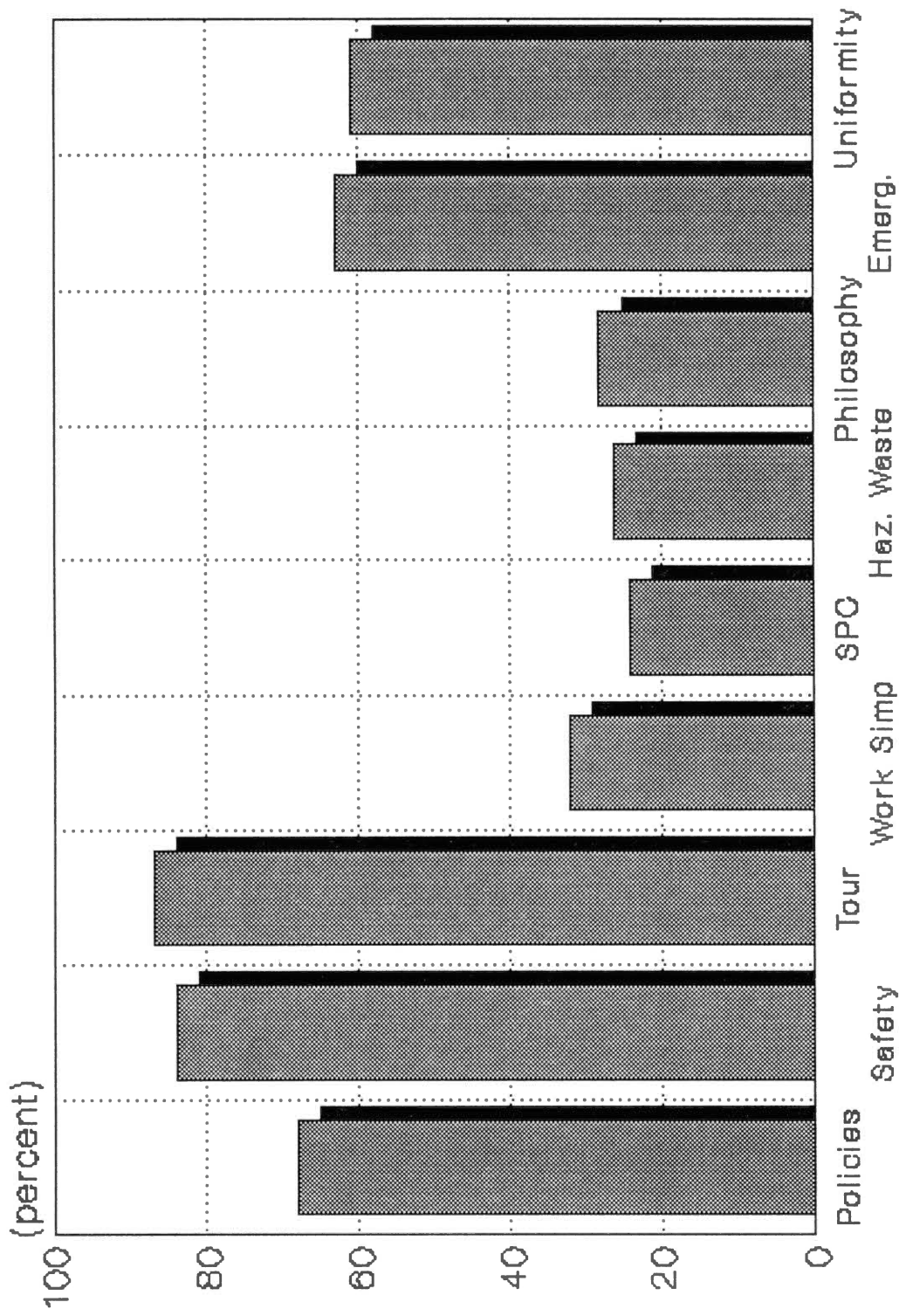


FIGURE VI

# BENEFICIAL SUBJECTS

FIGURE VII



# ADDITIONAL SUBJECTS Suggested By Employees

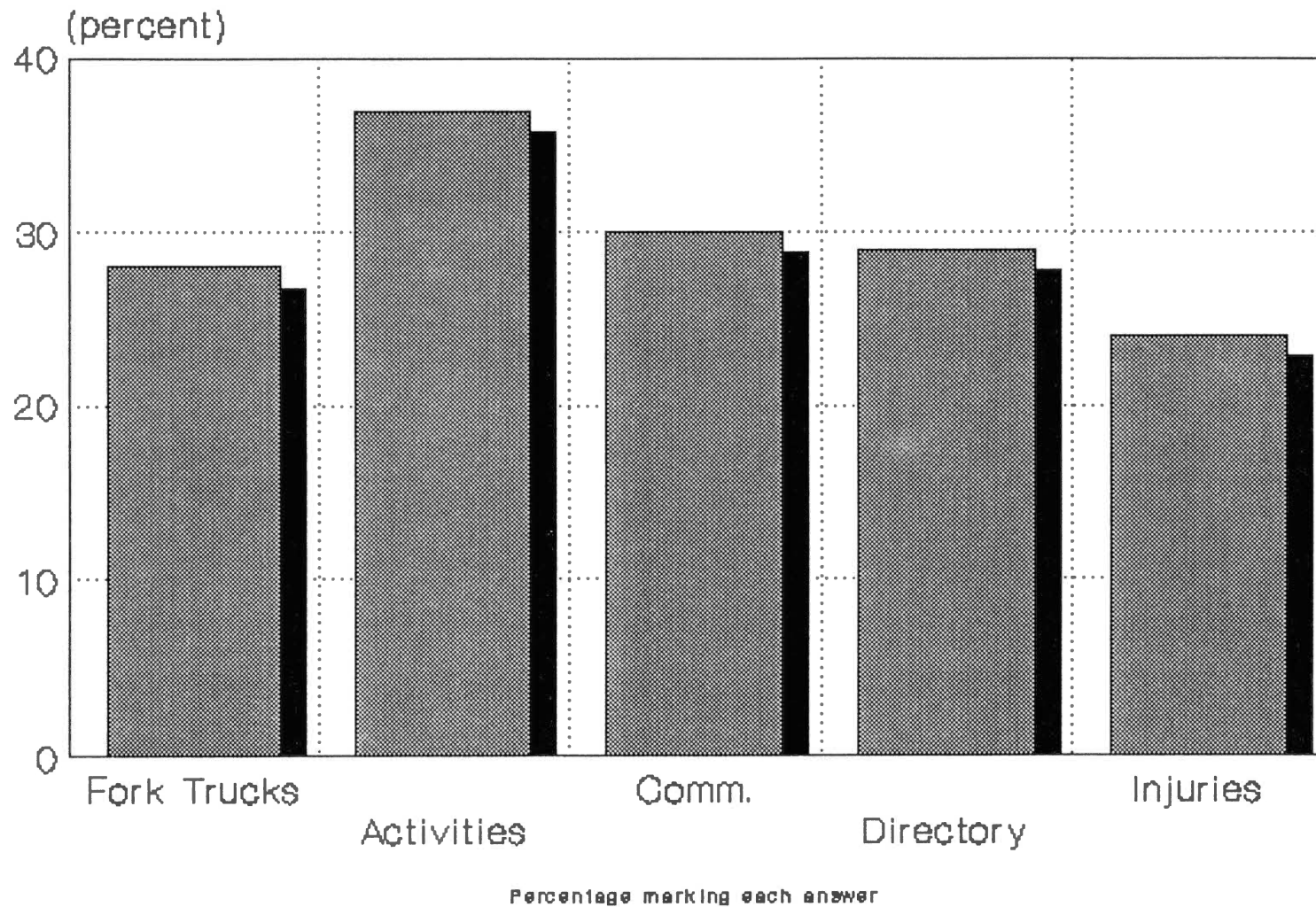


FIGURE VIII

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The project in cooperation with the participating organization consisted of collecting data through the use of various techniques and subsequently, making recommendations on how to improve the new-hire orientation which all new employees are required to attend. The research also went one step further and actually developed some of the curriculum to be used with the orientation program.

The manufacturing environment, itself, produced some obstacles. A constant inconsistency between the training goals and the manufacturing goals existed. However, support for the project was tremendous.

The investigation established that the majority of the employees (newly hired) felt the orientation was effective. The weaknesses indicated by the data collected were minimal. There were many small aspects to be corrected but no major weaknesses. Nevertheless, "many small pebbles can build a good-sized mountain." Information overload was a problem, but only because of repetition of material and inclusion of some irrelevant material. The methods of presentation were

determined to be the cause of the participants' boredom and lack of interest.

