

A STUDY OF THE ADMINISTRATION AND BENEFITS
OF A MANAGEMENT ORIENTATION PROGRAM

CENTRE FOR NEWFOUNDLAND STUDIES

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**A STUDY OF THE ADMINISTRATION AND BENEFITS
OF A MANAGEMENT ORIENTATION PROGRAM**

by

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Faculty of Education
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ABSTRACT

The purpose of this study was to investigate the benefits of a management orientation program and to examine existing management orientation programs in order to make recommendations for the administration of such a program at St. Clare's Mercy Hospital. The model utilized for this study was the human resource model as delineated by Ubben and Hughes (1987).

The population for this study included all managers at St. Clare's Mercy Hospital in St. John's, Newfoundland who were administered a questionnaire. Data were also obtained by conducting structured interviews with managers from four well-recognized organizations and through on-the-job observations. Additionally, informal discussions held with various managers throughout the internship and an extensive review of the literature provided valuable insights and information utilized in compiling data and drawing conclusions in this study.

Information obtained from questionnaires and interviews allowed the researcher to answer the following research questions:

1. Are orientation programs beneficial in easing the transition of the new manager into the corporate role?

2. What are the benefits of a management orientation program to organizations?
3. What is the administrator's role in design and implementation of a management orientation program?
4. What are the senior manager's responsibilities within a management orientation program?
5. What changes must be made in an existing hospital setting to effectively operationalize a management orientation program?
6. Is there a need for a management orientation program at St. Clare's Mercy Hospital?
7. What type of management orientation program exists in the particular organization visited?

Data were examined and displayed through frequency distributions and percentages. The overall findings indicated that management orientation programs are beneficial in easing the transition of the new manager into the corporate role. Specific benefits were delineated and the administrator and senior manager's roles were also addressed.

Among the recommendations made was that consideration should be given to the development of a formalized management orientation program for St. Clare's Mercy Hospital and that an appropriate model to meet the needs and situations of new managers be selected or designed.

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CHAPTER 1

INTRODUCTION

Research has shown that many employees who have been recruited, selected and placed, after the organization's substantial investment of time, effort and money, leave the organization because of poor organizational orientation activities. Sikula (1973) found that many organizations experience very high turnover rates during the initial first few months of the employee's employment. Sikula (1973:185) concludes that "often this is due to improper induction planning." French (1978:278) also concurs that "the fact that resignations occur with the greatest frequency in the first few months of employment suggests the importance of proper orientation."

In time of fiscal restraint and staff shortages, organizations may be tempted to cut back or eliminate orientation programs. Cutting costs and orientating new employees as quickly as possible are legitimate concerns; however, much may be lost if orientation programs are sacrificed. Ziebarth (1991:143) contends:

When both the initial facility and
specific department orientation programs

have been carefully planned to complement each other, and when programs have been regularly updated to focus on the high priority and current learning needs of new employees, the benefits of a thorough orientation will be evident to the department manager and will pay dividends in the future.

Sikula (1973) reports that the orientation period usually is the most crucial period of adjustment to an organization for every employee. Jones (1984) maintains that a properly designed and conducted new employee orientation is an excellent way to bridge the gap between the recruiting process and the actual job. Eubanks (1991:50) indicates:

This is the single most important time to influence the new employee.... During those first few weeks, they're still eager. Once they're too into their job you've diminished that opportunity to build a team.

This applies to new managers as well as other staff. Managers are responsible for direction and control decisions in the organization so it is especially important that they receive adequate orientation. French (1978) believes if new

managers are presented with haphazard procedures, casual greetings and lack of information, it can lead to increased anxiety, discouragement and disillusionment. A well-designed orientation program will help to alleviate feelings of insecurity in a new environment and assist the new manager in getting started in the right way (Beach 1970:232).

Today's rapidly changing health care delivery system requires middle managers to have more sophisticated knowledge and skills to support their roles. Ziebarth (1991) suggests that health care managers are already pressured to extend their knowledge and skills in many areas: human resource management, financial management, quality assurance, risk management, strategic planning, managerial ethics, and so forth. Werkheiser et al. (1990) concludes:

Achieving organizational goals depends upon their successful performance, and their ability to manage is "crucial to good, cost-effective patient care." This calls for a more sophisticated form of management than that previously required of most individuals in this role. Thus, a structured, well-planned orientation of sufficient length is increasingly important if a cost-effective and more

efficient transition into this role is to be accomplished.

Managers are challenged to provide high quality services in a cost-effective manner. Therefore, many new skills and styles of leadership will be required in the future. The many challenges and greater role expectations facing managers make management orientation a critical need for any organization. Burdett (1991:24) comments:

The few organizations which do spend time on the integration process do so as an integral part of an overall focus and heightened awareness of management development as a critical strategic issue.

Statement of the Problem

Few will argue the importance of the orientation process and its impact on new managers. Yet, many organizations do not have adequate programs to address the concerns of new managers in their first year of employment. If the organization does not have a good orientation program, one that goes beyond merely filling out appropriate forms, the employee may not be properly inducted into the work setting.

Meyer, H., Margolis, B., and Fifield, W. (1980:2) suggest that "the employer has little idea of what the new employee is really learning and may be surprised by unusual behaviour."

This study has endeavoured to investigate the benefits of a management orientation program and to examine existing management orientation programs. More specifically, the following questions were addressed:

1. Are orientation programs beneficial in easing the transition of the new manager into the corporate role?
2. What are the benefits of a management orientation program to organizations?
3. What is the administrator's role in design and implementation of a management orientation program?
4. What are the senior manager's responsibilities within a management orientation program?
5. What changes must be made in an existing hospital setting to effectively operationalize a management orientation program?
6. Is there a need for a management orientation program at St. Clare's Mercy Hospital?
7. What type of management orientation program exists in the particular organization visited?

Rationale for the Study

Managers new to an organization, as well as those promoted from within, face many adjustments, both professional and personal that stem from the transition to a management role. While well-planned orientation programs can ease this transition, however, research shows that such programs are lacking. Eubanks (1991:50) suggests "even after investing a great deal of time and money in the executive search, administrators commonly neglect to insure that the employee is set up to succeed in the organization." Darling and McGrath (1983) found that newly promoted nursing managers felt that they had not received a good systematic program of follow-up during the transition process. The general pattern included: brief orientation followed by spotty follow-up; coaching tended to be informal and sporadic; and learning was trial and error.

There is a need for early and continuing orientation programs. Cohen (1990) indicates that it takes from six months to a year for any new employee to be fully acclimated to the new environment and to begin showing real signs of performance. Darling and McGrath (1983) report that for professional employees in the typical organization it takes three years to perform at seventy-five percent of their

capacity. This is repeated every time a new manager is changed and there are several reasons why this happens in organizations. Darling and McGrath (1983:14) cite:

Organizations that pay attention to the way a person is brought into a new position have better records of job satisfaction, productivity, and length of stay.

Calhoon (1963) maintains that eighty percent of all turnover takes place in the first three months of employment. Jones (1984) found that many turnover studies indicated a high percentage of separations occur shortly after employment. Geromel (1989:21) says "research shows that employees often leave a company within a year or two unless they have been thoroughly prepared for work in that firm." Cohen (1990:14) suggests that "leaving executives to fend for themselves often can slow their adjustment time to the company." Jones (1984:86) suggests:

The more time and effort spent in helping a newly hired employee feel as though he or she is part of the company, the more likely that that person will become a loyal and productive employee. Furthermore, the company will experience

less turnover, lower recruiting and training costs, and improved employee morale.

Some organizations mistakenly assume that orientation comes naturally and can be accomplished successfully with the passing of time. Every new employee goes through an orientation period regardless of whether the organization has a formal program. Much of the new employee's orientation takes place on an informal basis through interactions with other employees. However, many organizations have formal orientation programs designed to acquaint new employees with the formal items of the organization. Hollman (1976:247) states:

Haphazard orientation is grossly unfair to new employees. It can also be financially damaging to the organization due to the increased recruiting, selection, and training costs required to replace those individuals who do not "survive" the company's deficient design.

The need to orient employees and to provide job information and training has been well recognized by those who are alert to the leadership role that people play in the attainment of the organization's objectives. Ubben and Hughes

(1987) maintain that orientation should be viewed as one component of a human resource development program, as presented in the human resource development model (Figure 1).

Each aspect of this model represents the idea that the development of human resources is a continuous process and that attention must be given to four factors: the nature of the adult learner, the different kinds of learning required of effective staff members, the varying amount of time required to effect different kinds of behaviour change, and the application of the appropriate training or developing process given these factors. Ubben and Hughes (1987) state:

The model human resource development program would begin with individual staff needs assessments, progress through systematic review of the demonstrated levels of individual professional expertise, and on to designated programs of mediation and development.

A Human Resource Development Model

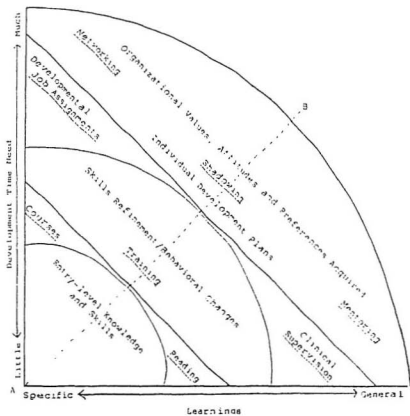


Figure 1

Source: Adapted from Ubben and Hughes, 1987

Point "A" of the model represents new managers entering the organization. As they enter the health care system, they bring with them already acquired knowledge about the nature of their work. Ubben and Hughes (1987) propose that two immediate needs seem readily apparent: a clear understanding of the formal organizational requirements and certain housekeeping information such as management benefits. They further suggest that it is helpful to have an orientation session available for new managers.

A critical but less apparent need is the initiation of the organizational socialization process. Ubben and Hughes (1987) found that in many organizations the socialization need is not met in any kind of way. The result is unnecessary blunders by new staff members as they try to find their way around. There are several acceptable ways to correct such situations. "Mentoring and networking are among the appropriate techniques. Such approaches require careful planning, matching, monitoring and time" (Ubben and Hughes 1987:223).

One of the most difficult human resource development problems is behaviour change. Ubben and Hughes (1987) propose that this component requires a good appraisal system and sophisticated follow-up. It also requires a considerable investment of personnel and time. Ubben and Hughes (1987:225)

state:

Commonly used successful techniques include clinical supervision, employing behaviorally anchored appraisals, on-the-job training, developmental job assignments, "shadowing" or systematic observation of another person deemed to be expert in the skill being learned and workshops. Each of these techniques - and none is mutually exclusive from the others - requires organizational flexibility and policies which permit released time from daily duties. Once the developing person engages in the prescribed activity, there is, of course, a need to reappraise, rediagnose, and continue the development, if necessary, and if felt to be ultimately fruitful.

Ubben and Hughes (1987) indicate that activities appropriate to one aspect in the employee's development are not necessarily to be excluded from subsequent stages. They further (1976:225) state:

In any organization, new demands and new research will require updated or new

skills on the part of organization members. Thus, there will continue to be a need for skills development workshops, taking courses and systematic reading, among other techniques, irrespective of how long the staff member has been in the organization in a particular job.

Significance of the Study

Senior administration and middle managers at St. Clare's Mercy Hospital have recognized the fact that new managers receive only general orientation and some specific, haphazard orientation to their role as manager. They suggested that consideration be given to developing a management orientation program which would include general orientation but also would involve some form of mentorship and continuing education component. This concept is recognized by Darling and McGrath (1983:17) who suggest "to provide a strain of healthy, sturdy, functioning managers, orientation, mentoring and monitoring are needed."

Since a formal management orientation program does not exist at St. Clare's Mercy Hospital, this study will provide the organization with insights concerning administrative

issues and concerns related to management orientation programs. Additionally, this study is significant because it indicates the benefits of management orientation programs. The study is also intended to provide direction for the development and implementation of a management orientation program for St. Clare's Mercy Hospital. Therefore, direct observation of other organizations that have developed successful programs is timely and relevant.

Delimitations of the Study

This study was delimited to four organizations that offer formal management orientation programs in St. John's, Newfoundland. These management orientation programs were located in the following organizations: Health Science Centre; Newfoundland and Labrador Hydro; Newfoundland Public Service Commission; and Hibernia Management and Development Company Limited.

Particular emphasis was placed on the development and implementation of management orientation programs from an administrative perspective. No attempt was made to carry out a cost-analysis of management orientation programs.

Limitations of the Study

A study of this nature has limitations which include:

1. Dependence on the cooperation of other organizations and respondents.
2. Time.
3. Dependence on a non-random sample.
4. Personal bias may affect results obtained from this study.

Definitions

Accreditation. A process whereby a professional association or nongovernmental agency, such as the Canadian Council of Accreditation, awards and recognizes the maintenance of national standards of patient/resident care and hospital management.

Managers. Employer representatives who exercise the executive function of planning, organizing, coordinating, directing, controlling and supervising staff.

Mentoring. An intensive, one-to-one form of teaching in which the wise and experienced mentor inducts the aspiring protege into a particular, usually professional, way of life.

Networking. A formal mechanism in which the organization

provides opportunities and encouragement for personnel to develop work relationships and communication ties across the entire organization.

Orientation. Activities and experiences planned and implemented for new employees and for employees changing roles (Prociuk, 1989:252).

Risk Management. An activity used to identify and manage different types of risks in order to prevent financial loss for the hospital.

Socialization. The process by which employees learn the norms, values, attitudes and behaviours appropriate for their roles in the organization.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review of related literature focuses on management orientation programs. Whereas much has been written about the concept of orientation, little has been published concerning management orientation programs. Dunne, R., Ehrlich, S., & Mitchell, B. (1988) also found that studies regarding orientation and ongoing development of middle managers were limited. Darling and McGrath (1983) concur that although their review was helpful in identifying role responsibilities and performance expectations, specific orientation programs for managers were limited.

Definition of Orientation

Beach (1979:234) states "orientation refers to the process in which new employees develop an understanding of their relationship to other workers and to the mission of the agency or firm." Procuik (1989:252) defines orientation as "activities and experiences planned and implemented for new employees and for employees' changing roles." French (1978:277) refers to orientation as "the joining-up process which helps the new employee and the organization to become

acquainted with each other and assists the new employee in making a productive start."

A properly designed orientation program can have a tremendous bottom line impact on the organization. Sikula (1977:30) contends "it seeks to establish favourable employee attitudes toward the company, its policies and its personnel. Orientation procedures help to instill a feeling of belonging and acceptance which, in turn helps to generate enthusiasm and high morale."

Needs of New Employees

Employees entering a new work place are fearful about how well they will perform, how well they will get along with others. Reinhardt (1988) maintains that whether the employees are high-tech, high finance, or higher education, they are apprehensive and anxious. Zeibowitz, Z., Kaye, B., and Farren, C. (1983) emphasize that new employees should be aware of the stages they may experience: being overwhelmed, being surprised, taking leave from their old job, having to establish a new frame of reference, needing to link expectations to the new organization's informal systems. Stoner (1982:541) suggests "for these reasons... orientation programs are deliberately aimed at reducing the anxiety of new

employees."

New employees are faced with learning the formal and informal rights, and privileges associated with their new roles. Given these demands, it is not surprising that new employees characterize their entry experience as being "thrown in to sink or swim" (Miller & Jablin, 1991). Hollman (1976:246) states:

In addition to learning the technical elements of the job, the new worker must acclimate himself/herself to a totally new organization climate or culture, attitudes, standards, practices, and acceptable behaviour pattern that are unique to each organization.

Value of an Orientation Program

Orientations are "...designed to provide the new employee with the information he or she needs in order to function comfortably and effectively in the organization" (Stoner 1982:541). Metzger (1982) concurs that orientation is designed to help the selected individual to fit smoothly into the organization. Sikula (1973:185) stresses:

The orientation period usually is the

most crucial period of adjustment of any employee to any organization ... The entire orientation period is an anxiety and stress situation for most employees and everything possible should be done to make this transition period as organizationally and personally undisrupted as possible.

Orientation programs have many purposes. London (1988) suggests that formal orientation programs allow the organization to communicate its overall expectations of new employees and to present an image that is consistent with the organization's objectives. Chruden and Sherman (1972) suggest a formal orientation program should provide the new employee with an understanding of how job performance contributes to the success of the organization and how the services or products of the organization contribute to society. McGarrell (1983) emphasizes that new people have an interest in the total organization. New employees are interested in, and need, a sense of the total company and how they fit in. Sikula (1977:184) contends:

New employees should be made to feel as if they are contributing to and being a part of an overall integrated

organizational entity. New employees should be shown what their organizational role is and how this role fits into the total scheme of affairs.

Berger and Hunchendorf (1989:35) maintain "a company's new employees represent an investment of critical resources (time and money) in critical resources (people)." Geromel (1989:21) indicates:

Orientation can instill in those who join the organization a sense of purpose and a feeling that they are part of a professional caring organization. It can put them on the track for years of productive employment.

Sayles and Strauss (1977) contend that progressive companies have long recognized the need for properly introducing a new employee to his job. Chruden and Sherman (1976:176) state that "the need to orient employees and to provide job information and training has been well recognized by managers and supervisors who are alert to the role that people play in the attainment of the organization's objectives."

Tway and Davis (1990) recognize that the first impression companies make upon new employees can mean the difference

between enthused workers and a nagging turnover problem. Reinhardt (1988) reports that poor work habits, productivity problems, excessive turnover, and work-unit dissension can be prevented with a carefully planned orientation. Schuler (1984) proposes that reduced turnover and increased employee motivation and commitment to the organization have been shown to be related to effective realistic orientation activities. Sikula (1977:30) asserts:

By-products of a well-run indoctrination program may be fewer rule violations, discharges, quits, grievances, and misunderstandings. Additionally such programs frequently lead to decreased job-learning time, higher output, better attendance, less waste, and improved product quality. This occurs because of lowered employee anxiety and stress, a direct result of a well-planned induction program.

People are the most important asset of any organization and once they have been selected for a particular position, they need an orientation to the organization. Geromel (1989) found the orientation program at Corning Glass Works involved many hours of providing new employees with an understanding of

the company's goals and its vision and the roles that they play in Corning's future. Geromel (1989:21) maintains:

By making the company's employees feel they are important to the company, the program has helped to make them more productive and more satisfied with their jobs. In turn they have made the company more productive and profitable.

Goals of induction programs can be as unique as are the organizational settings and the new employees they are designed to benefit. Orientation objectives must be developed to reflect the needs of the organization and the new employee. Kelly and Connolly (1970) suggest that the overall goal of an orientation program should be to assist the new employees in becoming actual members of the organization and to help them adapt to their new role. Geromel (1989) proposes that a most important goal should be to transmit the company's vision to new employees. They need to feel that the company knows where it is going and that they can be part of the effort to reach the organization's goals.

Burdett (1991:18) recommends that "the main objective will be to develop a method of orientating our managers that will meet their needs, provide consistent learning in a cost-effective manner and to provide methods of evaluation." Mohr

(1988) maintains that a carefully thoughtout orientation plan should be established to provide the new manager not only with the information necessary to perform the new function, but also the time to develop the identity and attitudes necessary to perform. Lanigan and Miller (1981) cite:

The need for effective management development strategies cannot be overemphasized. Asking the right questions and developing a program that can be offered in a climate conducive to growth will contribute to the manager's successful transition.

Managers and Orientation

A new manager's initial year of service is characterized by a series of adjustments, both professional and personal, that are necessary to make the transition into management. Lanigan and Miller (1981) state that "the need to alter self-image - to become a boss, an evaluator, a disciplinarian, a member of the "they" group causes new managers considerable stress." Hampton (1975:27) indicates:

Typically, he has been selected on the basis of outstanding achievement as a

functional specialist, hence his previous experience is not transferable to this new terrain. His new position represents a major transition with the challenges new and the skills unproven.

Darling and McGrath (1983) found that during their first few months, new managers are generally concerned with understanding their role and how it relates to other's roles, as well as with dealing with the testing behaviour of their employees and coping with stress. Lanigan and Miller (1981) indicate from their research of new nurse managers that many expressed surprise at the complexity and difficulty of the interpersonal communication skills required of the first-line manager. Some did not expect that they would be as involved with their employees' personal problems as they had been. The need for improved communication skills was mentioned by nearly all the managers interviewed. The most common fears expressed by the interviewees were fear of failure and fear of no longer belonging. Lanigan and Miller (1981) suggest:

The experiences described by interviewees suggested that intervention should be designed to address at least three basic needs of new managers: (1) the need to belong, (2) the need to know and (3) the

need to master new skills.