### Recommendations

The recommendations on the following four pages are the result of the extensive data collection process. The recommendation range from very broad to very specific. The recommended improvements are categorized based on the major topical areas of the orientation. The recommendation areas are Basic, Two-day Workshop, General Subjects, SPC (Statistical Process Control), and Work Simp.

#### Basic Recommendations

1. Provide donuts and coffee for participants during the first day of two-day workshop.
2. Introductions should be done with a partner to lessen anxiety.
3. Give more information on testing procedures to lessen anxiety.
4. Provide an outline of the entire orientation.
5. Encourage more two-way communication and class discussions (this does not mean question/answer sessions that put participant "on the spot").
6. Give participants a choice on schedule when possible (will encourage participative management and team work).
7. Restructure the sequence of subjects taught (see schedule).
8. Reduce the length of orientation to six days.
9. Update videos and replace with in-plant videos.
10. Require all instructors to read article on educating adult learners.



11. Present material in a non-gender specific way.
12. Include more class activities/participation to reduce boredom.
13. Update all manuals; include page numbers and omit all irrelevant and outdated materials.
14. Better coordinate the efforts of the training department and ER.
15. Reduce evaluation and tests to only one.
16. Administer evaluation after General Subjects (see evaluation).
17. Explain benefits better during PEO when new employees make their selections.
18. Include a four hour follow-up training program as part of the orientation (see delay training).

#### Two-day Workshop Recommendations

1. Include the outline for all new-hire training (e.g., orientation, vestibule, OJT).
2. Include discussion of "The Birth of Goodyear-Lawton".
3. Include an in-house video or slide presentation on "The Making of a Tire" (To be shown in place of the two hour plant tour).
4. Include discussion of PPE and STOP cards in two-day workshop instead of General Subjects.
5. Add the following topical areas: parking policies, physical demands, possible injuries, job previews, employee activities, and information directory.
6. Invite Area Managers to discuss each individual's job.
7. Reduce time spent on benefits.
8. Lengthen the time spent on effects of shift work.
9. Omit discussion of frequency decibels involved in hearing loss.
10. Include drawing of plant layout for reference.

General Subject Recommendations

1. Conduct the first day of General Subjects in the plant.
2. Require one tour guide to every four new employees during the plant tour.
3. Extend the time spent on the individuals' jobs during the plant tour.
4. Omit the powerhouse tour and replace with a brief discussion during "Energy Conservation".
5. Include an individual/written or group activity with the following subjects: lockout procedures, uniformity, controlled industrial waste, and fire extinguisher.
6. Include discussion and hands-on instruction of Weltronic phones during the plant tour.
7. Devote more time to the topical area of strains and sprains to include: participants practicing the correct lifting, pulling, and pushing procedures.
8. Include new video entitled "Don't be a Statistic".
9. Reduce amount of time spent on housekeeping.
10. Ask participants to submit safety slogans to be discussed on day two of General Subjects.
11. Reduce the amount of time spent on "Part of a Tire" to two and one-fourth hours.
12. Include the new topic of fork trucks.
13. Omit the use of STOP books.
14. Omit explanation of geometry principles and decimals; include a handout for participants to read at home if needed.
15. Attend plant safety meeting.

SPC and Work Simp Recommendations

1. Reduce SPC class to eight hours.
2. Update SPC and Work Simp manual.

3. Provide additional activities and worksheets for employees who work at a faster pace.
4. Eliminate the computation of standard deviations, control limits, and other figures which will not have to be computed on the job.
5. During SPC, devote more time to the application of the material and how it will relate to their jobs.
6. Make new Work Simp video to replace "Form X".
7. Provide SPC exercises which are taken directly from in-plant situations.

### Conclusions

The completion of this project demands that the next step be implementation of the recommendations. It is felt that these changes could be made very quickly and will result in a more efficient and effective new-hire orientation. Nevertheless, it is essential that the program/process be continually evaluated and updated to insure the best possible orientation for future employees. Also, after the first six days of formal training is over, management and supervisors should continue to monitor the socialization and orientation process for months to come. Orientation, including reorientation, is no longer limited to a brief tour and discussion of which supervisors to avoid. More organizations are realizing this fact. Therefore, it is suggested that more projects (i.e., assessment, evaluations) such as this one be conducted to satisfy the training needs of America's employees.