Miller and Jablin (1991) state that orientation programs have been developed to minimize the transition period experienced by new managers. Zeibowitz et al. (1983) indicate that orientation programs also need to stress appreciation of the issues involved in the transition to a new job. Mohr (1988:50) states that "a knowledge of the problem faced by beginning managers can lead to the design and improvement of effective orientation programs to address those needs."

Part of Overall Development Plan

Kelly and Connolly (1970) propose that the orientation program is viewed in the perspective of an overall professional development plan, spaced over the first year of transition. Werkheiser et al (1990) suggest that a structured well-planned orientation of sufficient length is increasingly important if a cost-effective and more efficient transition into the manager's role is to be accomplished. Gill (1990:12) concurs that "above all, such programs need to be viewed as part of a life-long career development effort from pre-service through in-service to retirement." Kelly and Connolly (1979:43) contend:

We are beginning to recognize that full orientation programs are long-term affairs, and that they need to be considered as "in-service" functions. Ideally, orientation should begin with thorough, detailed pre-employment procedures, starting with the first year in the new institution, with regular attention given to the whole range of situations which any new manager meets.

For a new manager, an orientation program provides a smooth transition, the tools required to do the job, and a means to find their way around without the added frustration which accompanies a new job (Maynard, 1991). Eubanks (1991:50) suggests "the first month in the job should serve as a strategic orientation for the new staff member, acculturating him or her to the organization." Por (1991:44) asserts:

If the new executive is from outside the organization, his or her major endeavour for the initial period will be listening and learning. Even appointees from another division of the company will be faced with a daunting task in identifying

and evaluating the challenges at hand. This orientation phase is a process of discovery, where the executive learns about the business, the critical issues affecting the business, and the strengths and weakness of individual managers.

The Role of Peers

A new manager's peers also play a role of support for that individual. Werkheiser et al. (1990) maintain that "new managers should select a trusted peer manager with whom to talk and attend seminars on management in order to facilitate a more rapid and smooth transition." Eubanks (1990:50) indicates that "they should establish collegial relationships at the time of orientation."

Lanigan and Miller (1981) propose that in addition to regular coaching with a senior manager, the new manager should be "buddied" with an experienced manager who can provide coaching, modelling and emotional support. Werkheiser et al. (1990:30) identify "mentoring by peers" as one important learning method that would enhance their preparation as managers.

Mentorship

The mentorship concept has been common for many decades in the business community but is a relatively recent one in the health care field. Geromel (1989:22) says "to help new employees understand the company's way of doing business, a number of firms use a "mentoring system". Wright and Werther (1991) propose that the organization gains by having the efforts of employees guided by more seasoned judgement. Moreover, the coaching inherent in mentor/protege relationships offers a powerful training and development tool. Kram and Hall (1989:493) state:

Not only is mentoring an important form of promoting development (for self and for others), but it also may represent a valuable vehicle for social support and learning during times of major corporate change.

Role of Chief Executive Officer

Eubanks (1991:50) contends that "various people, such as the CEO and even the executive's peers should share

responsibility for orientating the new employee." The Chief Executive Officer can provide support for orientation by being directly involved with the orientation process. This can be accomplished by meeting new managers when they are appointed. Bice (1990) maintains that the orientation period provides the leader with an important opportunity to sell the vision and values of the organization. Eubanks (1990) suggests that the Chief Executive Officer should set time with the new manager and discuss mission, values, goals and the strategic plan.

Networks

Flynn (1987) believes that among the most time-consuming, yet profitable orientation activities are appointments between new managers and the various hospital department managers. Hall (1986) describes a group of new managers at Dow Jones and Company who are brought together for their orientation. These new managers spend one day sharing information about their jobs and how they interface with other departments. Hall (1986:36) proposes that "this encourages building networks and relationships, which thereby improves organizational effectiveness and enhances career identity." Flynn (1987:57) reports:

This structured process maximizes the

opportunity to meet with other hospital management personnel, provides a model for inter-departmental interactions and contributes to a beginning understanding of the larger hospital system.

Weaning

After a period of regular supervision, there should be some form of weaning process (Maynard:1991). However, to maintain communication, the new employee should meet on a regular basis with the immediate supervisor. Por (1991) suggests these informal sessions can be viewed as a time for assessing the new employee's progress and further identify learning needs. French (1978:277) contends "...many programs include follow-up interviews at the end of three or six months' employment to determine how well the new employee is getting along."

Employee As Active Participant

Eubanks (1990) proposes that the new employee can be an active participant in his or her own orientation. Burdett

(1991) emphasizes passing much of the ownership of the integration process to the new manager. Burdett (1991:17) further suggests "...by emphasizing the new executive's role, and indeed responsibility in aggressively integrating him/herself into the organization, the organization is sending a very appropriate signal about self-development and growth." McGarroll (1983:39) states:

Give the new person major responsibility
for his or her own orientation. Adults
learn best if they have a responsibility
for their own orientation. They do this
best by a process known as guided self-
learning by doing; but under direction.

Guidelines for Orientation Programs

In the development of an orientation program, the following components should be considered: a program statement including goals and objectives, content, and program evaluation. Phillips (1987:130) proposes that "an effective orientation system must evolve from a careful planning process..." Phillips (1987:130) suggests:

1. The objectives should be reviewed or established if there are none...

2. Input should be secured from the management group and staff support personnel involved in orientation to ensure that objectives are adequate and the approach and content of the orientation process are timely and appropriate.
3. Candid input should be obtained from recently employed graduates who have participated in the orientation program. This provides valuable insight into the areas where the orientation system is weak or needs changing.... This input can easily be secured through interviews or questionnaires.
4. Successful approaches used by other organizations should be examined for their applicability.
5. The orientation process should recognize that graduates are different and have different needs.... Therefore, to the extent possible the orientation system

should be designed to be flexible to individual needs and requirements.

6. If the orientation involves enough individuals and its impact is significant, it might be appropriate to pilot test the system before finalizing all the materials to be used in the program. However, if the input for revision is reliable, pilot testing may be unnecessary for most organizations.
7. The new or revised program should be produced, packaged, and prepared for presentation using formats and media compatible with existing materials and methods of presentation.
8. The employees responsible for the orientation process, including supervisors, must be trained to use the new system effectively. Thorough preparation is an important element for success.

Hollman (1976) proposes that a systematic and comprehensive orientation program can be a step in the right

direction to reducing anxiety in new employees. Freshour and Hollman (1989:79) concur that "one technique that facilitates the socialization process is a thorough new employee orientation program." Metzger (1982:45) suggests:

1. New members of a group or an institution must go through an intensive process of adjustment during which they must learn new rules and adapt old habits to the new group.
2. This adjustment can be facilitated by providing new employees with facts relating directly to their specific job and to employment in the institution as a whole.
3. As well as other important responsibilities of a health care institution, the responsibility for induction and orientation must be delegated clearly to a capable member or members of the management team...
4. The process of induction does not end after the first week or month of

employment. Orientation is a long process, and in the final analysis it is the key link between good selection and good job performance.

Burdett (1991:21) suggests that "the executive needs to be given the appropriate tools before he/she is capable of the transition process." Darling and McGrath (1983) indicate that orientation programs need to be formalized and ongoing, emphasizing the nature of the transition process and building the initial skills essential to cope with this process. Burdett (1991) further maintains that organizations must provide a process of integration of new managers. Burdett (1991:18) states:

1. The integration process ideally starts before, not after, the executive is hired.
2. At the heart of the successful integration lies the psychological contract and a pragmatic understanding of the mutual management expectations.
3. The organization must give the newly hired executive the tools to be able to enact his/her integration action.

4. The organization must be receptive to requests from new executives that may be perceived by others as somewhat threatening eg. spending time with suppliers...
5. Any successful integration process must both provide a framework of understanding regarding the dynamics of integration, thus enabling those involved to articulate and, as a result, achieve a better resolution of any problems or concerns that arise.
6. Any successful integration process must be based on a presumption of openness and trust.
7. The use of a third party can be an invaluable, if not essential, component of executive management integration... The task of building insightful support may well be provided by a seasoned and mature member of human-resource function or an experienced executive elsewhere

in the organization (buddy system)...

What Orientation Programs Should Contain

Orientation programs typically present information about the organization's history, goals and mission, as well as the employee's compensation, benefits, rights and responsibilities. Addams (1985) reports that an effective orientation program depends on clear, concise explanations of the basics: essential company policies, employee benefits, corporate procedures, and organizational structure. Maynard (1991:32) recommends:

The place to start is with the objective of the position. From there, go to the specifics of the operation. Provide standards and goals. Help newcomers understand their roles and what everyone expects - other managers, customers, and employees.

Design

Often, too much information is crammed into a short

period of time. Chrudden and Sherman (1976) found that those who plan orientation programs frequently expect the new employee to assimilate readily all types of detailed and assorted facts about the organization. Malpass (1991:5) suggests that "people learn in different ways and at different rates, so the more you can individualize the process, the better your chance of conveying pertinent information." Geromel (1989) maintains that when designing an orientation program, it must be kept in mind that employees differ not only in job skills, maturity levels, and professional needs but also in the way they learn most effectively. Malpass (1991:5) states:

Some organizations have opted for self-paced orientation programs. Employees can use videos, brochures, newsletters, historical data, marketing material, manufacturing stats, and final reports to acquaint themselves with the organization at a time that is convenient and in as much detail as required.

Checklists

Many organizations develop checklists to avoid

overlooking items that are important. Dunne et al. (1988) report that the checklist format provides a clear orientation plan and a progression through orientation. Chruden and Sherman (1976) found that the checklist may serve to reduce turnover by making it more likely that the new employee receives information at the outset that provides a more realistic view of the job and working conditions. Dunne et al. (1988:11) suggests:

The checklist format provides a clear orientation plan and a means of documentation and also facilitates progression through orientation. Completion of time frames vary according to resource availability, the learner's level and needs, and the unique demands of the orientee's new role.

Orientation Versus Training

Although it is commonly believed that employee training occurs after employee orientation, it is impossible to determine precisely when orientation ends and training begins. Sikula (1977) suggests that orientation and training should be considered partially overlapping instead of totally distinct.

Zeibowitz et al. (1983) found at Corning Glass Works orientation was designed as a process rather than a program. It extends over a period of fifteen to eighteen months, involved both employees and supervisors in "ongoing" assignments and discussions, and included seminars as well as guided self-learning. Wilson (1973:12) contends:

Until the new employee completely understands all the things he needs to know, the orientation process is not completed. In some instances it may take over a month and for that matter it is never complete since organizations are always growing and changing.

Evaluation

Phillips (1987) suggests that even a program that is effective when it is implemented can become ineffective as the needs of the organization change or when the individuals responsible for it change. Therefore, it is important to periodically review the orientation process to see if it meets the needs of the organization.

Cost

Orientation programs do not need to cost a great deal but certain expenses are unavoidable. The Chief Executive Officer must develop the overall policies of orientation and commit resources both in staff time and money to provide an effective orientation process (Phillips, 1987). Gill (1990) emphasizes that these costs need not be prohibitive. Perhaps when weighing the costs of an orientation program, they need to be compared with the cost of losing a qualified manager.

Accreditation Requirements

Phillips (1987) found that it is unusual to find an organization without an orientation program of some kind. Most hospitals provide an initial orientation or induction period for all new employees. The Canadian Council Health Facilities Accreditation is very specific in the requirements for staff orientation programs. Current guidelines for acute care hospitals require that employees in all departments receive an orientation to both the facility and department in which the new employee will work (Ottawa:CCHFA, 1990).

This literature review explored the concept of orientation and its implications for the design and

implementation of orientation programs. Particular emphasis was placed on the development and implementation of a management orientation program and the role of orientation programs in easing the transition process of new managers into the organizational setting.

CHAPTER 3

THE INTERNSHIP METHODOLOGY

The administrative internship is viewed as a means of promoting and developing professional administrative competence. The internship is designed for competent candidates who have limited administrative experience in educational leadership. In this study of management orientation the internship method of research was utilized.

An internship may be undertaken in order to complete the Master's degree in Educational Administration at Memorial University of Newfoundland. The **diversified** internship emphasizes experience in a variety of areas to give the intern an overview of educational administration. The **specific** internship emphasizes more focused experiences which lead to one particular aspect of administration. The third type of internship called the **integrated** approach incorporates both the diversified and the specific approaches.

This internship utilized the **integrated** approach to study management orientation programs in selected organizations. Emphasis was given to the design and implementation of management orientation programs.

Placement and Duration of the Study

The internship took place in four well recognized organizations offering management orientation programs. These organizations were: The Health Sciences Centre, Newfoundland and Labrador Hydro, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited. Visits to these organizations provided exposure to a variety of orientation programs in the business and health care sectors.

Also, the researcher spent a two week period at the Hamilton Civic Hospital, Hamilton, Ontario. Discussions with managers of the Hamilton Civic Hospital contributed to the development of the management interview and questionnaire. (Appendix A)

The time required to collect the data and to act as an observer at each institution amounted to one week per organization. The amount of time spent at the Hamilton Civic Hospital was included to bring the total amount of time for the internship to six weeks. (Appendix B)

While visiting these organizations, issues related to the concept of a management orientation program were explored as well as the benefits which could be derived from a management orientation program. Additionally, the administrator's role,

both in the design and implementation of such a program, was addressed. The changes necessary in an existing organizational setting in order to operationalize a management orientation program were also explored.

Objectives of the Internship

As indicated in Chapter 1, the following were the objectives of this internship:

1. To determine if orientation programs are beneficial in easing the transition of the new manager into the corporate role.
2. To ascertain the benefits of a management orientation program to employees and organizations.
3. To determine the Administrator's role in design and implementation of a management orientation program.
4. To ascertain the senior manager's responsibilities within a management orientation program.
5. To determine what changes must be made in an existing hospital setting to effectively operationalize a management orientation program.
6. To determine the need for a management orientation program at St. Clare's Mercy Hospital.

7. To ascertain the type of management orientation program that exist in the various organizations visited.

Population/Sample

The population for this study was managers at St. Clare's Mercy Hospital. Data tabulated in March, 1992 indicated that the organization employed sixty-seven managers. A convenience questionnaire was administered to the total management population at St. Clare's Mercy Hospital with a return of forty-three questionnaires (64.2%).

Data were also obtained by conducting structured interviews with fifteen managers from four well-recognized organizations and through on-the-job observation completed during the internship. Table 1 displays the number and percentage of managers surveyed during this study, classified by gender and organization.

Table 1

Frequency Distribution of the Number and Percentage of Managers Surveyed During This Study, Classified by Gender and Organization

Organization	Gender		Gender	
	N	Male Percent	N	Female Percent
St. Clare's Mercy Hospital	15	22.3	52	77.6
Newfoundland Public Service Commission	3	60.0	2	40.0
Newfoundland and Labrador Hydro	3	75.0	1	25.0
Hibernia Management and Development Company Limited	0	0.0	2	100.0
The Health Sciences Centre	2	50.0	2	50.0

Methodology

This study utilized a structured interview and questionnaire as the techniques for obtaining data. A structured interview was conducted with fifteen conveniently selected managers from four well-recognized organizations. A questionnaire was administered to sixty-seven managers at St.

Clare's Mercy Hospital.

Structured observation, that method which couples the flexibility of open-ended observation with the discipline of seeking certain types of structured data, was also supplemented with informal discussion with managers in this study.

Management Questionnaire

A questionnaire was developed to ascertain the need for a management orientation program at St. Clare's Mercy Hospital. Items were designed to address the seven questions outlined in Chapter 1. Questionnaire items were based on the human resource model suggested by Ubben and Hughes (1987), the review of the literature, and the researcher's experience as an education director in an acute care hospital. (Appendix C)

Management Interview

Information for this study was obtained by utilizing a structured interview with fifteen management staff at The Health Sciences Centre, Newfoundland and Labrador Hydro, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited. Items in the

management interview dealt with the benefits of providing a management orientation program and the guidelines required to implement a management orientation program. The type of management orientation program being offered by the organizations was discussed and the five questions formulated for this study were addressed. Items were developed based on the human resource model delineated by Ubben and Hughes (1987), the review of the literature, and the researcher's experience as an education director in an acute care hospital. (Appendix D)

On-The-Job Observation

Additional information for this research project was obtained by completing an on-the-job observation in four well-recognized organizations. These included The Health Sciences Centre, Newfoundland and Labrador Hydro, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited. First hand observation of existing management orientation programs provided the information and experience necessary for administrative planning considerations of a management orientation program for St. Clare's Mercy Hospital.

Validity/Reliability

Items in the management interview and management questionnaire were developed based on a review of related literature, the Human Resource Model as delineated by Ubben and Hughes (1987) and the researcher's experience as an Education Director in an acute care hospital. In twenty pretests, answers to the interview questions and questionnaire received similar types of responses. A thesis supervisor and an education research assistant were requested to review the items in both instruments for clarity, precision and appropriateness. Revisions were made as deemed necessary.

A pilot study was then conducted to establish reliability. The management questionnaire was tested on twenty managers from the Janeway Child Health Centre who met the criteria for the study. Sixteen questionnaires were returned out of the twenty distributed. The Kuder-Richardson reliability test was performed on the group. An Alpha reliability coefficient of .9098 was determined, which reflects the freedom of error variance. The nearer the value of the coefficient to 1.0, the greater the degree of respondent consistency and, hence, the greater the overall reliability of the instrument.

Analysis of Data

Data obtained from completed questionnaires and interviews were arranged in frequency and percentage distributions. Information from completed questionnaires was coded and subjected to computer analysis utilizing the statistical package for the social sciences. All responses to the items are displayed and discussed so that each question in the statement of the problem might be addressed.

CHAPTER 4

FINDINGS OF THE STUDY

Findings of the research are outlined in this chapter. The analysis of the data was conducted in accordance with the research questions of this study which, in turn, were directed towards an analysis of the administration and benefits of a management orientation program.

Data were obtained from interviews conducted with fifteen managers from four well-recognized organizations and from the administration of a questionnaire to sixty-seven managers at St. Clare's Mercy Hospital. The questions posed in the statement of the problem are organized and discussed in sequence. The following questions were addressed:

1. Are orientation programs beneficial in easing the transition of the new manager into the corporate role?
2. What are the benefits of a management orientation program to hospitals?
3. What is the administrator's role in design and implementation of a management orientation program?
4. What are the senior manager's responsibilities within a management orientation program?
5. What changes must be made in an existing hospital

setting to effectively operationalize a management orientation program?

6. What is the need for a management orientation program at St. Clare's Mercy Hospital?
7. What type of management orientation program exists in the particular organization visited?

RESPONSE TO QUESTIONS

Question 1. Are orientation programs beneficial in easing the transition of the new manager into the corporate role?

The following items were designed to elicit a response to this question (Appendix C and D):

Management questionnaire, item 2.

Management interview, item 3, measure (g).

Item 2 of the management questionnaire asked, "In your view does a management orientation program ease transition of the new manager into the corporate setting?" Forty-three questionnaires were returned. Forty-two (97.7%) responded in the affirmative. There was one negative response (2.3%) to this measure. Table 2 displays the frequency distribution of opinions on smoother transition.

Table 2**Frequency Distribution of Opinions on Smoother Transition**

Opinion	N	F	%
Yes	43	42	97.7
No	43	1	2.3

Item 3 of the management interview asked, "What are the benefits derived from a management orientation program?" The desired response for this question was (g) **smoother transition**. Fifteen managers from four well-recognized organizations were interviewed and all respondents (100%) agreed that orientation would provide a smoother transition into the organization.

Question 2. What are the benefits of a management orientation program to organizations?

The following items were designed to elicit a response to this question (Appendix C and D):

Management questionnaire, item 3.

Management interview, item 3.

Item 3 of the management questionnaire asked "Would a management orientation program have an effect on the first measure (a) **turnover**?" There was a total of 43 responses with nine (20.9%) not answering the question. Two respondents

(4.7%) strongly disagreed while 12 respondents (27.9%) disagreed. Fourteen respondents (32.6%) indicated they agreed while six (14.0%) strongly agreed.

Item 3 of the management questionnaire utilized the measure (b) **job performance**. Two respondents (4.7%) disagreed and 13 respondents (30.2%) agreed. Twenty-one respondents (48.8%) strongly agreed. Seven (16.3%) did not answer the question.

Item 3 of the management questionnaire measured (c) **absenteeism**. There were 43 respondents to this question. One respondent (2.3%) strongly disagreed and 11 respondents (25.6%) disagreed. Sixteen respondents (37.2%) agreed while five respondents (11.6%) strongly agreed. Ten (23.3%) did not respond to this question.