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APPENDIXES

APPENDIX A  
SURVEY AND EVALUATION FORMS



Do you remember the new-hire orientation you attended when you were first hired? Did it leave you with unanswered questions or somewhat bored? The training department is currently re-evaluating the methods and subjects taught in the 8-day new-hire orientation.

We feel each Goodyear employee is a valuable source of information for determining the weaknesses and strengths of the new-hire orientation. Therefore, the training department is asking employees to participate in the evaluation process by completing a survey which will be distributed to a random sample of recently hired employees. If you are selected to complete the survey, you should be receiving the survey via your Area Manager on June 4th.

The information gathered through these surveys will be one of the most important sources of data for improving the orientation. Your input is very valuable in making the new-hire orientation the best and most informative training possible.

Training Manager  
May 23, 1990

TO: Area Mangers  
FROM: Training Manager  
DATE: June 4, 1990  
SUBJECT: Evaluation of the new-hire orientation

In our effort to improve the 8-day new-hire orientation, the training department has developed a short survey to investigate the weaknesses and strengths of the orientation.

We are asking the Area Managers to participate in the distribution of the surveys. A random sample of employees who have been hired within the last year were chosen to complete the survey. However, if you would like to complete the survey, feel free to do so.

It is essential that we receive at least a 70% return rate on the survey in order for it to be valid. Please encourage your employees to take five or ten minutes to complete the survey and return it to you or the Business Center office by June 7th. Also, remind employees that the information collected is completely anonymous, so be as honest as possible. With this data we can make the needed changes to the orientation which will help the employees to be more informed and productive employees.

TO: "Name"  
FROM: Training Manager  
DATE: June 4, 1990  
SUBJECT: Evaluation of The New-hire Orientation

The first few days of a new job are very important. Therefore, we feel it is essential for the 8-day new-hire orientation to be as effective and informative as possible.

Since you have been hired within the last year, we feel you are in the best position to tell us what you think of the orientation and how it can be improved. In order to do this, we have developed the attached survey. A random sample of newly hired employees have been asked to participate in this process.

Please remove this cover sheet, answer each question on the survey, and return it to your Business Center office by June 7th. Do not put your name on this survey. All responses will be completely anonymous; therefore, be as honest and as complete as possible. With the information you provide, we hope to make the 8-day new-hire orientation a more practical and enjoyable experience for all employees.

**Thank you very much for taking time to fill-out this survey!**

\*\*\*\*\*

NEW-HIRE SURVEY

\*\*\*\*\*

Please answer each question.

**General Information**

01. How long have you been employed at Goodyear? \_\_\_\_\_
02. In what department do you now work? \_\_\_\_\_
03. Are you male or female? Male \_\_\_\_\_ Female \_\_\_\_\_

**General Subjects**

04. Would you have preferred more instruction on your specific job during orientation? Yes \_\_\_\_\_ No \_\_\_\_\_
05. Do you feel you received a realistic job preview during your orientation? Yes \_\_\_\_\_ No \_\_\_\_\_
06. Were you expecting the physical demands which were required of you on the job? Yes \_\_\_\_\_ No \_\_\_\_\_
07. Were the instructors' teaching styles conducive to learning? Yes \_\_\_\_\_ No \_\_\_\_\_
08. Did you find the safety information to be informative and interesting? Yes \_\_\_\_\_ No \_\_\_\_\_
09. The amount of information provided on each subject during the orientation was...  
 Too much \_\_\_\_\_ Too little \_\_\_\_\_ Right Amount \_\_\_\_\_

10. Do you feel a 4-hour follow-up orientation (after 1 month) would be helpful for new employees?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

11. Which teaching methods do you feel were the most effective?

Films/Slides \_\_\_\_\_ Lecture \_\_\_\_\_ Plant Tour \_\_\_\_\_

12. Did you, at any time during the orientation, feel intimidated?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain \_\_\_\_\_

13. What did you do with the written material you received once the orientation was over with?

Kept it handy for quick reference \_\_\_\_\_

Quickly discarded it \_\_\_\_\_

Never looked at it again \_\_\_\_\_

14. Which aspects of the new-hire orientation did you find most beneficial? (check all that apply)

Policies/Procedures \_\_\_\_\_ Hazardous Waste \_\_\_\_\_

Safety \_\_\_\_\_ Corporate Philosophy \_\_\_\_\_

Plant Tour \_\_\_\_\_ Emergency Procedures \_\_\_\_\_

Work Simplification \_\_\_\_\_ Quality/Uniformity \_\_\_\_\_

SPC \_\_\_\_\_

Other (please specify) \_\_\_\_\_

15. What topical areas do you feel should have been addressed in the 8-day orientation but were not? (check all that apply)