The fourth measure of item 3 of the management questionnaire was (d) **job satisfaction**. One respondent (2.9%) strongly disagreed. Eleven respondents (25.6%) stated they agreed. Another 23 (53.5%) strongly agreed and eight (18.6%) did not respond to this question.

Item 3 of the management questionnaire was designed to measure (f) **communication**. One respondent (2.3%) disagreed while nine (20.9%) agreed and 26 (60.5%) indicated they strongly agreed. Seven (16.3%) did not respond to this question. Table 3 displays the frequency distributions of

opinions regarding the benefits of a management orientation program.

Table 3

Frequency Distribution of Opinions Regarding the Benefits of a Management Orientation Program

Item	N	SD	D	A	SA	NR
turnover	43	2 4.7%	12 27.9%	14 32.6%	6 14.0%	9 20.9%
job performance	43	0 0.0%	2 4.7%	13 30.2%	21 48.8%	7 16.3%
absenteeism	43	1 2.3%	11 25.6%	16 37.2%	5 11.6%	10 23.3%
job satisfaction	43	1 2.3%	0 0.0%	11 25.6%	23 53.5%	8 18.6%
morale	43	1 2.3%	0 0.0%	13 30.2%	17 39.5%	12 27.9%
communication	43	0 0.0%	1 2.3%	9 20.9%	26 60.5%	7 16.3%

Note: SD = strongly disagree; D = disagree; A = agree; SA = strongly agree; NR = no responses.

Item 3 of the management questionnaire further asked if there was a positive or negative effect on each benefit. A

positive or negative effect was determined on the measure (a) **turnover**. Fourteen respondents (32.6%) indicated a positive effect and one (2.3%) indicated a negative effect. Twenty-eight respondents (65.1%) did not answer the question.

A positive or negative effect was determined on the measure (b) **job performance**. Sixteen respondents (37.2%) indicated a positive effect while 27 (62.8%) did not respond to this question.

A positive or negative effect was determined on (c) **absenteeism** in item 3. Eight respondents (18.6%) indicated a positive effect and 1 (2.3%) indicated a negative effect. Thirty-four (79.1%) did not respond to this question

The effects on (d) **job satisfaction** were determined in item 3. Fifteen respondents (34.9%) indicated a positive effect on job satisfaction and twenty-eight (65.1%) did not respond to this item.

The effects on (e) **morale** were also determined in item 3. Twenty respondents (46.5%) indicated a positive effect while 23 (53.5%) did not respond to this question.

Fifteen (34.9%) responded to a positive effect on (f) **communication**. Twenty-eight (65.1%) did not respond to this question. The number of no responses to the positive and negative effects on the benefits of a management orientation program have a rather high percentage of "no responses". In

retrospect it is realized that this question should have been worded differently and is worthy of follow-up. Table 4 displays the frequency distribution of the effects on a management orientation program.

Table 4

Frequency Distribution of the Effects on a Management Orientation Program

Item	N	Positive effect	Negative effect	NR
turnover	43	14 (32.6%)	1 (2.3%)	28 (65.1%)
job performance	43	16 (37.2%)	0 (0.0%)	27 (62.8%)
absenteeism	43	8 (18.6%)	1 (2.3%)	34 (79.1%)
job satisfaction	43	15 (34.9%)	0 (0.0%)	28 (65.1%)
morale	43	20 (46.5%)	0 (0.0%)	23 (53.5%)
communication	43	15 (34.9%)	0 (0.0%)	28 (65.1%)

Item 3 of the management interview asked, "What are the benefits derived from a management orientation program?" The first measure of this question was (a) **decreased turnover**. Fifteen respondents from four well-recognized organizations responded to this question. Six (40.0%) reported that they were unable to assess the reason for turnover. One respondent

(6.7%) said "no" and commented that correlation trends on employee turnover were non-existent at their organization. Eight respondents (53.3%) indicated "yes" provided that an appropriate orientation was available and new managers were not thrown in to "sink or swim."

The second measure of item 3 of the management interview was (b) **decreased absenteeism**. Six respondents (40.0%) stated that absenteeism was difficult to address because it had not been an identified problem in their organization. Six respondents (40.0%) said "no." Three respondents (20.0%) commented that they felt it would be "yes" but were unable to measure absenteeism to any degree.

The third measure of item 3 of the management interview was (c) **increased job performance**. Fifteen managers from four organizations were interviewed and 15 (100%) responded "yes." Typical of the comments were "managers who are oriented would work harder by knowing that someone was helping them adjust to their role;" "training in how to function effectively in an organization is essential;" "organizations can not offer alot of incentives today, therefore a good orientation program for managers is very appropriate."

Another measure of item 3 of the management interview was (d) **job satisfaction**. There were 15 respondents to this measure and 15 (100%) responded "yes." Some commented that

people feel better about themselves knowing that a company invested in their employees.

The fifth measure of item 3 of the management interview was (e) **increased morale**. There were 15 respondents (100%) in the affirmative. Some of their comments were "orientation gives a new employee time to build relationships;" "time should be allotted for meetings with other division heads;" "orientation sets the stage for how an employee will function in an organization."

The sixth measure of item 3 of the management interview was (f) **increased communication**. There were 15 respondents (100%) who responded "yes." Table 5 displays the frequency distribution of the agreement of the benefits derived from a management orientation program.

Table 5**Frequency Distribution of Agreement of the Benefits Derived from a Management Orientation Program**

Item	N	Yes	No	Neither
decreased turnover	15	8 (53.3%)	1 (6.7%)	6 (40.0%)
decreased absenteeism	15	3 (20.0%)	6 (40.0%)	6 (40.0%)
job performance	15	15 (100%)	0 (0.0%)	0 (0.0%)
job satisfaction	15	15 (100%)	0 (0.0%)	0 (0.0%)
morale	15	10 (100%)	0 (0.0%)	0 (0.0%)
communication	15	10 (100%)	0 (0.0%)	0 (0.0%)

Question 3. What is the administrator's role in design and implementation of a management orientation program?

The following items were designed to elicit a response to this question (Appendix C and D):

Management questionnaire, item 4.

Management interview, item 5.

Item 4 of the management questionnaire measures the administrator's role in the design and implementation of a management orientation program by (a) providing financial support, (b) meeting new managers, (c) providing a "mentoring

system," (d) providing emotional support, (e) developing hospital policy on management orientation, (f) cultivating the skills and talents of new managers, and (g) promoting self-development.

The first measure of the administrator's role was (a) to provide financial support. There were 43 responses to this question. Five respondents (11.6%) disagreed and 32 respondents (74.4%) agreed while three (7.0%) strongly agreed. Three respondents (7.0%) did not answer this question.

The second measure of the administrator's role was (b) to meet new managers. There were 43 respondents. Three respondents (7.0%) indicated they disagreed with this measure. Twenty-two respondents (51.2%) agreed while 18 (41.9%) strongly agreed.

The third measure was (c) to provide a "mentoring system". There were 43 respondents, seven (16.3%) of which disagreed with the measure. Twenty-four respondents (55.8%) indicated they agreed while 11 (25.6%) strongly agreed. One respondent (2.3%) did not answer the question.

The fourth measure of the administrator's role was (d) to provide emotional support. There was a total of 43 responses to this question. Ten respondents (23.3%) disagreed with the measure and 25 (58.1%) indicated they agreed. Seven respondents (16.3%) strongly agreed while one (2.3%) did not

answer the question.

Another measure of the administrator's role was (e) **to develop hospital policy on management orientation**. There were 43 responses to this question. Two respondents (.4.7%) disagreed and 26 respondents (60.5%) indicated they agreed with this measure. Fourteen respondents (32.6%) stated they strongly agreed while one (2.3%) did not answer the question.

The sixth measure of the administrator's role was (f) **to cultivate the skills and talents of new managers**. There were 43 responses, seven (16.3%) disagreed and 23 (53.5%) agreed, while 13 (30.2%) strongly agreed.

The final measure of the administrator's role was (g) **to promote self-development**. There were 43 responses and five (11.6%) indicated they disagreed. Twenty-six responses (60.5%) indicated they agreed while nine respondents (20.9%) strongly agreed. Three respondents (7.0%) did not answer the question. Table 6 shows the frequency distribution of opinions on the role of administrator.

Table 6**Frequency Distribution of Opinions on the Role of the Administrator**

Item	N	SD	D	A	SA	NR
provide financial support	43	0 (0.0%)	55 (11.6%)	32 (74.4%)	3 (7.0%)	3 (7.0%)
meet new managers	43	0 (0.0%)	3 (7.0%)	22 (51.2%)	18 (41.9%)	0 (0.0%)
provide a "mentoring system"	43	0(0.0%)	7 (16.3%)	24 (55.8%)	11 (25.6%)	1 (2.3%)
provide emotional support	43	0 (0.0%)	19 (23.3%)	25 (58.1%)	7 (16.3%)	1 (2.3%)
develop hospital policy	43	0 (0.0%)	2 (4.1%)	26 (60.5%)	14 (32.6%)	1 (2.3%)
cultivate the skills	43	0 (0.0%)	7 (16.3%)	23 (53.5%)	13 (30.2%)	0 (0.0%)
promote self-development	43	0 (0.0%)	5 (11.6%)	26 (60.5%)	9 (20.9%)	3 (7.0%)

Note: SD = strongly disagree, D = disagree. A = agree, SA = strongly agree, NR = no response.

Item 5 of the management interview asked, "What is the administrator's role in the design and implementation of a management orientation program?" This was measured by (a) providing financial support, (b) meeting new managers, (c)

providing a "mentoring system" (d) providing emotional support, (e) developing organizational policy on management orientation, (f) evaluating the skills and talents of new managers and (g) promoting self-development.

There were 15 managers from four organizations responding to the first measure (a) to provide financial support. Fifteen respondents (100%) responded in the affirmative. Typical of their comments were "if an organization decides that it is going to have a management orientation program, then the senior management team must give support by allowing time for development, research and training;" "training is often expensive but an orientation program should not be that costly to implement."

The second measure was (b) to meet new managers. There was a total of 15 respondents from four organizations answering this question. Eleven (73.3%) responded "yes." Some of their comments included: "socialization is an important part of orientation but an issue which is often overlooked;" "the administrator should meet all new managers regardless of the organization's size;" "it is considered critical to meet the administrator who should discuss mission, direction and organizational culture."

The third measure of the administrator's role was (c) to provide a "mentoring system." Fifteen respondents (100%)

indicated "no." Some comments were: "a mentoring system comes with time and managers generally develop their own method of finding a mentor;" "mentoring should be a separate program from an orientation program. It would require a large commitment from any organization to implement a formal mentoring system."

The administrator's role was further measured by (d) to provide emotional support. There were 15 respondents from four organizations to this question. Ten respondents (66.7%) answered in the negative. Typical of the comments were: "emotional support is the responsibility of the immediate supervisor or an employee assistance program." Five respondents (33.3%) answered "yes."

A fifth measure of the administrator's role was (e) to develop organizational policy on management orientation. There were 15 respondents to this question. Thirteen respondents (86.7%) answered "yes." Two respondents (13.3%) answered "no." They commented that the administrator's role was to endorse an already developed policy on management orientation.

Another measure of the administrator's role was (f) to cultivate the skills and talents of new managers. There were 15 respondents to this question. Ten respondents (66.7%) reported "yes." Typical of the response was that the

administrator should encourage senior managers to follow-up with their managers regarding career development. Five (33.3%) responded "no" to the question. They made comments such as: "It is the role of the immediate supervisor to cultivate the skills and talents of new managers but with support of the administrator."

The final measure of the administrator's role was (g) **to promote self-development**. There were 15 respondents from four organizations responding to this question. Fourteen respondents (93.3%) indicated "yes" to this answer while one (6.7%) indicated "no." Some comments were: "orientation programs should be considered as a continuous process with emphasis on self-development;" "it is important to emphasize self-development because it is a signal to managers of how the organization operates." Table 7 displays the frequency distribution of the role of the administrator in design and implementation of a management orientation program.

Table 7

Frequency Distribution of the Role of the Administrator in Design and Implementation of a Management Orientation Program

Item	N	Yes	No
provide financial support	15	15 (100%)	0 (0.0%)
meet new managers	15	11 (73.3%)	4 (26.7%)
provide a "mentoring system"	15	0 (0.0%)	15 (100%)
provide emotional support	15	5 (33.3%)	10 (66.7%)
develop organizational policy on management orientation	15	13 (86.7%)	2 (13.3%)
cultivate the skills and talents of new managers	15	10 (66.7%)	5 (33.3%)
promote self-development	15	14 (93.3%)	1 (6.7%)

Question 4. What are the senior manager's responsibilities within a management orientation program?

The following items were designed to elicit a response to this question (Appendix C and D):

Management Questionnaire, item 5.

Management Interview, item 6.

Item 5 of the management questionnaire was designed to measure the senior manager's responsibilities within a management orientation program with the measure of (a) to help

establish collegial relationships, (b) to coach, (c) to provide "peer" mentoring, (d) to provide emotional support and (e) to orientate new managers.

The first measure was (a) to help establish collegial relationships. There was one respondent (2.3%) who disagreed with this question. Thirty-five respondents (81.4%) indicated agreement while six (14.0%) strongly agreed. One (2.3%) did not respond to this question.

The second measure of item 5 of the management questionnaire was (b) to coach. Out of the 43 respondents, four (9.3%) disagreed. Thirty-three respondents (76.7%) indicated they agreed while five (11.6%) strongly agreed. There was one (2.3%) negative response to this question.

The third measure of item 5 of the management questionnaire was (c) to provide "peer" mentoring. There were four respondents (9.3%) who indicated they disagreed. Thirty (69.8%) said they agreed while seven (16.3%) strongly agreed. Two (4.7%) did not answer the question.

The fourth measure of item 5 of the management questionnaire was (d) to provide emotional support. There were 43 responses to this question. Four respondents (9.3%) disagreed while 32 (74.4%) agreed. Seven respondents (16.3%) indicated they strongly agreed.

The final measure of item 5 was (e) to orientate new

managers. There were 43 responses and one (2.3%) indicated they disagreed with this measure. Thirty-two (74.4%) commented that they agreed and nine (20.9%) indicated they strongly agreed. Table 8 displays the frequency distribution of opinions on the senior manager's responsibilities within a management orientation program.

Table 8

Frequency Distribution of opinions on the Senior Manager's Responsibilities Within a Management Orientation Program

Item	N	SD	D	A	SA	NR
help establish collegial relationships	43	0 (0.0%)	1 (2.3%)	35 (81.4%)	6 (14.0%)	1 (2.3%)
coach	43	0 (0.0%)	4 (9.3%)	33 (76.7%)	5 (11.6%)	1 (2.3%)
provide "peer" mentoring	43	0 (0.0%)	4 (9.3%)	30 (69.8%)	7 (16.3%)	2 (4.7%)
provide emotional support	43	0 (0.0%)	4 (9.3%)	32 (74.4%)	7 (16.3%)	0 (0.0%)
orientate new managers	43	0 (0.0%)	1 (2.3%)	32 (74.4%)	9 (20.9%)	1 (2.3%)

Note: SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, NR = no response.

Item 6 of the management interview asked the question

"What role does the senior manager play in a management orientation program?" This question was measured by (a) helping establish collegial relationships, (b) coaching, (c) providing "peer" mentoring, (d) providing emotional support, and (e) orienting new managers.

The first measure of the senior manager's role was (a) to help establish collegial relationships. There were fifteen respondents from four organizations responding to this measure. Fifteen respondents (100%) answered "yes." Typical of the responses were: "senior managers should ensure that the new manager is acquainted with all departments;" "it is important for new managers to meet key people and colleagues."

The second measure of the senior manager's role was (b) to coach. There were 15 responses (100%) and all (100%) indicated "yes." Typical of the comments were: "coaching is important in the early stages of orientation."

The third measure of the senior manager's role was (c) to provide "peer" mentoring. Eleven (73.3%) responded "yes" to this measure. Several commented that "peer" mentoring was done informally by relying on other managers in similar positions to work with each other. Four respondents (26.7%) said "no."

The fourth measure of the senior manager's role was (d) to provide emotional support. There were 15 responses to this

measure. Fourteen (93.3%) responded "yes" and one (6.7%) responded "no."

The final measure of the senior manager's role was (e) to **orientate new managers**. Fourteen respondents (93.3%) indicated "yes." They made comments such as: "some kind of checklist should be available for conducting the orientation;" "meetings should be set up during the first year to determine the learning needs of managers following orientation." One respondent (6.7%) indicated "no." Table 9 displays the frequency distribution of agreement on the role of the senior manager in a management orientation program.

Table 9

Frequency Distribution of Agreement on the Role of the Senior Manager in a Management Orientation Program

Item	N	Yes	No
help establish collegial relationships	15	15 (100%)	0 (0.0%)
coach	15	15 (100%)	0 (0.0%)
provide "peer" mentoring	15	11 (73.3%)	4 (26.7%)
provide emotional support	15	14 (93.3%)	1 (6.7%)
orientate new managers	15	14 (93.3%)	1 (6.7%)

Question 5. What changes must be made in an existing hospital setting to effectively operationalize a management orientation program?

The following items were developed to elicit a response to this question (Appendix C and D):

Management Questionnaire, item 6.

Management Interview, item 7.

In the management questionnaire, item 6 was designed to measure (a) **administrative support**, (b) **financial support** and (c) **training for those responsible for orientation programs**.

Item 6 of the management questionnaire measures (a) **administrative support**. There were 43 respondents to this question. Twenty-four respondents (55.8%) indicated they agreed and 18 (41.9%) strongly agreed while one (2.3%) did not answer this question.

The second measure of item 6 was (b) **financial support**. Thirty-one respondents (72.1%) indicated they agreed while 10 (23.3%) indicated they strongly agreed. Two respondents (4.7%) did not answer this question.

The third measure of item 6 of the management questionnaire was (c) **training for those responsible for orientation programs**. Twenty-six respondents (60.5%) stated they agreed while 16 (37.2%) indicated they strongly agreed. One (2.3%) did not respond to this question. Table 10

displays the frequency distribution regarding the changes which must be made in an existing organization's setting to effectively operationalize a management orientation program.

Table 10

Frequency Distribution Regarding the Changes Which Must be Made in an Existing Organization's Setting to Effectively Operationalize a Management Orientation Program

Item	N	SD	D	A	SA	NR
administrative support	43	0 (0.0%)	0 (0.0%)	24 (55.8%)	18 (41.9%)	1 (2.3%)
financial support	43	0 (0.0%)	0 (0.0%)	31 (72.1%)	10 (23.3%)	2 (4.7%)
training for those responsible for orientation programs	43	0 (0.0%)	0 (0.0%)	26 (60.5%)	16 (37.2%)	1 (2.3%)

Note: SD = strongly disagree, D = disagree, A = agree, SA = strongly agree, NR = no response.

The management interview, item 7, measures the changes which must be made in an existing hospital setting to effectively operationalize a management orientation program. The measures were (a) administrative support, (b) financial support, and (c) training for those responsible for orientation programs.

The first measure was (a) administrative support. There were 15 respondents from four organizations who responded to

this question. All respondents (100%) indicated "yes." Typical of their responses were: "orientation should be viewed as the beginning of a long relationship and should be considered a life-long learning process;" "formal evaluation is a necessary component following the orientation program."

The second measure was (b) **financial support**. There were 15 respondents and 15 (100%) indicated "yes." Some of the comments were: "all managers should be encouraged to give of their time during orientation programs or present a session during management courses," "financial support is necessary for development of an orientation program and support is also required for follow-up training of managers;" "orientation should not involve any great cost except from the aspect of time for development and implementation."

The final measure was (c) **training for those responsible for orientation programs**. There were 15 respondents to this question. Two respondents (13.3%) indicated "no." Thirteen respondents indicated "yes" to training. Comments included: "if an organization is seriously considering the development of a management orientation program then thought should be given to commitment of dollars." Table 11 indicates the frequency distribution of agreement on the changes necessary to operationalize a management orientation program.

Table 11

Frequency Distribution of Agreement on the Changes Necessary to Operationalize a Management Orientation Program

Item	N	Yes	No
administrative support	15	15 (100%)	0 (0.0%)
financial support	15	15 (100%)	0 (0.0%)
training	15	13(86.7%)	2 (13.3%)

Question 6. Is there a need for a management orientation program at St. Clare's Mercy Hospital?

The following item was developed to elicit a response to this question (Appendix C and D):

Management Questionnaire, item 1.