ForkLifts \_\_\_\_\_ Communication Channels \_\_\_\_\_

Plant Activities \_\_\_\_\_ Potential Injuries \_\_\_\_\_

The Names of Managers & Staff \_\_\_\_\_

STOP Program \_\_\_\_\_

Other (please specify) \_\_\_\_\_

#### SPC and Work Simplification

16. Have you been given the opportunity to use Work Simplification?

Yes \_\_\_\_\_ No \_\_\_\_\_

17. If given the opportunity, do you feel you could develop a work simplification program? Yes \_\_\_\_\_ No \_\_\_\_\_
18. Do you understand the concepts and applications of SPC? Yes \_\_\_\_\_ No \_\_\_\_\_
19. Have you used SPC on your job? Yes \_\_\_\_\_ No \_\_\_\_\_
20. Would you be interested in using SPC if given the opportunity? Yes \_\_\_\_\_ No \_\_\_\_\_
21. Do you feel enough time was devoted to ergonomics? Yes \_\_\_\_\_ No \_\_\_\_\_
22. Please discuss any weaknesses which you feel are part of the 8-day new-hire orientation.
- 
- 
- 
23. Please list any improvements which you feel could be made to improve the orientation.
- 
- 
- 

**THANK YOU FOR YOUR TIME AND COOPERATION**

## EVALUATION

Please rate the following aspects of the orientation by placing an X in the appropriate space.

	Good	Average	Poor
Amount of information presented	_____	_____	_____
Skill of instructors	_____	_____	_____
Techniques used to present material	_____	_____	_____
Overall quality of orientation	_____	_____	_____
The "whys" of learning the information	_____	_____	_____
Powerhouse tour	_____	_____	_____
Plant tour	_____	_____	_____

	Yes	No
Do you feel you were treated as an adult?	_____	_____
Did you feel comfortable asking questions?	_____	_____
Do you understand the basic principles of SPC?	_____	_____
Will you be able to use SPC on your job?	_____	_____
Were you intimidated by any of the Instructors?	_____	_____
Has your attitude about safety changed?	_____	_____
Do you understand the concepts of Work Simp?	_____	_____
Did you or do you plan to read the STOP books?	_____	_____
Do you know when and how to lock-out a machine?	_____	_____

Are there any areas which you feel should have been included in the orientation but were not? (Please list)

---

Are there any areas which you feel could be eliminated from the orientation (i.e., had no relevance)?

---

Please comment on the following areas concerning the new-hire orientation.

Strengths:

Weaknesses:

Instructors:

Written Materials/Handouts:

Instructional Methods (e.g, video tapes, lectures):

Comments/Suggestions:

**THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.**



APPENDIX B  
ORIENTATION OUTLINES AND SCHEDULE

**NEW-HIRE ORIENTATION SCHEDULE**

Monday	-----	Two-Day Workshop (Blue Room)
Tuesday	-----	Two-Day Workshop (Blue Room)
Wednesday	-----	SPC (Vo-Tech)
Thursday	-----	General Subjects (Plant)
Friday	-----	General Subjects (Vo-Tech)
Monday	-----	Work Simp (Vo-Tech)

**COURSE OUTLINE**  
**Two-Day Workshop**

---

**Day One**

- 1 hr. Introduction/Paperwork/General Information  
- Outline of orientation  
- Group introductions  
- Future training
- 50 min. Plant Manager  
- Welcome  
- Beginnings of Goodyear-Lawton  
- Commitment  
- Perfection
- 15 min. Break
- 25 min. Slides (manufacturing process)  
- "The Making Of A Tire"
- 20 min. Plant Controller
- 1 1/4 hrs. Safety Manager  
- PPE (Demonstrations)  
- Stop cards (Demonstration)  
- Accidents (OSHA)  
- Safety awareness
- 20 min. Lunch
- 1 1/2 hrs. Policies/Procedures  
- Attendance  
- Positive discipline  
- Organizational hierarchy  
- Communication channels  
- Parking
- 15 min. Break
- 40 min. Production Manager  
- Competition  
- Quality/Uniformity
- 35 min. Nurse  
- Dispensary  
- Accidents  
- Accident Film

30 min. Realistic Job Previews  
- Guest speaker for each Business Center  
- Physical demands  
- Possible injuries  
- Questions/Answers