In the management questionnaire, item 1 was designed to measure the need for a management orientation program at St. Clare's Mercy Hospital. There were 43 responses (64.2%) to this question. All respondents (100%) agreed with the need for a management orientation program. Typical of their responses were: "an orientation program for new managers is a definite need at St. Clare's Mercy Hospital;" "would like to see an orientation program with some type of continuing education component;" "this hospital [St. Clare's Mercy Hospital] should offer some sort of management orientation

program to new managers."

Question 7. What type of management orientation program exists in the particular organization visited?

The following item was developed to elicit a response to this question (Appendix C and D):

Management Interview, item 2.

In the management interview, item 2 was designed to measure the type of management orientation program which exists in the four well-recognized organizations visited during the internship. Fifteen respondents were interviewed and all respondents (100%) indicated that some type of orientation program existed in their organization. Nine respondents (60%) indicated that there was a formal orientation program in their organization while six respondents (40%) indicated that their organizations provided informal orientation programs. The type of management orientation model utilized in each organization was addressed during the interviews. All of the respondents (100%) indicated that their orientation programs were not based on any particular model. One respondent stated that their organization provides new managers with three months orientation at their own pace followed by a three day leadership program offered through the Faculty of Business at Memorial University of Newfoundland.

Several respondents indicated that their organizations

provided a general orientation followed by enrollment in a supervisory course which is provided to all managers. Table 12 displays the frequency distribution of agreement on an informal or formal orientation program provided by organizations visited.

Table 12

Frequency Distribution of Agreement on an Informal or Formal Orientation Program Provided by Organizations Visited

Item	<u>N</u>	Yes	No
Formal orientation program	15	9 (60.0%)	6 (40.0%)
Informal orientation Program	15	6 (40.0%)	9 (60.0%)

Interview and questionnaire were the techniques utilized for obtaining data in this study. Fifteen managers were interviewed from four major organizations which offer a management orientation program. All information from interviews was written down. Data obtained from completed questionnaires and interviews were arranged in frequency and percentage distributions. The proportions of total responses to the items were given and were discussed.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study has investigated the benefits of a management orientation program and has examined existing management orientation programs in order to make recommendations for administration of a management orientation program for St. Clare's Mercy Hospital.

The model utilized for this study was the human resource development model outlined by Ubben and Hughes (1987). Each aspect of this model represents the idea that development of human resources is a continuous process. Orientation is considered to be point "a" on the model and begins with individual staff needs assessments and progresses into designated programs of mediation and development. Among the appropriate techniques utilized in the human resource model are networking, mentoring and some form of "buddy system."

The related literature review supported the findings of this study. The literature indicated that management orientation should be viewed as an overall professional development plan, spaced over the first year of transition. Such programs need to be viewed as part of a life-long career development effort. Orientation is also seen as providing a smooth transition. Organizations that offer management

orientation programs find that their managers adjust more readily and have a smoother transition to the work environment.

The population for this study was comprised of sixty-seven managers employed at St. Clare's Mercy Hospital. Sixty-seven questionnaires were administered to the management population and forty-three (64.2%) were completed and returned. Structured interviews were conducted during an internship at four well-recognized organizations and responses to questions posed in the statement of the problem were analyzed in this study. Also informal discussions with managers throughout the internship provided valuable information utilized in drawing conclusions.

SUMMARY

The research questions in this study were addressed through an analysis of data from questionnaires administered to all managers at St. Clare's Mercy Hospital and from interviews conducted with fifteen managers from four well-recognized organizations. Frequency distributions indicating subject response were shown.

Research findings indicated that management orientation programs were found to be beneficial in easing the transition

of the new manager into the corporate setting. Questionnaires were administered to 67 managers at St. Clare's Mercy Hospital and forty-three (64.2%) of the questionnaires were returned. Data indicated that 97.7% of the respondents agreed that management orientation programs ease transition of the new manager.

Similar responses were made during the interviews conducted with 15 managers from four well-recognized organizations. All respondents (100%) interviewed were in agreement that orientation would provide a smoother transition into the organization.

The benefits of a management orientation program were addressed in this study through the administration of a questionnaire to sixty-seven managers at St. Clare's Mercy Hospital. There was a total of 43 responses (64.2%) to the first measure which was turnover. It was found that the majority of respondents agreed with this measure and indicated a positive effect on this benefit. The second measure was job performance and the data revealed that 30.2% agreed and 48.8% strongly agreed with this measure. The majority of respondents indicated a positive effect on this benefit.

The questionnaire also measured opinions about the influence an orientation program might have on absenteeism. The majority of respondents agreed and strongly agreed with

this benefit as well as indicating a positive effect. The fourth measure was job satisfaction and data revealed a response rate of 25.6% agreed and 53.5% strongly agreed. The majority of respondents indicated a positive effect on this benefit.

The final measure reviewed was communication and data indicated that 20.9% agreed and 60.5% strongly agreed with this measure. The majority of respondents indicated a positive effect.

The benefits of a management orientation program were further discussed through the structured interview conducted with fifteen managers from four well-recognized organizations. All (100%) of the respondents interviewed agreed that increased job performance, increased job satisfaction, increased morale and increased communication were benefits derived from a management orientation program. The response rate to the measure of turnover was 53.3% of the respondents said "yes". Another 40% of the respondents were unable to assess this measure because their organizations did not have a process in place to analyze turnover. Also 40% of the respondents indicated "no" to decreased absenteeism as a benefit and 40% were unable to assess this measure because their organizations did not analyze such trends.

The management questionnaire reviewed the administrator's

role in design and implementation of a management orientation program. Data showed that 74.4% agreed and 7% strongly agreed with financial support as a role. The second measure reviewed was for the administrator to meet new managers. It was found that 51.2% agreed and 41.9% strongly agreed with this measure. The role of providing a mentoring system was reviewed and the majority of respondents agreed with this measure. Data also revealed that 58.1% agreed and 16.3% strongly agreed with the role of providing emotional support.

Another measure of the administrator's role was to develop hospital policy and it was found that 60.5% agreed and 32.6% strongly agreed with this measure. The role of cultivating skills was reviewed and 53.5% agreed and 30.2% strongly agreed with this measure. The final measure was to promote self-development and the data revealed that the majority of respondents agreed with this measure.

The administrator's role in the design and implementation of a management orientation program was discussed during the interviews conducted in four well-recognized organizations. All respondents (100%) agreed with providing financial support. Another 73.3% of the respondents agreed that the administrator should meet new managers. All respondents (100%) interviewed said they "disagreed" with the role of providing a mentoring system. This discrepancy between

questionnaire respondents and interview respondents may be related to organizational culture or climate. Such factors maybe worthy of further research. Also 66.7% of the respondents did not agree with the administrator's role of providing emotional support. All of these respondents indicated that an employee assistance program existed in their organizations.

Ten respondents (66.7%) agreed with the role of cultivating the skills and talents of new managers as a role for the administrator. Also the majority of respondents agreed with the administrator developing organizational policy. The final role identified was to promote self-development and 93.3% responded in the affirmative. Typical of the comments were that orientation should be considered a continuous process with emphasis on self-development. The human resource model outlined by Ubben and Hughes (1987) further supports the concept of a continuous process.

The senior manager's responsibilities during a management orientation program were also explored. Sixty-seven questionnaires were administered and 43 respondents (64.2%) completed the form. The first measure reviewed was to help establish collegial relationships. The majority of respondents agreed with this responsibility. The responsibility of coaching was examined and data indicated

that 76.7% of the respondents agreed and 11.6% strongly agreed with this measure. The majority of respondents agreed with providing "peer" mentoring, providing emotional support and orientating new managers as responsibilities of the senior manager.

The senior manager's responsibilities within a management orientation program were further discussed with fifteen managers interviewed from four well-recognized organizations. Similar responses were made throughout the interviews. When asked about helping establish collegial relationships as a responsibility, 15 respondents (100%) responded by indicating "yes." Data further revealed that the majority of respondents agreed with the responsibilities of coaching, providing "peer" mentoring, providing emotional support and orientating new managers.

The changes which must be made in an existing hospital setting to effectively operationalize a management orientation program were addressed in this study. The majority of the 67 respondents who answered the questionnaire agreed with the need for administrative support, financial assistance and training for those conducting the orientation program.

When asked about the changes which must be made in an existing organizational setting to effectively operationalize a management orientation program, 15 managers interviewed

responded in the affirmative to administrative support, financial support and training for those responsible for orientation programs.

The need for a management orientation program at St. Clare's Mercy Hospital was also addressed in this study. There were 43 responses (64.2%) to this question. All respondents (100%) agreed with the need for a management orientation program.

The types of management orientation programs were discussed during the fifteen interviews conducted in four well-recognized organizations. Sixty percent of the respondents indicated that a formal orientation program existed in their organization while 40% of the respondents indicated some type of informal program. All (100%) of the respondents indicated that their orientation programs were not based on a particular model.

CONCLUSIONS

The following conclusions can be drawn from the findings of this study.

1. Management orientation programs are beneficial in easing the transition of the new manager into the corporate setting.

2. Management orientation programs are beneficial to organizations because they increase job performance, increase satisfaction, increase morale and increase communication. Further research is required to assess decreased absenteeism and decreased turnover as possible benefits of an orientation program.
3. Management personnel expressed a definite need for a management orientation program at St. Clare's Mercy Hospital.
4. It was agreed that the administrator should develop the overall policies of orientation and commit resources, both in staff time and funds to provide an effective orientation program.
5. The senior manager was seen as being responsible for the orientation of the new manager. Other responsibilities included coaching, providing "peer" mentoring, helping to establish collegial relationships and providing emotional support.
6. New manager's peers in the organization should play a supportive role in a management orientation program. Collegial relationships are established at this time.
7. Mentoring programs were considered a responsibility

of the administrator.

8. New managers should be considered active participants in their own orientations.

RECOMMENDATIONS

Management orientation programs have developed slowly in organizations. Organizations visited felt that orientation is an essential part of the employment process. Training is seen as an ongoing process with orientation a key element. In view of the perceived success of management orientation programs in the organizations visited, and based on the literature review, the following recommendations are made:

1. That consideration should be given to the development of a formalized management orientation program for St. Clare's Mercy Hospital.
2. That a steering committee should be created from interested individuals who would be responsible for drafting program goals and policy.
3. That an appropriate model to meet the needs and situations of new managers be selected or designed. Consideration should be given to utilizing the human resource development model delineated by Ubben and Hughes (1987).