## Day Two

1 hr. Employee Relations' Functions  
- ER's role  
- Bid system  
- Employee activities

20 min. Quality Assurance Manager

20 min. Engineering Manager

15 min. Break

1 hr. Employee Relations Manager  
- Pro-employee  
- Union awareness

20 min. Video - "You Can Count On Me"

20 min. Development Manager

20 min. Lunch

30 min. Employee Assistance Coordinator

30 min. Illegal Drug Policy

1 hr. Benefits Administrator

30 min. Your schedule  
- Shift work (how to cope)  
- How to read the rotating shift schedule  
- Vacations

15 min. Wrap-up  
- Questions/Answers

**COURSE OUTLINE**  
**General Subjects**

---

**Day One**

- 20 min. Meet in Plant Classroom
- Introductions
  - Outline of General Subjects
  - Safety slogans
- 4 1/4 hrs. Plant Tour
- No more than 4/tour guide
  - Detailed look at individuals' jobs
  - Weltronic phones
- 1 hr. Plant Safety Meeting
- 20 min. Lunch
- 40 min. Controlled Industrial Waste
- Activity (work sheet)
  - Lecture
- 30 min. Fork Trucks
- Safety/operation
  - Hands-on instruction
  - Slides
- 10 min. Break
- 50 min. Fire Extinguisher
- Film "Fight or Flight"
  - Lecture
  - Work sheet (activity)

**Day Two**

- 2 1/4 hrs. Parts of a Tire/Uniformity
- Slides of tire
  - Activity
  - Lecture
- 10 min. Break
- 30 min. Energy Conservation
- Powerhouse

- 50 min.      Lockout Procedure  
              - Lecture  
              - Film  
              - Case study scenario
- 25 min.      Safety  
              - Safety slogans  
              - Unsafe practices  
              - Housekeeping
- 30 min.      Lunch
- 30 min.      Strains/Sprains  
              - Demonstrations (class participation)  
              - New film or lecture on back safety
- 20 min.      Safety Devices  
              - Slide presentation
- 30 min.      Haz Comm.  
              - MSDS sheets  
              - Main Street handout  
              - Lecture on Haz Comm
- 10 min.      Break
- 30 min.      Unsafe Acts  
              - Film "Don't Be A Statistic" (participation)
- 15 min.      Film "The Convincer"
- 30 min.      Review/Test
- 15 min.      Question/Answer  
              - Job preview
- Evaluation/Wrap-up

APPENDIX C  
ADDITIONAL TRAINING MATERIAL AND CURRICULUM

**VIDEO**  
**"SAFETY AWARENESS: DON'T BE A STATISTIC"**

<b>Script</b>	<b>Video</b>
1. Background music	Goodyear Lawton Videos
2. Background music	Fading in and out of 4 most common accidents
3. Background music	Fading in and out of safety slogans
4. Background music	Fade in of Title
5. Mr. Butler describing a. Unsafe Acts b. Unsafe Conditions c. Lead-in for video	Medium shot of Butler
6. Woman walking through plant with obvious non-safety shoes	F/S of man C/U of fee
7. A man taking a lock-out tag off a machine	F/S of man at a machine
8. Steam leaking out of a pipe	F/S of machine (press)
9. Workers in an area with oil/water on the floor	ExF/S of work area
10. Man walking down the aisle outside of yellow lines	ExF/s of the area where the man is walking
11. Man lifting wire/rubber without bending his knees	F/S of man lifting
12. Two people cutting rubber (cutting towards the body)	F/S of men working
13. People working with jewelry on	M/S of the group



- |     |  |   |
|-----|--|---|
| 14. | Person driving fork truck gets off and leaves the forks in the air   | ExF/S of fork truck moving<br>F/S when truck stops and leaves forks in the air.                           |
| 15. | Disconnected pull-rope on a piece of equipment person get on fork truck, drives off without buckling her safety belt       | F/S of work area<br>C/U of pull-rope<br>ExF/S of approaching and driving off<br>M/S of girl of fork truck |
| 16. | Person working on machine w/o turning the power off  | F/S of work area<br>C/U of worker reaching in   |
| 17. | Girl wearing long hair down  | F/S of worker   |
| 18. | Person wearing very loose clothing around equipment  | F/S of worker   |
| 19. | Person working in a noise area w/o hearing protection  | ExF/S of work area<br>C/U of worker's head  |
| 20. | Mr. Butler doing final remarks<br>a. You did very good<br>b. Remember once you get on the floor<br>c. Don't be a statistic | C/U of Butler   |

**PLANT ACTIVITIES AND EVENTS  
GOODYEAR-LAWTON**

**Sports**

Basketball .....	Ollin Dunford
Racquetball.....	Eugene Cooke
Lifestyle .....	Jim Pepper
Softball .....	Floyd Nickell
Tennis .....	Sam Bowman
Skeet .....	Bob McDaniel
Fishing .....	Ray Miller
Swimming .....	Tommy Tysdal

**Recreation Association-Members Only (\$5/month fee)**

Exercise Room (rowing machine, aerobicycle, etc.)  
Swimming Pool (summer months)

**Special Events**

Business After Hours  
Easter Egg Hunt  
Spring Dance  
Fishing Rodeo  
Annual Summer Tire Sale  
Employee Picnic  
Fall Dance  
Parade of Trade  
halloween Safety Carnival  
Children's Christmas Party  
Family Christmas Party  
Lawton-Fort Sill Coop

**For additional information concerning any plant activity or special event please contact Employee Relations at ext. 5940.**

### DELAYED ORIENTATION TRAINING

After approximately 3 months on the job, it is recommended that each new-hire receive an additional half day of training as a part of their orientation process. This training would be conducted by the new-hire's respective training coordinator. The suggested areas to be addressed are as follows:

- Ergonomics
- Time Management
- Developing Your Business Plan
- Additional Safety
- Job Specific Training
- Plant Activities and Events (upcoming)
- Questions/Answers
- Any other area deemed important by training coordinator

## INFORMATION/DIRECTORY

### Factory Council

J.E. Gingerich	-	Plant Controller	-	5816
R.S. Hargrove	-	Manager Development	-	5989
G.R. Helm	-	Manager Engineering	-	5929
T.M. Jindra	-	Prod/Maintenance	-	5962
J.G. Loulan	-	Plant Manager	-	5806
R.A. May	-	Manager QPAC	-	5803
B.W. Vandiver	-	E/R Manager	-	5946

### Area Manager

A/M BCBC				5911
A/M Bead Unit				5782
A/M Calendaring/Receiving				5903
A/M Component Line				5924
A/M Curing				5933
A/M Extruders				5924
A/M Final Finish				5839
A/M SPC				5903
A/M Tire Assembly				5952

### Business Center Managers

BCBC	-	Kim Madaj	-	5909
Comp. Prep	-	Jerry Putt	-	5923
Tire Assembly	-	Rick Makrickas	-	5950
Cur./Final Fin.	-	Bill Jackson	-	5837
Prod. Services	-	Dan Ludwig	-	5888

### Training

Training Manager	-	Kim Whiteman	-	5997
BCBC	-	Doug Lassiter	-	5955
Component Prep	-	Greg Hamilton	-	5976
Tire Assembly	-	Charles Doerler	-	5735
Curing/Final Fin.	-	Rick Campbell	-	5892
New Mgmt/Staff	-	Don Hancock	-	5865
Maint./Prod. Ser.	-	Sam Bowman	-	5702

### Employee Relations Specialists

BCBC	-	Molly Womack	-	5980
Comp. Prep.Maint.	-	Tom House	-	5822
Tire Assembly	-	Don Ward	-	5942
Curing/FF	-	Lynn Anderson	-	5959

**Frequently Called Numbers**

Lawton Plant	-	5700
Medical Center	-	5878
Dispensary	-	5947
Pharmacy	-	5858
Credit Union	-	5883
Employee Relations	-	5940
Benefits	- Debbie Shuman	5941
Empl. Asst. Coord.	- John Condren	5875
Safety	- Ron Hayes	5807
Communications	- Gary Hearn	5842
Payroll Control	- Jana Moeller	5881
EEO Manager	- Jackie Taylor	5943
Plant Physician	- V. Williams	5948

VITA

Rhonda Rollins-Clemmer

Candidate for the Degree of

Master of Science

Thesis: THE ASSESSMENT AND RESULTING RECOMMENDATIONS FOR A  
MANUFACTURING NEW-HIRE ORIENTATION PROGRAM

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Wichita Falls, Texas, December  
3, 1966, the daughter of Donald W. and JoAnn  
Rollins.

Education: Received Bachelor of Business  
Administration Degree in Marketing from Cameron  
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