4. That orientation should be designed as a process rather than a program.
5. That the orientation process should be designed to meet individual needs and requirements.
6. That program design should provide for evaluation of the process and for making adjustments as needed.
7. That a checklist format be developed which provides a clear orientation plan.
8. That the orientation program should be formalized and ongoing with emphasis on the transition process and building of the initial skills which are so essential for management. This would include self-assessment of career development for the manager.
9. That everyone should play a part in welcoming the new manager to the team. When senior management stress the importance of bringing in a new person into a friendly and encouraging atmosphere others will do the same.
10. That an orientation follow-up is important. This component of orientation must be carefully planned. Informal consultation and follow-up should be ongoing during the first months of the new manager's association with the organization.

11. That new managers should participate in a general orientation program which will familiarize the new individual with the process that all newly hired personnel experience and which provides contact with the education department of the organization.
12. That an effective orientation program should have commitment from senior management.
13. That consideration should be given to further development of managers following the orientation program by support of continuing education.
14. That the orientation process should be designated to a specific department or dual responsibility between departments for the program. This allows for effective control of the implementation and maintenance of such a program.

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APPENDICES

APPENDIX A
CONSENT FORM

Mrs. V. Carruthers
Newfoundland & Labrador Hydro
100 Columbus Dr.,
St. John's, NF

Dear Mrs. Carruthers:

I am a candidate for the Degree of Master of Education at Memorial University of Newfoundland. I will be interviewing managers at St. Clare's Mercy Hospital, The Health Sciences Centre, Newfoundland and Labrador Hydro Company, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited to investigate the administration and benefits of a Management Orientation Program. I am requesting your permission for your organization to take part in this study.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in the findings for design and implementation of a management orientation program for St. Clare's Mercy Hospital.

If you are in agreement with having your organization participate in this study please sign below and return one copy to me and retain the other for your own files. If you have any questions or concerns please do not hesitate to contact me at St. Clare's, 778-3380.

Thank you for your consideration of this request.

Yours sincerely,

Faye Melamed

FM/mq

I hereby give permission for my organization to take part in a study on the Administration and Benefits of a Management Orientation Program. All information is strictly confidential and no individual will be identified.

10/92
Date

Signature

Sister Elizabeth Davis
Executive Director
St. Clare's Mercy Hospital
St. John's, Nfld.
A1C 5B8

Dear Sister Elizabeth Davis:

I am a candidate for the Degree of Master of Education at Memorial University of Newfoundland. I will be interviewing managers at St. Clare's Mercy Hospital, The Health Sciences Centre, Newfoundland and Labrador Hydro Company, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited to investigate the administration and benefits of a Management Orientation Program. I am requesting your permission for your organization to take part in this study.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in the findings for design and implementation of a management orientation program for St. Clare's Mercy Hospital.

If you are in agreement with having your organization participate in this study please sign below and return one copy to me and retain the other for your own files. If you have any questions or concerns please do not hesitate to contact me at St. Clara's, 778-3380.

Thank you for your consideration of this request.

Yours sincerely,

Faye Melamed

FM/mq

I hereby give permission for my organization to take part in a study on the Administration and Benefits of a Management Orientation Program. All information is strictly confidential and no individual will be identified.

13/10/92

Date

Signature

October 13, 1992 102

Ms. M. Mooney
Hibernia Management and Development Co. Ltd.
100 New Gower St.,
St. John's, NF
A1C 1J3

Dear Ms. Mooney:

I am a candidate for the Degree of Master of Education at Memorial University of Newfoundland. I will be interviewing managers at St. Clare's Mercy Hospital, The Health Sciences Centre, Newfoundland and Labrador Hydro Company, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited to investigate the administration and benefits of a Management Orientation Program. I am requesting your permission for your organization to take part in this study.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in the findings for design and implementation of a management orientation program for St. Clare's Mercy Hospital.

If you are in agreement with having your organization participate in this study please sign below and return one copy to me and retain the other for your own files. If you have any questions or concerns please do not hesitate to contact me at St. Clare's, 778-3330.

Thank you for your consideration of this request.

Yours sincerely,

Faye Melamed

FM/TC

I hereby give permission for my organization to take part in a study on the Administration and Benefits of a Management Orientation Program. All information is strictly confidential and no individual will be identified.

Dec. 9, 1992
Date

Signature :/

Mrs. R. Coady
Health Sciences Centre
300 Prince Phillip Dr.,
St. John's, NF
A1B 3V6

Dear Mrs. Coady:

I am a candidate for the Degree of Master of Education at Memorial University of Newfoundland. I will be interviewing managers at St. Clare's Mercy Hospital, The Health Sciences Centre, Newfoundland and Labrador Hydro Company, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited to investigate the administration and benefits of a Management Orientation Program. I am requesting your permission for your organization to take part in this study.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in the findings for design and implementation of a management orientation program for St. Clare's Mercy Hospital.

If you are in agreement with having your organization participate in this study please sign below and return one copy to me and retain the other for your own files. If you have any questions or concerns please do not hesitate to contact me at St. Clara's. 773-3380.

Thank you for your consideration of this request.

Yours sincerely,

Faye' Melamed —

FM/DC

I hereby give permission for my organization to take part in a study on the Administration and Benefits of a Management Orientation Program. All information is strictly confidential and no individual will be identified.

Date _____

Signature _____

October 12, 1992

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Mrs. S. Denine
Nfld. & Lab. Public Service Commission
146-148 Forest Rd.,
St. John's, NF
A1A 1E6

Dear Mrs. Denine:

I am a candidate for the Degree of Master of Education at Memorial University of Newfoundland. I will be interviewing managers at St. Clare's Mercy Hospital, The Health Sciences Centre, Newfoundland and Labrador Hydro Company, Newfoundland Public Service Commission, and the Hibernia Management and Development Company Limited to investigate the administration and benefits of a Management Orientation Program. I am requesting your permission for your organization to take part in this study.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in the findings for design and implementation of a management orientation program for St. Clare's Mercy Hospital.

If you are in agreement with having your organization participate in this study please sign below and return one copy to me and retain the other for your own files. If you have any questions or concerns please do not hesitate to contact me at St. Clare's, 778-3380.

Thank you for your consideration of this request.

Yours sincerely,

Faye Melamed

FM/mg

I hereby give permission for my organization to take part in a study on the Administration and Benefits of a Management Orientation Program. All information is strictly confidential and no individual will be identified.

12/10/1992
Date

Signature

APPENDIX B
ITINERARY

Itinerary

- | | | |
|----|---|----------------------|
| 1. | Hamilton General Division,
Hamilton Civic Hospitals
Hamilton, Ontario | July 16-30, 1992 |
| 2. | Newfoundland and Labrador
Hydro | November 16-20, 1992 |
| 3. | Newfoundland Public Service
Commission | December 7-11, 1992 |
| 4. | Hibernia Management and
Development Company Limited | January 4-8, 1993 |
| 5. | Health Sciences Centre | January 11-15, 1993 |

APPENDIX C
MANAGEMENT QUESTIONNAIRE

January, 1993

Dear Manager:

I am a candidate for the degree of Master of Education from Memorial University of Newfoundland. The title of my Internship proposal is "A Study of the Administration and Benefits of a Management Orientation Program." Approval to conduct this study has been granted by Memorial University and St. Clare's Mercy Hospital.

It would be appreciated if you will complete the enclosed form prior to February 15th and return it in the envelope provided for you. Your responses will be held in strictest confidence.

I am particularly desirous of obtaining your responses because your experience in management will contribute significantly toward the design of an orientation program. The enclosed questionnaire has been tested with a sampling of hospital managers, and I have revised it in order to make it possible for me to obtain all necessary data while requiring a minimum of your time.

Questions 1 and 2 require you to give your comments while questions 3,4,5 and 6 utilize a Likert scale format and comment section. Please follow instructions as outlined in the questionnaire.

I will be pleased to send you a summary of the survey results if you desire. Thank you for your cooperation.

Sincerely yours,

Faye Melamed

FM/mq

Enclosed:

1. What is your general impression about the need for a management orientation program?
Comments:

2. In your view does a management orientation program ease transition of the new manager into the corporate setting? (Please check appropriate answer) Yes ☐ No ☐
Comments:

3. (1) A management orientation program will have an effect on the following:

[illegible]

4. The Administrator's role in the design and implementation of a management orientation program is to:

- a) provide financial support
- b) meet new managers
- c) provide a "mentoring system"
- d) provide emotional support
- e) develop hospital policy on management orientation
- f) cultivate the skills and talents of new managers
- g) promote self-development

Strongly disagree	Disagree	Agree	Strongly agree

Comments: _____

5. Senior manager's responsibilities within a management orientation program are to:

- a) help establish collegial relationships
- b) coach
- c) provide "peer" mentoring
- d) provide emotional support
- e) orientate new managers

Strongly disagree	Disagree	Agree	Strongly agree

other: _____

Comments: _____

6. Changes which must be made in an existing organization's setting to effectively operationalize a management orientation program are to provide:

- a) administrative support
- b) financial support
- c) training for those responsible for orientation programs

Strongly disagree	Disagree	Agree	Strongly agree

other:

Comments:

Thank-you for completing this questionnaire.

APPENDIX D
MANAGEMENT INTERVIEW

MANAGEMENT INTERVIEW

113

1. What is your concept of a management orientation program?
2. What type of management orientation program exists in your organization?
 - a) formal
 - b) informal
3. What are the benefits derived from a management orientation program?
 - a) decreased turnover
 - b) decreased absenteeism
 - c) increased job performance
 - d) increased job satisfaction
 - e) increased morale
 - f) increased communication
 - g) smoother transition

Comments: _____

4. What are the disadvantages of a management orientation program?
5. What is the administrator's role in the design and implementation of a management orientation program?
 - a) To provide financial support
 - b) To meet new managers
 - c) To provide a "mentoring system"
 - d) To provide emotional support
 - e) To develop organizational policy on management orientation
 - f) To cultivate the skills and talents of new managers
 - g) To promote self-development

Comments: _____

6. What is the senior manager's responsibilities within a management orientation program?

- a) To help establish collegial relationships
- b) To coach
- c) To provide "peer" mentoring
- d) To provide emotional support
- e) To orientate new managers

Comments: _____

7. What changes must be made in an existing organization's setting to effectively operationalize a management orientation program?

- a) administrative support
- b) financial support
- c) training for those responsible for orientation programs

Comments: _____

Thank-you for your assistance.



